Pequea Valley School District
Social Studies

Unit 1: **Period 1: 1491-1607 Three Worlds Collide** **Course: AP US History** **Grade: 11/ 12th**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

Key Concept 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.

Key Concept 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.

Keystone Eligible Content/PA Core Standard

8.1, 8.2., 8.3., 8.4.
CC.1.2.9-10.H, CC.1.4.9-10.G, CC.1.5.9-10.C

Pacing: Approximate number of class sessions per unit

- 8 days

Tier 3 Vocabulary (Content specific vocabulary)

African slave trade, Algonquian, Cahakic, Catholic missions (Spanish), Charter companies, Christopher Columbus, Conquistadors, Corn (Maize) cultivation, Coureurs DeBois, Don Juan DeOnate, Encomienda, Fur trade, Henry Hudson, Iroquois, Jamestown, Matrilineal, Mercantilism, Meso-Americans, Mestizos, Pueblo Revolt, Puritans, Racial hierarchy, Roanoke, Samuel DeChamplai, Separatists, Sir Walter Raleigh, Smallpox, Tenochtitlan, Woodland Indians

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure. (APUSH Key Concept 1.1:I)
- European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies. (APUSH Key Concept 1.2:I)

- The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes. (APUSH Key Concept 1.2:II)
- In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power. (APUSH Key Concept 1.2:III)

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- 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. (Key Concept 1.1)
- 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. (Key Concept 1.2)

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

Learners will be able to satisfactorily answer the short answer and long essay questions on the APUSH test.
Learners will be able to support an argument explaining the APUSH Key Concepts using specific and relevant examples of evidence.
Learners will be able to describe and/or explain an accurate historical context for a specific historical development or process.
Learners will be able to describe and/or explain similarities and/or differences between different historical developments or processes.
Learners will be able to describe and/or explain causes or effects of a specific historical development or process.
Learners will be able to describe and/or explain patterns of continuity and/or change over time.
Learners will be able to use context to explain the relative historical significance of a specific historical development or process.
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Learners will be able to explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Software/Resources:

Albert Software and Amsco

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 2: Period 2: 1607-1754 Colonization **Course: AP US History** **Grade: 11/12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

Key Concept 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.

Key Concept 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.

Keystone Eligible Content/PA Core Standard

8.1, 8.2., 8.3., 8.4.

CC.1.2.9-10.H, CC.1.4.9-10.G, CC.1.5.9-10.C

Pacing: Approximate number of class sessions per unit

- 14 days

Tier 3 Vocabulary (Content specific vocabulary)

Agricultural technological exchange, Anne Hutchinson, Bacon's Rebellion, Barbados slave trade, Chesapeake region, Congregational church, Dominion of New England, English Caribbean , George and Cecilius Calvert, Headright, Jacob Leisler, James Oglethorpe, Jamestown, John Calvin, John Smith, John Winthrop, King Philip's War, Massachusetts Bay Company, Mayflower Compact, Mercantilism, Metacomet, Middle ground, Navigation Acts, New Amsterdam, Pequot War, Plymouth Plantation, Powhatan, Praying Indians, Puritans, Quakers, Roger Williams, Sir William Berkeley, Sugarcane, Theocracy, Toleration Act, Virginia House of Burgesses, Wampanoags, William Bradford, William Penn, Cotton Mather, Covenant, Enlightenment ideals, George Whitefield, Great awakening, Gullah, Huguenots, Indentured servitude,Indigo, Jeremiad, John and Charles Wesley, John Locke, John Peter Zenger, Jonathan Edwards, Middle Passage, Primogeniture, Saugus Ironworks, Scots-Irish, Slave codes, Stono Rebellion, Triangular Trade

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- 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. (APUSH Key Concept 2.1.I)
- In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors. (APUSH Key Concept 2.1.II)
- Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas. (APUSH Key Concept 2.1.III)
- 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. (APUSH Key Concept 2.2.I)

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

Key Concept 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.

Key Concept 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.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

Learners will be able to satisfactorily answer the short answer and long essay questions on the APUSH test.
Learners will be able to support an argument explaining the APUSH Key Concepts using specific and relevant examples of evidence.
Learners will be able to describe and/or explain an accurate historical context for a specific historical development or process.
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Software/Resources:

Albert Software and Amsco

Learner Agency:

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Pequea Valley School District
Social Studies

Unit 3: Period 3: 1754-1800 Beginning of the Nation **Course: AP US History** **Grade: 11/12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

Key Concept 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.

Key Concept 3.2:
The American Revolution's democratic and republican ideas inspired new experiments with different forms of government.

Key Concept 3.3:
Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

Keystone Eligible Content/PA Core Standard

8.1, 8.2., 8.3., 8.4.
CC.1.2.9-10.H, CC.1.4.9-10.G, CC.1.5.9-10.C

Pacing: Approximate number of class sessions per unit

- 17 days

Tier 3 Vocabulary (Content specific vocabulary)

Albany Plan, Benjamin Franklin, Boston Massacre, Boston Tea Party, Chales Townshend, Coercive Acts (Intolerable Acts), Committees of Correspondence, Creoles, Currency Act , Daughters of Liberty, First Continental Congress, George Grenville, Imperial Authority, Impressment, Iroquois Confederacy, Lord North, Mercy Otis Warren , Mutiny Act, Parick Henry, Paxton Boys, Pontiac's Rebellion , Proclamation of 1763, Quebec Act, Samuel Adams, Seven Years' War (French and Indian War), Sons of Liberty, Stamp Act, Stamp Act, Congress, Sugar Act, Tea Act, Townshend Duties, Virginia Resolves, William Pitt, Abigail Adams, American Patriots, Articles of Confederation, Battle of Fallen Timbers, Benedict Arnold, *Common Sense,* Daniel Shays, Declaration of Independence, George Washington, Hessians, Jean Jacques Rousseau, John Burgoyne, John Locke, Joseph & Mary Brant, Loyalists (Torries), Molly Pitcher, Nathanael Greene, Northwest Ordinance, Olive Branch Petition, Ordinances of 1784 and 1785,

Prohibitory Act, Republicanism, Saratoga, Second Continental Congress, Thomas Jefferson, Thomas Paine, Valley Forge, Yorktown, Alexander Hamilton, Alien and Sedition Act, Antifederalists, Bill of Rights, Checks and Balances, Citizen Genet Affair, Federalists, Federal Structure (Federalism), French Revolution, Great Compromise, Hamilton's Financial plan, James Madison, Jay's Treaty, John Adams, Judiciary Act of 1801, Neutrality Act, New Jersey Plan, Pinckney's Treaty, Quasi War, Republicans, Revolution of 1800, Separation of Powers, Sovereignty, *The Federalist Papers,* Virginia & Kentucky Resolutions, Virginia Plan, Washington's Farewell Address, Weakness in the Articles of Confederation, Whiskey Rebellion, XYZ Affair

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- 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. (APUSH Key Concept 3.1.I)
- 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. (APUSH Key Concept 3.1.II)
- 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. (APUSH Key Concept 3.2.I)
- 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. (APUSH Key Concept 3.2.II)
- 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.(APUSH Key Concept 3.2.III)
- In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending. (APUSH Key Concept 3.3.I)
- 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. (APUSH Key Concept 3.3.II)

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

Key Concept 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.

Key Concept 3.2:
The American Revolution's democratic and republican ideas inspired new experiments with different forms of government.

Key Concept 3.3:
Migration within North America and competition over resources, boundaries, and trade intensified conflicts among

peoples and nations.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

Learners will be able to satisfactorily answer the short answer and long essay questions on the APUSH test.
Learners will be able to support an argument explaining the APUSH Key Concepts using specific and relevant examples of evidence.
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Software/Resources:
Albert Software and Amsco

Learner Agency:

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Pequea Valley School District
Social Studies

Unit 4: Period 4: 1800-1848 Growth of the Nation **Course: AP US History** **Grade: 11/ 12th**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

Key Concept 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.

Key Concept 4.2:

Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

Key Concept 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.

Keystone Eligible Content/PA Core Standard

8.1, 8.2., 8.3., 8.4.
CC.1.2.9-10.H, CC.1.4.9-10.G, CC.1.5.9-10.C

Pacing: Approximate number of class sessions per unit

- 17 days

Tier 3 Vocabulary (Content specific vocabulary)

Aaron Burr, Camp meetings, Deism, Eil Whitney, Embargo Act, Hartford convention, Impressment, Industrialism, John Marshall, Judicial review , Judith Sargent Murray, Louisiana Purchase, Marbury vs. Madison, Mercy Otis Warren, New Light Dissenters, Noah Webster, Robert Fulton, Samuel Slater, The Second Great Awakening , Tecumseh, The Prophet (Tenskwatawa), Toussaint L'Overture, War of Hawks, War of 1812 , Washington Irving, William Henry Harrison, Adams-Onis Treaty, American system, Francis Cabot Lowell, *Gibbons vs. Ogden,* Henry Clay, John Quincy Adams, *McCulloch vs Maryland,* Missouri Compromise, Monroe Doctrine, Sectionalism, Seminole, Tallmadge Amendment, Transportation improvements, *Worcester vs Georgia,* Andrew Jackson, Anti-masonry, Aroostook War, Bank War, Caroline Affair, Daniel Webster, Dorr Rebellion, "Five Civilized Tribes", Indian Territory, John C. Calhoun, John Tyler, Martin Van Buren, Nicholas Biddle, Nullification, Panic of 1837, Removal Act, Seminole War,

Specie Circular, Spoils system, Trail of Tears, Webster-Ashburton Treaty, Webster-Hayne Debate, Whigs, William Henry Harrison, Factory System,, Know-nothings, Lowell system, Abolitionists, Amistad, Anti-abolitionism, Edgar Allan Poe, Elizabeth Cady Stanton, Feminism, Fredrick Douglass, Fugitive Slave Law, Harriet Beecher Stowe, Henry David Thoreau, Herman Melville, Hudson River School, Indian Reservation, Lucretia Mott , Margaret Fuller, Nathaniel Hawthorne, Protestant Revivalism, Public education, Ralph Waldo Emerson, Sarah and Angelica Grimke, Seneca Falls Convention, Shakers, Susan B. Antony, Temperance Crusade, Transcendentalism, Utopian Societies, Walt Whitman

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- 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. (APUSH Key Concept 4:1.I)
- While Americans embraced a new national culture, various groups developed distinctive cultures of their own. (APUSH Key Concept 4:1.II)
- Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals (APUSH Key Concept 4:1.III)
- New transportation systems and technologies dramatically expanded manufacturing and agricultural production. (APUSH Key Concept 4:2.I)
- The changes caused by the market revolution had significant effects on U.S. society, worker's lives, and gender and family relations. (APUSH Key Concept 4:2.II)
- Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions. (APUSH Key Concept 4:2.III)
- Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade. (APUSH Key Concept 4:3.I)

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- The United States began to develop a modern democracy and celebrated a new national culture, while American sought to define the nation's democratic ideals and change their society and institutions to match them. (APUSH Key Concept 4:1)
- Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities. (APUSH Key Concept 4:2)
- 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. (APUSH Key Concept 4:3)

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

Learners will be able to satisfactorily answer the short answer and long essay questions on the APUSH test.
Learners will be able to support an argument explaining the APUSH Key Concepts using specific and relevant examples of evidence.
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Software/Resources:
Albert software and Amsco

Learner Agency:

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Pequea Valley School District
Social Studies

Unit 5: Period 5: 1844-1877 Civil War & Reconstruction **Course: AP US History** **Grade: 11/ 12th**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

Key Concept 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.

Key Concept 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.

Key Concept 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.

Keystone Eligible Content/PA Core Standards

8.1., 8.2, 8.3., 8.4.
CC.1.2.9-10.H, CC.1.4.9-10.G, CC.1.5.9-10.C

Pacing: Approximate number of class sessions per unit

- 17 days

Tier 3 Vocabulary (Content specific vocabulary) See Schoology for Chapter (13-15) specific vocabulary

Expansionist foreign policy, natural and mineral resources, westward migration, Manifest Destiny, Mexican-American War, slavery, Native Americans, Mexicans, Mexican Cession, Western transportation, Civil War, internal migration, new immigration, Irish, German, Catholic, nativist movement, Know-Nothing Party, Free Soil Party, free labor, slave labor, abolitionists, John Brown, defense of slavery, state's rights, Compromise 1850, Kansas-Nebraska Act, Dred Scott decision, end of the Second Party System, Republicans, Lincoln's election, Union, South, Confederacy, war economies, Emancipation Proclamation, African American war contribution, reunification, Gettysburg Address, Northern Advantages, War Strategies, Antietam, Gettysburg, Vicksburg, growth of federal government, 13th, 14th and 15th Amendments, Radical Republicans, Peace Democrats, Copperheads, Johnson, Davis, Radical Reconstruction, Women's rights, segregation, Supreme Court decisions, Lost Cause, KKK, Military Reconstruction.

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- 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. (APUSH Key Concept 5.1: I)
- In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants. (APUSH Key Concept 5.1: II)
- Ideological and economic differences over slavery produced and array of diverging responses from Americans in the North and South. (APUSH Key Concept 5.2: I)
- Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states. (APUSH Key Concept 5.2: II)
- 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. (APUSH Key Concept 5.3: 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. (APUSH Key Concept 5.3: II)

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- 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. (APUSH Key Concept 5.1)
- Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war. (APUSH Key Concept 5.2)
- 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. (APUSH Key Concept 5.3)

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

Learners will be able to satisfactorily answer the short answer and long essay questions on the APUSH test.
Learners will be able to support an argument explaining the APUSH Key Concepts using specific and relevant examples of evidence.
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Software/Resources:
Albert Software and Amsco

Learner Agency:

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Pequea Valley School District
Social Studies

Unit 6: Period 6 1865-1898, The Gilded Age **Course: AP US History** **Grade: 11 / 12th**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

Key Concept 6.1:

Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

Key Concept 6.2:

The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

Key Concept 6.3:

The "Gilded Age" witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

Keystone Eligible Content/PA Core Standard

8.1, 8.2, 8.3., 8.4.
CC.1.2.9-10.H, CC.1.4.9-10.G, CC.1.5.9-10.C

Pacing: Approximate number of class sessions per unit

- 18 days

Tier 3 Vocabulary (Content specific vocabulary) See Schoology for Chapter (16-19) specific vocabulary

Government subsidies of transportation and communication, technological innovations, standard of living, increased real wages, consolidation, trusts, holding companies, interlocking directorates, Pacific, Asian and Latin American markets, laissez-faire, internal and international migration, Labor Unions, "New South", sharecropping, tenant farming, mechanization of farming, People's (Populist) Party, Role of Government, Industrialization, Urbanization, ethnic neighborhoods, internal migration, political machines, growing middle class, access to education, male managers and female clerical workers, consumer culture, railroad system, cooperatives, Grange movement, Government regulation, New wave of immigration - Asian, SE European, assimilation, Chinese Exclusion Act, transcontinental railroads, boomtowns, mining, farming and ranching, bison, Mexican Americans, conflict and assimilation of Native Culture, Reservation Policies, Dawes Act, Social Darwinism, Gospel of Wealth, Philanthropy, Alternative American visions - anarchy, socialism, communism, tariffs and currency issues, corrupt government, women's equality, Jane Adams, settlement houses, *Plessy v. Ferguson*, racial discrimination, scientific theories of race, reform, NAACP, W.E.B. Dubois, Booker T. Washington.

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- 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. (APUSH Key Concept 6.1: I)
- A variety of perspectives on the economy and labor developed during a time of financial panics and downturns. (APUSH Key Concept 6.1: II)
- New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers. (APUSH Key Concept 6.1: III)
- International and internal migration increased urban populations and fostered the growth of a new urban culture. (APUSH Key Concept 6.2: I)
- Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict. (APUSH Key Concept 6.2: II)
- New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. (APUSH Key Concept 6.3: I)
- Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government. (APUSH Key Concept 6.3: II)

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism. (APUSH Key Concept 6.1)
- The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. (APUSH Key Concept 6.2)
- The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies. (APUSH Key Concept 6.3)

Learning Outcome - What do students need to be able to accomplish by the unit's end? Culmination Assessments embedding skills and competencies

- Learners will be able to satisfactorily answer the short answer and long essay questions on the APUSH test.
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- Learners will be able to explain the relative historical significance of different causes and/or effects.
- Learners will be able to explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.
- Students will write a fictional diary on the years 1865-1899 based upon the unit's content and their research.

Software/Resources:

- Albert Software and Amsco

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 7: Period 7: 1890-1945 The Emergence of Modern America **Course: APUSH** **Grade: 11th / 12th**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

Key Concept 7.1

Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

Key Concept 7.2:

Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

Key Concept 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.

Keystone Eligible Content/PA Core Standard

8.1, 8.2, 8.3., 8.4.

CC.1.2.9-10.H, CC.1.4.9-10.G, CC.1.5.9-10.C

Pacing: Approximate number of class sessions per unit

- 21 days

Tier 3 Vocabulary (Content specific vocabulary) See Schoology for Chapter (20-26) specific vocabulary

New technologies, consumer goods, communication, 1920's census, urban centers, new opportunities for women, credit and market instability, Great Depression, Federal Reserve, Progressive Era, political corruption, social injustice, economic inequality, immigrant population Southern & Eastern Europeans and Asians, Chinese Exclusion Act, progressive amendments 16-19, national parks, city management, professional and technical experts, FDR, New Deal, 3 R's, unions, economic conservatives, AAA, NRA, WPA, Court Packing scheme, regulatory agencies, New Deal coalition, radio and cinema, national culture, Harlem Renaissance, Red Scare 1917-1920, Palmer raids, *Schenk v. U.S.*, modernism, new gender roles, *Scopes Monkey Trial*, immigration Quota Acts of the 20's, War Production Board, WWI, WWII, Great Migration, Imperialism, racial theories, competition with European empires, 1890's census, anti-imperialist arguments, Cuba, Spanish-American War, involvement in the Pacific & Philippines, island territories, Roosevelt Corollary, dollar diplomacy, Neutrality, Wilson's 14 points, American role in WWI, Treaty of Versailles, League of Nations, Lodge reservations, isolationism?, Nazi aggression, Pearl Harbor, fascism, Holocaust, mass mobilization, civil liberties, segregation, internment camps, Allied cooperation, technological and scientific advances, "island-hopping", D-Day, atomic bomb and its debate, post war peace settlements, Superpower, Cold War

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- 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 (APUSH Key Concept 7.1: I)
- 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. (APUSH Key Concept 7.1: II)
- 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.(APUSH Key Concept 7.1: III)
- 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. (APUSH Key Concept 7.2: I)
- Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants. (APUSH Key Concept 7.2: II)
- 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. (APUSH Key Concept 7.3: I)
- 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. (APUSH Key Concept 7.3: II)
- 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. (APUSH Key Concept 7.3: III)

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. (Key Concept 7.1)
- Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. (Key Concept 7.2)
- 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. (Key Concept 7.3)

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies.***

- Learners will be able to satisfactorily answer the short answer and long essay questions on the APUSH test.
- Learners will be able to support an argument explaining the APUSH Key Concepts using specific and relevant examples of evidence.
- Learners will be able to describe and/or explain an accurate historical context for a specific historical development or process.
- Learners will be able to describe and/or explain similarities and/or differences between different historical developments or processes.
- Learners will be able to describe and/or explain causes or effects of a specific historical development or process.
- Learners will be able to describe and/or explain patterns of continuity and/or change over time.

- Learners will be able to use context to explain the relative historical significance of a specific historical development or process.
- Learners will be able explain the relative historical significance of similarities and/or differences between different historical developments or processes.
- Learners will be able to explain the relative historical significance of different causes and/or effects.
- Learners will be able to explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Software/Resources:

- Albert Software and Amsco

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 8: **Period 8: 1945-1980** **Course: APUSH** **Grade: 11/ 12th**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

Key Concept 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.

Key Concept 8.2:

New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

Key Concept 8.3:

Postwar economic and demographic changes had far-reaching consequences for American society, politics and culture.

Keystone Eligible Content/PA Core Standard

8.1, 8.2., 8.3., 8.4.
CC.1.2.9-10.H, CC.1.4.9-10.G, CC.1.5.9-10.C

Pacing: Approximate number of class sessions per unit

- 20 days

Tier 3 Vocabulary (Content specific vocabulary)

Cold War, Western democracies, Soviet Union, collective security, international aid, new economic institutions, Communist ideology, containment, Korea, Vietnam, detente, decolonization, nationalist movements in Asia, Africa and the Middle East, nonalignment, non-Communist regimes in Latin America, McCarthyism, Red Scare, anti-war protests, military industrial complex, nuclear arsenal, oil crises, national energy policy, Civil Rights Movement, MLK, nonviolent protest tactics, legal challenges, *Brown v. Board of Education,* Civil Rights Act, debate over nonviolence tactics, Feminist/gay and lesbian activists, Latino/American Indian, and Asian American movements, poverty, EPA, pollution, environmental movement, liberalism and social goals, Great Society, conservative challenges, leftist criticisms, distrust in government, Watergate, federal spending, baby boom, technological developments, higher education opportunities, middle class migration, “Sun Belt”, Immigration Law 1965, New wave of immigration, mass culture, conformity, counterculture, sexual norms, evangelical Christians

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- 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. (APUSH Key Concept 8.1: I)
- 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. (APUSH Key Concept 8.1: II)
- 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.(APUSH Key Concept 8.2: I)
- 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. (APUSH Key Concept 8.2: II)
- Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement. (APUSH Key Concept 8.2: III)
- Rapid economic and social changes in American society fostered a sense of optimism in the postwar years. (APUSH Key Concept 8.3: I)
- 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. (APUSH Key Concept 8.3: II)

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- 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. (Key Concept 8.1)
- New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. (Key Concept 8.2)
- Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture. (Key Concept 8.3)

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will be able to satisfactorily answer the short answer and long essay questions on the APUSH test.
- Learners will be able to support an argument explaining the APUSH Key Concepts using specific and relevant examples of evidence.
- Learners will be able to describe and/or explain an accurate historical context for a specific historical development or process.
- Learners will be able to describe and/or explain similarities and/or differences between different historical developments or processes.
- Learners will be able to describe and/or explain causes or effects of a specific historical development or process.
- Learners will be able to describe and/or explain patterns of continuity and/or change over time.
- Learners will be able to use context to explain the relative historical significance of a specific historical development or process.
- Learners will be able explain the relative historical significance of similarities and/or differences between different historical developments or processes.
- Learners will be able to explain the relative historical significance of different causes and/or effects.

- Learners will be able to explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Software/Resources:

- Albert Software and Amsco

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 9: Period 9, 1980-Present **Course: APUSH** **Grade: 11/ 12th**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

Key Concept 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.

Key Concept 9.2:

Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

Key Concept 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.

Keystone Eligible Content/PA Core Standard

8.1, 8.2., 8.3., 8.4.
CC.1.2.9-10.H, CC.1.4.9-10.G, CC.1.5.9-10.C

Pacing: Approximate number of class sessions per unit

- 8 days

Tier 3 Vocabulary (Content specific vocabulary)

Ronald Reagan, tax cuts, deregulation, conservative resurgence, debates over: free-trade agreements, social safety regulations and reform of the financial system, technological innovations in computing and digital technology, the internet transforming daily life, growth of service sectors, growing inequality, stagflation, population shift to the South and West, International migration from Latin America and Asia, diversity, LBGTQ+, end of Cold War, military buildup, economic problems in Eastern Europe, new U.S. military & peacekeeping interventions.

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980. (APUSH Key Concept 9.1:I)

- New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased. (APUSH Key Concept 9.2:I)
- The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences. (APUSH Key Concept 9.2:II)
- The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War. (APUSH Key Concept 9.3:I)
- Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world. (APUSH Key Concept 9.3:II)

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- 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. (Key Concept 9.1)
- Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.
- 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.(Key Concept 9.3)

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will be able to satisfactorily answer the short answer and long essay questions on the APUSH test.
- Learners will be able to support an argument explaining the APUSH Key Concepts using specific and relevant examples of evidence.
- Learners will be able to describe and/or explain an accurate historical context for a specific historical development or process.
- Learners will be able to describe and/or explain similarities and/or differences between different historical developments or processes.
- Learners will be able to describe and/or explain causes or effects of a specific historical development or process.
- Learners will be able to describe and/or explain patterns of continuity and/or change over time.
- Learners will be able to use context to explain the relative historical significance of a specific historical development or process.
- Learners will be able explain the relative historical significance of similarities and/or differences between different historical developments or processes.
- Learners will be able to explain the relative historical significance of different causes and/or effects.
- Learners will be able to explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Software/Resources:

- Albert Sofware and Amsco

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.