

Unit 1: Civil War and Reconstruction				
KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary	Classroom Resource Links
<p>8. H.CE.1 Analyze the Cause and effect of Westward expansion, the Civil War and Reconstruction on the diverse population of the United States</p>	<p>We are learning the political, social, and economic causes and consequences of the Civil War.</p> <p><i>We are learning the Civil War's effect on America.</i></p>	<p>I can explain the causes and consequences of the Civil War.</p> <p><i>I can discuss the causes and consequences of the Civil War.</i></p>	<p>Sectionalism</p> <p>Confederate</p> <p>Union</p> <p>Emancipation</p>	<p>Brief overview of the War Google Slides Student Page</p>
<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>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>We are learning the ways Reconstruction attempted to address the status of formerly enslaved people.</p> <p><i>We are learning the changing role of the federal government in enforcing civil rights.</i></p> <p>We are learning how Reconstruction impacted Constitutional rights for African Americans on the local, state, and federal level.</p>	<p>I can compare and contrast different Reconstruction plans.</p> <p>I can evaluate the continuities and changes caused by Reconstruction.</p>	<p>Thirteenth Amendment</p> <p>Fourteenth Amendment</p> <p>Fifteenth Amendment</p> <p>Federalism</p> <p>Bill of Rights 5</p> <p>Continuity</p> <p>Freedmen's Bureau</p>	<p>Reconstruction Stations Reconstruction Student Page</p> <p>If you want to expand on their knowledge of Jim Crow use the following. WARNING! Graphic Content</p> <p>Jim Crow Google Slide Jim Crow Student Page</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.			Compromise of 1877 Sharecropping Black Codes (e.g. poll tax, literacy tests, Disenfranchisement) Plessy v. Ferguson (e.g. Jim Crow , segregation)	
HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	We are learning about the cultural, economic, and environmental push and pull factors that contributed to the continuation of westward expansion.	I can explain the impact of westward expansion.	Manifest Destiny Homestead Act Transcontinental Railroad	Westward Expansion Google Slide Westward Expansion Notes Page Western Settlement Bookwork **This assignment is based on the old American Anthem US History Textbooks, but can easily be modified for the new SAVVAS textbooks.



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>We are learning the impact of westward expansion and related government policies on Native American cultures.</p> <p>We are learning the impact of westward expansion and related government policies on various groups.</p>	I can assess government policies on Native American cultures.	Assimilation (e.g. Carlisle School, Dawes Act, Wounded Knee, Little Big Horn, Reservations)	End of Native American Resistance Google Slides End of Native American Resistance Student Page
Summative Assessment				
Test				

Unit 2: Gilded Age and Progressives (1890-1920)

KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary	Classroom Resource Links
<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.UH.CO.2 Evaluate domestic responses to migration and immigration in the United States from 1877-present.</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 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 analyze the push & pull factors of immigration to the United States.</p> <p>I can evaluate the social and political realities of immigrants.</p> <p>I can describe the effects of urbanization.</p>	<p>Push/Pull Factors</p> <p>Tenements</p> <p>Assimilation</p> <p>Chinese Exclusion Act</p> <p>Nativism</p> <p>Urbanization</p>	<p>Immigration Stations Immigration Student Pages</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 social impacts of industrialization on the United States between 1877-1945</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>Day 1 New Inventions Google Slides Big Business Google Slides (this is to be done independently, link in your Canvas) New Inventions and Big Business Student Pages</p> <p>Day 2 Problems in Gilded Age Society Google Slides Problems in Gilded Age Society Student Chart</p> <p>Political Cartoon Analysis Cartoon Analysis Student Page</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>Trust / Monopoly</p> <p>Social Darwinism</p> <p>Political Machines</p> <p>Labor Unions</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 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>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 levels.</p> <p>We are learning the changing role of government as a result of Progressive Era amendments and legislation.</p> <p>We are learning how people and groups worked to address Gilded Age problems.</p> <p>We are learning how various</p>	<p>I can describe how people and groups worked to address Gilded Age problems.</p> <p>I can explain how the national government addressed economic and political issues.</p> <p>I can assess the lasting impacts of Progressive Era amendments and legislation.</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 Inspection Act, Food and Drug Act)</p> <p>Women Progressive Movements (e.g. Settlement houses, Public School Movement, Women's Suffrage, Temperance)</p>	<p>Day 1</p> <p>Progressives</p> <p>Progressives Student Page</p> <p>Day 2</p> <p>Women's Rights Google Slide (Easy)</p> <p>Women's Rights Google Site (Difficult)</p> <p>Women's Rights Student Page</p>



	groups attempted to address working conditions and income distributions in the Gilded Age.			
Summative Assessment				
<u>Test</u>				

Unit 3: Imperialism and World War I (1890-1920)

KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary	Classroom Resource Links
<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, 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>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>We are learning the motives for and impacts of U.S. intervention abroad at the turn of the 20th century.</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>Day 1 Presidential Diplomacies Notes/Page 1 Presidential Diplomacies Formative ***Just use page 2.</p> <p>Day 2 Imperialism Around the World Google Site Imperialism Student sheet</p> <p>Day 3 Spanish American War Stations with Questions</p>
<p>HS.UH.CE.2 Analyze the events that caused the United States to emerge as a</p>	<p>We are learning how US foreign policy evolved from isolation to intervention during</p>	<p>I can explain why US foreign policy evolved from</p>	<p>Isolationism</p> <p>Zimmerman Note</p>	<p>US Entry WWI Google Slide US Entry WWI Student Notes</p>

<p>global power between 1890-1991.</p> <p>HS.UH.CO.1 Explain the impact of U.S. expansion at home and abroad between 1877-1929.</p>	<p>WWI.</p> <p>We are learning the impact of U.S. involvement in WWI at home and abroad.</p>	<p>isolationism to interventionism.</p> <p>I can analyze how life changed for Americans during WWI</p>	<p>Lusitania</p> <p>Committee of Public Information & Propaganda (e.g. War Bonds, Victory Gardens, rationing)</p> <p>Influenza Epidemic</p> <p>War Industries Board</p> <p>Selective Service Act</p>	<p>US Entry Cartoon Strip OR US Propaganda Activity</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, the Interwar years and World War II.</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 the role the U.S. asserted during the peace treaty process ending WWI.</p> <p>We are learning that the U.S. reverted to isolationism after WWI.</p> <p>We are learning the intended and unintended consequences of the Treaty of Versailles.</p>	<p>I can evaluate the various plans for peace after WWI.</p>	<p>Treaty of Versailles</p> <p>League of Nations</p> <p>Wilson's Fourteen Points</p>	<p>End WWI Google Slides</p> <p>End WWI Student Page using SAVAAS Textbook</p> <p>**Back makes a connection to NATO and Ukraine conflict</p>
<p>Summative Assessment</p>				
<p>Review Test</p>				

Unit 4: Boom & Bust (1920-1938)

KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary	Classroom Resource Links
<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 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</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>We are learning the causes and effects of cultural changes in the 1920s.</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 Garvey, Ida B. Wells NAACP, Tuskegee Institute, Jazz, Langston Hughes)</p>	<p>Day 1 (maybe 2 days) 1920's Stations 1920's Student Questions</p> <p>Day 2 Harlem Renaissance Questions Harlem Renaissance Google Site</p>

migration patterns and population distribution at multiple scales.			Red Summer of 1919 (e.g. Corbin, Ky; Ku Klux Klan, Chicago; Tulsa Massacre, NC)	
<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) 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 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>We are learning the social and economic impacts of the Great Depression.</p> <p>We are learning how the trends of the 1920s led to 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>Dust Bowl (Okie)</p> <p>Supply/Demand (e.g. Overproduction/ Underconsumption, farmers)</p> <p>Stock Market Crash</p> <p>Gross Domestic Product (GDP)</p> <p>Unemployment</p> <p>Federal Reserve</p>	<p>Causes of the Great Depression Graphic Organizer</p> <p>Effects of the Great Depression</p> <p>Both of these resources are based on the old American Anthem history books.</p> <p>Dust Bowl</p>
HS.UH.CH.2 Analyze changes to economic policies, the size of government and the power of government between 1890-1945.	<p>We are learning the changing scope of the federal government in response to the Great Depression.</p>	<p>I can compare and contrast Hoover & Roosevelt's responses to the Great Depression.</p>	<p>Hawley-Smoot Tariff</p> <p>Hooverville/ Bonus Army</p>	<p>New Deal Google Slides</p> <p>New Deal Google Slide Notes</p> <p>New Deal Programs</p>

<p>HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.</p>	<p>We are learning the extent of success of the New Deal in addressing the Great Depression.</p>	<p>I can evaluate the effectiveness of the New Deal.</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>	
<p>Summative Assessment</p>				
<p>Test</p> <p>OR Great Depression On Demand Writing Practice</p> <p>Student Prompt</p> <p>Student Outline</p> <p>Document #1 Graphs Student Groups</p> <p>Document #3 Leading Questions</p>				

End of Semester 1

Unit 5: World War II (1938-1945)				
KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary	Classroom Resource Links
<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, the Interwar years and World War II.</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>We are learning about the changes that took place in US foreign policy during the war.</p>	<p>I can explain how US foreign policy evolved from isolationism to interventionism during WWII.</p>	<p>Totalitarianism (e.g. Fascism, Communism, Militarism)</p> <p>Isolationism</p> <p>Neutrality Laws (e.g. Lend-Lease Act, Cash and Carry, Atlantic Charter, Destroyers for Bases)</p> <p>America First Committee</p>	<p>Intro WWII Google Slide Causes of WWII Political Cartoon Analysis</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, the Interwar years and World War II</p>	<p>We are learning the role of the US in ending conflict in Europe and the Pacific in WWII.</p>	<p>I can explain how geography impacts the US war strategy in WWII.</p>	<p>Pacific Theater (e.g. Pearl Harbor, Midway, Iwo Jima, Bataan Death March, Island Hopping, Hiroshima and Nagasaki)</p> <p>European Theater (e.g. D-Day Invasion, Battle of the Bulge, Fall of Berlin)</p>	<p>Major Battles Student Chart Major Battles Google Slides OR Major Battles Stations</p> <p>I also show the attack scene in the movie Pearl Harbor.</p>

<p>HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890-present.</p> <p>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a 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>We are learning about the growth of the federal government in the U.S. economy during World War II.</p> <p>We are learning how different groups in the US demonstrate civic responsibilities.</p> <p>We are learning how WWII impacted how different minorities were viewed by US society.</p>	<p>I can explain how WWII improved the American economy.</p> <p>I can analyze the challenges and contributions of diverse groups of Americans during WWII.</p>	<p>Manhattan project</p> <p>Executive Order 9066</p> <p>Rosie the Riveter</p> <p>Tuskegee Airmen</p> <p>Navajo Code Talkers</p> <p>Rationing/Office of Price Administration</p> <p>Office of War Information</p> <p>War Refugee Board</p>	<p>Homefront Stations Station Questions</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, the Interwar years and World War II</p>	<p>We are learning the role of the US in ending conflict in Europe and the Pacific in WWII.</p>	<p>I can analyze the US's role in global compromises at the end of WWII.</p>	<p>Postwar planning (e.g. Yalta Conference, Potsdam Conference and Proclamation)</p>	<p>End of War Google Slide w Videos of Nuclear Bombings End of War Notes</p>
<p>Summative Assessment</p>				
<p>Review Test</p>				

Unit 6: Postwar Society and Beginnings of the Cold War (1945-1960)

KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary	Classroom Resource Links
<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>	<p>We are learning how the evolution of the Soviet Union and the United States as world powers led to international instability and conflict.</p>	<p>I can explain how decisions made at the end of WWII affected U.S. policies in the 1950s.</p> <p>I can explain and give examples of US attempts at containment around the world.</p>	<p>Yalta Conference Potsdam Conference Iron Curtain NATO/Warsaw Pact United Nations Containment (e.g. Marshall Plan, Truman Doctrine, Eisenhower Doctrine, CIA, Berlin Blockade and Airlift)</p>	<p>Map Activity Intro Cold War Google Slides Intro Cold war Notes</p>
<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 domestically and globally, during the Cold War Era</p>	<p>We are learning how the United States attempted to contain communism at home and abroad.</p>	<p>I can describe the effects of the Red Scare on American culture.</p>	<p>Second Red Scare/ McCarthyism (e.g. House of Un-American Activities Committee, Julius and Ethel Rosenberg, Alger Hiss, Hollywood 10)</p> <p>Arms Race (e.g. Mutually Assured Destruction, brinkmanship)</p>	<p>3 Days Day 1 Red Scare Notes Dot Game</p> <p>Day 2 Korean War</p> <p>Day 3 Arms Race</p>

between 1945- 1991.			Proxy War: Korean War and Police Action	
<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>	<p>2 Days</p> <p>1950's Google Slides 1950's Notes 1950's Cultural Comparisons</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</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>We are learning how Black Americans facing discrimination had various</p>	<p>I can explain how African Americans approached the expansion of civil rights in the 1950s.</p> <p>I can evaluate how groups facing discrimination approached</p>	<p>Emmett Till</p> <p>Montgomery Bus Boycott</p> <p>Rosa Parks</p> <p>Little Rock 9</p> <p>Brown v Board of</p>	<p>***I do this as a separate Unit, that way the test isn't so overwhelming</p> <p>2-3 Days Introduction Google Slides Civil Rights Movement Timeline OR Civil Rights Student Groups Other Civil Rights Movements</p>

<p>rights and liberties locally, nationally and internationally.</p>	<p>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>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>Education</p> <p>Martin Luther King Jr</p> <p>NAACP</p> <p>Redlining</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>Other Civil Rights Movements Notes</p> <p>Protest Posters Activity</p>
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			<p>Native American Civil Rights</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>	
Summative Assessment				
Cold War Review Cold War Test Civil Rights Review Civil Rights Test				

Unit 7: Conflict and Reform (1960s-1980)

KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary	
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.	<p>Domino Theory</p> <p>Arms Race/ Space Race</p> <p>Cuba (e.g. Fidel Castro, Bay of Pigs, Cuban Missile Crisis, Flexible Response)</p>	<p>Kennedy Stations</p> <p>Kennedy Stations Student Pages</p>
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	<p>I can explain the causes of American involvement in the Vietnam War.</p> <p>I can analyze the role of the media in exposing Americans to controversies in Vietnam.</p>	<p>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)</p> <p>Guerilla Warfare (e.g. Tet Offensive)</p> <p>Credibility Gap (e.g. Napalm, Agent Orange, My Lai Massacre, Pentagon Papers)</p>	<p>Vietnam Intro Google Slides</p> <p>Student Notes and Activity in Books (old American Anthem books)</p> <p>Counter Culture Stations</p> <p>Counter Culture Questions</p>

			Counterculture (e.g. Kent State Massacre, Living Room War, <i>Tinker v. Des Moines</i>)	
HS.C.CP.4 Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process and inalienable rights. 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.	We are learning how the Great Society was designed to promote the general welfare of the United States population. We are learning the role of individuals and the federal government in the expansion of civil rights of diverse groups.	I can examine the role of individuals and the federal government in the expansion of rights of diverse groups. I can determine the extent to which the Great Society promoted the welfare of society.	Great Society War on Poverty (e.g. urban renewal, Medicaid / Medicare, Head Start, Elementary/Secondary Act, Job Corps) Warren Court (e.g. <i>Miranda v. Arizona</i>) EPA (e.g. Rachel Carson <i>Silent Spring</i> , Clean Water Act)	Johnson Google Slides Great Society Student Page (use textbooks to complete the chart and the questions on the back) Old American Anthem books
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. HS.C.PR.2 Analyze the role of elections, bureaucracy, political	We are learning how constitutional principles are challenged by the expansion of the executive branch. We are learning the impact of Watergate on public trust in government. We are learning how	I can explain the events of Nixon's foreign policy. I can describe events in Nixon's administration that led to distrust in the government.	Detente (e.g. Opening China, SALT I) OSHA Watergate (e.g. US v. Nixon, Ford's Pardon of Nixon) War Powers Act	Nixon Timeline using textbooks (Old American Anthem)

parties, interest groups and media in shaping public policy.	different groups in the US and abroad impacted government policy.		Southern Strategy Saturday Night Massacre CREeP Inflation	
<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>	Carter Presidency
Summative Assessment				
<p>I have this split up between two units. Take from these reviews and Tests what you wish.</p> <p>Review 1 Test 1 Review 2 Test 2</p>				

Unit 8: US Role in a Changing World (1980-present)

KAS Standards	Learning Intentions	Success Criteria	Essential Vocab	Classroom Resource Links
<p>HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, 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>We are learning the impacts of government policies on the health of the US economy and culture in the 1980s.</p>	<p>I can explain the impact of the Reagan Administration policies on diverse groups.</p> <p>I can explain the impact of the Reagan Administration policies on the economy.</p>	<p>Reaganomics (e.g. Deficit, Trickle-Down Economics, Social Spending Cuts, Deregulation)</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>Reagan and Bush Presidencies Student Page</p> <p>Reagan and Bush Presidencies Google Site</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>Covered in a previous unit</p>

			Revolutions of 1989 Strategic Defense Initiative (“Star Wars”) Fall of the Soviet Union	
<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>	We are learning about the change in U.S foreign policy in the post Cold War era.	I can describe the US’s role in Middle Eastern conflicts.	Israel (e.g. Palestine, Camp David Summit) Iran-Contra Affair Iraq (e.g. Persian Gulf Wars, Saddam Hussein, Operation Iraqi Freedom) 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)	September 11 & Terrorism Google Slides Student Notes Timeline
<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.CO.2 Evaluate</p>	We are learning how the judicial system and society have reacted to changing immigration patterns.	I can analyze the changes and continuities in US immigration.	Immigration Act of 1965 Undocumented Asylum speakers	

domestic responses to migration and immigration in the United States from 1877-present.			<p>Sanctuary cities</p> <p>DREAM Act & “Dreamers”</p> <p>DACA</p> <p>ICE (Immigration and Customs Enforcement)</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 States in the world from 1877-present.</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, <i>DC v. Heller</i>)</p> <p>DOMA</p> <p>Don’t Ask Don’t Tell</p> <p>Military Transgender Ban</p> <p>Obergefell v. Hodges</p>	Obama Years

			Women's March on Washington Americans with Disabilities Act	
HS.E.MA.3 Describe the externalities of government attempts to remedy market failure and improve market outcomes through fiscal policy. 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.	We are learning how the US government intervenes to address economic difficulties. We are learning the effectiveness of government policies achieving democratic economic values.	I can evaluate how the US government intervenes in economic crises.	2008 Financial Crisis & Great Recession American Recovery and Reinvestment Act NAFTA/USMCA US-China Trade War Multinational corporation Globalization	
Summative Assessment				
Review Test				