

Course Description

American History is a year-long course that examines the basic chronology of history in the America's from early colonial America to the 21st century. Emphasis will be placed on the cause and effects of the Civil War, American Imperialism, the World Wars, and the time-period from WWII to the present. While learning the content, students will utilize a wide array of strategies to develop teamwork, writing, and critical thinking skills.

Scope and Sequence

Timeframe	Unit	Instructional Topics
6 Week(s)	Unit 1: Re-Emerging America	1. 1. Review Foundations of America, Constitution, Leadup to the Civil War, Civil War 2. 2. Reconstruction, Westward Expansion, & Native American Relations 3. 3. Expansion of Industry and Unions to Political Machines and Immigration to Discrimination 4. 4. Early Populist/Progressive Movement
6 Week(s)	Unit 2: Emerging Globally	1. Twilight of the Progressive Movement 2. Imperialism 3. World War I 4. 1920s
6 Week(s)	Unit 3: The Great Depression & New Deal America	1. Leadup to the Great Depression 2. The Great Depression & The Dust Bowl 3. The First & Second New Deals
6 Week(s)	Unit 4: World War II	1. Leadup to World War II 2. World War II 3. Post World War II
6 Week(s)	Unit 5: The American Stage	1. The Cold War 2. JFK, LBJ, and Civil Rights 3. Vietnam & Social Change
6 Week(s)	Unit 6: Contemporary America	1. An Age of Limits & The Conservative Tide 2. Global Interdependence and The Dawn of Modern America 3. Modern America: Current Events & News Today

Prerequisites

World History

Course Instructional Resources/Textbook

The Americans: Reconstruction to the 21st Century

Course Details

UNIT: Unit 1: Re-Emerging America -- 6 Week(s)

Unit Description

This unit will briefly review early American History and establish the groundwork for the American History course. Students will review their prior knowledge and understanding of the foundational principles of America, the Constitution, and the Civil War. Students will then gain knowledge of the time period of Reconstruction to the early establishment of the Progressive movement.

Enduring Understandings/Essential Learner Outcomes

Students will study the period from Reconstruction through the early twentieth century by addressing the standards associated with the unit.

In what ways are the principles established by our early nation still relevant in America today?
 How has Reconstruction left a legacy on our nation?

American History (2016)

Wright City R-II
Social Studies
Grade 10, Duration 1 Year, 1 Credit
Required Course

Academic Vocabulary

Compare and Contrast, Describe, Trace, Analyze, Evaluate, Explain, Apply

Federalism, separation of powers, checks and balances, political machines, Articles of Confederation, Bill of Rights, Nullification, judicial review, Missouri Compromise, Compromise of 1850, Popular Sovereignty, Kansas-Nebraska Act, Secession, Emancipation Proclamation, Thirteenth Amendment, Fourteenth Amendment, Fifteenth Amendment, Reconstruction, Sharecropping, Westward Expansion, Manifest Destiny, Great Plains, Assimilation, Dawes Act, Homestead Act, Morrill Act, Grange, Populism, Gold Standard, Transcontinental Railroad, Munn v. Illinois, Interstate Commerce Act, Social Darwinism, Sherman Antitrust Act, American Federation of Labor, Homestead Strike, Nativism, Gentlemen's Agreement, Chinese Exclusion Act, Settlement Houses, Political Machine, Graft, Patronage, Melting Pot, Segregation, Jim Crow Laws, Poll Tax, Literacy Test, Grandfather Clause, Plessy v. Ferguson

TOPIC: 1. Review Foundations of America, Constitution, Leadup to the Civil War, Civil War -- 5 Day(s)

Description

Students will review the Foundations of America, The Constitution, the leadup to the Civil War, and the Civil War.

Academic Vocabulary (What terms will students need to know?)

Federalism, separation of powers, checks and balances, political machines, Articles of Confederation, Bill of Rights, Nullification, judicial review

Learning Targets

I can create and use tools to analyze a chronological sequence of related events in United States history.

DT.AH.9-12.T1S1.A

I can examine laws, policies, and processes to determine their impact on individuals and groups throughout US History.

DT.AH.9-12.T1S2.A

I can examine the causes of specific problems throughout US history.

I can examine the consequences of specific problems throughout US history.

I can explain the challenges and opportunities faced by those trying to address problems throughout US history.

DT.AH.9-12.T1S1.E

I can create graphic representations to explain relationships, patterns, and trends throughout US history.

I can use maps to explain relationships, patterns, and trends throughout US history.

DT.AH.9-12.T1S3.A

I can create charts or graphic organizers to organize a sequence of events.

I can use timelines to examine a sequence of events.

DT.AH.9-12.T1S1.A

I can create an outline for researching a topic.

I can find quality resources for investigating topic throughout US history.

I can present the product of research and apply findings to a contemporary issue.

DT.AH.9-12.T1S1.C

I can explain connections between historical context and peoples' perspectives at the time in United States history.

DT.AH.9-12.T1S1.B

I can use basic geographical skills to identify key parts of Missouri, the United States, and key world nations.

DT.AH.9-12.T1S3.C

I can predict the consequences which can occur when individuals fail to carry out their personal responsibilities.

DT.AH.9-12.T1S2.B

I can predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.

DT.AH.9-12.T1S2.C

I can apply the concepts of opportunity costs and benefits.

I can use a historical lens to examine economic decisions throughout US history.

DT.AH.9-12.T1S4.A

I can use a historical lens to explain how peoples' perspectives shaped their cultural products.

DT.AH.9-12.T1S5.A

I can evaluate the effects of Westward expansion on the production, distribution, and allocation of resources and on the environment.

DT.AH.9-12.T1S1.D

TOPIC: 2. Reconstruction, Westward Expansion, & Native American Relations -- 8 Day(s)

Description

This topic will cover the Reconstruction Era, the Westward Expansion of the U.S., and Native American Relations.

Academic Vocabulary (What terms will students need to know?)

Compare and Contrast, Describe, Trace, Analyze, Evaluate, Explain, Apply

Missouri Compromise, Compromise of 1850, Popular Sovereignty, Kansas-Nebraska Act, Secession, Emancipation Proclamation, Thirteenth Amendment, Fourteenth Amendment, Fifteenth Amendment, Reconstruction, Sharecropping, Westward Expansion, Manifest Destiny, Great Plains, Assimilation, Dawes Act, Homestead Act

Learning Targets

I can evaluate the effects of Westward expansion on the production, distribution, and allocation of resources and on the environment.

KCU.AH.9-
12.T2S3.B

I can evaluate the effects of Westward expansion on the production, distribution, and allocation of resources and on the environment.

KCU.AH.9-
12.T2S3.B

I can evaluate the short and long-term impact of western expansion on native American and other minority populations.

KCU.AH.9-
12.T2S5.B

I can be able to describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement.

KCU.AH.9-
12.T2S1.B

I can align the plans based on their similarities.

I can separate the plans based on their differences.

KCU.AH.9-
12.T2S1.A

TOPIC: 3. Expansion of Industry and Unions to Political Machines and Immigration to Discrimination -- 10 Day(s)

Description

This topic covers the Expansion of Industry and Unions in the U.S., Political Machines and Immigration, and Discrimination after the Civil War.

Academic Vocabulary (What terms will students need to know?)

Populism, Gold Standard, Transcontinental Railroad, Munn v. Illinois, Interstate Commerce Act, Social Darwinism, Sherman Antitrust Act, American Federation of Labor, Homestead Strike, Nativism, Gentlemen's Agreement, Chinese Exclusion Act, Settlement Houses, Political Machine, Graft, Patronage, Melting Pot, Segregation, Jim Crow Laws, Poll Tax, Literacy Test, Grandfather Clause, Plessy v. Ferguson

Learning Targets

I can evaluate the causes, patterns, and outcomes of internal migrations and urbanization.

KCU.AH.9-
12.T2S3.A

I can apply the concepts of natural resources, capital, labor, investment, profit, and laissez-faire policies in order to explain the growth of American industry.

KCU.AH.9-
12.T2S4.C

I can explain the varying impact of industrialization on culture, work, education and other social institutions.

KCU.AH.9-
12.T2S5.D

I can describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.

KCU.AH.9-
12.T2S5.E

TOPIC: 4. Early Populist/Progressive Movement -- 7 Day(s)

Description

Students will focus on the populist and early progressive movements of the late 1800's and early 1900's.

Academic Vocabulary (What terms will students need to know?)

Populism, Gold Standard, Transcontinental Railroad, Interstate Commerce Act, Social Darwinism, Sherman Antitrust Act, American Federation of Labor, Homestead Strike, Nativism, Gentlemen's Agreement, Chinese Exclusion Act, Settlement Houses, Political Machine

Learning Targets

I can describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.

KCU.AH.9-
12.T3S2.B

UNIT: Unit 2: Emerging Globally -- 6 Week(s)

Unit Description

Twilight of the Progressive Movement through the 1920's will cover life in America during the early 20th Century up to the late 1920's. Primary emphasis will focus on the early women's movement, Presidents Taft and Wilson, World War I, and the Roaring '20's.

Enduring Understandings/Essential Learner Outcomes

What were the economic, social, and political effects of immigration?

What were the significant trends in areas such as technology, education, race relations, and mass culture at the turn of the century?

How did the Progressive movement try to bring about social change?
Why did the United States seek to expand under the policy of Imperialism?
What were the major causes and events of World War I? How did the war impact Americans?

Academic Vocabulary

Progressive Movement, Florence Kelley, Prohibition, Muckrakers, Scientific Management, Robert La Follette, Initiative, Referendum, Recall, 17th Amendment, NACW, Susan B. Anthony, Suffrage, NAWSA, The Jungle by Upton Sinclair, Square Deal, Meat Inspection Act, Conservation, Pure Food and Drug Act, NAACP, Payne-Aldrich Tariff, Bull Moose Party, Clayton Antitrust Act, Federal Trade Commission, Federal Reserve System, 19th Amendment, 1902 Coal Strike, Imperialism, Platt Amendment, Open Door Notes, Boxer Rebellion, Yellow Journalism, USS Maine, Panama Canal, Treaty of Paris, Foraker Act, Roosevelt Corollary, Dollar Diplomacy, Nationalism, Militarism, Triple Entente / Allies, Central Powers, Trench Warfare, Zimmerman Note, Selective Service Act, Armistice, War Industries Board, Propaganda, Espionage and Sedition Acts, Great Migration, Fourteen Points, League of Nations, Treaty of Versailles, Reparations, War-guilt Clause, Henry Cabot Lodge, Isolationism, Anarchists, Quota System, Palmer Raids, Urban Sprawl, Sacco and Vanzetti, Speakeasy, Bootlegger, Fundamentalism, Scopes Trial, Double Standard, Marcus Garvey, Harlem Renaissance

TOPIC: Twilight of the Progressive Movement -- 5 Day(s)

Description

Students will study the early development of women's rights and the progressives under Presidents Taft and Wilson.

Academic Vocabulary (What terms will students need to know?)

Progressive Movement, Florence Kelley, Prohibition, Muckrakers, Scientific Management, Robert La Follette, Initiative, Referendum, Recall, 17th Amendment, NACW, Susan B. Anthony, Suffrage, NAWSA, The Jungle by Upton Sinclair, Square Deal, Meat Inspection Act, Conservation, Pure Food and Drug Act, NAACP, Payne-Aldrich Tariff, Bull Moose Party, Clayton Antitrust Act, Federal Trade Commission, Federal Reserve System, 19th Amendment, 1902 Coal Strike

Learning Targets

I can analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.

KCU.AH.9-12.T3S2.A

I can describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.

KCU.AH.9-12.T3S2.B

I can analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century.

KCU.AH.9-12.T3S2.C

I can trace the changing relationship between government and business through economic regulation and deregulation.

KCU.AH.9-12.T3S4.C

I can explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.

KCU.AH.9-12.T3S5.A

I can analyze the changing relationship between individuals and their place in society including women, minorities, and children.

KCU.AH.9-12.T3S5.B

TOPIC: Imperialism -- 9 Day(s)

Description

Students will investigate American imperialism and explore the causes and lasting effects.

Academic Vocabulary (What terms will students need to know?)

Imperialism, Platt Amendment, Open Door Notes, Boxer Rebellion, Yellow Journalism, USS Maine, Panama Canal, Treaty of Paris, Foraker Act, Roosevelt Corollary, Dollar Diplomacy

Learning Targets

I can describe and evaluate the causes and consequences of United States' imperialism at home and abroad.

KCU.AH.9-
12.T3S1.A

I can describe and evaluate the motivations for United States' entry into WWI.

KCU.AH.9-
12.T3S1.B

I can analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.

KCU.AH.9-
12.T3S2.A

I can describe how the expansion of transportation and technological developments influenced acquisition of new territories.

KCU.A.9-12
AH.T3S3

I can analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.

KCU.AH.9-
12.T3S4.A

I can apply the economic concepts of natural resources, markets, supply and demand, labor, and capital to analyze the costs and benefits of imperialism.

KCU.AH.9-
12.T3S4.B

I can analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effects on individuals and groups.

KCU.AH.9-
12.T3S5.C

TOPIC: World War I -- 9 Day(s)

Description

Students will learn about World War I, including its causes, effects, and major events.

Academic Vocabulary (What terms will students need to know?)

Nationalism, Militarism, Triple Entente / Allies, Central Powers, Trench Warfare, Zimmerman Note, Selective Service Act, Armistice, War Industries Board, Propaganda, Espionage and Sedition Acts, Great Migration, Fourteen Points, League of Nations, Treaty of Versailles, Reparations, War-guilt Clause, Henry Cabot Lodge

Learning Targets

I can describe and evaluate the impact of U.S. participation in WWI and the resulting peace efforts.

KCU.AH.9-
12.T3S1.C

I can describe and evaluate the motivations for United States' entry into WWI.

KCU.AH.9-
12.T3S1.B

I can describe and evaluate the responses of United States' leaders to the challenges of the period.

KCU.AH.9-
12.T3S1.D

I can analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century.

KCU.AH.9-
12.T3S2.C

I can describe how the expansion of transportation and technological developments influenced acquisition of new territories.

KCU.A.9-12
AH.T3S3

I can analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effects on individuals and groups.

KCU.AH.9-
12.T3S5.C

I can assess the impact of WWI related events, on the formation of "patriotic" groups, pacifist organizations, and the struggles for and against racial equality, and diverging women's roles in the United States.

KCU.AH.9-
12.T3S5.D

TOPIC: The Great Depression & The Dust Bowl -- 8 Day(s)

Description

Students will learn about the Great Depression, its effects on individuals as well as society, and the legacy of the Great

Academic Vocabulary (What terms will students need to know?)

Great Depression, Herbert Hoover, Stock Market, Calvin Coolidge, Dust Bowl.

Learning Targets

I can analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.

KCU.AH.9-
12.T3S2.A

I can analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century.

KCU.AH.9-
12.T3S2.C

I can analyze the changing relationship between individuals and their place in society including women, minorities, and children.

KCU.AH.9-
12.T3S5.B

UNIT: Unit 3: The Great Depression & New Deal America -- 6 Week(s)

Unit Description

This unit will cover life in America just prior to Stock Market Crash of 1929, the government's attempt to alleviate the effects of the Great Depression and how people lived through this traumatic upheaval in the American society and economy.

Enduring Understandings/Essential Learner Outcomes

What were the causes of the Great Depression and how did it change life in America?

How did the 1st New Deal change America both socially and economically?

What were the effects of the 2nd New Deal and in what ways did they help Americans?

Academic Vocabulary

Treaty of Versailles, Roaring 20s, Harlem Renaissance, Great Depression, Herbert Hoover, Stock Market, Calvin Coolidge, Dust Bowl, New Deal, Franklin D. Roosevelt, Deficit Spending, Rural Assistance, Industrial Relief, Court Packing, Fireside Chats.

TOPIC: Leadup to the Great Depression -- 7 Day(s)

Description

Students will investigate the Roaring 20s, the causes of the Great Depression, and examine the financial collapse that led to the Great Depression.

Academic Vocabulary (What terms will students need to know?)

Treaty of Versailles, Roaring 20s, Harlem Renaissance, Great Depression

Learning Targets

I can investigate the events and developments of the Great Depression.

KCU.AH.9-
12.T4S1.A

I can list the causes of the Great Depression.

KCU.AH.9-
12.T4S4.A

I can use the basic economic concepts to explain the causes of the Great Depression.

KCU.AH.9-
12.T4S4.A

TOPIC: The Great Depression & The Dust Bowl -- 8 Day(s)

Description

Students will learn about the Great Depression, its effects on individuals as well as society, and the legacy of the Great Depression.

Academic Vocabulary (What terms will students need to know?)

Great Depression, Herbert Hoover, Stock Market, Calvin Coolidge, Dust Bowl.

Learning Targets

I can judge the responses of the United States' leaders to the challenges of the Great Depression.

KCU.AH.9-
12.T4S1.B

I can interpret how women, families, and minorities were affected by the Great Depression.

KCU.AH.9-
12.T4S5.C

I can investigate the events and developments of the Great Depression.

KCU.AH.9-
12.T4S1.A

I can research and interpret the artistic achievements of the 1930s.

KCU.AH.9-
12.T4S5.A

I can research and interpret the intellectual achievements of the 1930s.

KCU.AH.9-
12.T4S5.A

I can provide reasoning for the intended consequences of environmental decisions during the era.

KCU.AH.9-
12.T4S3.A

I can provide reasoning for the unintended consequences of environmental decisions during the era.

KCU.AH.9-
12.T4S3.A

TOPIC: World War II -- 12 Day(s)

Description

Students will investigate and analyze the events of World War II.

Learning Targets

I can determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances judicial review, and limited government.

KCU.AH.9-
12.T4S2.C

I can investigate the programs and policies of the New Deal to determine their effect on government, groups, and individuals.

KCU.AH.9-
12.T4S2.B

I can take the relationships between the branches of government and explain the conflicts among them.

KCU.AH.9-
12.T4S2.A

I can use basic economic concepts, including: innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap.

KCU.AH.9-
12.T4S4.A

I can judge the responses of American leaders to the challenges of World War II.

KCU.AH.9-
12.T4S1.B

UNIT: Unit 4: World War II -- 6 Week(s)

Unit Description

This unit will cover World War II. The beginning of the unit will focus on the extreme changes made to the economy and government under Franklin D. Roosevelt as he led the nation out of the Great Depression. The World War II portion of the unit will focus on the debate in America between isolationists and interventionists, the drastic economic changes during the war, and the Post War era.

Enduring Understandings/Essential Learner Outcomes

How did WWI and its effects contribute to the rise of dictators throughout Europe?

Explain how the United States resources, natural and human, were instrumental in leading to an Allied victory.

What postwar effects did WW2 have on the United States socially, economically, and politically?

Academic Vocabulary

Dictator, Totalitarian, Communism, Fascism, Socialism, Capitalism, Neutrality Acts, Appeasement, Winston Churchill, Adolf Hitler, Franklin D. Roosevelt, Harry S. Truman, nonaggression pact, Holocaust, genocide, Axis Powers, Allies, Lend-Lease Act, Atlantic Charter, Hideki Tojo, Joseph Stalin, Benito Mussolini, WAAC, OPA, WPB, Manhattan Project, Dwight D. Eisenhower, D-Day, Omar Bradley, George Patton, V-E Day, Battle of the Bulge, Operation Overlord, Douglas MacArthur, Battle of Midway, Pearl Harbor (attack), Hiroshima & Nagasaki, Nuremberg Trials, GI Bill of Rights, consumerism, planned obsolescence, baby boom, FCC, mass media.

TOPIC: Leadup to World War II -- 8 Day(s)

Description

Students will investigate and analyze the causes of World War II and link them to other world events.

Learning Targets

I can provide an account of the causes of the Cold War.

KCU.AH.9-
12.T4S1.B

TOPIC: World War II -- 12 Day(s)

Description

Students will investigate and analyze the events of World War II.

Learning Targets

TOPIC: Post World War II -- 8 Day(s)

Description

Students will investigate and analyze the events following World War II including the immediate effects and its legacy on America.

Learning Targets

I can provide an account of the causes of the Cold War.

KCU.AH.9-
12.T5S1.A

UNIT: Unit 5: The American Stage -- 6 Week(s)

Unit Description

Students will study the aftermath of World War II, America's emergence as a global power, and American involvement in foreign conflicts.

Enduring Understandings/Essential Learner Outcomes

What international and domestic tensions resulted from the Cold War?

What were the achievements and challenges of the Kennedy and Johnson administrations?

In what ways did African Americans fight discrimination during the Civil rights Era and how has the Civil Rights Movement changed the nation?

What were the military and political events of the Vietnam War and how did this conflict impact life in the United States?

TOPIC: The Cold War -- 7 Day(s)

Description

Students will study the early events of the Cold War.

Learning Targets

I can describe the causes of the of the Cold War.

KCU.AH.9-
12.T5S1.A

I can describe the major conflicts of the of the Cold War.

KCU.AH.9-
12.T5S1.A

I can describe the consequences of the of the Cold War.

KCU.AH.9-
12.T5S1.A

I can describe the enduring legacy of the of the Cold War.

KCU.AH.9-
12.T5S1.A

I can evaluate the responses of United States' leaders to the challenges of global tensions.

KCU.AH.9-
12.T5S1.B

I can trace the changes in military strategies as a response to the challenges of the Cold War.

KCU.AH.9-
12.T5S1.C

I can trace the changes in technologies as a response to the challenges of the Cold War.

KCU.AH.9-
12.T5S1.C

I can determine the impact of treaties on world challenges along with national and international order.

KCU.AH.9-
12.T5S2.A

I can determine the impact of agreements on world challenges along with national and international order.

KCU.AH.9-
12.T5S2.A

I can determine the impact of international organizations on world challenges along with national and international order.

KCU.AH.9-
12.T5S2.A

I can analyze the impact of treaties on world challenges along with national and international order.

KCU.AH.9-
12.T5S2.A

I can analyze the impact of agreements on world challenges along with national and international order.

KCU.AH.9-
12.T5S2.A

I can analyze the impact of international organizations on world challenges along with national and international order.

KCU.AH.9-
12.T5S2.A

I can determine how the physical characteristics of places influence their importance to Cold War events.

KCU.AH.9-
12.T5S3.B

I can determine how the human characteristics of places influence their importance to Cold War events.

KCU.AH.9-
12.T5S3.B

I can explain how the physical characteristics of places influence their importance to Cold War events.

KCU.AH.9-
12.T5S3.B

I can explain how the human characteristics of places influence their importance to Cold War events.

KCU.AH.9-
12.T5S3.B

I can explain the role of governments in various economic systems in competing worldviews.

KCU.AH.9-
12.T5S4.B

I can compare the role of governments in various economic systems in competing worldviews.

KCU.AH.9-
12.T5S4.B

I can evaluate the effect of the internal tensions caused by the Cold war on societal groups.

KCU.AH.9-
12.T5S5.A

I can evaluate the effect of the internal tensions caused by the Cold war on organizations.

KCU.AH.9-
12.T5S5.A

I can evaluate the effect of the internal tensions caused by the Cold war on government.

KCU.AH.9-
12.T5S5.A

I can determine the scientific and technological effects on individuals and groups of the post-WWII period.

KCU.AH.9-
12.T5S5.B

I can determine the artistic,intellectual, and cultural effects on individuals and groups of the post-WWII period.

KCU.AH.9-
12.T5S5.B

I can determine the economic and political effects on individuals and groups of the post-WWII period.

KCU.AH.9-
12.T5S5.B

I can analyze the scientific and technological effects on individuals and groups of the post-WWII period.

KCU.AH.9-
12.T5S5.B

I can analyze the artistic,intellectual, and cultural effects on individuals and groups of the post-WWII period.

KCU.AH.9-
12.T5S5.B

I can analyze the economic and political effects on individuals and groups of the post-WWII period.

KCU.AH.9-
12.T5S5.B

TOPIC: JFK, LBJ, and Civil Rights -- 11 Day(s)

Description

Students will study and examine the 1950s, 1960s, and the Civil Rights Era.

Learning Targets

I can evaluate the responses of United States' leaders to the challenges of global tensions.

KCU.AH.9-
12.T5S1.B

I can analyze the origins of continuing U.S. movements to realize equal rights for women and other minorities.

KCU.AH.9-
12.T5S1.D

I can analyze the goals of continuing U.S. movements to realize equal rights for women and other minorities.

KCU.AH.9-
12.T5S1.D

I can analyze the key events of continuing U.S. movements to realize equal rights for women and other minorities.

KCU.AH.9-
12.T5S1.D

I can determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government

KCU.AH.9-
12.T5S2.B

I can evaluate the extent to which Supreme Court cases served to expand equal rights during this era.

KCU.AH.9-
12.T5S2.C

I can evaluate the extent to which legislation cases served to expand equal rights during this era.

KCU.AH.9-
12.T5S2.C

I can analyze the results for changing concepts of the federal government in post-Civil War America.

KCU.AH.9-
12.T5S2.D

I can analyze the results of changing concepts of the federal government in post-Civil War America.

KCU.AH.9-
12.T5S2.D

I can evaluate the causes of demographic shifts and internal migrations

KCU.AH.9-
12.T5S3.A

I can evaluate the consequences of demographic shifts and internal migrations.

KCU.AH.9-
12.T5S3.A

I can trace the developing complexities of the American economy in the second half of the twentieth century

KCU.AH.9-
12.T5S4.A

I can determine the impact of social reforms on the ability of individuals and groups to realize the promise of American ideals.

KCU.AH.9-
12.T5S5.C

I can evaluate the impact of social reforms on the ability of individuals and groups to realize the promise of American ideals.

KCU.AH.9-
12.T5S5.C

I can distinguish the powers and responsibilities of citizens to address United States' problems c. post 1750.

KCU.AH.9-
12.T5S5.E

I can distinguish the powers and responsibilities of institutions to address United States' problems c. post 1750.

KCU.AH.9-
12.T5S5.E

I can distinguish the powers and responsibilities of citizens to solve United States' problems c. post 1750.

KCU.AH.9-
12.T5S5.E

I can distinguish the powers and responsibilities of institutions to solve United States' problems c. post 1750.

KCU.AH.9-
12.T5S5.E

TOPIC: Vietnam & Social Change -- 10 Day(s)

Learning Targets

UNIT: Unit 6: Contemporary America -- 6 Week(s)

Unit Description

This unit will cover America over the last quarter of the 20th Century and the beginning of the 21st Century. Students will explore each of the topics that occur within that time period with the purpose of understanding the development of our current society.

Enduring Understandings/Essential Learner Outcomes

How did the dawn of the information age impact American society?

What brought about the Conservative Tide of the 1980s?

How did Foreign Policy change upon the conclusion of the Cold War?

TOPIC: An Age of Limits & The Conservative Tide -- 10 Day(s)

Description

Students will explore the Nixon, Ford, Carter, and Reagan administrations in American Government to determine their impact on history and society. This topic will hone in on the information age and how it impacts society.

Learning Targets

TOPIC: Global Interdependence and The Dawn of Modern America -- 10 Day(s)

Description

Students will discover how America has emerged as a world leader in trade and the global economy. Additionally, students will investigate American foreign policy following the Cold War.

Learning Targets

TOPIC: Modern America: Current Events & News Today -- 10 Day(s)

Description

Students will explore the concepts and occurrences in America following 9/11 to determine how the nation has developed into its current state. Students will have the opportunity to decipher news sources and analyze current events.

Learning Targets