

<i>Advanced Placement United States History</i>	
<b>CURRICULUM/CONTENT AREA</b>	<b>COURSE LENGTH</b>
<i>Social Studies</i>	<i>2 terms</i>
<b>GRADE LEVEL</b>	<b>DATE LAST REVIEWED</b>
<i>11-12</i>	<i>2021</i>
<b>PREREQUISITE(s) if applicable</b>	<b>BOARD APPROVAL DATE</b>
<i>N/A</i>	<i>July 2021</i>
<b>PRIMARY RESOURCE if applicable</b>	
<p><i>"The use of primary and secondary sources are built in each unit to support the course skills. The course skills require students to evaluate the quality, credibility, and reliability &amp; relevance of different information sources and perspectives and derive supportable conclusions.</i></p> <p><i>-and-</i></p> <p><i>AP Classroom- the online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of resources and tools including Unit Guides, Personal Progress Checks, Progress Dashboard, and AP Question Bank."</i></p> <p><i>-and-</i></p> <p><i>AMSCO Advanced Placement Edition United States History, 2022 (Perfection Learning) - hard copies and online, approved and adopted 7/12/22</i></p> <p><i>-and-</i></p> <p><i>Henretta's American History, 10th Edition for the AP Course, 2021 (Bedford, Freeman &amp; Worth) - hard copies and online, approved and adopted 7/12/22</i></p>	
<b>DESIRED RESULTS</b>	
<b>COURSE DESCRIPTION AND PURPOSE</b>	
<p><i>In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.</i></p>	
<b>BIG IDEAS/THEMES</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT)</b>  This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.</p>	How has the American national identity changed over time?
<p><b>THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT)</b>  This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.</p>	How have changes in markets, transportation, and technology affected American society?
<p><b>THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO)</b>  This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.</p>	How did the institutions and values between the environment and Americans shape various groups in North America?
<p><b>THEME 4: MIGRATION AND SETTLEMENT (MIG)</b>  This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.</p>	How have changes in migration and population patterns affected American life?
<p><b>THEME 5: POLITICS AND POWER (PCE)</b>  This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.</p>	How have various groups sought to change the federal government's role in American political, social, and economic life?
<p><b>THEME 6: AMERICA IN THE WORLD (WOR)</b>  This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.</p>	How has the U.S. involvement in global conflicts set the stage for domestic social changes?

THEME 7: AMERICAN AND REGIONAL CULTURE (ARC) This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.	How have changes in moral, philosophical, and cultural values affected U. S. history?
THEME 8: SOCIAL STRUCTURES (SOC) This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.	

**COURSE SKILLS**  
*The AP historical thinking skills describe what students should be able to do while exploring concepts. These skills are integrated and spiral throughout the course.*

<b>SKILL 1: Developments and Processes 1</b> <i>Identify and explain historical developments and processes.</i>	1.A I can identify a historical concept, development, or process.
	1.B I can explain a historical concept, development, or process.
<b>SKILL 2: Sourcing and Situation</b> <i>Analyze sourcing and situation of primary and secondary sources.</i>	2.A I can identify a source's point of view, purpose, historical situation, and/or audience.
	2.B I can explain the point of view, purpose, historical situation, and/or audience of a source.
	2.C I can explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source
<b>SKILL 3: Claims and Evidence in Sources</b> <i>Analyze arguments in primary and secondary sources.</i>	3.A I can identify and describe a claim and/or argument in a text-based or non-text-based source.
	3.B I can identify the evidence used in a source to support an argument.
	3.C I can compare the arguments or main ideas of two sources.
	3.D I can explain how claims or evidence support, modify, or refute a source's argument.
<b>SKILL 4: Contextualization</b> <i>Analyze the context of historical events, developments, or processes.</i>	4.A I can identify and describe a historical context for a specific historical development or process.
	4.B I can explain how a specific historical development or process is situated within a broader historical context.
<b>SKILL 5: Making Connections</b> <i>Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</i>	5.A I can identify patterns among or connections between historical developments and processes.
	5.B I can explain how a historical development or process relates to another historical development or process
<b>SKILL 6: Argumentation</b> <i>Develop an argument.</i>	6.A I can make a historically defensible claim.
	6.B I can support an argument using specific and relevant evidence. *Describe specific examples of historically relevant evidence. *Explain how specific examples of historically relevant evidence support an argument.
	6.C I can use historical reasoning to explain relationships among pieces of historical evidence.
	6.D I can corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: *Explain nuance of an issue by analyzing multiple variables. *Explain relevant and insightful connections within and across periods. *Explain the relative historical significance of a source's credibility and limitations. *Explain how or why a historical claim or argument is or is not effective
<b>REASONING PROCESS 1: COMPARISON</b>	1.i: I can describe similarities and/or differences between different historical developments or processes. 1.ii: I can explain relevant similarities and/ or differences between specific historical developments and processes. 1.iii: I can explain the relative historical significance of similarities and/ or differences between different historical developments or processes.

<b>REASONING PROCESS 2: CAUSATION</b>	2.i: I can describe causes and/or effects of a specific historical development or process. 2.ii: I can explain the relationship between causes and effects of a specific historical development or process. 2.iii: I can explain the difference between primary and secondary causes and between short- and long-term effects. 2.iv: I can explain how a relevant context influenced a specific historical development or process. 2.v: I can explain the relative historical significance of different causes and/ or effects.
<b>REASONING PROCESS 3: CONTINUITY AND CHANGE</b>	3.i: I can describe patterns of continuity and/or change over time. 3.ii: I can explain patterns of continuity and/or change over time. 3.iii: I can explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Unit 1: Period 1 1491-1607	
BIG IDEAS/THEMES	UNIT THEMATIC QUESTIONS
THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO) This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.	How did pre-contact populations of North America relate to their environments? How did contact with Europeans and Africans change these relations in North America?
THEME 6: AMERICA IN THE WORLD (WOR) This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.	How did European attempts to dominate the Americas shape relations between Native Americans, Europeans, and Africans?
THEME 8: SOCIAL STRUCTURES (SOC) This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.	Where did different groups settle within the Americas (before contact) and how and why did they move to and within the Americas (after contact)?
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS
Strategies integrate skills and content and may include but are not limited to....	
Contextualizing Period 1- CONTINUITY & CHANGE 4.A I can identify and describe a historical context for a specific historical development or process.	Debriefing- Students participate in a facilitated discussion that leads to consensus understanding or helps them identify key conclusions or takeaways
Native American Societies Before European Contact- COMPARISON 1.A I can identify a historical concept, development, or process.	Discussion Groups- Students engage in an interactive, small-group discussion to consider the topic, text, and/or questions. Quickwrite- Students write for a short, specific amount of time about the designated topic.
European Exploration in America- CAUSATION 1.A I can identify a historical concept, development, or process.	Think-Pair-Share- Students think through a question or issue alone, pair with a partner to share ideas, and then share results Quickwrite- Students write for a short, specific amount of time about the designated topic.
Columbian exchange, Spanish exploration and conquest- CAUSATION 3.A I can identify and describe a claim and/or argument in a text-based or non-text-based source.	Think-Pair-Share- Students think through a question or issue alone, pair with a partner to share ideas, and then share results Debriefing- Students participate in a facilitated discussion that leads to consensus understanding or helps them identify key conclusions or takeaways
Labor, Slavery, and Caste in the Spanish Colonial System- CAUSATION 5.A I can identify patterns among or connections between historical developments and processes.	Debriefing- Students participate in a facilitated discussion that leads to consensus understanding or helps them identify key conclusions or takeaways  Look for a pattern- Students evaluate data or create visual representations to find a trend
Cultural interactions between Europeans, Native Americans, and Africans- COMPARISON 3.B I can identify the evidence used in a source to support an argument.	Graphic Organizer- Students use a visual representation for the organized information Critique Reasoning- Through collaborative discussion, students critique the arguments of others, questioning the author's perspectives, evidence presented, and reasoning behind the argument.
Causation in Period 1- CAUSATION 6A I can make a historically defensible claim.	Self/Peer Revision- Students work alone or with a partner to examine a piece of writing for accuracy and clarity.
THEMATIC FOCUS & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS
I can explain the context for European encounters in the Americas from 1491 to 1607.	KC-1.1 As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments. KC-1.1.I Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure. KC-1.2 Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean. KC-1.2.I European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies. KC-1.2.II The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes. KC-1.2.III In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.
GEOGRAPHY AND THE ENVIRONMENT (GEO) I can explain how and why various native populations in the period before European contact interacted with the natural environment in North America.	KC-1.1.I.A The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies. KC-1.1.I.B Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles. KC-1.1.I.C In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard, some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages. KC-1.1.I.D Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.
AMERICA IN THE WORLD (WOR) I can explain the causes of exploration and conquest of the New World by various European nations.	KC-1.2.I.A European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.
GEOGRAPHY AND THE ENVIRONMENT (GEO) I can explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.	KC-1.2.I.B The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism. KC-1.2.I.C Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas. KC-1.2.II.A Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.
SOCIAL STRUCTURES (SOC) I can explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.	KC-1.2.II.B In the <i>encomienda</i> system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources. KC-1.2.II.C European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining. KC-1.2.II.D The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.
AMERICA IN THE WORLD (WOR) I can explain how and why European and Native American perspectives of others developed and changed in the period.	KC-1.2.III In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power. KC-1.2.III.A Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture. KC-1.2.III.B As European encroachments on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance. KC-1.2.III.C Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.

I can explain the effects of the development of transatlantic voyages from 1491 to 1607.

KC-1.1 As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

KC-1.1.I Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

KC-1.2 Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

KC-1.2.I European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.

KC-1.2.II The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

KC-1.2.III In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

Unit 2: Period 2 1607-1754	
BIG IDEAS/THEMES	UNIT THEMATIC QUESTIONS
	These align to the essential questions of the course and connect the specific content knowledge of the units.
THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT) This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.	How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas? What were the chief similarities and differences among the development of English, Spanish, Dutch, and French colonies in America?
THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT) This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.	How did distinct economic systems, most notably a slavery system based on African labor, develop in British North America? What was their effect on emerging cultural and regional differences?
THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO) This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.	How and why did the English North American colonies develop into distinct regions?
THEME 4: MIGRATION AND SETTLEMENT (MIG) This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.	Why did various colonists go to the New World? How did the increasing integration of the Atlantic world affect the movement of peoples between different regions?
THEME 6: AMERICA IN THE WORLD (WOR) This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.	How did the competition between European empires around the world affect relations among the various peoples in North America?
THEME 7: AMERICAN AND REGIONAL CULTURE (ARC) This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.	How did cultural contact challenge the religious and other values systems of peoples from the Americas, Africa, and Europe?
THEME 8: SOCIAL STRUCTURES (SOC) This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.	How did the expansion of cultural contact that took place with permanent colonization alter conditions in North America and affect intellectual and religious life, the growth of trade, and the shape of political institutions?
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS
	Strategies integrate skills and content and may include but are not limited to....
Contextualizing Period 2 - CONINUNITY AND CHANGE 4.A I can identify and describe a historical context for a specific historical development or process.	Debriefing- Students participate in a facilitated discussion that leads to consensus understanding or helps them identify key conclusions or takeaways  Discussion Groups- Students engage in an interactive, small-group discussion to consider the topic, text, and/or questions.
European Colonization - COMPARISON 1.B I can explain a historical concept, development, or process.	Quickwrite- Students write for a short, specific amount of time about the designated topic.  Graphic Organizer- Students use a visual representation for the organized information"
The Regions of the British Colonies - COMPARISON 3.A I can identify and describe a claim and/or argument in a text-based or non-text-based source.	Debriefing- Students participate in a facilitated discussion that leads to consensus understanding or helps them identify key conclusions or takeaways
Transatlantic Trade - CAUSATION 5.A I can identify patterns among or connections between historical developments and processes.	Debriefing- Students participate in a facilitated discussion that leads to consensus understanding or helps them identify key conclusions or takeaways  Look for a pattern- Students evaluate data or create visual representations to find a trend  Graphic Organizer- Students use a visual representation for the organized information
Interactions Between American Indians and Europeans - COMPARISON 2.A I can identify a source's point of view, purpose, historical situation, and/or audience.	Critique Reasoning- Through collaborative discussion, students critique the arguments of others, questioning the author's perspectives, evidence presented, and reasoning behind the argument.  Jigsaw- Each student in a group reads a different text or different passage from a single text, taking on the role of "expert" on what was read. Students share the information from that reading with students from other groups and then return to their original groups to share their new knowledge.
Slavery in the British Colonies - CAUSATION 5.A I can identify patterns among or connections between historical developments and processes.	"Debriefing- Students participate in a facilitated discussion that leads to consensus understanding or helps them identify key conclusions or takeaways  Look for a pattern- Students evaluate data or create visual representations to find a trend  Graphic Organizer- Students use a visual representation for the organized information"
Colonial Society and Culture - COMPARISON 1.A I can identify a historical concept, development, or process.	Quickwrite- Students write for a short, specific amount of time about the designated topic.  Think-Pair-Share- Students think through a question or issue alone, pair with a partner to share ideas, and then share results
Comparison in Period 2 - COMPARISON 6.B I can support an argument using specific and relevant evidence. *Describe specific examples of historically relevant evidence. *Explain how specific examples of historically relevant evidence support an argument.	Graphic Organizer- Students use a visual representation for the organized information"
THEMATIC FOCUS & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS

<p>I can explain the context for the colonization of North America from 1607 to 1754.</p>	<p>KC-2.1 Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.</p> <p>KC-2.1.I Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.</p> <p>KC-2.1.II In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.</p> <p>KC-2.1.III Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.</p> <p>KC-2.2 The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.</p> <p>KC-2.2.I Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.</p> <p>KC-2.2.II Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.</p>
<p><b>MIGRATION AND SETTLEMENT (MIG)</b> I can explain how and why various European colonies developed and expanded from 1607 to 1754.</p>	<p>KC-2.1.IA Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into Spanish colonial society.</p> <p>KC-2.1.IB French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.</p> <p>KC-2.1.IC English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.</p>
<p><b>GEOGRAPHY AND ENVIRONMENT (GEO)</b> I can explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.</p>	<p>KC-2.1.IIA The Chesapeake and North Carolina colonies grew prosperous exporting tobacco—a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.</p> <p>KC-2.1.IIB The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.</p> <p>KC-2.1.IIC The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.</p> <p>KC-2.1.IID The colonies of the southern Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.</p> <p>KC-2.1.IIE Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and also dominated the elected assemblies.</p>
<p><b>WORK, EXCHANGE, AND TECHNOLOGY (WXT)</b> I can explain causes and effects of transatlantic trade over time.</p>	<p>KC-2.1.III.A An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.</p> <p>KC-2.1.III.B Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.</p> <p>KC-2.2.I.C The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.</p>
<p><b>AMERICA IN THE WORLD (WOR)</b> I can explain how and why interactions between various European nations and American Indians changed over time.</p>	<p>KC-2.1.III.C Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other American Indian groups.</p> <p>KC-2.1.III.E British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom's War (King Philip's War) in New England.</p> <p>KC-2.1.III.F American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.</p>

<p>WORK, EXCHANGE, AND TECHNOLOGY (WXT) I can explain the causes and effects of slavery in the various British colonial regions.</p>	<p>KC-2.2.II.A All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies. KC-2.2.II.B As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.</p>
<p>WORK, EXCHANGE, AND TECHNOLOGY (WXT) I can explain how enslaved people responded to slavery.</p>	<p>KC-2.2.II.C Africans developed both overt and covert means to resist the dehumanizing nature of slavery and maintain their family and gender systems, culture, and religion.</p>
<p>AMERICAN AND REGIONAL CULTURE (ARC) I can explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.</p>	<p>KC-2.2.I.A The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas. KC-2.2.I.B The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a transatlantic print culture, and the spread of Protestant evangelicalism.</p>
<p>AMERICAN AND NATIONAL IDENTITY (NAT) I can explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.</p>	<p>KC-2.1.III.D The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, selfrule, and trade. KC-2.2.I.D Colonists' resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.</p>
<p>I can compare the effects of the development of colonial society in the various regions of North America.</p>	<p>KC-2.1 Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources. KC-2.1.I Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations. KC-2.1.II In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors. KC-2.1.III Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas. KC-2.2 The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control. KC-2.2.I Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another. KC-2.2.II Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.</p>



Unit 3: Period 3 1754-1800	
BIG IDEAS/THEMES	UNIT THEMATIC QUESTIONS
THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT) This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.	How did different social group identities evolve during the revolutionary struggle? How did leaders of the new United States attempt to form a national identity?
THEME 4: MIGRATION AND SETTLEMENT (MIG) This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.	How have changes in migration and population patterns affected American life?
THEME 5: POLITICS AND POWER (PCE) This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.	How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups?
THEME 6: AMERICA IN THE WORLD (WOR) This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.	How did the revolution become an international conflict involving competing European and American powers
THEME 7: AMERICAN AND REGIONAL CULTURE (ARC) This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.	Why did the patriot cause spread so quickly among the colonists after 1763? How did the republican ideals of the revolutionary cause affect the nation's political culture after independence?
THEME 8: SOCIAL STRUCTURES (SOC) This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.	How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups?
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS
The Articles of Confederation - CAUSATION 3.B I can identify the evidence used in a source to support an argument.	Critique Reasoning- Through collaborative discussion, students critique the arguments of others, questioning the author's perspectives, evidence presented, and reasoning behind the argument.
The Constitutional Convention and Debates over Ratification - COMPARISON 3.A I can identify and describe a claim and/or argument in a text-based or non-text-based source.	Debriefing- Students participate in a facilitated discussion that leads to consensus understanding or helps them identify key conclusions or takeaways
The Constitution - CONTINUITY AND CHANGE 5.A I can identify patterns among or connections between historical developments and processes.	Debriefing- Students participate in a facilitated discussion that leads to consensus understanding or helps them identify key conclusions or takeaways  Look for a pattern- Students evaluate data or create visual representations to find a trend  Graphic Organizer- Students use a visual representation for the organized information
Shaping a New Republic - CAUSATION 2.A I can identify a source's point of view, purpose, historical situation, and/or audience.	Critique Reasoning- Through collaborative discussion, students critique the arguments of others, questioning the author's perspectives, evidence presented, and reasoning behind the argument.  Jigsaw- Each student in a group reads a different text or different passage from a single text, taking on the role of "expert" on what was read. Students share the information from that reading with students from other groups and then return to their original groups to share their new knowledge.
Developing an American Identity - CONTINUITY AND CHANGE 1.B I can explain a historical concept, development, or process.	Quickwrite- Students write for a short, specific amount of time about the designated topic.  Graphic Organizer- Students use a visual representation for the organized information"
Movement in the Early Republic - CONTINUITY AND CHANGE 5.A I can identify patterns among or connections between historical developments and processes.	Debriefing- Students participate in a facilitated discussion that leads to consensus understanding or helps them identify key conclusions or takeaways  Look for a pattern- Students evaluate data or create visual representations to find a trend  Graphic Organizer- Students use a visual representation for the organized information
Continuity and Change in Period 3 - CONTINUITY AND CHANGE 6.B I can support an argument using specific and relevant evidence. *Describe specific examples of historically relevant evidence. *Explain how specific examples of historically relevant evidence support an argument.	Graphic Organizer- Students use a visual representation for the organized information"
THEMATIC FOCUS & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS

<p>I can explain the context in which America gained independence and developed a sense of national identity.</p>	<p>KC-3.1 British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.</p> <p>KC-3.1.I The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years' War (the French and Indian War), in which Britain defeated France and allied American Indians.</p> <p>KC-3.1.II The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.</p> <p>KC-3.2 The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.</p> <p>KC-3.2.I The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.</p> <p>KC-3.2.II After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.</p> <p>KC-3.2.III.i New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.</p> <p>KC-3.3 Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.</p> <p>KC-3.3.I In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.</p> <p>KC-3.3.II The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.</p>
<p>AMERICA IN THE WORLD (WOR) I can explain the causes and effects of the Seven Years' War (the French and Indian War).</p>	<p>KC-3.1.IA Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French-Indian trade networks and American Indian autonomy.</p> <p>KC-3.1.I.B Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.</p> <p>KC-3.1.I.C After the British victory, imperial officials' attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.</p>
<p>AMERICA IN THE WORLD (WOR) I can explain how British colonial policies regarding North America led to the Revolutionary War.</p>	<p>KC-3.1.II.A The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.</p> <p>KC-3.1.II.B Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.</p> <p>KC-3.1.II.C The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women.</p> <p>KC-3.1.II.D In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.</p>
<p>AMERICAN AND NATIONAL IDENTITY (NAT) I can explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.</p>	<p>KC-3.2.I.A Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans' view of themselves as a people blessed with liberty.</p> <p>KC-3.2.I.B The colonists' belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine's Common Sense and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based.</p>
<p>AMERICA IN THE WORLD (WOR) I can explain how various factors contributed to the American victory in the Revolution.</p>	<p>KC-3.1.II.E Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington's military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.</p>
<p>SOCIAL STRUCTURES (SOC) I can explain the various ways the American Revolution affected society.</p>	<p>KC-3.2.I.C During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.</p> <p>KC-3.2.I.D In response to women's participation in the American Revolution, Enlightenment ideas, and women's appeals for expanded roles, an ideal of "republican motherhood" gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.</p>
<p>AMERICA IN THE WORLD (WOR) I can describe the global impact of the American Revolution.</p>	<p>KC-3.2.I.E The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.</p>

<p>POLITICS AND POWER (PCE) I can explain how different forms of government developed and changed as a result of the Revolutionary Period.</p>	<p>KC-3.2.II.A Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship. KC-3.2.II.B The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government. KC-3.3.I.C As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.</p>
<p>POLITICS AND POWER (PCE) I can explain the differing ideological positions on the structure and function of the federal government.</p>	<p>KC-3.2.II.C.i Delegates from the states participated in the Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution. KC-3.2.II.D The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808. KC-3.2.II.E In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.</p>
<p>POLITICS AND POWER (PCE) I can explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.</p>	<p>KC-3.2.II.C.ii Delegates from the states participated in the Constitutional Convention that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.</p>
<p>AMERICA IN THE WORLD (WOR) I can explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800.</p>	<p>KC-3.3.II.A The U.S. government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River. KC-3.3.II.B War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement. KC-3.3.I.E The Spanish, supported by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending. KC-3.3.I.D An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands.</p>
<p>POLITICS AND POWER (PCE) I can explain how and why political ideas, institutions, and party systems developed and changed in the new republic.</p>	<p>KC-3.2.III.A During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice. KC-3.2.III.B Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties— most significantly the Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison. KC-3.3.II.C George Washington’s Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.</p>
<p>AMERICAN AND REGIONAL CULTURE (ARC) I can explain the continuities and changes in American culture from 1754 to 1800.</p>	<p>KC-3.2.III.ii New forms of national culture developed in the United States alongside continued regional variations. KC-3.2.III.D Ideas about national identity increasingly found expression in works of art, literature, and architecture.</p>
<p>MIGRATION AND SETTLEMENT (MIG) I can explain how and why migration and immigration to and within North America caused competition and conflict over time.</p>	<p>KC-3.3.I.A Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the United States, seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the United States and Britain. KC-3.3.I.B As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.</p>
<p>SOCIAL STRUCTURES (SOC) I can explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.</p>	<p>KC-3.2.III.C The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward slavery.</p>

I can explain how the American independence movement affected society from 1754 to 1800.

KC-3.1 British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

KC-3.1.I The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years' War (the French and Indian War), in which Britain defeated France and allied American Indians.

KC-3.1.II The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.

KC-3.2 The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

KC-3.2.I The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.

KC-3.2.II After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.

KC-3.2.III: New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.

KC-3.3 Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

KC-3.3.I In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.

KC-3.3.II The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.

Unit 4: Period 4 1800-1848	
BIG IDEAS/THEMES	UNIT THEMATIC QUESTIONS
THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT) This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.	How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked? How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life?
THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO) This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.	How did environmental and geographic factors affect the development of sectional economics and identities?
THEME 5: POLITICS AND POWER (PCE) This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.	How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse?
THEME 6: AMERICA IN THE WORLD (WOR) This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.	How did the United States use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation?
THEME 7: AMERICAN AND REGIONAL CULTURE (ARC) This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.	How did the idea of democratization shape and reflect American arts, literature, ideals, and culture?
THEME 8: SOCIAL STRUCTURES (SOC) This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.	How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities?
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS
Contextualizing Period 4 - CONTINUITY AND CHANGE 4.A I can identify and describe a historical context for a specific historical development or process.	Debriefing- Students participate in a facilitated discussion that leads to consensus understanding or helps them identify key conclusions or takeaways  Discussion Groups- Students engage in an interactive, small-group discussion to consider the topic, text, and/or questions.
The Rise of Political Parties and the Era of Jefferson - CAUSATION 2.A I can identify a source's point of view, purpose, historical situation, and/or audience.	Critique Reasoning- Through collaborative discussion, students critique the arguments of others, questioning the author's perspectives, evidence presented, and reasoning behind the argument.  Jigsaw- Each student in a group reads a different text or different passage from a single text, taking on the role of "expert" on what was read. Students share the information from that reading with students from other groups and then return to their original groups to share their new knowledge.
Politics and Regional Interests - COMPARISON 2.B I can explain the point of view, purpose, historical situation, and/or audience of a source.	Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.
America on the World Stage - CAUSATION 2.B I can explain the point of view, purpose, historical situation, and/or audience of a source.	Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.
Market Revolution: Industrialization - CAUSATION 6.B I can support an argument using specific and relevant evidence. *Describe specific examples of historically relevant evidence. *Explain how specific examples of historically relevant evidence support an argument.	Graphic Organizer- Students use a visual representation for the organized information"
Market Revolution: Society and Culture - COMPARISON 5.B I can explain how a historical development or process relates to another historical development or process	Quickwrite- Students write for a short, specific amount of time about the designated topic.  Self/Peer Revision- Students work alone or with a partner to examine a piece of writing for accuracy and clarity.
Expanding Democracy - CAUSATION 1.B I can explain a historical concept, development, or process.	Quickwrite- Students write for a short, specific amount of time about the designated topic.  Graphic Organizer- Students use a visual representation for the organized information"
Jackson and Federal Power - CONTINUITY AND CHANGE 3.D I can explain how claims or evidence support, modify, or refute a source's argument.	Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.
The Development of an American Culture - CAUSATION 4.B I can explain how a specific historical development or process is situated within a broader historical context.	Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.  Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.
The Second Great Awakening - CAUSATION 5.B I can explain how a historical development or process relates to another historical development or process	Quickwrite- Students write for a short, specific amount of time about the designated topic.  Self/Peer Revision- Students work alone or with a partner to examine a piece of writing for accuracy and clarity.
An Age of Reform - CAUSATION 3.B I can identify the evidence used in a source to support an argument.	Critique Reasoning- Through collaborative discussion, students critique the arguments of others, questioning the author's perspectives, evidence presented, and reasoning behind the argument.

<p>African Americans in the Early Republic - CONTINUITY AND CHANGE 3.D I can explain how claims or evidence support, modify, or refute a source's argument.</p>	<p>Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.</p>
<p>The Society of the South in the Early Republic - CAUSATION 1.B I can explain a historical concept, development, or process.</p>	<p>Quickwrite- Students write for a short, specific amount of time about the designated topic.</p>
<p>Causation in Period 4 - CAUSATION 6.C I can use historical reasoning to explain relationships among pieces of historical evidence.</p>	<p>Graphic Organizer- Students use a visual representation for the organized information" Graphic Organizer- Students use a visual representation for the organized information" Self/Peer Revision- Students work alone or with a partner to examine a piece of writing for accuracy and clarity. Debate- Students present an informal or formal argument that defends a claim with reasons, while others defend different claims about the same topic or issue. The goal is to debate ideas without attacking people who defend those ideas.</p>
THEMATIC FOCUS & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS
<p>I can explain the context in which the republic developed from 1800 to 1848.</p>	<p>KC-4.1 The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them. KC-4.1.I The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties. KC-4.1.II While Americans embraced a new national culture, various groups developed distinctive cultures of their own. KC-4.1.III Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.</p>
<p>POLITICS AND POWER (PCE) I can explain the causes and effects of policy debates in the early republic.</p>	<p>KC-4.1.IA In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers. KC-4.1.IB Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws. KC-4.3.IA.i Following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts.</p>
<p>POLITICS AND POWER (PCE) I can explain how different regional interests affected debates about the role of the federal government in the early republic.</p>	<p>KC-4.1.I.D Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy. KC-4.2.III.D Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country. KC-4.3.II.C Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.</p>
<p>AMERICA IN THE WORLD (WOR) I can explain how and why American foreign policy developed and expanded over time.</p>	<p>KC-4.3.I Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade. KC-4.3.IA.ii The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.</p>
<p>WORK, EXCHANGE AND TECHNOLOGY (WXT) I can explain the causes and effects of the innovations in technology, agriculture, and commerce over time.</p>	<p>KC-4.2.IA Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized. KC-4.2.IB Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods. KC-4.2.IC Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than they linked regions in the South. KC-4.2.III.B Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.</p>
<p>SOCIAL STRUCTURES (SOC) I can explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.</p>	<p>KC-4.2.III.A Large numbers of international migrants moved to industrializing Northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers. KC-4.2.II.B The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a larger middle class and a small but wealthy business elite, but also to a large and growing population of laboring poor. KC-4.2.II.A Increasing numbers of Americans, especially women and men working in factories, no longer relied on semi-subsistence agriculture; instead they supported themselves producing goods for distant markets. KC-4.2.II.C Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.</p>
<p>POLITICS AND POWER (PCE) I can explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.</p>	<p>KC-4.1.I The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.</p>

<p>POLITICS AND POWER (PCE) I can explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.</p>	<p>KC-4.1.I.C By the 1820s and 1830s, new political parties arose—the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay— that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements. KC-4.3.I.B Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.</p>
<p>AMERICAN AND REGIONAL CULTURE (ARC) I can explain how and why a new national culture developed from 1800 to 1848.</p>	<p>KC-4.1.II.B A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities. KC-4.1.II.C Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.</p>
<p>AMERICAN AND REGIONAL CULTURE (ARC) I can explain the causes of the Second Great Awakening.</p>	<p>KC-4.1.II.A.i The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants.</p>
<p>AMERICAN AND REGIONAL CULTURE (ARC) I can explain how and why various reform movements developed and expanded from 1800 to 1848.</p>	<p>KC-4.1.II.A.ii The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to moral and social reforms and inspired utopian and other religious movements. KC-4.1.III.A Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts. KC-4.1.III.B.i Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights. KC-4.3.II.B.i Antislavery movements increased in the North.KC-4.1.III.CA women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.</p>
<p>SOCIAL STRUCTURES (SOC) I can explain the continuities and changes in the experience of African Americans from 1800 to 1848.</p>	<p>KC-4.1.III.B.ii Antislavery efforts in the South were largely limited to unsuccessful slave rebellions. KC-4.1.II.D Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.</p>
<p>GEOGRAPHY AND THE ENVIRONMENT (GEO) I can explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.</p>	<p>KC-4.3.II.B.ii In the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life. KC-4.2.III.C Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity. KC-4.3.II.A As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.</p>
<p>I can explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.</p>	<p>KC-4.1 The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them. KC-4.1.I The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties. KC-4.1.II While Americans embraced a new national culture, various groups developed distinctive cultures of their own. KC-4.1.III Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals. KC-4.2Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities. KC-4.2.I New transportation systems and technologies dramatically expanded manufacturing and agricultural production. KC-4.2.II The changes caused by the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations. KC-4.2.III Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions. KC-4.3 The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives. KC-4.3.I Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade. KC-4.3.II The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.</p>

Unit 5: Period 5 1844-1877	
BIG IDEAS/THEMES	UNIT THEMATIC QUESTIONS
THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT) This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.	How did migration to the United States change popular ideas of American Identity and citizenship as well as regional and racial identities? How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this period?
THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO) This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.	How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and the West?
THEME 5: POLITICS AND POWER (PCE) This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.	Why did attempts at compromise before the war fail to prevent the conflict?
THEME 6: AMERICA IN THE WORLD (WOR) This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.	How was the American conflict over slavery part of larger global events?
THEME 7: AMERICAN AND REGIONAL CULTURE (ARC) This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.	How did the doctrine of Manifest Destiny affect debates over territorial expansionism and the Mexican War? How did the Civil War struggle shape Americans' beliefs about equality, democracy, and national destiny?
THEME 8: SOCIAL STRUCTURES (SOC) This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.	To what extent, and in what ways, did the Civil War and Reconstruction transform American political and social relationships?
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS
Contextualizing Period 5 - CONTINUITY AND CHANGE 4.B I can explain how a specific historical development or process is situated within a broader historical context.	Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.  Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.
Manifest Destiny - CAUSATION 1.B I can explain a historical concept, development, or process.	Quickwrite- Students write for a short, specific amount of time about the designated topic.  Graphic Organizer- Students use a visual representation for the organized information"
The Mexican-American War - CAUSATION 3.C I can compare the arguments or main ideas of two sources.	Fishbowl- Some students form an inner circle and model appropriate discussion techniques while an other circle of students listens, responds, and evaluates.
The Compromise of 1850 - COMPARISON 4.B I can explain how a specific historical development or process is situated within a broader historical context.	Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.  Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.
Sectional Conflict: Regional Differences - COMPARISON 2.B I can explain the point of view, purpose, historical situation, and/or audience of a source.	Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.
Failure of Compromise - CAUSATION 5.B I can explain how a historical development or process relates to another historical development or process	Quickwrite- Students write for a short, specific amount of time about the designated topic.  Self/Peer Revision- Students work alone or with a partner to examine a piece of writine for
Election of 1860 and Secession - CAUSATION 4.B I can explain how a specific historical development or process is situated within a broader historical context.	Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.  Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.
Military Conflict in the Civil War - COMPARISON 5.A I can identify patterns among or connections between historical developments and processes.	Debriefing- Students participate in a facilitated discussion that leads to consensus understanding or helps them identify key conclusions or takeaways  Look for a pattern- Students evaluate data or create visual representations to find a trend
Government Policies During the Civil War - CONTINUITY AND CHANGE 2.B I can explain the point of view, purpose, historical situation, and/or audience of a source.	Graphic Organizer- Students use a visual representation for the organized information  Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.
Reconstruction - CAUSATION 3.D I can explain how claims or evidence support, modify, or refute a source's argument.	Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.
Failure of Reconstruction - CONTINUITY AND CHANGE 3.C I can compare the arguments or main ideas of two sources.	Fishbowl- Some students form an inner circle and model appropriate discussion techniques while an other circle of students listens, responds, and evaluates.



<p>Comparison in Period 5 - COMPARISON 6.C I can use historical reasoning to explain relationships among pieces of historical evidence.</p>	<p>Graphic Organizer- Students use a visual representation for the organized information"</p> <p>Self/Peer Revision- Students work alone or with a partner to examine a piece of writing for accuracy and clarity.</p> <p>Debate- Students present an informal or formal argument that defends a claim with reasons, while others defend different claims about the same topic or issue. The goal is to debate ideas without attacking people who defend those ideas.</p>
THEMATIC FOCUS & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS
<p>I can explain the context in which sectional conflict emerged from 1844 to 1877.</p>	<p>KC-5.1 The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.</p> <p>KC-5.1.I Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.</p> <p>KC-5.1.II In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants.</p> <p>KC-5.2 Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.</p> <p>KC-5.2.I Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.</p> <p>KC-5.2.II Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.</p> <p>KC-5.3 The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.</p> <p>KC-5.3.I The North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.</p> <p>KC-5.3.II.i Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.</p>
<p>GEOGRAPHY AND ENVIRONMENT (GEO) I can explain the causes and effects of westward expansion from 1844 to 1877.</p>	<p>KC-5.1.I.A The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.</p> <p>KC-5.1.I.B Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean.</p> <p>KC-5.1.I.D Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.</p> <p>KC-5.1.I.E U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.</p>
<p>AMERICA IN THE WORLD (WOR) I can explain the causes and effects of the Mexican–American War.</p>	<p>KC-5.1.I.C The United States added large territories in the West through victory in the Mexican–American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.</p> <p>KC-5.1.I.C U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.</p>
<p>AMERICAN AND NATIONAL IDENTITY (NAT) I can explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War.</p>	<p>KC-5.2.II.A The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.</p> <p>KC-5.2.II.B.i The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850.</p>
<p>AMERICAN AND REGIONAL CULTURE (ARC) I can explain the effects of immigration from various parts of the world on American culture from 1844 to 1877.</p>	<p>KC-5.1.II.A Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs.</p> <p>KC-5.1.II.B A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.</p>
<p>SOCIAL STRUCTURES (SOC) I can explain how regional differences related to slavery caused tension in the years leading up to the Civil War.</p>	<p>KC-5.2.I.A The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor.</p> <p>KC-5.2.I.B African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves' escapes, and sometimes expressing a willingness to use violence to achieve their goals.</p> <p>KC-5.2.I.C Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution.</p>
<p>POLITICS AND POWER (PCE) I can explain the political causes of the Civil War.</p>	<p>KC-5.2.II.B.ii The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.</p> <p>KC-5.2.II.C The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North.</p>

<p>POLITICS AND POWER (PCE) I can describe the effects of Lincoln's election.</p>	<p>KC-5.2.II.D Abraham Lincoln's victory on the Republicans' free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.</p>
<p>AMERICA IN THE WORLD (WOR) I can explain the various factors that contributed to the Union victory in the Civil War.</p>	<p>KC-5.3.I.A Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition. KC-5.3.I.D Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.</p>
<p>AMERICAN AND NATIONAL IDENTITY (NAT) I can explain how Lincoln's leadership during the Civil War impacted American ideals over the course of the war.</p>	<p>KC-5.3.I.B Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy. KC-5.3.I.C Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals.</p>
<p>POLITICS AND POWER (PCE) I can explain the effects of government policy during Reconstruction on society from 1865 to 1877.</p>	<p>KC-5.3.II.i Reconstruction altered relationships between the states and the federal government and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities. KC-5.3.II.A The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights. KC-5.3.II.B The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution. KC-5.3.II.C Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.</p>
<p>AMERICAN AND NATIONAL IDENTITY (NAT) I can explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.</p>	<p>KC-5.3.II.D Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks' and poor whites' access to land in the South. KC-5.3.II.E Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.</p>
<p>I can compare the relative significance of the effects of the Civil War on American values.</p>	<p>KC-5.1 The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries. KC-5.1.I Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives. KC-5.1.II In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants. KC-5.2 Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war. KC-5.2.I Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South. KC-5.2.II Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states. KC-5.3 The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights. KC-5.3.I The North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War. KC-5.3.II.i Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.</p>

Unit 6: Period 6 1865-1898	
BIG IDEAS/THEMES	UNIT THEMATIC QUESTIONS
THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT) This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.	How did the rapid influx of immigrants from other parts of the world than northern and western Europe affect debates about American national identity?
THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT) This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.	How did technological and corporate innovations help to vastly increase industrial production? What was the impact of these innovations on the lives of working people?
THEME 4: MIGRATION AND SETTLEMENT (MIG) This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.	How and why did the sources of migration to the United States change dramatically during this period?
THEME 5: POLITICS AND POWER (PCE) This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.	How did the political culture of the Gilded Age reflect the emergence of new corporate power? How successful were the challenges to this power? Why did challenges to this power fail?
THEME 8: SOCIAL STRUCTURES (SOC) This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.	In what ways, and to what extent, was the West “opened” for further settlement through connection to eastern political, financial, and transportation systems?
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS
Contextualizing Period 6 - CONTINUITY AND CHANGE 3.C I can compare the arguments or main ideas of two sources.	Fishbowl- Some students form an inner circle and model appropriate discussion techniques while another circle of students listens, responds, and evaluates.
Westward Expansion: Economic Development - CAUSATION 5.B I can explain how a historical development or process relates to another historical development or process	Quickwrite- Students write for a short, specific amount of time about the designated topic.  Self/Peer Revision- Students work alone or with a partner to examine a piece of writing for accuracy and clarity.
Westward Expansion: Social and Cultural Development - CAUSATION 4.B I can explain how a specific historical development or process is situated within a broader historical context.	Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.  Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.
The "New South" - CONTINUITY AND CHANGE 2.C I can explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the uses of a source	Discussion Groups- Students engage in an interactive, small group discussion to consider a topic, text, question  Think/Pair/Share- Students think through a question or issue alone, pair with a partner to share ideas, and then share results with the class.  Quickwrite- Students write for a short, specific amount of time about the designated topic.
Technological Innovation - CAUSATION 4.B I can explain how a specific historical development or process is situated within a broader historical context.	Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.  Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.
The Rise of Industrial Capitalism - CONTINUITY AND CHANGE 3.D I can explain how claims or evidence support, modify, or refute a source's argument.	Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.
Labor in the Gilded Age - CONTINUITY AND CHANGE 6.D I can corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: *Explain nuance of an issue by analyzing multiple variables. *Explain relevant and insightful connections within and across periods. *Explain the relative historical significance of a source's credibility and limitations. *Explain how or why a historical claim or argument is or is not effective	Create Representations- Students create tables, graphs, or other infographics to interpret text or data.  Graphic Organizer- Students use visual representation for the organization of information.  Think/Pair/Share- Students think through a question or issue alone, pair with a partner to share ideas, and then share results with the class.  Quickwrite- Students write for a short, specific amount of time about the designated topic.  Self/Peer Revision- Students work alone or with a partner to examine a piece of writing for accuracy and clarity
THEMATIC FOCUS & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS

<p>I can explain the historical context for the rise of industrial capitalism in the United States.</p>	<p>KC-6.1 Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.                  KC-6.1.I Large-scale industrial production—accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation.                  KC-6.1.II A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.                  KC-6.1.III New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.                  KC-6.2 The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.                  KC-6.2.I International and internal migration increased urban populations and fostered the growth of a new urban culture.                  KC-6.2.II Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.                  KC-6.3 The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.                  KC-6.3.I New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.                  KC-6.3.II Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.</p>
<p>MIGRATION AND SETTLEMENT (MIG)                  I can explain the causes and effects of the settlement of the West from 1877 to 1898.</p>	<p>KC-6.1.III.A Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.                  KC-6.1.III.B Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations.                  KC-6.1.IA Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.                  KC-6.2.II.A The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.</p>
<p>MIGRATION AND SETTLEMENT (MIG)                  I can explain Explain the causes and effects of the settlement of the West from 1877 to 1898.</p>	<p>KC-6.2.II.B In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.                  KC-6.2.II.C As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.                  KC-6.2.II.D The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.                  KC-6.2.II.E Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.</p>
<p>AMERICAN AND NATIONAL IDENTITY (NAT)                  I can explain how various factors contributed to continuity and change in the "New South" from 1877 to 1898.</p>	<p>KC-6.1.II.D Despite the industrialization of some segments of the Southern economy—a change promoted by Southern leaders who called for a "New South"—agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.                  KC-6.3.II.C The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.</p>
<p>WORK, EXCHANGE AND TECHNOLOGY (WXT)                  I can explain the effects of technological advances in the development of the United States over time.</p>	<p>KC-6.1.I.B.i Businesses made use of technological innovations and greater access to natural resources to dramatically increase the production of goods.</p>
<p>WORK, EXCHANGE AND TECHNOLOGY (WXT)                  I can explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.</p>	<p>KC-6.1.I Large-scale industrial production—accompanied by massive technological change, expanding international communication networks, pro-growth government policies—generated rapid economic development and business consolidation.                  KC-6.1.I.B.ii Businesses made use of redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.                  KC-6.1.I.D Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.                  KC-6.1.I.E.i Businesses increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.</p>
<p>WORK, EXCHANGE AND TECHNOLOGY (WXT)                  I can explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.</p>	<p>KC-6.1.I.C As the price of many goods decreased, workers' real wages increased, providing new access to a variety of goods and services; many Americans' standards of living improved, while the gap between rich and poor grew.                  KC-6.1.II.C Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.                  KC-6.1.II.B.i The industrial workforce expanded and child labor increased.</p>

<p>MIGRATION AND SETTLEMENT (MIG) I can explain how cultural and economic factors affected migration patterns over time.</p>	<p>KC-6.1.II.B.ii The industrial workforce expanded and became more diverse through internal and international migration. KC-6.2.I.A As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions. KC-6.2.I.B Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.</p>
<p>MIGRATION AND SETTLEMENT (MIG) I can explain the various responses to immigration in the period over time.</p>	<p>KC-6.2.I.C Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States. KC-6.3.I.A Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable. KC-6.3.II.B.i Many women, like Jane Addams, worked in settlement houses to help immigrants adapt to U.S. language and customs.</p>
<p>SOCIAL STRUCTURES (SOC) I can explain the causes of increased economic opportunity and its effects on society.</p>	<p>KC-6.2.I.E Corporations' need for managers and for male and female clerical workers, as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture. KC-6.3.I.B Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.</p>
<p>SOCIAL STRUCTURES (SOC) I can explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age.</p>	<p>KC-6.3.I.C A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society. KC-6.3.II.B.ii Many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform.</p>
<p>POLITICS AND POWER (PCE) I can explain continuities and changes in the role of the government in the U.S. economy.</p>	<p>KC-6.1.II.A Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns. KC-6.1.I.E.ii Foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.</p>
<p>POLITICS AND POWER (PCE) I can explain the similarities and differences between the political parties during the Gilded Age.</p>	<p>KC-6.1.III.C Economic instability inspired agrarian activists to create the People's (Populist) Party, which called for a stronger governmental role in regulating the American economic system. KC-6.3.II.A The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government. KC-6.2.I.D In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.</p>
<p>I can explain the extent to which industrialization brought change from 1865 to 1898.</p>	<p>KC-6.1 Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. KC-6.1.I Large-scale industrial production—accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation. KC-6.1.II A variety of perspectives on the economy and labor developed during a time of financial panics and downturns. KC-6.1.III New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers. KC-6.2 The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. KC-6.2.I International and internal migration increased urban populations and fostered the growth of a new urban culture. KC-6.2.II Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict. KC-6.3 The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies. KC-6.3.I New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. KC-6.3.II Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.</p>

Unit 7: Period 7 1890-1945	
BIG IDEAS/THEMES	UNIT THEMATIC QUESTIONS
	These align to the essential questions of the course and connect the specific content knowledge of the units.
THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT) This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.	How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals?
THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO) This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.	Why did reformers seek for the government to wrest control of the environment and national resources from commercial interests?
THEME 4: MIGRATION AND SETTLEMENT (MIG) This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.	Why did public attitudes towards immigration become negative during this time period? How and why did people migrate within the U.S. during this time period?
THEME 5: POLITICS AND POWER (PCE) This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.	How did reformist ideals change as reformers took them up in different time periods? Why did opposition emerge to various reform programs?
THEME 6: AMERICA IN THE WORLD (WOR) This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.	Why did U.S. leaders decide to become involved in global conflicts such as the Spanish American War, World War I, and World War II? How did debates over intervention reflect public views of America's role in the world?
THEME 7: AMERICAN AND REGIONAL CULTURE (ARC) This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.	How did "modern" cultural values evolve in response to developments in technology? How did debates over the role of women in American public life reflect changing social realities?
THEME 8: SOCIAL STRUCTURES (SOC) This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.	How did continuing debates over immigration and assimilation reflect changing ideals of national and ethnic identity? How did class identities change in this period?
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS
	Strategies integrate skills and content and may include but are not limited to...
Contextualizing Period 7 - CONTINUITY AND CHANGE 4.B I can explain how a specific historical development or process is situated within a broader historical context.	Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.  Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.
Imperialism: Debates - COMPARISON 2.C I can explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source	Discussion Groups- Students engage in an interactive, small group discussion to consider a topic, test, question  Think/Pair/Share- Students think through a question or issue alone, pair with a partner to share ideas, and then share results with the class.  Quickwrite- Students write for a short, specific amount of time about the designated topic.
The Spanish-American War - CAUSATION 2.B I can explain the point of view, purpose, historical situation, and/or audience of a source.	Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.
The Progressives - COMPARISON 2.C I can explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source	Discussion Groups- Students engage in an interactive, small group discussion to consider a topic, test, question  Think/Pair/Share- Students think through a question or issue alone, pair with a partner to share ideas, and then share results with the class.  Quickwrite- Students write for a short, specific amount of time about the designated topic.
World War I: Military and Diplomacy - CAUSATION 2.C I can explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source	Discussion Groups- Students engage in an interactive, small group discussion to consider a topic, test, question  Think/Pair/Share- Students think through a question or issue alone, pair with a partner to share ideas, and then share results with the class.  Quickwrite- Students write for a short, specific amount of time about the designated topic.
World War I: Home Front - CAUSATION 3.D I can explain how claims or evidence support, modify, or refute a source's argument.	Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.
1920s: Innovations in Communication and Technology - CAUSATION 5.B I can explain how a historical development or process relates to another historical development or process	Quickwrite- Students write for a short, specific amount of time about the designated topic.
1920s: Cultural and Political Controversies - CAUSATION 4.B I can explain how a specific historical development or process is situated within a broader historical context.	Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.  Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.

<p>The Great Depression - CAUSATION 5.B I can explain how a historical development or process relates to another historical development or process</p>	<p>Quickwrite- Students write for a short, specific amount of time about the designated topic.</p>
<p>The New Deal - CONTINUITY AND CHANGE 5.B I can explain how a historical development or process relates to another historical development or process</p>	<p>Self/Peer Revision- Students work alone or with a partner to examine a piece of writing for Quickwrite- Students write for a short, specific amount of time about the designated topic.</p>
<p>Interwar Foreign Policy - COMPARISON 1.B I can explain a historical concept, development, or process.</p>	<p>Self/Peer Revision- Students work alone or with a partner to examine a piece of writing for Quickwrite- Students write for a short, specific amount of time about the designated topic.</p>
<p>World War II: Mobilization - CAUSATION 1.B I can explain a historical concept, development, or process.</p>	<p>Graphic Organizer- Students use a visual representation for the organized information" Quickwrite- Students write for a short, specific amount of time about the designated topic.</p>
<p>World War II: Military - CAUSATION 6.C I can use historical reasoning to explain relationships among pieces of historical evidence.</p>	<p>Graphic Organizer- Students use a visual representation for the organized information" Graphic Organizer- Students use a visual representation for the organized information" Self/Peer Revision- Students work alone or with a partner to examine a piece of writing for accuracy and clarity. Debate- Students present an informal or formal argument that defends a claim with reasons, while others defend different claims about the same topic or issue. The goal is to debate ideas without attacking people who defend those ideas.</p>
<p>Postwar Diplomacy - CAUSATION 2.B I can explain the point of view, purpose, historical situation, and/or audience of a source.</p>	<p>Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.</p>
<p>Comparison in Period 7 - COMPARISON 6.D I can corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: *Explain nuance of an issue by analyzing multiple variables. *Explain relevant and insightful connections within and across periods. *Explain the relative historical significance of a source's credibility and limitations. *Explain how or why a historical claim or argument is or is not effective</p>	<p>Create Representations- Students create tables, graphs, or other infographics to interpret text or data. Graphic Organizer- Students use visual representation for the organization of information. Think/Pair/Share- Students think through a question or issue alone, pair with a partner to share ideas, and then share results with the class. Quickwrite- Students write for a short, specific amount of time about the designated topic. Self/Peer Revision- Students work alone or with a partner to examine a piece of writing for accuracy and clarity</p>
THEMATIC FOCUS & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS
<p>I can explain the context in which America grew into its role as a world power</p>	<p>KC-7.1 Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. KC-7.1.I The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies. KC-7.1.II In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures. KC-7.1.III During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism. KC-7.2 Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. KC-7.2.I Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity. KC-7.2.II Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants. KC-7.3 Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world. KC-7.3.I In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America's role in the world. KC-7.3.II World War I and its aftermath intensified ongoing debates about the nation's role in the world and how best to achieve national security and pursue American interests. KC-7.3.III U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.</p>
<p>AMERICA IN THE WORLD (WOR) I can explain the similarities and differences in attitudes about the nation's proper role in the world.</p>	<p>KC-7.3.IA Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the western frontier was "closed" to argue that Americans were destined to expand their culture and institutions to peoples around the globe. KC-7.3.IB Anti-imperialists cited principles of self-determination and invoked both racial theories and the U.S. foreign policy tradition of isolationism to argue that the United States should not extend its territory overseas.</p>
<p>AMERICA IN THE WORLD (WOR) I can explain the effects of the Spanish–American War.</p>	<p>KC-7.3.IC The American victory in the Spanish–American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines.</p>

<p>POLITICS AND POWER (PCE) I can compare the goals and effects of the Progressive reform movement.</p>	<p>KC-7.1.II.A Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations. KC-7.1.II.D The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction. KC-7.1.II.B On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and women's suffrage.</p>
<p>GEOGRAPHY AND ENVIRONMENT (GEO) I can compare attitudes toward the use of natural resources from 1890 to 1945.</p>	<p>KC-7.1.II.C Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.</p>
<p>AMERICA IN THE WORLD (WOR) I can explain the causes and consequences of U.S. involvement in World War I.</p>	<p>KC-7.3.II.A After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson's call for the defense of humanitarian and democratic principles. KC-7.3.II.B Although the American Expeditionary Forces played a relatively limited role in combat, the United States' entry helped to tip the balance of the conflict in favor of the Allies. KC-7.3.II.C Despite Wilson's deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations.</p>
<p>MIGRATION AND SETTLEMENT (MIG) I can explain the causes and effects of international and internal migration patterns over time.</p>	<p>KC-7.2.I.C Official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture. KC-7.2.II.A.i Immigration from Europe reached its peak in the years before World War I. During World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration. KC-7.2.II.B.i The increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities. KC-7.2.II.C In the Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination.</p>
<p>WORK, EXCHANGE AND TECHNOLOGY (WXT) I can explain the causes and effects of the innovations in communication and technology in the United States over time.</p>	<p>KC-7.1.I.A New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communications systems. KC-7.2.IA New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures.</p>
<p>MIGRATION AND SETTLEMENT (MIG) I can explain the causes and effects of international and internal migration patterns over time.</p>	<p>KC-7.1.I.B By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants. KC-7.2.II.A.ii After World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.</p>
<p>AMERICAN AND REGIONAL CULTURE (ARC) I can explain the causes and effects of developments in popular culture in the United States over time.</p>	<p>KC-7.2.I.B Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement. KC-7.2.I.D In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.</p>
<p>WORK, EXCHANGE AND TECHNOLOGY (WXT) I can explain the causes of the Great Depression and its effects on the economy.</p>	<p>KC-7.1.I The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies. KC-7.1.I.C Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system. KC-7.1.III During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.</p>
<p>POLITICS AND POWER (PCE) I can explain how the Great Depression and the New Deal impacted American political, social, and economic life over time.</p>	<p>KC-7.1.III.A Franklin Roosevelt's New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy. KC-7.1.III.B Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal's scope. KC-7.1.III.C Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party. KC-7.2.II.B.ii The increased demand for war production and labor during World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.</p>



<p>AMERICA IN THE WORLD (WOR) I can explain the similarities and differences in attitudes about the nation's proper role in the world.</p>	<p>KC-7.3.II.D In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism. KC-7.3.II.E In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.</p>
<p>SOCIAL STRUCTURES (SOC) I can explain how and why U.S. participation in World War II transformed American society.</p>	<p>KC-7.3.III.B The mass mobilization of American society helped end the Great Depression, and the country's strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops. KC-7.3.III.C.i Mobilization provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans. KC-7.2.II.D Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration.</p>
<p>AMERICA IN THE WORLD (WOR) I can explain the causes and effects of the victory of the United States and its allies over the Axis powers.</p>	<p>KC-7.3.III.A Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust. KC-7.3.III.C.ii Military service provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation. KC-7.3.III.D The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific "island-hopping" and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.</p>
<p>AMERICA IN THE WORLD (WOR) I can explain the consequences of U.S. involvement in World War II.</p>	<p>KC-7.3.III.E The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on Earth.</p>
<p>I can compare the relative significance of the major events of the first half of the 20th century in shaping American identity.</p>	<p>KC-7.1 Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. KC-7.1.I The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies. KC-7.1.II In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures. KC-7.1.III During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism. KC-7.2 Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. KC-7.2.I Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity. KC-7.2.II Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants. KC-7.3 Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world. KC-7.3.I In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America's role in the world. KC-7.3.II World War I and its aftermath intensified ongoing debates about the nation's role in the world and how best to achieve national security and pursue American interests. KC-7.3.III U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.</p>

Unit 8: Period 8 1945-1980	
BIG IDEAS/THEMES	UNIT THEMATIC QUESTIONS
<p><b>THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT)</b> This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America.</p> <p><b>THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT)</b> This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.</p> <p><b>THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO)</b> This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.</p> <p><b>THEME 4: MIGRATION AND SETTLEMENT (MIG)</b> This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.</p> <p><b>THEME 5: POLITICS AND POWER (PCE)</b> This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.</p> <p><b>THEME 6: AMERICA IN THE WORLD (WOR)</b> This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.</p> <p><b>THEME 7: AMERICAN AND REGIONAL CULTURE (ARC)</b> This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.</p> <p><b>THEME 8: SOCIAL STRUCTURES (SOC)</b> This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.</p>	<p><i>These align to the essential questions of the course and connect the specific content knowledge of the units.</i></p> <p>How did the African-American Civil Rights movement affect the development of other movements based on asserting the rights of different groups in American society? How did American involvement in the Cold War affect debates over American national identity? How did the rise of American manufacturing and global economic dominance in the years after World War II affect standards of living among and opportunities for different social groups?</p> <p>Why did public concern about the state of the natural environment grow during this period, and what major changes in public policy did this create?</p> <p>How did the growth of migration to and within the United States influence demographic change and social attitudes in the nation?</p> <p>How did the changing fortunes of liberalism and conservatism in these years affect broader aspects of social and political power?</p> <p>Why did Americans endorse a new engagement in international affairs during the Cold War? How did this belief change over time in response to particular events?</p> <p>How did changes in popular culture reflect or cause changes in social attitudes? How did the reaction to these changes affect political and public debates?</p> <p>How did the changing fortunes of liberalism and conservatism in these years affect broader aspects of social and political power?</p>
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS
<p>Contextualizing - Period 8 - CONTINUITY AND CHANGE 4.B I can explain how a specific historical development or process is situated within a broader historical context.</p>	<p>Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.</p> <p>Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.</p>
<p>The Cold War from 1945 to 1980 - CONTINUITY AND CHANGE 2.C I can explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the uses of a source</p>	<p>Discussion Groups- Students engage in an interactive, small group discussion to consider a topic, text, question</p> <p>Think/Pair/Share- Students think through a question or issue alone, pair with a partner to share ideas, and then share results with the class.</p> <p>Quickwrite- Students write for a short, specific amount of time about the designated topic.</p>
<p>The Red Scare - CAUSATION 2.B I can explain the point of view, purpose, historical situation, and/or audience of a source.</p>	<p>Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.</p>
<p>Economy after 1945 - CAUSATION 2.C I can explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the uses of a source</p>	<p>Discussion Groups- Students engage in an interactive, small group discussion to consider a topic, text, question</p> <p>Think/Pair/Share- Students think through a question or issue alone, pair with a partner to share ideas, and then share results with the class.</p> <p>Quickwrite- Students write for a short, specific amount of time about the designated topic.</p>
<p>Culture after 1945 - CONTINUITY AND CHANGE 4.B I can explain how a specific historical development or process is situated within a broader historical context.</p>	<p>Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.</p> <p>Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.</p>
<p>Early Steps in the Civil Rights Movement (1940s and 1950s) - CAUSATION 5.A I can identify patterns among or connections between historical developments and processes.</p>	<p>Debriefing- Students participate in a facilitated discussion that leads to consensus understanding or helps them identify key conclusions or takeaways</p> <p>Look for a pattern- Students evaluate data or create visual representations to find a trend</p> <p>Graphic Organizer- Students use a visual representation for the organized information</p>
<p>America as a World Power - COMPARISON 3.C I can compare the arguments or main ideas of two sources.</p>	<p>Fishbowl- Some students form an inner circle and model appropriate discussion techniques while an outer circle of students listens, responds, and evaluates.</p>
<p>The Vietnam War - CAUSATION 1.B I can explain a historical concept, development, or process.</p>	<p>Quickwrite- Students write for a short, specific amount of time about the designated topic.</p> <p>Graphic Organizer- Students use a visual representation for the organized information"</p>
<p>The Great Society - CONTINUITY AND CHANGE 5.B I can explain how a historical development or process relates to another historical development or process</p>	<p>Quickwrite- Students write for a short, specific amount of time about the designated topic.</p> <p>Self/Peer Revision- Students work alone or with a partner to examine a piece of writing for</p>

<p>The African American Civil Rights Movement (1960s) - COMPARISON 5.B I can explain how a historical development or process relates to another historical development or process</p>	<p>Quickwrite- Students write for a short, specific amount of time about the designated topic.</p>
<p>The Civil Rights Movement Expands - COMPARISON 5.B I can explain how a historical development or process relates to another historical development or process</p>	<p>Self/Peer Revision- Students work alone or with a partner to examine a piece of writing for Quickwrite- Students write for a short, specific amount of time about the designated topic.</p>
<p>Youth Culture of the 1960s - CONTINUITY AND CHANGE 5.B I can explain how a historical development or process relates to another historical development or process</p>	<p>Self/Peer Revision- Students work alone or with a partner to examine a piece of writing for Quickwrite- Students write for a short, specific amount of time about the designated topic.</p>
<p>The Environment and Natural Resources from 1968-1980 - CAUSATION 5.A I can identify patterns among or connections between historical developments and processes.</p>	<p>Debriefing- Students participate in a facilitated discussion that leads to consensus understanding or helps them identify key conclusions or takeaways Look for a pattern- Students evaluate data or create visual representations to find a trend Graphic Organizer- Students use a visual representation for the organized information</p>
<p>Society in Transition - CAUSATION 4.B I can explain how a specific historical development or process is situated within a broader historical context.</p>	<p>Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line. Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.</p>
<p>Continuity and Change in Period 8 - CONTINUITY AND CHANGE 6.D I can corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: *Explain nuance of an issue by analyzing multiple variables. *Explain relevant and insightful connections within and across periods. *Explain the relative historical significance of a source's credibility and limitations. *Explain how or why a historical claim or argument is or is not effective</p>	<p>Create Representations- Students create tables, graphs, or other infographics to interpret text or data. Graphic Organizer- Students use visual representation for the organization of information. Think/Pair/Share- Students think through a question or issue alone, pair with a partner to share ideas, and then share results with the class. Quickwrite- Students write for a short, specific amount of time about the designated topic. Self/Peer Revision- Students work alone or with a partner to examine a piece of writing for accuracy and clarity</p>
THEMATIC FOCUS & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS
<p>I can explain the context for societal change from 1945 to 1980.</p>	<p>KC-8.1 The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. KC-8.1.I United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system. KC-8.1.II Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties. KC-8.2 New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. KC-8.2.I Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow. KC-8.2.II Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment. KC-8.2.III Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement. KC-8.3 Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture. KC-8.3.I Rapid economic and social changes in American society fostered a sense of optimism in the postwar years. KC-8.3.II New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.</p>
<p>AMERICA IN THE WORLD (WOR) I can explain the continuities and changes in Cold War policies.</p>	<p>KC-8.1.I United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system. KC-8.1.IA As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations. KC-8.1.IB.i Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea. KC-8.1.IC The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or détente).</p>
<p>AMERICAN AND NATIONAL IDENTITY (NAT) I can explain the causes and effects of the Red Scare after World War II.</p>	<p>KC-8.1.IIA Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.</p>

Advanced Placement United States History.FINAL.2021

<p>WORK, EXCHANGE AND TECHNOLOGY (WXT) I can explain the causes of economic growth in the years after World War II.</p>	<p>KC-8.3.I.A A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.</p>
<p>MIGRATION AND SETTLEMENT (MIG) I can explain the causes and effects of the migration of various groups of Americans after 1945.</p>	<p>KC-8.3.I.B As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.</p>
<p>AMERICAN AND REGIONAL CULTURE (ARC) I can explain how mass culture has been maintained or challenged over time.</p>	<p>KC-8.3.II.A Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.</p>
<p>SOCIAL STRUCTURES (SOC) I can explain how and why the civil rights movements developed and expanded from 1945 to 1960.</p>	<p>KC-8.2.I Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow. KC-8.2.I.B.i The three branches of the federal government used measures including desegregation of the armed services and <i>Brown v. Board of Education</i> (1954) to promote greater racial equality.</p>
<p>AMERICA IN THE WORLD (WOR) I can explain the various military and diplomatic responses to international developments over time.</p>	<p>KC-8.1.I.E Cold War competition extended to Latin America, where the United States supported non-Communist regimes that had varying levels of commitment to democracy. KC-8.1.II.C.i Americans debated the merits of a large nuclear arsenal and the military-industrial complex. KC-8.1.I.D.i Postwar decolonization and the emergence of powerful nationalist movements in Africa and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.</p>
<p>AMERICA IN THE WORLD (WOR) I can explain the causes and effects of the Vietnam War.</p>	<p>KC-8.1.I.B.ii Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Vietnam. KC-8.1.I.D.ii Postwar decolonization and the emergence of powerful nationalist movements in Asia led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned. KC-8.1.II.C.ii Americans debated the appropriate power of the executive branch in conducting foreign and military policy.</p>
<p>POLITICS AND POWER (PCE) I can explain the causes and effects of continuing policy debates about the role of the federal government over time.</p>	<p>KC-8.2.II.C Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem. KC-8.2.III.A Liberalism, based on anti-communism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s. KC-8.2.III.B.i Liberal ideas found expression in Lyndon Johnson's Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues.</p>
<p>MIGRATION AND SETTLEMENT (MIG) I can explain the continuities and changes in immigration patterns over time.</p>	<p>KC-8.3.I.C Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965.</p>
<p>SOCIAL STRUCTURES (SOC) I can explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.</p>	<p>KC-8.2.I.A During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combated racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics. KC-8.2.1.C Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.</p>
<p>POLITICS AND POWER (PCE) I can explain the various ways in which the federal government responded to the calls for the expansion of civil rights.</p>	<p>KC-8.2.I.B.ii The three branches of the federal government used measures including the Civil Rights Act of 1964 to promote greater racial equality. KC-8.2.III.B.ii A series of Supreme Court decisions expanded civil rights and individual liberties.</p>
<p>SOCIAL STRUCTURES (SOC) I can explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.</p>	<p>KC-8.2.II.B Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices. KC-8.2.II.A Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality. KC-8.3.II.B.i Feminists who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation and advocated changes in sexual norms.</p>
<p>AMERICAN AND REGIONAL CULTURE (ARC) I can explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.</p>	<p>KC-8.1.II.B Although anti-communist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate anti-war protests that became more numerous as the war escalated and sometimes led to violence. KC-8.2.III.D Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad. KC-8.3.II.B.ii Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.</p>
<p>GEOGRAPHY AND THE ENVIRONMENT (GEO) I can explain how and why policies related to the environment developed and changed from 1968 to 1980.</p>	<p>KC-8.1.II.D Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy. KC-8.2.II.D Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. The federal government established new environmental programs and regulations.</p>

<p>POLITICS AND POWER (PCE) I can explain the causes and effects of continuing policy debates about the role of the federal government over time.</p>	<p>KC-8.2.III.C In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies. KC-8.2.III.E Public confidence and trust in government's ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises. KC-8.2.III.F The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.</p>
<p>AMERICAN AND REGIONAL CULTURE (ARC) I can explain the effects of the growth of religious movements over the course of the 20th century.</p>	<p>KC-8.3.II.C The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.</p>
<p>I can explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.</p>	<p>KC-8.1 The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. KC-8.1.I United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system. KC-8.1.II Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties. KC-8.2 New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. KC-8.2.I Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow. KC-8.2.II Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment. KC-8.2.III Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement. KC-8.3 Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture. KC-8.3.I Rapid economic and social changes in American society fostered a sense of optimism in the postwar years. KC-8.3.II New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.</p>

Unit 9: Period 9 1980-Present	
BIG IDEAS/THEMES	UNIT THEMATIC QUESTIONS
THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT) This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.	How have changes in markets, transportation, and technology affected American society?
THEME 4: MIGRATION AND SETTLEMENT (MIG) This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.	How have changes in migration and population patterns affected American life?
THEME 5: POLITICS AND POWER (PCE) This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.	How have various groups sought to change the federal government's role in American political, social, and economic life?
THEME 6: AMERICA IN THE WORLD (WOR) This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.	How has the U.S. involvement in global conflicts set the stage for domestic social changes?
TOPIC, REASONING PROCESS AND COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS
Contextualizing Period 9 - CONTINUITY AND CHANGE 4.B I can explain how a specific historical development or process is situated within a broader historical context.	Close Reading- Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.  Socratic Seminar- A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.
Reagan and Conservatism - CONTINUITY AND CHANGE 3.C I can compare the arguments or main ideas of two sources.	Fishbowl- Some students form an inner circle and model appropriate discussion techniques while an outer circle of students listens, responds, and evaluates.
The End of the Cold War - CAUSATION 1.B I can explain a historical concept, development, or process.	Quickwrite- Students write for a short, specific amount of time about the designated topic.  Graphic Organizer- Students use a visual representation for the organized information
A Changing Economy - CAUSATION 1.B I can explain a historical concept, development, or process.	
Migration and Immigration in the 1990s and 2000s - CAUSATION 2.C I can explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source	Discussion Groups- Students engage in an interactive, small group discussion to consider a topic, test, question  Think/Pair/Share- Students think through a question or issue alone, pair with a partner to share ideas, and then share results with the class.  Quickwrite- Students write for a short, specific amount of time about the designated topic.
Challenges of the 21st Century - CAUSATION 2.C I can explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source	Discussion Groups- Students engage in an interactive, small group discussion to consider a topic, test, question  Think/Pair/Share- Students think through a question or issue alone, pair with a partner to share ideas, and then share results with the class.  Quickwrite- Students write for a short, specific amount of time about the designated topic.
THEMATIC FOCUS & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE/ HISTORICAL DEVELOPMENTS
I can explain the context in which the United States faced international and domestic challenges after 1980.	KC-9.1 A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades. KC-9.1.1 Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980. KC-9.2 Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. KC-9.2.1 New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased. KC-9.2.1.I The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences. KC-9.3 The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world. KC-9.3.1 The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War. KC-9.3.1.I Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.
POLITICS AND POWER (PCE) I can explain the causes and effects of continuing policy debates about the role of the federal government over time.	KC-9.1.1.A Ronald Reagan's victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries. KC-9.1.1.B Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters. KC-9.1.1.C Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system. KC-9.1.1 Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980. KC-9.2.1.I.C Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.
AMERICA IN THE WORLD (WOR) I can explain the causes and effects of the end of the Cold War and its legacy.	KC-9.3.1.A Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons. KC-9.3.1.B Increased U.S. military spending, Reagan's diplomatic initiatives, and political changes and economic problems in Eastern Europe and the Soviet Union were all important in ending the Cold War. KC-9.3.1.C The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world.

<p>WORK, EXCHANGE AND TECHNOLOGY (WXT) I can explain the causes and effects of economic and technological change over time.</p>	<p>KC-9.2.IA Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities. KC-9.2.IB Technological innovations in computing, digital mobile technology, and the internet transformed daily life, increased access to information, and led to new social behaviors and networks. KC-9.2.IC Employment increased in service sectors and decreased in manufacturing, and union membership declined. KC-9.2.ID Real wages stagnated for the working and middle class amid growing economic inequality</p>
<p>MIGRATION AND SETTLEMENT (MIG) I can explain the causes and effects of domestic and international migration over time.</p>	<p>KC-9.2.II.A After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas. KC-9.2.II.B International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.</p>
<p>AMERICA IN THE WORLD (WOR) I can explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century.</p>	<p>KC-9.3.II.A In the wake of attacks on the World Trade Center and the Pentagon in 2001, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq. KC-9.3.II.B The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights. KC-9.3.II.C Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment. KC-9.3.II.D Despite economic and foreign policy challenges, the United States continued as the world's leading superpower in the 21st century.</p>
<p>I can explain the relative significance of the effects of change in the period after 1980 on American national identity.</p>	<p>KC-9.1 A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades. KC-9.1.1 Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980. KC-9.2 Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. KC-9.2.1 New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased. KC-9.2.2 The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences. KC-9.3 The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world. KC-9.3.1 The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War. KC-9.3.2 Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.</p>