Board of Education

5 Minortown Road ~ Woodbury, CT 06798
www.ctreg14.org

Mission: The mission of Connecticut Region 14 Schools is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

Board of Education Goals:
Academic Performance - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement.
Communication - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers
Safety - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district
Budget - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

A G E N D A
Special Meeting
Curriculum Committee Meeting
Tuesday, April 23, 2024; 2:30 p.m.
Central Office Conference Room

I. Call to order

II. Curriculum Document Approvals:
A. World History
B. US History
C. Aquaculture

III. Course Approvals:
A. Agriscience and Society (UConn ECE Course)

IV. Textbook Approval:
A. AP Psychology Text and Online Access

V. Textbook Audit Results

VI. Adjourn

WORLD HISTORY CURRICULUM

(Refer to the Curriculum Template Explanation document while writing curriculum)

	REGION 14 SCHOOL DISTRICT VISION OF A LEARNER
Grade Level(s): 9th Grade	**Curriculum Author(s):** Marisa Christoff, Rebecca Trzaski
Course Description: World History is a survey course of selected historical events from Absolutism to current events through a chrono-thematic approach. This modern approach focuses on change, continuity, and context of historical events. The course is designed using the inquiry process and nurtures historical thinking through the analysis of primary and secondary sources. Students will study topics such as the Enlightenment, the Industrial Revolution, Nationalism, Global Imperialism, and the Cold War through themes such as Revolutions in Government, Revolutions in Industry, Global Crises and The Contemporary World. The honors level course is designed and implemented so that the depth of the topics discussed in the course surpass that of the college prep level course to include the following: extensions of learning, accelerated pacing, greater complexity in topics, and greater responsibility, creativity, and reflection on the part of the students as their thinking and feelings are challenged.	

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Exchange and Interconnections	To what extent did the Age of Exploration contribute to imperialism?	The Age of Exploration had different political, economic, and social impacts for peoples of the Old World and the New World.	CCE4 (9-12), DE1 (9-12), TCC2 (9-12), P2 (9-12)
Revolutions in Thought (Scientific Revolution & Enlightenment)	How could ideologies of the Enlightenment cause a revolution?	Enlightenment ideologies inspire revolutionary actions by motivating people to question current conditions.	TCC1(9-12), TCC2(9-12), TI3(9-12), CCE4(9-12), DE1(9-12), P2(9-12)
Industrial Revolution	How did economic changes impact societies?	Economic changes impacted societies through changes to policies, living conditions, and values.	TCC2(9-12), TI1(9-12), TI2(9-12), TI3(9-12), AA1(9-12), CCE4(9-12), DE1(9-12), P2(9-12)
Revolutions in Government (French, Latin American, Russian)	How did the French, Latin American, and Russian revolutions affect religious, political, and cultural establishments in society?	The French, Latin American, and Russian revolutions affected religious, political, and cultural establishments in society by creating changes in previously accepted norms.	TCC2(9-12), TI2(9-12), AA2(9-12), CCE4(9-12), DE1(9-12), P2(9-12)
Expansionism (Sepoy Mutiny, Opium Wars, Scramble for Africa, Russian expansion, Japanese expansion)	To what extent did New Imperialism and industrialism impact both imperialist and colonized people and nationalism?	Imperialist nations gained new land and labor forces to produce cash crops, as well as markets to sell manufactured goods. Colonized peoples gained access to different technologies at the expense of their freedom and cultural traditions.	TTC2(9-12), TCC4(9-12), AA2(9-12), TI2(9-12), CCE4(9-12), DE1(9-12), P2(9-12)
Global Crises (WWI, Interwar Years, Great Depression, Rise of Totalitarian Leaders, WWII, The Holocaust)	To what extent was World War II a total war?	World War II was a total war in the way it impacted and was influenced by people of all backgrounds all around the world.	TCC1(9-12), TCC2(9-12), TI2(9-12), AA3(9-12), CCE3(9-12), CCE4(9-12), DE1(9-12), P2(9-12)

Cold War and its Global Impact	How does the post-World War II era continue to impact us today?	World War II created conditions and conflicts in the following decades that continue to impact societies today.	TCC2(9-12), TI2(9-12), AA1(9-12), AA4(9-12), CCE4(9-12), DE1(9-12), P2(9-12)
The Contemporary World	How has the international community responded to terrorism?	The international community has taken various approaches to address terrorism depending on the circumstances encountered.	TCC1(9-12), TCC2(9-12), TCC4(9-12), TI1(9-12), TI2(9-12), TI3(9-12), AA2(9-12), CCE4(9-12), DE1(9-12), P2(9-12)

Unit 1 - Exchange and Interconnections

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **MW.His.1.a.** Evaluate how historical events and developments were shaped by the movement of individuals and groups during maritime exploration.
- **MW.His.8.a.** Analyze how current interpretations of cultural exchange of the early modern world are limited by the availability of sources and the perspectives represented.
- **MW.Geo.6.a.** Evaluate the impact of settlement on the environmental and cultural characteristics of the early modern world.
- **MW.Eco.5.a.** Describe how the Atlantic system affected global trade through cultural diffusion and competition.
- **MW.Inq.1.c.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**

Understandings: Students will understand that…

- The Age of Exploration impacted the world politically, economically, and socially.
- The Age of Exploration had different impacts for the people of the Old World and the New World.

Essential Questions:

- To what extent did the Age of Exploration contribute to imperialism?
- How did the Age of Exploration impact the world politically, economically, and socially?

Students will know…

- the impact of disease on people and civilizations
- the environmental, social, economic, and political results of the Columbian Exchange and the age of discovery and colonization
- The impact of the slave trade

Students will be able to…

- write a piece of historical fiction from a specific perspective or role, using primary and secondary sources for information
- interpret and draw conclusions from both primary and secondary sources
- practice effective reading and study skills
- work effectively both alone and within cooperative groups

	• postulate how we should distribute the moral responsibility for the Atlantic slave trade.
Key Vocabulary: mercantilism, Columbian Exchange, conquest, genocide, maritime, cultural diffusion	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** • **Interims:** Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include using a document packet to analyze primary and secondary sources in response to the essential question, "How did the Age of Exploration impact the world politically, economically, and socially?" as well as an Old World/New World Map activity, a historical fiction journal activity, or others. **TCC2, CCE4, DE1, TI2, AA1**
Learning Plan	
• Instruction on, and modeling of, reading strategies (i.e. pre-reading skills, vocabulary, context clues, etc) **P2** • Content-based vocabulary assessment **P2** • Identification of, and purpose for using, primary and secondary sources **P2** • Baseline writing assessment (argumentative paragraph) **CCE4**	
Teacher Resources: Fordham Internet History Sourcebook; CommonLit; Newsela; Teacher's Discovery Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History	

Unit 2 - Revolutions in Thought

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.His.1.b.** Evaluate how the Enlightenment and Scientific Revolution shaped institutions in society.
- **MW.Inq.1.b.** Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
- **MW.Civ.2.a.** Analyze how theories of government developed in the Age of Enlightenment represented new ideas about the balance between rights of the individual and power of the government.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **CCSS.ELA-LITERACY.RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can ask purposeful, insightful questions to find a variety of innovative solutions. **TCC1**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can formulate and investigate probing questions to further my learning. **TI3**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that…	**Essential Questions:**
• People question authority when they are dissatisfied with current economic, social, and political conditions, or when the government is not reflecting the values of the people. • The Scientific Revolution changed religious, political and cultural	• What motivates people to question authority? • How did the Scientific Revolution affect religious, political, and cultural establishments in society? • How could ideologies of the Enlightenment cause a revolution?

establishments in society by introducing secular explanations for occurrences. • Enlightenment ideologies inspire revolutionary actions by motivating people to question current conditions.	
Students will know… • How the Scientific Revolution and Enlightenment ideals impacted both the political and cultural development of the United States and of modern Europe. • The impact the Scientific Revolution and Enlightenment had on political, technological, economic, social, religious, and intellectual thought.	**Students will be able to…** • analyze how the scientific method changed the way people learned about the natural world • uncover the reasons the scientific revolution changed the way people saw themselves and their place in the universe • define and defend the reasons the Roman Catholic church objected to the Copernican theory • Discuss the impact of the Enlightenment on different groups within society • analyze why reason was so important to Enlightenment thinker • discuss and defend their opinion on how the Enlightenment could lead to revolutions.
Key Vocabulary: Printing Press, Scientific Revolution, scientific method, Nicolaus Copernicus, geocentric theory, heliocentric theory, Galileo Galilei, Catholic Church, Enlightenment, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, social contract, Mary Wollenstonecraft, English Bill of Rights, Age of Absolutism, divine right of kings, Louis XIV, Versailles, Montesquieu, Adam Smith	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** • **Interims:** Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include using a document packet to analyze primary and secondary sources that could include an Absolutism DBQ, Enlightenment DBQ, English Bill of Rights DBQ, Black Death DBQ, as well as other ideas. **TCC2, CCE4, DE1, TI2, AA1**
Learning Plan	
• Content-based vocabulary assessment **P2** • Develop success criteria for Socratic seminars **TCC1, TI3, DE1**	

Teacher Resources: Fordham Internet History Sourcebook; CommonLit; Newsela; Teacher's Discovery From Early Civilizations Through Industrial Revolution Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History

Unit 3 - Industrial Revolution

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.His.5.a.** Analyze how industrialization gave rise to new ideals and their related policies.
- **MW.Geo.10.a.** Evaluate how the cultural and environmental changes caused by industrialization influenced spatial patterns of trade and land use.
- **MW.Inq.1.b.** Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
- **MW.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.6**: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **CCSS.ELA-LITERACY.RH.9-10.9**: Compare and contrast treatments of the same topic in several primary and secondary sources.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can implement a realistic plan and adapt when necessary to achieve my goals. **TI1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can formulate and investigate probing questions to further my learning. **TI3**
- I can evaluate different approaches and justify the best pathway to success. **AA1**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that… ● Industrialization has many benefits for society, but also causes unintended problems that need to be creatively addressed. ● Economic and political changes impacted societies through changes to policies, living conditions, and values.	**Essential Questions:** ● Is industrialization a blessing or a curse? ● How did economic changes impact societies? ● Should capitalism be reformed or replaced?
Students will know… ● the short and long-term impact/consequences of Industrialization ● the impact technology had on migration patterns, urbanization, and global trade networks ● the intellectual, social, and political reactions to the new industrial era ● the origins, tenets of both capitalism and communism and their impact on political and economic institutions	**Students will be able to…** ● Defend whether industrialization benefited or hindered the working class. ● Compare and contrast the European Industrial Revolution to that of emerging nations today. ● Analyze the ways ordinary citizens were able to improve working conditions through unions and participation in the democratic process.
Key Vocabulary: Industrial Revolution, capitalism, socialism, Marxism, proletariat, communism, labor unions, stikes, corporations, suffrage, consumerism, imperialism, Social Darwinism, bourgeoisie, tenements, slums, capital, assembly line, interchangeable parts, Karl Marx, Freidrich Engels	
Assessment Evidence	
Performance Tasks: ● **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** ● **Interims:** Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include a Socratic seminar deciding whether industrialization was a blessing or a curse using a variety of primary and secondary sources, and other ideas. **TCC2, CCE4, DE1, TI2, AA1**
Learning Plan	
● Content-based vocabulary activity **P2** ● Document analysis **P2, TCC2** ● Peer reflection and feedback on unit two summative written response **P2**	

- *Possible place for an Inquiry research project **TCC2, TI1, TI2, TI3, AA1, CCE4**

Teacher Resources: Fordham Internet History Sourcebook; CommonLit; Newsela; Teacher's Discovery From Early Civilizations Through Industrial Revolution Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History

Unit 4 - Revolutions in Government

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.His.2.a.** Analyze how the diffusion of Enlightenment ideas influenced revolutions.
- **MW.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **MW.Geo.1.a.** Demonstrate spatial awareness by creating maps to illustrate the environmental characteristics and patterns of trade in early modern world history using digital technologies.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **CCSS.ELA-LITERACY.RH.9-10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can assess my past successes and mistakes to change my approach. **AA2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that… • The French, Latin American, and Russian revolutions affected religious, political, and cultural establishments in society by creating changes in previously accepted norms. • The French Revolution served as a comparison for future revolutions around the world.	**Essential Questions:** • How did the French, Latin American, and Russian revolutions affect religious, political, and cultural establishments in society? • What is the nature of freedom and who is entitled to it?
Students will know… • the reasons that lead a society to revolution • the impact Napoleon had on Europe and the future of the world • the impact revolutions had on Latin America and the future of the world • The trans-Atlantic slave trade fundamentally altered the demographics, culture, politics, and identity of the Western Hemisphere	**Students will be able to…** • Evaluate the causes and effects of the French, Latin American, and Russian revolutions. • Debate whether violence is ever justified in the pursuit of societal change.
Key Vocabulary: French Revolution, Louis XVI, Marie Antoinette, Declaration of the Rights of Man, Reign of Terror, Napoleon, Napoleonic Code, Congress of Vienna, Latin America, Haiti, Simon Bolivar, Jose de San Martin, trans-Atlantic slave trade, colonization, Russian Revolution, proletariat, bourgeoisie, Bolsheviks	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** • **Interims:** Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include an analysis of primary source documents and applying information to think about how a person living during the time period would feel when faced with events (i.e. “historical heads” or “mock trial”), the Congress of Vienna simulation, a Revolutions in Latin America DBQ, a Bolshevik Revolution DBQ, argumentative writing addressing the question: “To what extent were the French, Latin American, and Russian revolutions justified?” and other ideas. **TCC2, CCE4, DE1, TI2, AA1**

Learning Plan
• Content-based vocabulary activity **P2** • Map of Europe and Map of Latin Revolution **P2** • Introductory lesson on how to write a claim **TCC2** • Reflection on baseline writing prompt: What did they do well? What would they change? Create a plan for improvement. **AA2** • How to write an argumentative essay lesson: Claim, Arguments, Use of Evidence, Source Credibility, Addressing Opposing Viewpoints **TCC2, CCE4, TI2, DE1** • Written response connected to summative **CCE4, TI2, TCC2** • *Possible place for an Inquiry research project **TCC2, TI1, TI2, TI3, AA1, CCE4**
Teacher Resources: Fordham Internet History Sourcebook; CommonLit; Newsela; Teacher's Discovery From Early Civilizations Through Industrial Revolution Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History

Unit 5 - Expansionism

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.Eco.1.a.** Analyze how access to resources resulted in imperialist policies that had a range of costs and benefits for different groups.
- **MW.Geo.2.a.** Explain the relationships between the locations of places and the impact of imperialism using maps and other representations.
- **MW.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **CCSS.ELA-LITERACY.RH.9-10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can integrate my learning to adapt to experiences in the classroom, career and life. **TCC4**
- I can assess my past successes and mistakes to change my approach. **AA2**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that…	**Essential Questions:**
• Nationalism has grown in the modern world as a result of governmental policies drastically impacting how people interact with one another. • New Imperialism was caused by a need for new markets to produce and consumer manufactured goods. Western nations justified New Imperialism using pseudo-science and ethnocentric moral arguments. • Imperialist nations gained new land and labor forces to produce cash crops, as well as markets to sell manufactured goods. Colonized peoples gained access to different technologies at the expense of their freedom and cultural traditions. • As people interact with different cultures and environments, their actions, behaviors, traditions and decisions change based on the circumstances encountered.	• Why has nationalism grown in the modern world, and how has that growth impacted countries domestically and the world as a whole? • What were the main causes and justifications of imperialism? • To what extent did New Imperialism and Industrialization impact both imperialist and colonized people and nationalism? • To what extent are human actions, behaviors, culture, and decisions shaped by interconnections with other people and the physical environment?
Students will know…	**Students will be able to…**
• the justification and causes of imperialism • the legacy imperialism had on the non-western world	• Describe differing perspectives towards expansionism • Analyze the impacts of colonization and imperialism

Key Vocabulary: expansionism, New Imperialism, colony, protectorate, sphere of influence, British Raj, Sepoy Mutiny, Opium Wars, Berlin Conference and the Scramble for Africa, Russian imperialism, Japanese imperialism

Assessment Evidence

Performance Tasks:	**Other Evidence:**
• **Summative:** Students will respond to one of the essential	• **Interims:** Students engage in a class debate, Socratic seminar,

questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	or other interim tasks on an essential question of the unit. Options include a simulation answering the question, "What should the British Parliament do about the situation in the Belgian Congo?" as well as an essay on the question, "To what extent did New Imperialism and industrialism impact both imperialist and colonized people and nations?" plus other ideas. **TCC2, CCE4, DE1, TI2, AA1**

Learning Plan

- Content-based vocabulary activity **P2**
- Document analysis **P2, TCC2**
- Map activities **P2**
- Peer reflection and feedback on Unit 3 summative written response **P2**
- *Possible place for an Inquiry research project **TCC2, TI1, TI2, TI3, AA1, CCE4**

Teacher Resources: Fordham Internet History Sourcebook; CommonLit; Newsela; Teacher's Discovery Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History, The Choices Program: Colonialism in the Congo: Conquest, Conflict, and Commerce

Unit 6 - Global Crises

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.His.1.e.** Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century.
- **MW.His.9.a.** Synthesize sources from the Holocaust to develop questions and explore the experiences of survivors, victims, resisters, collaborators, bystanders, and rescuers.
- **MW.His.15.a.** Develop a historical argument about the long-term causes and triggering events that led to World War II.
- **MW.His.2.b.** Analyze how changes in military technology impacted the outcomes of various conflicts throughout the 20th century.
- **MW.Inq.3.a.** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.7**: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can ask purposeful, insightful questions to find a variety of innovative solutions. **TCC1**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment. **AA3**
- I can lead group progress through active listening, questioning, and giving advice. **CCE3**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that…

- Militarism, alliances, imperialism, and nationalism were the main causes of World War I.
- Changing technology led to a deadlier form of warfare, and many soldiers were left dealing with permanent injuries resulting from warfare.
- The Russian Revolution impacted religious, political, and cultural establishments inside and outside of Russia by beginning a communist revolution.
- Communist leaders in Russia used a variety of tactics to rise to power while diverging from Marxist principles and ideology.
- World War I created economic and political circumstances that led to the rise of totalitarian dictators.
- The failures of the Treaty of Versailles to fully address the root causes of World War I allowed dictators such as Adolf Hitler to rise to power in the 1920s and 1930s.
- World War II was a total war in the way it impacted and was influenced by people of all backgrounds all around the world.

Essential Questions:

- What were the MAIN causes of World War I?
- What role did changing technology play in the changing nature of warfare?
- How did the Russian Revolution affect religious, political, and cultural establishments in society?
- Did communist leaders in Russia use violence to achieve equality for the peasants/working class or to establish their own personal power?
- How did the end of World War I lead to the rise of totalitarianism?
- To what extent was World War II a total war?

Students will know…

Students will be able to…

• How nationalism, militarism, and the alliance system led to World War I. • The role technology had in changing the nature of 19th century warfare with that of the 20th century. • The way economic, political, and social crises can pave the way for radical, authoritarian governments. • The causes of the rise of world dictators in the 1920s and 1930s, and the subsequent causes of World War II. • Key events and people involved in World War II. • How and why genocide occurred in the 20th century.	• Decide and defend whether the First World War was inevitable. • Analyze the factors that led to the creation and acceptance of totalitarian governments in the interwar period. • discuss the global response to the rise of totalitarian governments. • Identify the importance of new technology in changing the nature of conflict in the 20th century. • Evaluate the extent to which World War II was the result of failed attempts to resolve earlier conflicts. • Discuss the roles played by upstanders, bystanders, as well as those who committed atrocities.
Key Vocabulary: World War I, stalemate, trench warfare, reparations, self-determination, dictatorship, totalitarianism, Nazism, fascism, ethnic cleansing, annexation, alliances, militarism, appeasement, Treaty of Versailles, World War II, total war, Hideki Tojo, Joseph Stalin, Benito Mussolini, Adolf Hitler, Axis Powers, Allied Powers, homefront, propaganda, rationing, Pyramid of Hate, human rights, Nuremburg Laws, ghettos, refugees, Holocaust, genocide, bystanders, upstanders	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** • **Interims:** Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include an annotated timeline, seminars on the rise of totalitarian leaders and the Holocaust, a Nazi propaganda DBQ, presentations on World War I and World War II, and other ideas. **TCC2, CCE4, DE1, TI2, AA1**
Learning Plan	
• Content-based vocabulary activity **P2** • Document analysis **P2, TCC2** • Map activities **P2** • *Possible place for an Inquiry research project **TCC2, TI1, TI2, TI3, AA1, CCE4**	
Teacher Resources: Fordham Internet History Sourcebook; CommonLit; Newsela; Teacher's Discovery Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History	

Unit 7 - Cold War and Its Global Impact

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
Connecticut Secondary Social Studies Frameworks

- **MW.His.1.g.** Evaluate how resistance movements and decolonization were shaped by post-World War II circumstances and broader historical contexts.
- **MW.His.4.b.** Analyze complex and interacting factors that influenced the perspectives about international laws and treaties in the Cold War era.
- **MW.Civ.14.a.** Analyze means of protecting or limiting human rights in the 20th century.
- **MW.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**
- I can create opportunities to extend my learning by remaining open-minded in any situation. **AA4**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that…

- The Cold War was an ideological conflict between the US and her allies and the USSR and her allies.
- Many economic and political factors led to the rise of Mao Zedong and the Communist Party in China.
- The Communist Party had a large impact on the political, social, and economic conditions of the people of China.
- Imperialism had many short-term and long-term impacts on

Essential Questions:

- How did the Cold War lead to both global cooperation and conflict?
- What factors gave rise to Mao Zedong and the Communist Party in China?
- What was the political, social, and economic impact of the Communist Party and its leadership on the people of China?
- What were the short-term and long-term impacts of imperialism

colonized nations as they became autonomous nations. • WWII created conditions and conflicts in the following decades that continue to impact societies today. • The modern world experiences frequent human rights violations because of complex and multiple interlinked issues. • There are many conditions and circumstances to consider when the international community is deciding what actions to take to protect human rights.	on decolonized nations? • How does the post-WWII era continue to impact us today? • What accounts for the frequent human rights violations in the modern world? • To what extent is the international community responsible for the protection of human rights?
Students will know… • The Cold War led to global cooperation (NATO, Warsaw Pact) and conflict (Israel-Arab war, Soviet Invasion of Afghanistan) • The economic and political factors that led to rise of Mao Zedong and the Communist Party • The impact of the CCP on the people of China (censorship, economic quotas, religious conflicts in Tibet) • The history and impacts of apartheid in South Africa	**Students will be able to…** • Explore the ways that the Cold War led to both global cooperation and conflict. • Uncover the factors that gave rise to Mao Zedong and the Communist Party in China. • Discuss the political, social, and economic impact of the Communist Party and its leadership on the people of China • Analyze both the short-term and long-term impact of imperialism on decolonized nations. • Create a proposal regarding the United Nations' responsibility to protect human rights.
Key Vocabulary: Cold War, USSR, Warsaw Pact, NATO, Marshall Plan, Israel, Mao Zedong, Chinese Communist Party, Indian independence movement, Gandhi, Partition of India, apartheid, Pan-Africanism, Rwanda	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** • **Interims:** Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include a reflection on Holocaust survivors' messages and connecting it to three events that happened following the Holocaust, a mini-DBQ on Mao Zedong and the CCP, a seminar on current events readings based on content, argumentative writing on the question "To what extent is the international community responsible for the protection of human rights?" and other ideas. **TCC2, CCE4, DE1, TI2, AA1**

Learning Plan
• Content-based vocabulary activity **P2** • Document analysis **P2, TCC2** • Map activities **P2** • Reflection upon previous argumentative writing and refining argumentative writing skills **AA1, CCE4, P2** • *Possible place for an Inquiry research project **TCC2, TI1, TI2, TI3, AA1, CCE4**
Teacher Resources: Fordham Internet History Sourcebook; CommonLit; Newsela; Teacher's Discovery Document Based Activities for the World History Classroom; The DBQ Project; Document-Based Questions in World History

Unit 8 - The Contemporary World

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
Connecticut Secondary Social Studies Frameworks

- **MW.Civ.14.b.** Analyze historical and contemporary examples of the formation, dissolution or restructuring of governments.
- **MW.Geo.8.a.** Evaluate how the growth of the global economy has led to changes in settlement patterns.
- **MW.Geo.11.a.** Evaluate how economic globalization and the expanding use of scarce resources has led to conflict and cooperation within and among nations and international organizations.
- **MW.Eco.14.a.** Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.10**: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can ask purposeful, insightful questions to find a variety of innovative solutions. **TCC1**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can integrate my learning to adapt to experiences in the classroom, career and life. **TCC4**
- I can implement a realistic plan and adapt when necessary to achieve my goals. **TI1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can formulate and investigate probing questions to further my learning. **TI3**
- I can assess my past successes and mistakes to change my approach. **AA2**

- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that…	**Essential Questions:**
• The collapse of the Soviet Union resulted in positive and negative impacts for both the people living in the USSR and people living outside of the USSR. • Limited resources, religious and ethnic differences have caused conflicts throughout different areas of the Middle East. • The international community has taken various approaches to address terrorism depending on the circumstances encountered.	• Was the collapse of the Soviet Union a positive or negative event for its people as well as the international community? • What caused conflicts in the Middle East? • How has the international community responded to terrorism? • In what ways is imperialism occurring currently throughout the world?
Students will know…	**Students will be able to…**
• the positive and negative outcomes resulting from collapse of the Soviet Union for both its people as well as the international community • conflicts in the Middle East have been brought on by competition over resources, religious, and ethnic differences. • The issues the international community has faced in their response to terrorism.	• Debate the positive and negative outcomes resulting from collapse of the Soviet Union for both its people as well as the international community. • Uncover the causes of conflicts in the Middle East • Discuss the ongoing struggle facing the international community in responding to terrorism. • Identify current examples of modern political, economic,and social imperialism.

Key Vocabulary: Islam (Sunni, Shi'ite, Sufi, Islamist), extremist, fundamentalist, Soviet invasion of Afghanistan, Mujahideen, Osama Bin Laden, Al Qaeda, September 11th, Taliban, non-state terrorism, Russian invasion of Ukraine

Assessment Evidence

Performance Tasks:	**Other Evidence:**
• **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	• **Interims:** Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include document analysis of articles from Newsela, Upfront Magazine, AllSides, or other current news sources, a seminar on the question "How should the international community respond to modern world conflicts and crises?" as

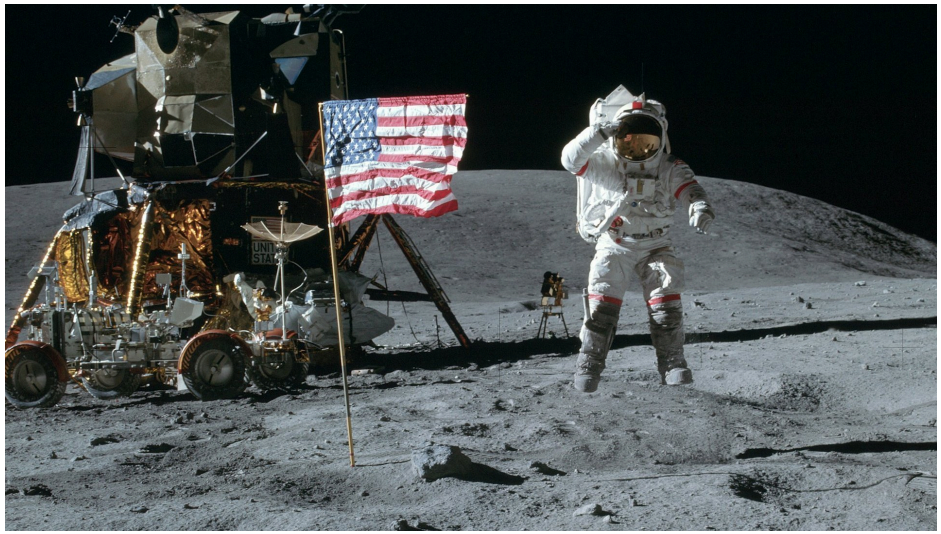
	well as other ideas. **TCC2, CCE4, DE1, TI2, AA1**

Learning Plan

- Content-based vocabulary activity **P2**
- Document analysis **P2, TCC2**
- Map activities **P2**

Teacher Resources: Fordham Internet History Sourcebook; CommonLit; Newsela; Teacher's Discovery Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History; Choices Program on Responding to Terrorism: Challenges for Democracy: How Should the United States respond to the threat of terrorism?; Choices Program on Shifting Sands: Balancing U.S. Interests in the Middle East

UNITED STATES HISTORY CURRICULUM



Grade Level(s): 11

Curriculum Author(s): Mike Sturges and Kyle Brennan

Course Description: U.S. History is a survey course that focuses on the United States and our interaction with the rest of the world through a chrono-thematic approach. This modern approach focuses on change, continuity, and context of historical events and the impact of geography, economics, and civics on historical eras. The course is designed using the inquiry process and nurtures historical thinking through the analysis of primary and secondary sources. Students will study topics such as America's emergence as a world power, America's involvement in the World Wars, The Great Depression, The Cold War, and The Civil Rights Movement, through themes such as capitalism and social upheavals. The honors-level course is designed and implemented so that the depth of the topics discussed in the course surpass that of the college-prep level course to include the following: extensions of learning, accelerated pacing, greater complexity in topics, and greater responsibility, creativity, and reflection on the part of the students as their thinking and feelings are challenged.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Reconstruction and Its Roots (1860-1880)	How did the United States change as a result of the Civil War?	The Union victory in the Civil War had repercussions for the role of the federal government, settlement of the west, Americans' rights, and how the American economy would develop.	TCC2(9-12), CCE4, DE1, TI2(9-12), P2, AA1(9-12)
The Multifaceted Growth of America into a World Power (1880-1910)	How did America's territorial expansion affect the peoples of North America as well as the world?	The United States' expansion in North America and overseas resulted in its growth as a world power, but its expansion had positive and negative impacts on peoples at home and abroad.	TCC2(9-12), CCE4, DE1, TI2(9-12), P2, AA1(9-12)
America Emerges into the Modern Age (1910-1930)	To what extent should tradition endure as the U.S. modernizes?	Forces of tradition and modernity have clashed politically, culturally, and socially over the trajectory of the United States.	TCC2(9-12), CCE4, DE1, TI2(9-12), P2, AA1(9-12)
America on the World Stage (1930-1945)	Was the expansion of the U.S. government due to the Great Depression and World War II for the betterment of the country?	The U.S. largely abandoned its traditions of small government and isolationism due to the Great Depression, World War II, and its growing obligations as a world power.	TCC2(9-12), CCE3, DE1, TI2(9-12), P2, AA1(9-12)
America as a Superpower (1945-1965)	How did the United States change after World War II?	The United States emerged from World War II as a world superpower and sought to champion democracy abroad, while there were both successes and struggles economically and socially at home.	TCC2(9-12), CCE4, DE1, TI2(9-12), P2, AA1(9-12)
America Tests Its Limits	Who is an American and what does	Different groups of Americans	TCC2(9-12), CCE4, DE1, TI2(9-12),

(1965-1980)	that mean?	asserted their own claims on the American Dream, while opportunity seemed to many to be in decline.	P2, AA1(9-12)
America in the Age of Globalization (1980-2001)	What challenges did the U.S. face as it reached the zenith of its political, economic, cultural, and military power worldwide?	New types of challenges emerged as the U.S. became a post-industrial global power.	TCC2(9-12), CCE4, DE1, TI2(9-12), P2, AA1(9-12)
Contemporary America (2001-present)	How should the United States continue to adapt and react to issues within the country and around the world?	The U.S. must grapple with emerging international rivals as well as internal divisions.	TCC2(9-12), CCE4, DE1, TI2(9-12), P2, AA1(9-12)

Unit 1 - Reconstruction and Its Roots (1860-1880)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **US.Inq.3.a** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- **US.Inq.4.a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.Civ.13.a** Evaluate intended and unintended outcomes of Reconstruction plans and policies in terms of rebuilding a shared national identity (e.g., moderate and radical Republicans, Compromise of 1877, Freedmen's Bureau, Reconstruction Treaties).
- **US.Civ.5.a** Evaluate the effectiveness of state and federal government in upholding the Reconstruction Amendments (e.g., Black Codes, Enforcement Acts, Jim Crow laws).

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**

Understandings: Students will understand that…	**Essential Questions:**

• The Union victory in the Civil War had repercussions for the role of the federal government, settlement of the west, Americans' rights, and how the American economy would develop. • Slavery was too intense of a debate for traditional U.S. politics to resolve. • The Civil War settled the question of slavery, but not the questions of racial equality, human dignity, and citizenship. • The U.S. became a more centralized and more industrial state as a result of the Union victory in the Civil War.	• How did the United States change as a result of the Civil War? • Does the freedom and opportunity of some rely on the subjugation of others? • Did the American Civil War resolve the issues which led to its beginning? • Were Black Americans really free during Reconstruction? • To what extent was Reconstruction a success or a failure?
Students will know… • The U.S. was formed with key unresolved disagreements regarding slavery and the balance of power between federal and state governments, • These disagreements led to decades of political turmoil culminating in the American Civil War. • Northern victory in the Civil War determined the economic and political trajectory of the U.S. for generations. • Reconstruction left much undone in terms of ensuring equality in society for Black Americans.	**Students will be able to…** • Identify specific causes and consequences of the American Civil War. • Identify and compare the failures and successes of Reconstruction. • Trace both the decline of southern political power as a result of the war as well as the resistance to the goals of Reconstruction. • Create and support arguments based on primary and secondary sources regarding the central debates of the Civil War and Reconstruction. • Create and refine criteria that make for successful, evidence-based arguments in various settings. • Take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production. • Collaborate with classmates to set and achieve goals while developing leadership skills. • Critically analyze written and visual sources, considering strengths and weaknesses of the source material. • Engage respectfully in discussions, acknowledging similar and different perspectives. • Defend an argument using relevant evidence from credible sources. • Ask questions to drive learning and challenge the viewpoints of others.

	• Discuss key people, events, and concepts related to the time period.
Key Vocabulary: American Civil War, secession, total war, white supremacy, federalism, Reconstruction, Jim Crow, Redeemers, Freedmen's Bureau, Radical Republican, emancipation, 13th Amendment, 14th Amendment, 15th Amendment	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** • **Interim:** Students engage in a class debate, Socratic seminar, or other interim tasks such as U.S. history cumulative timelines, on an essential question of the unit. **TCC2, CCE4, DE1, TI2, AA1**
Learning Plan	
• Teach debate preparation skills for one of these essential questions: "Were Black Americans really free during Reconstruction?" or "Was Reconstruction a success or a failure?" **TCC2, CCE4, TI2, DE1, AA1** • Teach research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2** • Develop success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1** • Discuss and model positive peer feedback strategies for group activities **DE1, P2** • Reading assessments **P2** • Work on skills for primary and secondary source analysis **TCC2, P2** • Content-based assessments on key vocabulary and concepts **P2** • Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE4**, **P2** • Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE4**	
Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; History's "America: The Story of Us"; PBS LearningMedia; Nonnewaug LMC databases and resources	

Unit 2 - The Multifaceted Growth of America into a World Power (1880-1920)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **INQ 3.a** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **INQ.4.a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.His.4.a**. Analyze complex and interacting factors that influenced the strategies for Black social and economic progress in the late 19th and early 20th centuries (e.g., Booker T. Washington, W. E. B. Du Bois, Ida B. Wells, Mary Townsend Seymour).
- **US.His.12.a.** Develop questions about the rise of nativism and assimilation efforts of immigrants and Indigenous peoples (e.g., Punjabi Migration, Indian Boarding Schools, Chinese Exclusion Act, Rock Spring Massacre, 1907 Bellingham Riots, Immigration Act of 1917)
- **US.Eco.12.a.** Evaluate the impact of laissez-faire economic policies regarding corporate decision making, labor conditions, and public advocacy in the Gilded Age (e.g., monopoly, captains of industry, muckrakers, social Darwinism, labor unions).
- **US.His.10.a.** Describe how individual and group perspectives about gender and sexuality in the late 19th and early 20th centuries are documented in historical records while noting possible limitations (e.g., We'wha, Vaudeville, bicycles, women's suffrage and education).
- **US.His.1.a.** Evaluate how the Progressive Era is a result of immigration and industrialization (e.g., anti-lynching, Settlement House Movement, improved working conditions, childrens' rights). US.Civ.12.a. Analyze how people in the Progressive Era used and challenged laws to advance social, political, economic, and environmental reforms (e.g., Populist Party, B'nai B'rith, National Woman Suffrage Movement, Sierra Club, Niagara Movement, Socialist Party of America).

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

TCC2

- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**

Understandings: Students will understand that…	**Essential Questions:**
• The United States' expansion in North America and overseas resulted in its growth as a world power, but its expansion had positive and negative impacts on peoples at home and abroad. • Traditional concepts of freedom in the U.S. often were incompatible with the growing urban industrial society of the late 19th century. • More and more Americans sought full political equality and met resistance to their efforts. • The U.S. economy grew to become the largest and most productive in the world by 1900. • The U.S. was the beneficiary of the largest period of immigration in world history.	• How did America's territorial expansion affect the peoples of North America as well as the world? • How much did the Progressive Movement increase representation for different American's? • Should a former colony have colonies? • Does the creation of great wealth also produce great poverty? • What drove the unprecedented immigration to the U.S. between the Civil War and First World War?
Students will know…	**Students will be able to…**
• The United States transitioned from a largely rural agricultural nation or a majority urban industrial nation. • American society underwent transformative change due to economic growth as well as technological change. • The social changes of the late 19th century touched off upheaval and sometimes violence. • The United States grappled with the meaning of freedom and the limits of constitutional protections. • A variety of push factors combined with overwhelming pull factors to generate the greatest surge of immigration in history. • Nativism provoked a series of immigration restrictions, especially those targeting Chinese and Japanese immigration. • U.S. government efforts to force assimilation, and displacement	• Synthesize economic, social, cultural, and political evidence into a single cogent argument. • Explain the impact of geography on the economic development of multiple regions of the U.S. • Trace the influence of women in the evolving politics of the era. • Trace the impact and consequences of Supreme Court decisions. • Generate conclusions based on synthesis of both primary and secondary sources. • create and refine criteria that make for successful, evidence-based arguments in various settings. • take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and

of Native Americans grew more intense after the American Civil War.	production. • collaborate with classmates to set and achieve goals while developing leadership skills. • critically analyze written and visual sources, considering strengths and weaknesses of the source material. • engage respectfully in discussions, acknowledging similar and different perspectives. • defend an argument using relevant evidence from credible sources. • ask questions to drive learning and challenge the viewpoints of others. • discuss key people, events, and concepts related to the time period.
Key Vocabulary: urbanization, imperialism, industrialism, capitalism, consumerism, populism, monetary policy, nativism, push factors, pull factors, political machines, political realignment, labor union, Social Darwinism, socialism, NAACP, colony, indigenous, hegemony, Monroe Doctrine, Gilded Age, Andrew Carnegie, John D. Rockefeller, J.P. Morgan, William Tweed, Theodore Roosevelt, Ellis Island, Angel Island, Dawes Act	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. One option includes an advertising campaign for a city of their choice to describe the changes brought about by the economic, technological, social, and political developments of the era. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** • **Interim:** Students engage in a class debate, Socratic seminar, or other interim task on an essential question of the unit. Options include: U.S. history cumulative timelines, gallery walk on push and pull factors from major sources of immigrants (Italy, Russia, China, etc.) between 1880-1910; political cartoon analysis on nativism, imperialism, and Social Darwinism; "Monopoly" challenge where students must take a stock Monopoly board and modify it to be used as a teaching tool for the Gilded Age. **TCC2, CCE4, DE1, TI2, AA1, P2**
Learning Plan	
• Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2**	

- Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1**
- Discuss and model positive peer feedback strategies for group activities **DE1, P2**
- Reading assessments **P2**
- Work on skills for primary and secondary source analysis **TCC2, P2**
- Content-based assessments on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE4**, **P2**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE4**

Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; History's "The Men Who Built America"; PBS LearningMedia; Nonnewaug LMC databases and resources

Unit 3 - America Emerges Into the Modern Age (1910-1930)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **US. Inq. 3.a.** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- **US. Inq. 4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses
- **US. His.1.b.** Evaluate the role of the media in shaping public opinions and debates about America's emergence as an imperial power (e.g., muckrakers, yellow journalism, propaganda).
- **US. His.4.b.** Analyze how economic and cultural hegemony influenced American perspectives of imperialism at the end of the 19th century (e.g., Cuba, Puerto Rico, Spanish American War, Annexation of Hawaii and Philippines, dispossession of Latino American lands in the American West).
- **US. His.14.a.** Analyze the causes and effects of United States involvement in WWI (e.g., threats to United States neutrality, support for democracy, suppression of civil liberties, debate over the League of Nations and the United States role in global affairs).
- **US. His.14.b.** Analyze how advancements in warfare impacted military personnel and civilians (e.g., aircraft, artillery, chemical weapons, land mines, trench warfare, shell shock).
- **US. His.16.b.** Evaluate the juxtaposition between celebration of wartime service in World War I and the discrimination faced by individuals and groups using evidence from multiple historical sources (e.g., European, Latino, Indigenous, and Black service members, Thind v. United States).
- **US. His.4.c.** Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy (e.g., Red Summer, Sacco Vanzetti, eugenics movement, immigration acts in the 1920s, Angel Island, Ku Klux Klan).
- **US. His.4.d.**Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s (e.g., Scopes Trial, Jazz, flappers, Immigration Act of 1924, Marcus Garvey, mass media and advertising).
- **US.Civ.2.a.** Analyze the role of citizens in advocating for and ratifying the 19th Amendment to the United States Constitution (e.g., Ida B. Wells, Alice Paul, Anna Bernard Shaw, Helena Hill Weed, Frank B. Brandegee).

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and

evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**

Understandings: Students will understand that...

- Forces of tradition and modernity have clashed politically, culturally, and socially over the trajectory of the United States.
- Activists in the Progressive Era were responsible for some political, social, and economic reforms in the early 20th century, although with varying degrees of lasting success.
- The United States' involvement in World War I was controversial at the time because of the country's history of remaining isolated from European wars.
- Many problems with the Treaty of Versailles prevented the treaty from creating a lasting peace.
- Economic and social advancements in the 1920s moved the United States into a more modern age, although some advancements met opposition and may have caused future problems.
- The Great Depression formed in part due to risky financial behavior and lack of government intervention during the 1920s.

Essential Questions:

- To what extent should tradition endure as the U.S. modernizes?
- To what extent were Progressives successful in achieving political, social, and economic reforms during the early 20th century?
- What compels a country to go to war?
- Why was World War I a new type of war, and how did it impact the U.S. homefront?
- Why did the United States join World War I, and was America's involvement in the war necessary?
- How was the Treaty of Versailles problematic?
- How did the booming economy of the 1920s lead to change in American life?
- How did traditionalism and modernism clash in the 1920s, and to what extent do they still clash today?
- What caused the Great Depression?

Students will know...

Students will be able to...

• the causes and effects of the Progressive Era. • how people from different backgrounds, including those of different races, genders, and economic standings, contributed differently to reform movements of the Progressive Era. • the causes and effects of World War I. • the historical contexts of American isolationism and transition into interventionism during World War I. • the impacts that World War I had on American society and global technology. • the key clauses of the Treaty of Versailles and their impacts. • the social, economic, and cultural changes that embodied the clash between traditionalism and modernism in the 1920s. • the causes of the Great Depression.	• evaluate the successes or failures of the Progressive Era in achieving reforms during the time period. • participate in historical simulations about World War I by using evidence and collaborating with others to make informed predictions. • analyze the social, economic, and cultural changes of the 1920s and consider their relationship to modern society. • create and refine criteria that make for successful, evidence-based arguments in various settings. • take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production. • collaborate with classmates to set and achieve goals while developing leadership skills. • critically analyze written and visual sources, considering strengths and weaknesses of the source material. • engage respectfully in discussions, acknowledging similar and different perspectives. • defend an argument using relevant evidence from credible sources. • ask questions to drive learning and challenge the viewpoints of others. • discuss key people, events, and concepts related to the time period.
Key Vocabulary: Progressive Era, reform, women's suffrage, 19th Amendment, Alice Paul, Jacob Riis, muckrakers, child labor, tenements, urbanization, World War I, isolationism, militarism, arms race, alliance system, imperialism, nationalism, assassination of Franz Ferdinand, trench warfare, Woodrow Wilson, sinking of the Lusitania, Zimmermann telegram, Fourteen Points, Treaty of Versailles, reparations, League of Nations, Roaring Twenties, traditionalism, modernism, Prohibition, Scopes Monkey Trial, nativism, installment buying, credit, Henry Ford, automobile, mass production, assembly line, advertising, business cycle, supply and demand, consumer revolution, radio, stock market, buying on margin, speculation, Wall Street Crash of 1929, Great Depression, bank run	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential	**Other Evidence:** • **Interim:** Students engage interim tasks such as in a class

questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	debate, cumulative timelines Socratic seminar, or other interim task on an essential question of the unit. **TCC2, CCE4, DE1, TI2, AA1**

Learning Plan

- Conduct historical simulations to facilitate understanding of World War I (i.e. the alliance system, Treaty of Versailles, etc.) **TCC2, CCE4, DE1, AA1**
- Use organizers and visuals to facilitate understanding of cultural and economic changes of the 1920s **CCE4, P2**
- Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2**
- Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1**
- Discuss and model positive peer feedback strategies for group activities **DE1, P2**
- Reading assessments **P2**
- Work on skills for primary and secondary source analysis **TCC2, P2**
- Content-based assessments on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE4**, **P2**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE4**

Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; History's "America: The Story of Us"; PBS LearningMedia; Nonnewaug LMC databases and resources

Unit 4 - America on the World Stage (1930-1945)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **US.Inq.3.a** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- **US.Inq.4.a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.Eco.8.a** Describe the possible consequences, both intended and unintended, of government policies to address social and economic problems during the Great Depression (e.g., role of the Federal government, banking practices, inequitable access to benefits, migration, environmental impacts, social safety net).
- **US.Hist.16.c** Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese-American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military).
- **US.Hist.16.d** Describe the achievements and contributions of diverse individuals and groups during World War II using evidence from historical sources (e.g., Women Accepted for Volunteer Emergency Service, Tuskegee Airman, Navajo Code Talkers, 442 Japanese-American regiment, 158th Regimental Combat Team).
- **US.Hist.1.d** Evaluate how the demand for labor on homefront in World War II shaped gender roles (e.g., mobilization, victory gardens, rationing, War Production Board).

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can lead group progress through active listening, questioning, and giving advice. **CCE3**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**

Understandings: Students will understand that...

- The U.S. largely abandoned its traditions of small government and isolationism due to the Great Depression, World War II, and its growing obligations as a world power.
- The New Deal marked a change in the role of the federal government by drastically increasing its involvement in the nation's economy.
- The failures of the Treaty of Versailles to fully address the root causes of World War I was among the factors that allowed dictators such as Adolf Hitler to rise to power in the 1920s and 1930s.
- While the United States remained officially neutral prior to its entry into World War II, its policies and most citizens increasingly supported the Allied Powers and drew the ire of the Axis Powers.
- Americans' efforts on the homefront during World War II, including rationing, scrapping, and working in war industries, were instrumental in helping the U.S. win the war.
- Women, Black Americans, and other underrepresented groups played important roles during World War II, and they fought to expand their rights and opportunities during and after the war.
- The United States' forced placement of Japanese-American citizens into internment camps during World War II remains one of the most infamous legacies of the war.
- Historians remain divided about whether the United States was justified in dropping atomic bombs on Japan at the end of World War II.

Essential Questions:

- Was the expansion of the U.S. government due to the Great Depression and World War II for the betterment of the country?
- How did the Great Depression affect America and the world?
- How did the New Deal change the role of the federal government?
- To what extent did the Treaty of Versailles lead to the rise of totalitarian regimes?
- To what extent was the United States neutral before entering World War II?
- How did World War II impact the United States homefront?
- To what extent did the United States' actions reflect democratic ideals during World War II?
- Was the United States justified in dropping atomic bombs on Japan?

Students will know...	Students will be able to...
● the ways Americans of various backgrounds experienced the Great Depression. ● the major programs of the New Deal and their legacy on the function of the federal government. ● the causes of the rise of world dictators in the 1920s and 1930s, and the subsequent causes of World War II. ● the historical context of American involvement in World War II. ● the contributions made and challenges faced by various groups of Americans on the homefront and on the battlefront during World War II. ● the major turning points of World War II, including the debate about the decision to drop atomic bombs on Japan. ● the lasting impacts of World War II.	● discuss the ways in which the New Deal changed the role of the federal government. ● analyze how World War II contributed to changing roles for women, Black Americans, and other underrepresented groups in America. ● justify a conclusion about whether the United States should have dropped the atomic bombs on Japan at the end of World War II. ● create and refine criteria that make for successful, evidence-based arguments in various settings. ● take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production. ● collaborate with classmates to set and achieve goals while developing leadership skills. ● critically analyze written and visual sources, considering strengths and weaknesses of the source material. ● engage respectfully in discussions, acknowledging similar and different perspectives. ● defend an argument using relevant evidence from credible sources. ● ask questions to drive learning and challenge the viewpoints of others. ● discuss key people, events, and concepts related to the time period.
Key Vocabulary: Great Depression, Herbert Hoover, Hooverville, Dust Bowl, Franklin D. Roosevelt, New Deal, Social Security, Federal Deposit Insurance Corporation, CCC, public works, totalitarian, dictator, Hideki Tojo, Joseph Stalin, Benito Mussolini, fascism, Adolf Hitler, Nazism, appeasement, Axis Powers, Allied Powers, Lend-Lease Act, Attack on Pearl Harbor, total war, homefront, propaganda, war bonds, rationing, salvage drive, Victory Garden, Japanese-American internment camps, Navajo Code Talkers, D-Day, Battle of the Bulge, Battle of Midway, island hopping, kamikaze, Manhattan Project, atomic bomb, genocide, the Holocaust, ghetto, concentration camp, John Maynard Keynes	
Assessment Evidence	
Performance Tasks:	**Other Evidence:**

• **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE3, TI2, DE1, AA1** • **Midterm:** Performance-based midterm exam with DBQs **TCC2, P2**	• **Interim:** Students engage in interim assignments such as an in-class debate, cumulative timelines, Socratic seminar, or other interim task on an essential question of the unit. **TCC2, CCE3, DE1, TI2, AA1**

Learning Plan

- Refine argumentative skills needed to defend a response to essential questions such as: "How did the New Deal change the role of the federal government?" and "Was the United States justified in dropping atomic bombs on Japan?" **TCC2, TI2, DE1, AA1**
- Conduct structured gallery walks, with emphasis on fostering student inquiry, on topics including the Great Depression and the World War II homefront **CCE3**
- Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2**
- Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1**
- Discuss and model positive peer feedback strategies for group activities **DE1, P2**
- Reading assessments **P2**
- Work on skills for primary and secondary source analysis **TCC2, P2**
- Content-based assessments on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles (especially those in the resources below) **P2**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE4**

Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; History's "America: The Story of Us"; Ken Burns' "The War"; Dwight D. Eisenhower's D-Day message; various World War II propaganda images and video clips; PBS LearningMedia; Nonnewaug LMC databases and resources

Unit 5 - America as a Superpower (1945-1965)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **US.Inq.3.a.** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **US.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.His.14.e.** Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam).
- **US.His.1.f.** Evaluate how the Korean and Vietnam Wars were products of the geopolitical contexts of the Cold War.
- **US.His.5.a.** Analyze how heightened domestic tensions and claims about perceived threats to democratic values led to widespread civil rights violations (e.g., House Un- CT Social Studies Standards -DRAFT 9- page 90 American Activities Committee, Hollywood Ten, Lavender Scare, treatment of Civil Rights and anti-Vietnam War activists, televised news).
- **US.His.5.b**. Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era (e.g., Beat Generation, Rock and Roll, Motown, Jazz, Hippies, television sitcoms, Hollywood films).
- **US.His.15.a.** Identify both long term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement (e.g., Southern Christian Leadership Conference, Black Panther Party, Student Nonviolent Coordinating Committee, American Jewish Congress, American Indian Movement, United Farm Workers, Congress of Racial Equality).
- **US.Civ.5.b.** Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access).
- **US.Civ.5.c.** Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., Hernandez v. Texas, Executive Order 10450, Loving v. Virginia, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, Roe v. Wade).
- **US.His.11.a.** Determine the usefulness of historical sources to support an inquiry about the causes, escalation, and public reaction to the Vietnam War based on their maker, origin, intended audience, and purpose (e.g., art, ephemera, film, government reports, media, music).

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g.,

visually, quantitatively, as well as in words) in order to address a question or solve a problem.

- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**

Understandings: Students will understand that...

- The United States emerged from World War II as a world superpower and sought to champion democracy abroad, while there were both successes and struggles economically and socially at home.
- The 1950s marked a return to traditionalism in terms of conformity to society and previous gender roles, although this met some opposition, particularly among young people.
- The Cold War was partially an ideological battle between America's democratic capitalism and the Soviet Union's communism, which manifested itself in both countries' cultures, economies, and governments.
- Americans' fear of communism was shown domestically by McCarthyism and internationally by the policy of containment, which spurred U.S. military interventions in places like Korea.
- The fear of nuclear war was prevalent in 1950s and 1960s society, and the world may have been at its closest to nuclear war during the Cuban Missile Crisis.

Essential Questions:

- How did the United States change after World War II?
- To what extent did Americans conform to society during the 1950s?
- What conditions and issues led to mistrust between the United States and the Soviet Union?
- Why and how did the United States pursue the foreign policy of containment during the Cold War?
- How did McCarthyism reflect American society in the 1950s, and how does it relate to the present?
- How should the United States have handled the Cuban Missile Crisis?
- To what extent were nonviolent protests effective during the Civil Rights Movement?

• The Civil Rights Movement in the late 1950s and early 1960s predominantly focused on the power of nonviolent protests, which resulted in some expanded rights for Black Americans.	
Students will know... • the ways in which America changed culturally and socially after World War II, including a return to traditionalism and conformity, especially with regard to gender roles. • the economic strengths of the post-war U.S. made America the world's strongest economy, raised many citizens' standard of living, resulted in technological developments, and contributed to the growth of suburbs and consumerism. • the factors that led to tensions between the United States and the Soviet Union, including those that stemmed from the end of World War II and the nuclear arms race. • the relationship between the containment policy and U.S. military interventions during the Cold War. • the domestic impacts of the Cold War, such as the anti-communist fears brought upon by Joseph McCarthy and fears of nuclear war. • major events and people of the Civil Rights Movement during the 1950s and early 1960s.	**Students will be able to...** • identify ways in which America changed culturally, socially, politically, and economically after World War II. • examine primary and secondary sources to develop arguments about America's policy of containment and engagement in the Cold War. • draw conclusions about and make modern connections to the Civil Rights Movement, using evidence from the time period. • create and refine criteria that make for successful, evidence-based arguments in various settings. • take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production. • collaborate with classmates to set and achieve goals while developing leadership skills. • critically analyze written and visual sources, considering strengths and weaknesses of the source material. • engage respectfully in discussions, acknowledging similar and different perspectives. • defend an argument using relevant evidence from credible sources. • ask questions to drive learning and challenge the viewpoints of others. • discuss key people, events, and concepts related to the time period.
Key Vocabulary: GI Bill, Baby Boom, suburbia, nuclear family, Interstate Highway Act, consumerism, television, rock and roll, Cold War, Soviet Union, Truman Doctrine, containment, communism, Iron Curtain, domino theory, Marshall Plan, NATO, Warsaw Pact, Korean War, John F. Kennedy, McCarthyism, Red Scare, deterrence, mutually assured destruction, Bay of Pigs Invasion, Cuban Missile Crisis, Jim Crow laws, segregation, SCLC, SNCC, CORE, Civil Rights Movement, *Brown v. Board of Education*, Emmett Till, Montgomery Bus Boycott, Rosa Parks, Martin Luther King Jr., March on Washington, civil disobedience, Civil Rights Act of 1964, Voting Rights Act of 1965, CIA, KGB	

Assessment Evidence	
Performance Tasks: ● **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** ● **Interim:** Students engage interim assessments which may include an in class debate, cumulative timeline, Socratic seminar, or other interim task on an essential question of the unit. **TCC2, CCE4, DE1, TI2, AA1**

Learning Plan
● Focus on use of primary sources to lead to connections to the present with topics such as consumerism, foreign aid, the court of public opinion, nuclear weapons, and civil rights protests **TCC2, DE1** ● Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2** ● Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1** ● Discuss and model positive peer feedback strategies for group activities **DE1, P2** ● Reading assessments **P2** ● Work on skills for primary and secondary source analysis **TCC2, P2** ● Content-based assessments on key vocabulary and concepts **P2** ● Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE4**, **P2** ● Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE4**
Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; Bill of Rights Institute; "Leave It To Beaver" video clips; PBS LearningMedia; Nonnewaug LMC databases and resources

Unit 6 - America Tests Its Limits (1965-1980)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **US.Inq.3.a** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- **US.Inq.4.a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.His.14.e** Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam).
- **US.Civ.5.b** Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access).
- **US.His.5.b** Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era (e.g., Beat Generation, Rock and Roll, Motown, Jazz, Hippies, television sitcoms, Hollywood films).

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can engage others in meaningful conversations while respecting multiple perspectives. **CCE1**
- I can seek, listen to, and understand multiple perspectives. **DE1**

- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**

Understandings: Students will understand that…	**Essential Questions:**
• Different groups of Americans asserted their own claims on the American Dream, while opportunity seemed to many to be in decline. • International leadership came with its own unique challenges for the U.S. • Traditional concepts of race, gender, and sexuality were challenged as more and more Americans sought full equality under the law, in the economy, and in the culture.	• Who gets to be an American and what does that mean? • Is the U.S. an empire? • What are the limits of peaceful protest? • Who determines when equality has been achieved?
Students will know…	**Students will be able to…**
• The United States reached the peak of its economic, military, and cultural power on the world stage. • Social and political divisions around war, race, gender, and religion began to grow more pronounced within the US. • The U.S. industrial economy declined due to multiple factors including foreign competition, energy crises, labor disputes. • The U.S. economy began to shift into a post-industrial information economy with long standing consequences for society.	• trace the influence of individuals on U.S. politics and government. • make evidence-based arguments relating to the Civil Rights Movement, Women's Movement, LGBTQ Movement, Conservative Movement, and Environmental Movement. • assess the claims of both supporters and detractors of the Vietnam intervention. • create and refine criteria that make for successful, evidence-based arguments in various settings. • take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production. • collaborate with classmates to set and achieve goals while developing leadership skills. • critically analyze written and visual sources, considering strengths and weaknesses of the source material. • engage respectfully in discussions, acknowledging similar and different perspectives. • defend an argument using relevant evidence from credible sources.

	• ask questions to drive learning and challenge the viewpoints of others. • discuss key people, events, and concepts related to the time period.
Key Vocabulary: Great Society, stagflation, Warren Court, Vietnam, Rolling Thunder, Tet Offensive, SDS, counterculture, Robert F. Kennedy, SALT, Black Muslims, Stonewall Riots, Equal Rights Amendment, Space Race, Cesar Chavez, American Indian Movement, National Organization of Women, Richard Nixon, detente, Earth Day, Yom Kippur War, OPEC, Watergate, Jimmy Carter, Iranian Revolution	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. One option is the creation of a biography of a single American who made a difference between 1965-1980; students may create an essay, presentation, or museum. **TCC2, CCE4, TI2, DE1, AA1** • **Summative:** Inquiry-based project in which students will identify and research a movement in which Americans sought to gain greater equality post-World War II. **TCC2, CCE4, DE1, TI2, AA1**	**Other Evidence:** • **Interim:** Students engage in a class debate, Socratic seminar, or other interim task on an essential question of the unit. One option is a dinner party small-group activity where students script a fictional discussion between the subjects of their summatives on their choice of teacher-provided topics. **TCC2, CCE4, DE1, TI2, AA1**
Learning Plan	
• Integrate and analyze music, particularly related to the Vietnam War **TCC2, CCE1, DE1** • Work on chronological skills through use of timelines, particularly focusing on 1968 **TCC2, P2** • Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2** • Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1** • Discuss and model positive peer feedback strategies for group activities **DE1, P2** • Reading assessments **P2** • Work on skills for primary and secondary source analysis, especially with regard to the Vietnam War **TCC2, P2** • Content-based assessments on key vocabulary and concepts **P2**	

- Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE1**, **P2**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE1**

Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; PBS LearningMedia; Nonnewaug LMC databases and resources

Unit 7 - America in the Age of Globalization (1980-2001)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **INQ.3.a** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **INQ.4.a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.His.1.g.** Evaluate whether the conservative ascendency of the 1980s was a reaction to social and economic change and to what extent it was consistent with broader historical trends (e.g., New Right, Watergate, energy crisis, Reaganomics).
- **US.His.1.h.** Evaluate how popular culture in the 1970s and 1980s promoted and reflected hyper-consumerism, racial tension, women's empowerment, and the Cold War. CT Social Studies Standards
- **US.His.2.a**. Analyze how innovations in the application of technology contributed to cultural and political diffusion (e.g., televangelism, Music Television, personal computing, Hip Hop music, cable television, political talk radio).
- **US.His.15.b.** Develop an argument about the long-term causes and triggering events of United States foreign policies designed to contain and dismantle communism (e.g., Iran Hostage Crisis, El Salvador, Nicaragua, Iran-Contra, Afghanistan).
- **US.Civ.13.b.** Evaluate United States policies to address public safety in terms of intended and unintended outcomes, and related consequences (e.g., War on Drugs, "America Responds to AIDS" public information campaign, Immigration Reform and Control Act).

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**

Understandings: Students will understand that...

- New types of challenges emerged as the U.S. became a post-industrial global power.
- The conservative resurgence of the 1980s was partly a response to the growth of the federal government, rising inflation, eroded trust in government institutions, and the boundaries pushed by counterculture and social activists.
- Ronald Reagan's presidency changed the U.S. economy in ways that can still be seen today.
- Rapidly improving technology combined with the fall of the Soviet Union increased globalization, which also resulted in America's shift toward becoming a service economy.

Essential Questions:

- What challenges did the U.S. face as it reached the zenith of its political, economic, cultural, and military power worldwide?
- To what extent was the conservative resurgence of the 1980s a response to counterculture, economic crises of the 1970s, and distrust in government?
- How did the economic policies of Ronald Reagan's presidency change America, and how do they relate to the present?
- What were the causes and effects of globalization, especially after the Cold War?

Students will know...

- the causes and effects of the conservative resurgence of the 1980s.
- the basic viewpoints of conservatives and liberals in the late 20th century.
- the similarities and differences between the economic theories of supply-side economics and Keynesian economics, and the causes and effects of those theories at the federal level.
- the causes and effects of globalization, especially with regard to the economy.
- the early terrorist attacks that preceded the attacks of September 11, 2001.

Students will be able to...

- connect the federal government's economic policies of the 1980s to today's economic climate in the United States.
- discuss the causes, effects, pros, and cons of globalization.
- create and refine criteria that make for successful, evidence-based arguments in various settings.
- collaborate with classmates to set and achieve goals while developing leadership skills.
- critically analyze written and visual sources, considering strengths and weaknesses of the source material.
- engage respectfully in discussions, acknowledging similar and different perspectives.
- defend an argument using relevant evidence from credible sources.

	• ask questions to drive learning and challenge the viewpoints of others. • discuss key people, events, and concepts related to the time period.
Key Vocabulary: Ronald Reagan, conservative, liberal, supply-side economics, Keynesian economics, national debt, Iran-Contra affair, fall of the Berlin Wall, personal computer revolution, the internet, service economy, Americans With Disabilities Act, Persian Gulf War, globalization, Bill Clinton, North American Free Trade Agreement, World Trade Organization, Election of 2000, terrorism	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** • **Interim:** Students engage in a class debate, Socratic seminar, or other interim task on an essential question of the unit. **TCC2, CCE4, DE1, TI2, AA1**
Learning Plan	
• Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2** • Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1** • Discuss and model positive peer feedback strategies for group activities **DE1, P2** • Reading assessments **P2** • Work on skills for primary and secondary source analysis **TCC2, P2** • Content-based assessments on key vocabulary and concepts **P2** • Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE4**, **P2** • Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE4**	
Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; PBS LearningMedia; Nonnewaug LMC databases and resources	

Unit 8 - Contemporary America (2001-Present)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **US.Inq.3.a** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- **US.Inq.4.a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.His.2.b** Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).
- **US.His.14.f** Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy.
- **US.Civ.14.b** Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**

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- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**

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Understandings: Students will understand that…

- The U.S. must grapple with emerging international rivals as well as internal divisions.
- 9/11 changed the American way of life.
- America's role in the world evolved after becoming the sole superpower.
- Information technology continues to accelerate change and deepen divides between regions, generations, and political groups.

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Essential Questions:

- How should the United States continue to adapt and react to issues within the country and around the world?
- Is America in decline?
- How has the internet, social media, and handheld devices changed how Americans access information.
- How have political, regional, and cultural divides deepened in the 21st century?
- What are the primary challenges facing the United States in the 21st century?

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Students will know...

- How American foreign policy evolved after 9/11 to combat the threat of international terrorism.
- How the expansion of cable news, online news sources, and social media differ from the news sources of the mid to late 20th century.
- The transition from a manufacturing based economy to an information based economy has caused large changes to American politics, society, and culture.

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Students will be able to...

- create and refine criteria that make for successful, evidence-based arguments in various settings.
- take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production.
- collaborate with classmates to set and achieve goals while developing leadership skills.
- critically analyze written and visual sources, considering strengths and weaknesses of the source material.
- engage respectfully in discussions, acknowledging similar and different perspectives.
- defend an argument using relevant evidence from credible sources.
- ask questions to drive learning and challenge the viewpoints of others.
- discuss key people, events, and concepts related to the time period.

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Key Vocabulary: COVID-19, Al Qaeda, ISIS, George W. Bush, Partisanship, War on Terror, Barack Obama, The Great Recession, Donald Trump

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Assessment Evidence	
Performance Tasks: ● **Summative:** Students will create a presentation on a topic of their own choice relevant to the changes of the early 21st century. **TCC2, CCE4, TI2, DE1, AA1** ● **Final:** Performance-based exam with DBQs **TCC2, P2**	**Other Evidence:** ● **Interim:** Students conclude work on their U.S. history cumulative timelines. **CCE4, TI2, P2**
Learning Plan	
● Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2** ● Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1** ● Discuss and model positive peer feedback strategies for group activities **DE1, P2** ● Reading assessments **P2** ● Work on skills for primary and secondary source analysis **TCC2, P2** ● Content-based assessments on key vocabulary and concepts **P2** ● Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE4**, **P2** ● Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE4**	
Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; PBS LearningMedia; Nonnewaug LMC databases and resources	

Sophomore Aquaculture CURRICULUM

Grade Level(s): 10	**Curriculum Author(s):** Leanne Golembeski

Course Description:
This course is designed to introduce students to the basic concepts of aquaculture, aquatic ecosystems, water chemistry, and careers related to aquatic sciences. Evaluation is based on written assessments and performance based projects. Units include system components in recirculating aquaculture, finfish and shellfish anatomy, aquatic ecosystems, Connecticut fisheries, recreational fishing, water quality, and introduction to aquaponics. Job opportunities include aquaculture technician, hatchery manager, fish biologist, fish histologist, fish immunologist, wetlands conservationist, pond and stream manager, shellfish biologist, marine scientist, fish nutritionist, etc. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Agriscience students, as well as participating in FFA activities and event planning.

Semester At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Introduction of aquaculture and Systems	What is the purpose of aquaculture?	Aquaculture is a large industry, both within the US and also globally. There are a variety of purposes for aquaculture	TCC1, TCC3, TCC4, CCE2, TI2, TI3, AA1, AA2
Freshwater Aquaculture	Why is freshwater aquaculture so important, and what are common practices used in the industry?	Aquaculture has various methods that are used in different areas of the state, country, and globally. There are some methods that are the most popular. Different equipment is used for specific set ups and practices.	TCC1, TCC2, TCC3, CCE1, CCE3, DE4, TI1, P2, AA1
Marine Water Aquaculture	Why is marine aquaculture so important, and how much does it impact CT?	Connecticut is known for their shellfish aquaculture and we have a NOAA lab right in Milford CT, that focuses on growing oysters. Marine aquaculture is a vital part to CT and their economical growth.	TCC1,CCE4,DE, P3, P4, AA1
Aquatic Ecology	Why is ecology important to the aquaculture industry?	Depending on the aquaculture system being used, the ecology of various aquatic ecosystems have a direct impact. Aquaculture can be done in various environments.	TCC1, TCC3, CCE1, CCE4, DE1, P3, AA3,

Unit 1 - Introduction of Aquaculture and Systems

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Aquaculture

AQ.07.03.02.a. Identify equipment and handling facilities used in modern aquaculture production
AQ.07.03.01.b. Critique designs for an aquaculture facility and prescribe alternative layouts and adjustments for the safe and efficient use of the facility
AQ.07.03.02.b. Explain how modern equipment and handling facilities enhance the safe and economic production of aquatic species.
AQ.07.03.03.b. Explain basic electrical, plumbing, and mechanical components of aquaponic system
AQ.07.03.03.a. Identify and describe the following parts of a recirculating aquaculture system (RAS) tank, sump or reservoir, pump, solid waste, filter, U/V sterilizer, heat exchanger, bio-filter, and aeration.

Common Core State Standards

CSS.ELA -Writing W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Next Generation Science Standards

HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

TCC: THINK CRITICALLY AND CREATIVELY

TCC1: I can ask purposeful, insightful questions to find a variety of innovative solutions.
TCC3: I can integrate relevant information to produce multiple valid solutions.
TCC4: I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

CCE2: I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.

TI: TAKE INITIATIVE

TI2: I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
TI3: I can formulate and investigate probing questions to further my learning.

AA: ADAPT AND ADJUST

AA1: I can evaluate different approaches and justify the best pathway to success.
AA2: I can assess my past successes and mistakes to change my approach.

Understandings: Students will understand that...	**Essential Questions:**
• The purpose of aquaculture is to help control wildlife populations against overfishing and upkeep with seafood demand. • Aquaculture has positive economic impacts globally and locally, such as job creation, income generation, diversification of income sources, infrastructure development, market access, export opportunities, ancillary businesses, increased property values, sustainable practices, and technology transfer/knowledge exchange. • A recirculating aquaculture system is a method of fish farming that recycles and reuses water within a closed system, rather than continuously discharging water into the environment.	• What is the purpose of aquaculture? • How is aquaculture a sustainable practice within the agriculture industry? • How is a recirculating system a beneficial way to farm fish?
Students will know...	**Students will be able to...**
• Students will know the benefits/downfalls that aquaculture bring to local communities • Students will know the importance of system maintenance, both in the classroom and in the aqua house. • Students will know proper pvp piping maintenance and system upkeep. • Students will know identifying factors on when tanks need maintenance • Students will know what maintenance/cleaning techniques work best for each specific tank. • Students will know the difference between an intensive aquaculture system vs. an extensive aquaculture system.	• List positives and negatives that the industry brings to local communities. From economical benefits, jobs, and effects on day to day living. • Students will be able to verbally and physically demonstrate their understanding on how to put piping together for the outside systems in the aqua house. • Students will be able to verbally and physically demonstrate the procedure on proper siphoning techniques for the classroom tanks • Students will be able to identify when a system is clogged • Students will be able to identify when tank need cleaning • Students will be able to ID the different parts of the large aquaculture system outside in the aqua house
Key Vocabulary: Aquaculture, Marine Water, Brackish Water, Freshwater, Algae, Fish, Shellfish, Biological Filter, Settling Tank, Tank,	

Aquaculture System, Siphon, Deep Water Culture Bed, Pump, Submersible Pump, Hose, Valves, PVC piping	
Assessment Evidence	
Performance Tasks: *Formative and Interim:* Cutting PVC piping properly: **TCC1, P4** *Formative and Interim:* Gluing PVC piping properly: **TCC1, P4** *Formative:* Siphoning a classroom tank: **TCC1, P4** *Formative:* Performing water changes in both the classroom and the aqua house: **TCC1, P4** *Interim:* ID'ing the different parts of the Aquaculture System outside in the aqua house: **TCC1, TI3**	**Other Evidence:** *Formative:* Introduction to aquaculture Worksheet *Formative:* PvC cutting and gluing worksheet *Formative:* Getting to know the system (Aqua-House) worksheet *Formative:* Aquaculture systems worksheet *Formative*: Documentary and notes
Learning Plan	
• Students will identify and explain the different parts to the large aquaculture system outside in the Aqua house: **TCC1, TI3** • Students will understand the parts and maintenance to the aqua house system: **TI3, TCC3, AA2** • Students will understand the procedures necessary for the maintenance of the classroom tanks: **TI3, TCC3, AA2** • Students will understand the difference between intensive aquaculture methods vs. extensive aquaculture methods: **TI2,**	
Teacher Resources: **The Working Waterfront - American Aquaculture in the 21st Century - Documentary on day-to-day life in aquaculture**	

Unit 2 - Freshwater Aquaculture

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Aquaculture

AQ.04.02.01.a. Explain the importance of biosecurity to the aquaculture industry
AQ.06.01.01.a. Explain the male and female reproductive organs of the major aquatic species
AQ.06.01.01.b. Describe the functions of the major organs in the male and female reproductive systems
AQ.06.02.01.a. Explain how age, size, life cycle, maturity level and health status affect the reproductive efficiency of male and female aquatic animals
AQ.07.03.03.a. Identify and describe the following parts of a recirculating aquaculture system (RAS) tank, sump or reservoir, pump, solid waste, filter, U/V sterilizer, heat exchanger, bio-filter, and aeration.
AQ.07.03.04.a. Describe how the bio-filter of a recirculating aquaculture system (RAS) converts ammonia to nitrite, and nitrite to nitrate.CT

Common Core State Standards

CSS.ELA - Writing. W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Next Generation Science Standards

HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

TCC: THINK CRITICALLY AND CREATIVELY

TCC1: I can ask purposeful, insightful questions to find a variety of innovative solutions.
TCC3: I can integrate relevant information to produce multiple valid solutions.
TCC4: I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

CCE1: I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
CCE3: I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

DE: DEMONSTRATE EMPATHY

DE4: I can work respectfully with all members of my community and support the needs of others.

TI: TAKE INITIATIVE

TI1: I can implement a realistic plan and adapt when necessary to achieve my goals.

P: PERSEVERE

P2: I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.

AA: ADAPT AND ADJUST

AA1: I can evaluate different approaches and justify the best pathway to success.

Understandings:	**Essential Questions:**
• Learning about aquatic ecosystems provides valuable insights and tools for developing sustainable and environmentally responsible aquaculture practices that support the long-term health of both farmed species and natural ecosystems • In aquaculture, various types of filters are used to maintain water quality by removing waste products, uneaten feed, and other debris from the water. Mechanical, biological and chemical filters are commonly used, along with UV sterilizers and Ozone Generators; depending on your goal for your system.	• Why is learning about aquatic ecosystems important for aquaculture? • What are the main types of filters being used in aquaculture and aquarium systems?
Students will know...	**Students will be able to...**
• Students will know all the types of filters that are used in the classroom and the aqua house • Students will know what macroinvertebrates are • Students will know the proper order of specific filters being used in a system • Students will know how macroinvertebrates are direct indicators on the health of Nonnewaug River	• Students will be able to identify the types of freshwater ecosystems • Students will be able to identify the areas that you can find macroinvertebrates • Students will be able to identify the types of adaptations macroinvertebrates have • Students will be able to collect macroinvertebrates

	• Students will be able to identify various types of filters

Key Vocabulary: Filters; Biological filters; Mechanical filters; Chemical filters; Ecosystems; Lotic Ecosystems; Lentic Ecosystems; Macroinvertebrates; D-Net; Adaptations

Assessment Evidence	
Performance Tasks: • *Formative:* Collecting macroinvertebrates using various nets: **TCC1, DE4, P2** • *Formative:* Collecting macroinvertebrates without using nets: **TCC1, DE4, P2** • *Formative:* Identifying different types of macroinvertebrates: **TCC4, CCE1** • *Formative:* Setting up proper system filtration in the correct order: **AA1** • *Interim:* Filter Scavenger Hunt: **TCC2**	**Other Evidence:** • *Summative:* Macroinvertebrates River Study • *Formative:* Types of filters - worksheet • *Formative:* Filter Identification in lab space - worksheet • *Summative*: Intro to Aqua and Freshwater

Learning Plan

- Students will learn about various freshwater ecosystems: **TCC4**
- Students will learn how to conduct a river study with macroinvertebrates: **TCC1, DE4, P2**
- Students will learn about the various filters that are used on campus in our systems: **AA1, TCC2**

Teacher Resources:

Dichotomous Key to Common Aquatic Invertebrates - Great example to use for our River Study and when students create their own Dichotomous Key in class.

Macro Key Stream Study - This helps the students ID various organisms found and what key factors they should look for.

Unit 3 - Marine Water Aquaculture

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Aquaculture

AQ.07.03.02.b. Explain how modern equipment and handling facilities enhance the safe and economic production of aquatic species.
AQ.07.03.01.b. Critique designs for an aquaculture facility and prescribe alternative layouts and adjustments for the safe and efficient use of the facility
AQ.07.04.01.a. List the general standards (e.g. environmental, zoning, construction, that must be met in facilities for aquaculture production

Common Core State Standards

CSS.ELA - Literature W.9-10.9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Next Generation Science Standards

HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

TCC: THINK CRITICALLY AND CREATIVELY

TCC1: I can ask purposeful, insightful questions to find a variety of innovative solutions.

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

CCE4: I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

DE: DEMONSTRATE EMPATHY

DE1: I can acknowledge, process, and respond appropriately to others' comments and perspectives.

P: PERSEVERE

P3: I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
P4: I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.

AA: ADAPT AND ADJUST

AA4: I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings:	**Essential Questions:**
• The shellfish industry plays a multifaceted role in Connecticut, contributing to the economy, environment, culture, and culinary landscape of the state. Its significance underscores the importance of sustainable management practices and ongoing efforts to support and promote the growth of the shellfish sector. • The work of the NOAA labs in Milford plays a crucial role in ensuring the sustainability and health of marine ecosystems and fisheries in the Northeast region of the United States. These labs conduct scientific research and provide essential data and expertise to aid in sustaining and improving the health of our fisheries and marine waters.	• How much of an impact does the shellfish industry have in CT? • What do the NOAA labs in Milford, CT do and why are they important?
Students will know...	**Students will be able to...**
• Students will know what marine ecosystems there are • Students will know what NOAA stands for • Students will know the importance that NOAA has within CT • Students will know the different categories of shellfish • Students will know what benefits there are to culturing mollusks • Students will know what downfalls there are to culturing mollusks • Students will know the different methods of shellfish aquaculture • Students will know different parts of the shellfish internal and external anatomy • Students will understand the steps of growing a hatchery within CT	• Students will be able to identifying different marine ecosystems • Students will be able to list 2 different defining characteristics of each marine ecosystem • Students will be able to identify different parts of a clams anatomy • Students will be able to identify the different methods the shellfish industry used to cultivate their product • Students will be able to list the benefits that shellfish bring to the surrounding environment when being grown • Students will be able to personally contact local shellfish businesses to get the background of how their hatcheries began and what challenges they have come across, along with various solutions.

Key Vocabulary: NOAA; Shellfish; Mollusks; Bivalves; Univalves; Crustaceans; Active Mollusks; Shellfish anatomy (Internal and external parts); Ocean Ecosystem; Intertidal Zones; Business; Hatcheries; Networking

Assessment Evidence

Performance Tasks:

- *Interim:* Clam Dissection: **CCE4**, **DE1**
- *Summative:* Contacting local shellfish aquaculture business owners: **AA4, P3, P4**

Other Evidence:

- *Formative:* Shellfish basics - Worksheet
- *Formative:* Aquatic Ecosystems - Worksheet
- *Formative*: Shellfish Methods - Worksheet - **TCC1**
- *Formative:* NOAA/Milford Labs worksheet
- *Formative*: Clam dissection study review game - **CCE4**

Learning Plan

- Students will learn about various aquatic marine ecosystems - **TCC1**
- Students will be introduced to shellfish - **CCE4**
- Students will learn about the work that the Milford Labs do within the shellfish industry - **TI3**
- Students will learn about local shellfish hatcheries and how they began - **AA4, P3, P4, TCC1**

Teacher Resources:
Sea Grant: Fifty Years of Science Serving America's Coast - Video on importance of Sea Grant within CT and support of Aquaculture
The Facts | Niantic Bay Shellfish Farm | United States - Website on Niantic Bay Shellfish Farm (CT Shellfish Farm)
Indian River Shellfish - Website on Indian River Shellfish Farm (CT Shellfish Farm)
Hannah Pearson from Island Creek Oysters - Video tour of hatchery

Unit 4 - Aquatic Ecology

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Aquaculture

AQ.08.01.01.a. Evaluate the effects of aquaculture on the environment
AQ.08.01.01.b. Outline the methods of reducing the effects of aquaculture on the environment
AQ.08.01.01.c. Apply sustainable principles and practices to aquaculture production and management
AQ.08.02.02.a. Apply environmental and ecological concepts to aquaculture

Common Core State Standards

CSS.ELA - Literature. W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Next Generation Science Standards

HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

TCC: THINK CRITICALLY AND CREATIVELY

TCC1: I can ask purposeful, insightful questions to find a variety of innovative solutions.
TCC3: I can integrate relevant information to produce multiple valid solutions.

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

CCE4: I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

DE: DEMONSTRATE EMPATHY

DE1: I can acknowledge, process, and respond appropriately to others' comments and perspectives.

TI: TAKE INITIATIVE

TI2: I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

AA: ADAPT AND ADJUST

AA3: I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

P: PERSEVERE

P3: I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.	
Understandings: Students will understand that... ● Aquaculture, just as any other industry has its positives and negatives. It can help alleviate the pressure of overfishing and increase food security, but management practices need to be looked at to continue ensuring sustainable and environmental practices. ● Depending on the country and various factors, such as economics, government involvement and research; aquaculture's impact on the environment globally has various impacts in different geographic locations. The methods used can also vary, based on the resources provided.	**Essential Questions:** ● What are the ecological impacts that aquaculture has on the environment? ● Compared to the US, how is the environment affected by aquaculture on a global scale?
Students will know... Students will know ecological impacts that aquaculture has on various environments Students will know how large the aquaculture industry is in different parts of the world Students will know what overfishing is Students will be know what environmental factors are affected by aquaculture, in different countries (Different impacts because of different environments) Students will know the difference between a food web and a food chain Students will know how food webs/food chains are impacted by aquaculture systems	**Students will be able to...** Students will be able to list at least 2 positive ecological impacts that aquaculture has on surrounding aquatic environments Students will be able to list at least 2 negative ecological impacts that aquaculture has on surrounding aquatic environments Students will be able to list 4 reasons overfishing has been a detrimental factor to our aquatic ecosystems Students will be able to verbally explain the reason overfishing has contributed to the growth of the aquaculture industry
Key Vocabulary: Ecology; Food Web; Food Chain; Overfishing; Resources; Degradation; Bycatch; International waters; Territorial seas; Regulations; Laws	

Assessment Evidence	
Performance Tasks: ● *Formative:* Tragedy of the Commons: **TCC1, TCC3, CCE4** ● *Interim:* River Study: Food Webs: **DE1, TI2**	**Other Evidence:** ● *Formative:* Overfishing - Worksheet ● *Formative*: What is Ecology and why is it important? - Worksheet - **TCC1** ● *Formative:* Aquaculture Around the World - Worksheet - **AA3** ● *Summative:* Compare and Contrast Environmental Impact USA vs. Chosen Country - Research Project - **P3, DE1** ● *Summative*: Marine Water Aquaculture and Aquatic Ecology

Learning Plan

- Students will learn overall environmental impacts that aquaculture has, dependant on the method being used - **TCC3, CCE4,**
- Students will learn about the environments in other parts of the world, and how aquaculture impacts those environments - **P3, DE1**
- Students will learn about how aquaculture alters those food relationships in the waters and what those changes lead to - **DE1, TI2**

Teacher Resources:

Overfishing | A Threat to the Oceans & Marine Life | Britannica - Discussing the ecological impact of overfishing

What is aquaculture and can it prevent overfishing? - Discussing how impactful aquaculture is to help with overfishing

Regional School District 14 New Course Proposal

Course Title: Agricultural Technology and Society (UConn ECE: SPSS 1150 Agriculture Technology and Society)

Grade Level(s): 11/12

Department: Agriscience

Faculty Member(s) Submitting Course Proposal: Jennifer Jedd

Course Description: *Humanities*
Development of agricultural systems and technologies and their influence on societies. Topics include plant and animal domestication, technological developments, food and industrial crops and centers of production, environmental issues, an evaluation of societal opinions on a variety of agricultural practices, and agricultural ethics.

Rationale for Offering this New Course:
(This course will be offered during 2025 registration for the 2025-2026 school year. In order to utilize the Dual Credit Expansion Grant funds for curriculum writing, the curriculum must be written this summer.)

This course will offer an agricultural specific opportunity to gain a humanities credit which will add an interest component to get more students interested in the development of a variety of world societies. It complements existing course offerings such as world history, American civilization, and it also takes a look at how all of the different areas of agriculture impacted human development over the ages. It will also address current issues that are agriculturally related, bringing in some topics of ethics and debate. Students will also be eligible to earn 3 UConn ECE Credits for SPSS 1150 which also fulfills one of the university general education credits required for every student to graduate, regardless of major area.

Prerequisites: Open to students in grades 11 and 12 in the agriscience program

Long-Term Course Outcomes:
Upon completion of this course, students will be able to:

- Identify agricultural developments and contributions from a variety of societies, and how agriculture impacted these societies
- Identify and evaluate the importance of agricultural technologies and developments throughout time
- Evaluate issues in agriculture and hypothesize ways to solve them or mitigate the effects of these issues
- Evaluate and participate in the lawmaking process in regards to agricultural issues
- Hypothesize, research, and evaluate issues in agriculture using the scientific method
- Research and create speeches related to the development of agricultural practices

Scope and Sequence:
Units

- Scientific Method and reliability of sources
- Origins of agriculture and the process of domestication of various species

- Evolution of tools, mechanized equipment, and agricultural land production practices
- Evolution of societies centered around agricultural developments that allowed that evolution
- The uses of animals and plants in medicine
- Modern Agriculture, Genetic Engineering, Corporate Farming, and the science/technology, and stigmas that surround them
- Where are we going?- How to advocate for agriculture
- Intertwined- speech research and presentation, social systems experiment or research, current events

Skills

- Research and present a speech on a controversial agricultural topic
- Use the scientific method to perform a social systems experiment
- Evaluate validity and bias of information sources
- Evaluate impact of agriculture on society
- Learn how to navigate the legislative website and submit written testimony on a bill
- Research societal agricultural phenomena and determine circumstances that result in a development

VoL Attributes

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
- CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
- CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- TI3(9-12): I can formulate and investigate probing questions to further my learning.
- P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.
- P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
- AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Required Resources and Projected Financial Needs:

Text resources (per UConn) - Approximately $1000 with shipping included

- Guns, Germs, and Steel: The Fate of Human Societies: Jared Diamond- Class set of 20- Amazon- $300
- Omnivore’s Dilemma: Michael Pollan- Class set of 20- Amazon- $250
- The Botany of Desire: Michael Pollan- Class set of 20- Amazon- $250
- Variety of teacher created resources and web-based videos and readings provided by ECE instructor
- Complete permission slip to allow for class-related field trips during the class period

Regional School District 14 Textbook Adoption Proposal Form

Instructions - After the text selection process is finished, please submit the following to the Director of Teaching and Learning for the chosen text:

- Completed adoption proposal form
- A copy of the cost proposal/quote from the vendor
- 1-3 copies of the Student Textbook and the Teacher's Guide for review.

School/Grade/Department:NHS/10-12/Social Studies	Date: 3/26/2024
Evaluating Team Members:Marisa Christoff	
Textbook Information	
Title of the Proposed Textbook:Myers' Psychology for the AP Course	Edition: 4th
Author(s)/Editors: David G. Myers and C. Nathan DeWall	
Publisher (please include name of contact person, address, phone, and fax) Bedford Freeman & Worth Publishers Becky Anderson 207-540-0909	
Text Readability Level: Lexile Measure 1100L-1200L	Copyright Year:2024
Is this a more current edition of an approved text already in use? (If yes, please include the title, copyright date, and publisher of the text being replaced) Yes. We are currently using Myers' Psychology for the AP. The copyright date is 2011 and the publisher is Worth Publishers.	
Proposed Textbook Cost	
Cost of The Proposed Text:	**$ 159.98** book only **$ 171.98** Just digital (in Achieve) for 1 student per year for 6 years in a row (so 6 students total at the end of the 6 years) **$198.98** Book + digital for 1 student per year for 6 years in a row (so 6 students total at the end of the 6 years)

Number of Texts Requested:	x 55
Approximate Cost of Shipping:	+$547.20
Total Cost:	$11491.10

Additional Information Required

Titles of Other Texts Reviewed: Myers' Psychology for the AP Course 3rd edition by Myers and DeWall; Psychology by Schacter, Gilbert, and Nock; Myers' Psychology for the AP Course 4th edition by Myers, DeWall, and Hammer.

Advantages of The Proposed Text:
-aligns to the new updated college board curriculum beginning in the 2024-2025 school year
-listed as an approved textbook by college board for the 2024-2025 audit year
-learning targets at the beginning of each chapter follow the learning targets outlined by college board
-has MCQ and FRQ questions embedded through the chapters
-objectives in the form of focus questions that align with the curriculum standards posted in AP Classroom (free digital platform that college board maintains to instructors and students)
-vocabulary words are highlighted in the margins
-tables and charts are embedded throughout the unit to help students prepare for analytical responses (AP testing and SAT testing)

Other School Districts Utilizing The Proposed Text: We will be one of the first districts using this textbook since this edition (4th) of this textbook was released this month (March). New Fairfield School district is currency using the 3rd edition.

Evaluation of The Proposed Textbook			
Content - Please place an "x" in the appropriate rating.	**Yes**	**No**	**N/A**
1. Are the instructional goals clearly stated in terms of what students should know and be able to do?	X		
2. Does the content align with the state and district curriculum standards?	X		
3. Does the content challenge students of varying levels?	X		
4. Is the content age appropriate in terms of interests, concepts, etc.?	X		
5. Does the content reflect recent scholarship in this subject area?	X		
6. Are there connections made within and across content areas?	X		
7. Are gender, racial, ethnic, religious, and socio-economic groups, past and present, accurately and fairly represented?	X		
8. Does the content (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our global society?	X		
9. Are all sides of a controversial issue treated objectively?	X		
Please provide a brief explanation any "no" responses above:			
Assessment of Student Learning - Please place an "x" in the appropriate rating.	**Yes**	**No**	**N/A**
1. Are there formal and informal assessment practices integrated throughout the text?	**X**		
2. Do the assessments provide a balanced profile of students' acquisition of skills, knowledge, understanding, and their ability to apply their learning to real world situations?	**X**		
3. Will the assessments provide meaningful feedback to teachers to improve instruction and learning?	**X**		
Please provide a brief explanation any "no" responses above:			
Instructional Support - Please place an "x" in the appropriate rating.	**Yes**	**No**	**N/A**
1. Are there up-to-date reference sources listed?	X		

2. Is there a focus on higher level thinking skills?	X		
3. Are the units and lessons organized in a manner that are easy to use?	X		
4. Do the activities engage students in problems and questions before solutions and answers are introduced?	X		
5. Do the materials allow for a variety of activities that address different learning styles?	X		
6. Do the materials provide ways of building students' competency with the Vision of A Learner attributes?	X		
7. Do the materials provide opportunities for parents and community members to be involved in learning activities?	X		
8. Are the typeface, type size, illustrations, and visual aids suitable for the students who will be using this text?	X		
9. Is the text/supplemental material available in different languages?		X	
10. Is the text/supplemental material available on audiobook?		X (for e-book only)	
11. Do the instructional methods reflect current learning theory and pedagogy?	X		
12. Are the authors (contributors) recognized for their expertise in this subject area and their experience with students at a similar level to those who will be utilizing this text?	X		
Please provide a brief explanation any "no" responses above:			
Overall Summary and Rationale for Utilizing This Textbook: This text is the first AP Psychology published text that completely aligns to the new updated college board curriculum design beginning in the 2024-2025 school year. The course is shifting from 9 units to 5. This textbook is organized into 5 modules that follow the new 5 unit design. In addition, I am very familiar with texts by Myers since he is the author of the AP psychology textbooks that I have used for the past 17 years.			

Approval Signatures	
Department Chairperson: Marisa Christoff	Date: 4/2/2024
Principal:	Date:

Director of Teaching and Learning:	Date: