

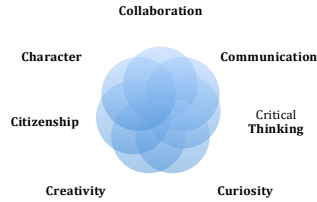


Content Area: Social Studies		Course: United States History	Grade Level: Eleventh
 		R14 The Seven Cs of Learning 	
Unit Titles		Length of Unit	
• Reconstruction		• 2 - 3 weeks	
• Immigration & the Gilded Age		• 4 - 6 weeks	
• Progressive Era & Suffrage Movement		• 3 - 4 weeks	
• Imperialism		• 2 - 3 weeks	
• World War I		• 3 - 4 weeks	
• The 1920s and 1930s		• 3 - 4 weeks	
• World War II		• 3 - 4 weeks	
• The Cold War		• 4 - 6 weeks	
• The Civil Rights Movement		• 4 - 5 weeks	
• Contemporary Domestic and Global Issues		• 2 - 3 weeks	

Strands	Course Level Expectations
History	<ul style="list-style-type: none"> • How have conceptions of freedom and equality changed since the 1870s for different groups of American people. • Understand the ways and for whom America was a land of opportunity in the 1950s • Understand the impact of the Depression and World War II on America as a just society • Know the story of civil rights in America.
Civics	<ul style="list-style-type: none"> • How Americans define freedom and equality. • Know how social justice evolved in the United States since 1870s and to what extent America is a just country. • Understand the connection between reforms movements and changes in government • Understand how amendments in the Constitution advanced the common good.
Economics	<ul style="list-style-type: none"> • Explain if America was a land of opportunity for immigrants from 1870 to World War I • Understand the impact of Great Society programs of the 1960 on the lives of the poor in America • Know how economic globalization impacted the well being of Americans
Geography	<ul style="list-style-type: none"> • Understand how the physical geography of the United States influenced patterns of economic development, migration, public policy and American culture during Westward expansion • Know how economic and scientific growth during late 1800s and early 1900s affected the physical features of the United States

Unit 1	Reconstruction Theme: Social Upheavals and Downfalls	Length of Unit	2 - 3 weeks
---------------	---	-----------------------	-------------

Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● Did the differing ideologies of Northerners and Southerners warrant the South's secession? ● Did the changing needs of society lead to discrimination or reform? ● Is the U.S. a divided nation today? ● Was the U.S. ever fully reconstructed after the Civil War?
Standards	Developing Questions and Planning Inquiry INQ 9-12.2 INQ 9-12.3 Change, Continuity, and Context HIST 9-12.1 Perspectives HIST 9-12.3 Causation and Argumentation HIST 9-12.11 Geographic Representations: Spatial Views of the World GEO 9-12.1
Unit Strands & Concepts	<ul style="list-style-type: none"> ● Contributing causes of the Civil War ● Political, economic, and social tensions between the North & South ● Differing viewpoints on rebuilding the nation ● Southern Resistance
Key Vocabulary	Missouri Compromise, abolitionist, Abraham Lincoln, Freedmen's Bureau, Radical Republicans, 13th, 14th, 15th amendments, Ku Klux Klan, Jim Crow Laws, carpetbagger

Standards based on Connecticut Elementary and Secondary Social Studies Framework

For more information visit: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

Unit 1	Reconstruction Theme: Social Upheavals & Downfalls	Length of Unit	2 - 3 weeks
---------------	---	-----------------------	-------------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the dominant contributing causes of the Civil War. the effect of Abraham Lincoln's 1860 election on the United States. the economic makeup of the North versus the South. the differing viewpoints on rebuilding the nation represented during Reconstruction. the short-term and long-term impacts of the Civil War on the nation. 	<ul style="list-style-type: none"> explain points of agreement and disagreements experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question or a supporting question. assess the extent to which escalating political, social and economic tensions led to southern secession. research the short-term and long-term impacts of the Civil War on the nation. evaluate whether the Civil War and Reconstruction lead to discrimination or reform evaluate the impact that the Civil War and Reconstruction had on society today.

Assessments:	Performance task on the impact of the Civil War and Reconstruction on the United States
Teacher Resources:	Missouri Compromise map; "Causes of the Civil War" document packet; Lincoln's 1860 Inaugural address; South Carolina's Declaration of Secession; election of 1860 map; excerpts from Ken Burn's Civil War series; United States Constitution; pbs.org; history.com; John Brown's letter before execution; KKK intimidation propaganda; map of plantation 1860 and 1880, Local Libraries, Region 14 Databases

Unit 2	Immigration & the Gilded Age Theme: Capitalism - Strengths & Downfalls	Length of Unit	4 - 6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Does the influx of new ideas and culture through immigration strengthen national identity? • Were industrialists robber barons or captains of industry? • Did industry benefit or hinder the working class? • What were the causes and effects of labor conflict in various industries and geographic regions? • Should the government regulate business? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 9-12.1 INQ 9-12.4</p> <p>Evaluating Sources and Using Evidence INQ 9-12.6</p> <p>Communicating Conclusions and Taking Perspectives HIST 9-12.4</p> <p>Economic Decision Making ECO 9-12.1</p> <p>Exchange and Markets ECO 9-12.2</p> <p>National Economy ECO 9-12.5</p> <p>Human-Environment Interactions: Places, Regions, and Culture GEO 9-12.2</p> <p>Human Populations: Spatial Patterns and Movement GEO 9-12.3</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Economic and social changes that led to the migration of people • Rise of labor Unions and justification of their tactics 		
Key Vocabulary	capitalism, laissez-faire, socialism, labor unions, Robber Barons, Captains of Industry, mass production, trust, monopolies, Ellis Island, Angel Island		

Unit 2	Immigration & the Gilded Age Theme: Capitalism - Strengths & Downfalls	Length of Unit	- 6 weeks
---------------	---	-----------------------	-----------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • factors that led to the United States becoming an industrial society. • the difference between capitalism and socialism. • the difference between a Robber Barons and Captain of Industry. • early industrial working conditions and other motivations for the rise of unions. • labor union tactics. • push and pull factors for immigrant groups. • nation's response to the influx of immigrants. • the changes that the U.S. underwent during the Gilded Age. 	<ul style="list-style-type: none"> • Analyze how technology, the factory system, and mass production provided opportunities for economic growth, but also negatively affected some people's quality of life. • Evaluate the benefits and challenges of a change in the standard of living for Americans. • Analyze the ways that early industrialization altered the role of men and women in the workplace. • Research the main reasons for immigration to the United States from different world regions, and assess the impact of immigration on society. • Investigate how immigration to the U.S. influenced ideas about national unity and cultural diversity. • Analyze how economic and political forces affected the distribution of income and wealth during the period. • Assess the advantages and disadvantages of laissez-faire capitalism on the production and consumption of goods. • Analyze how labor movements affected working conditions, influenced the political process, and shaped the concept of the U.S. as a land of opportunity.

Assessments:	<ul style="list-style-type: none"> • Performance Task on the Role of Government in Business.
Teacher Resources:	Major Problems in American History Immigration; Document-Based Assessment Activities for U.S. History Classes; Taking Sides American History, Volume 1; Prentice Hall United States History text; The Men Who Built America History Channel Documentary, Local Libraries, Region 14 Databases

Unit 3	Progressive Era & Suffrage Movement Theme: Social Upheaval and Triumphs	Length of Unit	- 4 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What types of political, social, and economic opportunities and what kinds of obstacles were experienced by different groups of people in the United States during the Progressive Era? • What strategies did women use to win the right to vote? • Were the Progressives successful during the late 19th and early 20th century in achieving political, social, and economic reforms? • What evidence suggests that social movements had little or no impact on people's participation in the American political process? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 9-12.5</p> <p>Evaluating Sources and Using Evidence INQ 9-12.7</p> <p>Communicating Conclusions and Taking Informed Action INQ 9-12.12 INQ 9-12.15</p> <p>Civic and Political Institutions CIV 9-12.2</p> <p>Processes, Rules, and Laws CIV 9-12.5</p> <p>Exchanges and Markets ECO 9-12.3</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Political, economic, social conditions of the Progressive Era • Attempts at reform • Evolution of the suffrage movement 		
Key Vocabulary	Progressives, referendum, reform, recall, initiative, suffrage, Temperance Movement, Teddy Roosevelt, Jacob Riis, muckrakers, Seneca Falls, 16th, 17th, 18th, 19th amendments, child labor, tenement housing,		

Unit 3 Title	Progressive Era & Suffrage Movement Theme: Social Upheavals and Triumphs	Length of Unit	3 - 4 weeks
---------------------	---	-----------------------	-------------

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • how Progressivism differed from other reform movements. • how people from different background contributed differently to reform movements. • the impact of the Progressive Era on society. 	<ul style="list-style-type: none"> • Research how economic, political, and social conditions of the late 19th and early 20th century helped or hurt different groups of people. • Evaluate the successes or failures of the Progressives in achieving economic, political, and social reforms during the period. • Analyze the methods and effectiveness of late 19th and early 20th century women's suffrage movements. • Evaluate whether the failure to adopt the Equal Rights Amendment has affected the status of women in contemporary America.

Assessments:	<ul style="list-style-type: none"> • Performance task on Progressive Reforms and Social Movements.
Teacher Resources:	Major Problems in American History: Urban and Suburban History; Document-Based Assessment Activities for U.S. History Classes; Taking Sides American History, Volume II; Prentice Hall United States History text;

Unit Title	Imperialism Theme: The Expansion of Democracy	Length of Unit	2 - 3 weeks
-------------------	--	-----------------------	-------------

Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Is it appropriate for a former colony to have colonies? • How do global economic factors affect America's position in the world? • What is the current role of the U.S. in world affairs?
Standards	Evaluating Sources and Using Evidence INQ 9-12.8 Communicating Conclusions and Taking Informed Action INQ 9-12.13 Change, Continuity, and Context HIST 9-12.1 HIST 9-12.2 Perspectives HIST 9-12.7 Causation and Arguments HIST 9-12.11 Global Interactions GEO 9-12.4
Unit Strands & Concepts	<ul style="list-style-type: none"> • Causes of imperialism • Causes and effects of Spanish-American war • The United States in East Asia • The United States in Latin America
Key Vocabulary	imperialism, isolationism, Panama Canal, Big Stick Diplomacy, Yellow Journalism, Social Darwinism, Seward's Folly, annex, Dollar Diplomacy, Open Door Policy, Platt Amendment

Unit 4 Title	Imperialism Theme: Military Conflicts and Resolutions	Length of Unit	2 - 3 weeks
---------------------	--	-----------------------	-------------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the difference between colonialism and imperialism. the prerequisites for imperialism and the motivations for imperialism. justifications for imperialism. how the United States emerged on the international scene. the difference between a regional power and an international power. 	<ul style="list-style-type: none"> Analyze the changing role of the U.S. in different world regions during the late 1800s and early 1900s. Research cases in which U.S. foreign policy supported or compromised the ideals of freedom, justice and opportunity. Evaluate the effectiveness of America's foreign policies that have been based on military intervention, diplomacy, and/or participation in a multilateral response.

Assessments:	<ul style="list-style-type: none"> Performance Task about America's Changing role as a Global Power.
Teacher Resources:	Document-Based Assessment Activities for U.S. History Classes; Taking Sides American History, Volume II; Prentice Hall United States History text; Washington's Farewell Address; the Monroe Doctrine;

Unit 5 Title	World War I Theme: The Expansion of Democracy	Length of Unit	3 - 4 weeks
---------------------	--	-----------------------	-------------

Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How are external threats to U.S. security affecting its decisions to enter global and regional conflicts? • Why was WWI a new type of war and how did this impact the homefront? • Should the United States join the League of Nations? • Was U.S. involvement in World War I necessary?
Standards	Communicating Conclusions and Taking Informed Action INQ 9-12.14 Change, Continuity, and Context HIST 9-12.2 Causation and Argumentation HIST 9-12.11 Geographic Representations: Spatial Views of the World GEO 9-12.1
Unit Strands & Concepts	<ul style="list-style-type: none"> • Causes of outbreak of war in Europe • Causes of European involvement • Technology of WWI • Impact on the homefront • Paris Peace Conference
Key Vocabulary	League of Nations, Wilson's 14 Points, militarism, mobilization, propaganda, nationalism, alliance system, Central Powers, Allied Powers, No Man's Land, Zimmerman Note, Selective Service Act, Espionage Act, self-determination, reparations, armistice, communism, anarchism

Unit 5 Title	World War I Theme: The Expansion of Democracy	Length of Unit	3 - 4 weeks
---------------------	--	-----------------------	-------------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the historical context of American isolationism and their intervention in WWI. the impact WWI had on women and minorities in the United States. adaptations made within U.S. society on the home front. the industrial and technological developments surrounding WWI. the arguments for and against joining the League of Nations. key clauses of the Treaty of Versailles and Wilson's 14 Points. 	<ul style="list-style-type: none"> analyze how World War I contributes to changing roles for women and underrepresented groups in society. analyze turning points in the global wars and the role of the United States in the conduct of these wars. analyze how the global wars affected the American identity. research key clauses of the Treaty of Versailles and the 14 Points. make predictions about the impact the Treaty of Versailles had on the world.

Assessments:	<ul style="list-style-type: none"> Performance task on the necessity of U.S. involvement in WWI. Performance task on the Treaty of Versailles and Wilson's 14 Points.
Teacher Resources:	Document-Based Assessment Activities for U.S. History Classes; Taking Sides American History, Volume II; Taking Sides 20th Century American History; Choices: Woodrow Wilson & the League of Nations; The Last Voyage of the Lusitania documentary, Local Libraries, Region 14 Databases

Unit 6 Title	The 1920s and 1930s Theme: Capitalism - Strengths and Downfalls	Length of Unit	- 4 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How did political, economic, and social changes during the 1920s and 1930s affect the United States? • What evidence suggests that government economic policies were successful or unsuccessful in ending the Great Depression? 		
Standards	Communicating Conclusions and Taking Informed Action INQ 9-12.13 INQ 9-12.15 Historical Sources and Evidence HIST 9-12.9 Civic and Political Institutions CIV 9-12.2 Processes, Rules, and Laws CIV 9-12.4 CIV 9-12.5 Exchange and Markets ECO 9-12.3 National Economy ECO 9-12.4		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Social and cultural tensions • Mass culture and mass media • Harlem Renaissance • Challenges in farming • Ups and downs of the business cycle • Causes and Effects of the Great Depression 		
Key Vocabulary	Fads of the 1920s, prohibition, organized crime, Jazz Age, Scopes Trial, Red Scare, The Republican Decade, Nativism, Lost Generation, supply and demand, Dust Bowl, Homerville's, Stock Market Crash, American Heroes, 1st and 2nd New Deal, FDR, Balfour Declaration, Ottoman Empire		

Unit 6 Title	The 1920s and 1930s Theme: Capitalism - Strengths and Downfalls	Length of Unit	3 - 4 weeks
---------------------	--	-----------------------	-------------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • political, economic, and social changes of the 1920s. • the impact of the 1920s on different groups of people. • the role of government during the 1920s and 1930s. • causes of the Great Depression. • the impact of the Great Depression on different groups of people. • varying opinions on the New Deal. 	<ul style="list-style-type: none"> • Analyze cultural changes that occurred during the 1920s, and responses to these changes. • Compare and contrast the role of government in the lives of Americans during the 1920s and 1930s. • Analyze the Great Depression in the United States. • Analyze how the Great Depression affected different groups of Americans. • Evaluate the impact of the New Deal on various groups from that group's perspective, including the views of men, women, children, underrepresented groups, industrial workers, farmers, and the elderly.

Assessments:	<ul style="list-style-type: none"> • Performance Task: Culture of the 1920s. • Performance Task on the Great Depression.
Teacher Resources:	Document-Based Assessment Activities for U.S. History Classes; Taking Sides American History, Volume II; Taking Sides: 20th Century American History; Local Libraries, Region 14 Databases

Unit 7 Title	World War II Theme: The Expansion of Democracy	Length of Unit	3 - 4 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● Why was WWII a new type of war and how did this impact the homefront? ● Did the government's domestic tactics during WWII reflect democratic ideals? ● Was the dropping of the atomic bomb a necessary war measure? 		
Standards	Developing Questions and Planning Inquiry INQ 9-12.3 Evaluating Sources and Using Evidence INQ 9-12.9 Historical Sources and Evidence HIST 9-12.8 Civic and Political Institutions CIV 9-12.2		
Unit Strands & Concepts	<ul style="list-style-type: none"> ● Rise of Authoritarian Regimes ● From isolation to involvement ● The homefront ● The Holocaust ● War in the Pacific ● The end of the war 		
Key Vocabulary	communism, fascism, Nazism, appeasement, Munich Agreement, genocide, gulags, Axis Powers, Allies, Pearl Harbor, internment camp, D-Day, victory gardens, Rosie Riveter, Manhattan Project, Yalta Conference, Tehran Conference, Atlantic Charter,		

Unit 7 Title	World War II Theme: Military Conflicts and Resolutions	Length of Unit	3 - 4 weeks
---------------------	---	-----------------------	-------------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the historical context of American involvement in WWII. adaptations made within U.S. society on the homefront. the impact of the development of nuclear weapons on the world. the changing alliances during WWII. the conferences and compromises during WWII. the lasting impact of WWII. 	<ul style="list-style-type: none"> analyze how World War II contributes to changing roles for women and underrepresented groups in society. analyze turning points in the global wars and the role of the United States in the conduct of these wars. analyze how the global wars affected the American identity. assess the relationship between the U.S. and its allies during WWII. research the role of the United States during the Holocaust. evaluate the use of the atomic bomb.

Assessments:	<ul style="list-style-type: none"> Performance Task on WWII. Performance Task: The Atomic Bomb.
Teacher Resources:	Document-Based Assessment Activities for U.S. History Classes; Taking Sides American History, Volume II; Taking Sides: 20th Century American History; Choices Pearl Harbor: Legacy of Attack documentary, Local Libraries, Region 14 Databases

Unit 8 Title	The Cold War Theme: Military Conflicts and Resolutions	Length of Unit	- 6 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What conditions and issues led to mistrust between the Soviet Union and the U.S.? • Why did the U.S. turn to military action in Korea and Vietnam? • What values has America traditionally defended in the global arena? Have these values been compromised in dealings with some countries? • How did WWII reposition the U.S. in world affairs in a way that still influences foreign policy today? 		
Standards	Communicating Conclusions and Taking Informed Action INQ 9-12.16 Perspectives HIST 9-12.5 Historical Sources and Evidence HIST 9-12.10 Causation and Argumentation HIST 9-12.12 Human Population: Spatial Patterns and Movement GEO 9-12.3 Global Interactions GEO 9-12.4		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Events that created and escalated tensions between the USSR and the US • Communism in China • Cuban Missile Crisis • Korean War & Vietnam War • Consumerism in the 1950s: Prosperity v. Paranoia 		
Key Vocabulary	arms race, space race, McCarthyism, containment, Truman Doctrine, NATO, Warsaw Pact, Berlin Wall, Marshall Plan, Iron Curtain, Gorbachev, Berlin Wall, suburbia, Ronald Reagan		

Unit 8 Title	The Cold War Theme: Military Conflicts and Resolutions	Length of Unit	4 - 6 weeks
---------------------	---	-----------------------	-------------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • factors that led to tensions between the U.S. and the U.S.S.R. • the impact of the creation of the communist party in China. • motivations for U.S. involvement in Korea. • technological consumer developments of the 1950s. • the causes of increasing paranoia. • motivations for U.S. involvement in Vietnam. 	<ul style="list-style-type: none"> • analyze the role of nuclear power during the Cold War. • research the Cold War policies of various U.S. presidents. • analyze how the Cold War influenced public attitudes and views. • evaluate the effectiveness of the U.S. policy of containment. • explain the escalation of tensions that resulted in military conflict. • interpret the effect of the Cold War on American society and the American public's relationship with their government.

Assessments:	Performance Task: The Impact of WWII on Foreign Policy Today.
Teacher Resources:	Document-Based Assessment Activities for U.S. History Classes; Taking Sides American History, Volume II; Taking Sides: 20th Century American History; Prentice Hall United States History text; Letters from Vietnam, Local Libraries, Region 14 Databases

Unit 9 Title	The Civil Rights Movement Theme: Social Upheavals and Downfalls	Length of Unit	4 - 5 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Did the civil rights movement of the 1950s and 1960s cause a change in the government's role in promoting freedom and equality for Americans? • What were the main goals of the of the civil rights movement and which of these goals were aimed at guaranteeing freedom and equality for all Americans? • Did the changing needs of society encourage discrimination or reform? • What evidence suggests that challenges to equality still exist today? 		
Standards	Communicating Conclusions and Taking Informed Action INQ 9-12.16 INQ 9-12.17 Change, Continuity and Context HIST 9-12.2 Historical Sources and Evidence HIST 9-12.8 Civic and Political Institutions CIV 9-12.1 CIV 9-12.2 Participation and Deliberation CIV 9-12.3		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Goals of the civil rights movement • Tensions between state and federal government power • Government programs and policies • Women's rights 		
Key Vocabulary	de jure segregation, de facto segregation, Civil Rights Act of 1957 and 1964, Martin Luther King jr, JFK, black power, Voting Rights Act, 24th amendment, civil disobedience		

Unit 9 Title	The Civil Rights Movement Theme: Social Upheavals and Downfalls	Length of Unit	4 - 5 weeks
---------------------	--	-----------------------	-------------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> goals of the civil rights movement. methods used by different civil rights activists. new legislation that was introduced during the period. 	<ul style="list-style-type: none"> analyze the causes and the methods of the civil rights movement of the 1950s and 1960s. evaluate the effectiveness of the civil rights movement in improving political, economic, and social conditions for African Americans in the U.S. research how individuals, groups, and institutions have promoted and hindered people's struggle for freedom, equality, and social justice. draw connections between Reconstruction and the civil rights movement. assess how American conceptions of freedom and equality have changed over the course of U.S. history for members of various racial, ethnic, religious, and gender minority groups.

Assessments:	<ul style="list-style-type: none"> Performance Task: Struggles for Equality in Modern Society.
Teacher Resources:	Document-Based Assessment Activities for U.S. History Classes; Taking Sides American History, Volume II; Taking Sides: 20th Century American History; Prentice Hall United States History text

Unit 10 Title	Contemporary Domestic and Global Issues Student Chooses and Defends Theme for the Unit	Length of Unit	2 - 3 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Have social movements since the 1950s positively affected people’s political participation in America? • What types of factors, situations, or conditions promote the “common good”? • How have international alliances shifted during the 20th century as a result of globalization, competition for resources, and human migration? 		
Standards	Communicating Conclusions and Taking Informed Action INQ 9-12.11 INQ 9-12.13 Perspectives HIST 9-12.6 Processes, Rules, and Laws CIV 9-12.4 CIV 9-12.5 Global Economy ECO 9-12.6		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Poverty and economic disparity • Health care reforms • Immigration policies • US foreign policy (1970s, 1980s, 1990s) • Terrorism in post 9/11 world 		
Key Vocabulary	Iranian Hostage Crisis, Afghanistan, Persian Gulf War, first bombing of the Trade Towers. Internet, UN World Trade Organization, OPEC, Local Libraries, Region 14 Databases		

Unit 10 Title	Contemporary Domestic and Global Issues Student Chooses and Defends Theme for the Unit	Length of Unit	2 - 3 weeks
----------------------	---	-----------------------	-------------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the various social reform movements currently active in the U.S. the causes and effects of global terrorism. the causes and effects of domestic economic problems. 	<ul style="list-style-type: none"> Analyze social reform movements since the 1950s including those dealing with the rights and opportunities for women, racial and ethnic minorities, the disabled, LGBTQ community, and other underrepresented groups; and movements related to peace, the environment, and consumer rights. Evaluate the causes, effects, and perceptions of political polarization. Analyze the impact of the Cold War on America's foreign policy during the 1970s, 1980s, and early 1990s. Evaluate America's response to terrorism. Analyze America's involvement in regional conflicts. Evaluate the effects of globalization on national sovereignty.

Assessments:	<ul style="list-style-type: none"> Performance Task on Globalization
Teacher Resources:	Document-Based Assessment Activities for U.S. History Classes; Taking Sides American History, Volume II; Taking Sides: 20th Century American History; Prentice Hall United States History text; Local Libraries, Region 14 Databases