Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Topics American History

This document contains the entire High School U.S. History Curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the High School U.S. History Topics class. Items in **bold red font are additional modifications suggested by special education teachers.*

Course Description: American History is a required eleventh grade course focused on the time span from Reconstruction to the 21st century, with special emphasis on historical thinking skills (i.e. analyzing historical sources and evidence, making historical connections, chronological reasoning, and creating and supporting a historical argument), this course is designed with inquiry as a central driver for every unit of learning.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
~10 blocks	**Unit 1**: Review, Reconstruction, and Westward Expansion	Topic 1: Review and Reconstruction Topic 2: Westward Expansion
~12 blocks	**Unit 2**: Gilded Age & Progressive Movement	Topic 1: Industrial Revolution Topic 2: Industrial Capitalists Topic 3: Social, Political, & Economic Reform Movements
~12 blocks	**Unit 3**: The U.S. on the World Stage	Topic 1: Imperialism Topic 2: Causes of WWI Topic 3: Neutrality to Intervention to Treaty
~12 blocks	**Unit 4**: 1920's, Great Depression, and New Deal	Topic 1: Consumerism and Social Change of the 1920's Topic 2: Great Depression Topic 3: New Deal: Relief Recovery Reform
~12 blocks	**Unit 5**: World War II and Cold War Origins	Topic 1: Global Crisis Topic 2: United States Experience in WWII Topic 3: Post War Politics
~12 blocks	**Unit 6**: The Decade of Change	Topic 1: Foreign Issues (Cuban Missile Crisis, Vietnam War, Containment, etc.) Topic 2: Domestic Issues (Civil Rights Movement, Feminist Movement, Anti-War Movement, etc.)
~10 blocks	**Unit 7**: Contemporary America	Topic 1: End of the Cold War Topic 2: Contemporary Issues (Iran Hostage Crisis, Energy Crisis, 9-11, etc.)

Curriculum Revisions

<u>Fall 2022</u>:

- Elements of inquiry learning design integrated into the curriculum to remain consistent with increased emphasis on inquiry in DESE's updated standards
- Timeframes of all units and organization of unit topics adjusted for a more even distribution of DESE's priority standards throughout the course
- Duplicated Engaging Scenarios so they appear near the beginning and the end of each unit to support backwards design of learning
- Priority standards broken down into student-centric learning targets to provide more clarity in learning for both teachers and students
- Measure of pacing changed from "weeks" to "blocks"
- Links and bookmarks added throughout to ease navigation
- Note about the importance of priority source documents in the study of history, as well as the potential for dated language found in them that would be considered derogatory, offensive, or insensitive if verbalized today

Unit 1: Review, Reconstruction, and Westward Expansion

Subject: American History
Grade: 11
Name of Unit: Review, Reconstruction, and Westward Expansion
Length of Unit: 10 blocks
Overview of Unit: In a post Civil War United States the nation was reunited but what remained was lingering questions about race, equality, and the government's role in social issues. The United States focused its attention towards Westward Expansion and industrialization.

Unit 1 Compelling Question
Using an inquiry lens, students' learning throughout this unit will culminate in answering the question. ***What is the price of progress?*** The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 9-12.AH.1.CC.D Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of view represented in the resources.
- 9-12.AH.1.EC.A Using a United States' historical lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1870.
- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States post C. 1870 connect to changing identity and culture.

Supporting Standards for unit:

- 9-12.AH.2.EC.A Evaluate how the goals of Reconstruction impacted the economic recovery and growth of regions.
- 9-12.AH.2.EC.B Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.
- 9-12.AH.2.EC.C Apply the concepts of natural resources, capital, labor, investment, profit, and laissez-faire policies to explain the growth of American industry.

- 9-12.AH.2.GS.A Analyze the period of Reconstruction to determine its effect on separation of powers, checks and balances, and the powers of the central government.
- 9-12.AH.2.GS.B Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.
- 9-12.AH.2.PC.B Evaluate the short and long-term impact of western expansion on native populations.
- 9-12.AH.2.CC.A Compare and contrast the plans for and results of political reintegration of Southern states after the Civil War.
- 9-12.AH.2.CC.B Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement.
- 9-12.AH.2.G.B Evaluate the effects of Westward expansion on the production, distribution, and allocation of resources and on the environment.
- 9-12.AH.3.GS.A Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.
- 9-12.AH.5.GS.D Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.
- 9-12.AH.6.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and many of the world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.AH.6.PC.B Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.

Essential Questions:

1. How did Americans rebuild and expand their identity after the Civil War?
2. How did the economic decisions made by the United States affect society as a whole?
3. How did major social, political, and economic change lead to a revolution in American regional identity and culture.

Enduring Understanding/Big Ideas:

1. In a post Civil War United States, the nation was reunited, but what remained was lingering questions about race, equality, and the government's role in social issues. The United States focused its attention towards Westward Expansion and industrialization.
2. Throughout the study of American history, the economic decisions and policies implemented had a profound impact on individuals and groups of people. These decisions had both positive and negative effects systemically. These economic decisions provided individual and group motivation for essential historical events.
3. The United States encompasses vast differences in characteristics dependent upon the specific region. These distinct beliefs reflected the behaviors and measures and played an essential role in the development and formation of the United States.

Unit Vocabulary:

Academic Cross-Curricular	Content/Domain Specific	
Anarchist compliance customs & duties Diplomacy Envision Exploit Expel expenditures impose incumbent Induce Interim intervene Invoke Lureo ordained Outlandish pardon Persecution Revenue Sovereign Staunch Thrifty Urban Vigilance vindicate	• Freedmen's Bureau • Reconstruction • Andrew Johnson • Thirteenth Amendment • Fourteenth Amendment • Fifteenth Amendment • Scalawag • Carpetbagger • Sharecropping • Ku Klux Klan • Treaty of Fort Laramie • Assimilation • Dawes Act • Longhorn • Chisholm Trail • Long Drive • Homestead • Exoduster • Morrill Act • Grange Movement • Farmers' Alliance • Populism • Bimetallism • Gold standard	• Horizontal integration • Social Darwinism • Sherman Antitrust Act • AFL - American Federation of Labor • IWW - International Workers of the World • Ellis Island • Angel Island • Melting pot • Nativism • Chinese Exclusion Act • Gentlemen's Agreement • Urbanization • Americanization movement • Tenement • Social Gospel movement • Settlement house • Political machine • Graft • Patronage • Civil service • Vertical integration • Bessemer process

Primary Source Documents:

Note: Primary source documents are historical documents that are presented in their original form. These documents may be in the form of an image, written text, video, or audio recording. Primary source documents help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events. Primary source documents promote student inquiry and require students to apply critical thinking and analysis skills. If primary source documents are utilized as artwork or displayed outside of classroom instruction, a written explanation providing context must be visible. While primary source documents in their original form may contain derogatory or discriminatory language, staff members should not read, recite, or otherwise verbalize derogatory or discriminatory language or statements in the classroom.

Priority Standard 9-12.AH.1.CC.D Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will apply appropriate disciplinary lenses (concepts, knowledge, reasoning, tools, and viewpoints) to explain or argue about a post c. 1870 United States history topic in a precise or nuanced way while acknowledging the limitations of those lenses.	4 Evaluate
Students will use reliable and relevant resources to support their research.	2 Apply
Students will be able to identify and describe primary and secondary sources.	2 Understand
Students will be able to utilize content knowledge and apply that knowledge to inquiry-based practices.	1 Recall

Priority Standard 9-12.AH.1.EC.A Using a United States' historical lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1870.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will define key economic terms in a	1

historical context.	Understand
Students will analyze intended and unintended consequences of economic decisions made by governments.	2 Apply
Students will evaluate economic structures from varying perspectives.	4 Evaluate

Priority Standard 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States c. post 1870 are connected to changing identity and culture.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify cultural characteristics that make a region unique. These characteristics could include religion, language, and customs.	2 Apply
Students will be able to identify and describe primary and secondary sources.	2 Apply
Students will draw conclusions about how these characteristics are defined and how they change within various regions.	3 Analyze

Unit 1 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario 2 blocks

Students will engage in a document based Socratic seminar where they attempt to answer the question: "What is the price of progress?" Documents will include primary sources from freedmen, radical republicans, Southern Democrats, Native Americans, and settlers, and railroad owners.

This Engaging Scenario should help students answer the **Unit Compelling Question: *What is the price of progress?***

Summary of Unit Learning Experiences

Topic	Engaging Experience Title	Description	Suggested Length of Time
Topic 1	How did the United States recover from the Civil War?	Reconstruction stations. Use stations with political cartoons and primary source letters to create an understanding of the varying perspectives of Reconstruction.	4 blocks
Topic 2	How did Westward Expansion affect political, social, and economic life in the United States?	Manifest Destiny painting art analysis. Students will view the painting titled "Progress" by John Gast and through examination, create an understanding of the symbolism and how manifest destiny is shown.	4 blocks
Engaging Scenario		Students will engage in a document based Socratic seminar where they attempt to answer the question: "What is the price of progress?" Documents will include primary sources from freedmen, radical republicans, Southern Democrats, Native Americans, and settlers, and railroad owners.	2 blocks

Topic 1: Review and Reconstruction

Engaging Experience 1

Title: How did the United States recover from the Civil War?

Suggested Length of Time: 4 blocks

Priority Standards Addressed:

- 9-12.AH.1.CC.D Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States c. post 1870 are connected to changing identity and culture.

Detailed Description/Instructions: Reconstruction stations. Use stations with political cartoons and primary source letters to create an understanding of the varying perspectives of Reconstruction.

Link: Example resource

Priority Standard 9-12.AH.1.CC.D Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will apply appropriate disciplinary lenses (concepts, knowledge, reasoning, tools, and viewpoints) to explain or argue about a post c. 1870 United States history topic in a precise or nuanced way while acknowledging the limitations of those lenses.	4 Evaluate
Students will use reliable and relevant resources to support their research.	2 Apply
Students will be able to identify and describe	2

primary and secondary sources.	Understand
Students will be able to utilize content knowledge and apply that knowledge to inquiry-based practices.	1 Recall

Priority Standard 9-12.AH.1.G.B Analyze how the physical and human characteristics of regions in the United States c. post 1870 are connected to changing identity and culture.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify cultural characteristics that make a region unique. These characteristics could include religion, language, and customs.	2 Apply
Students will be able to identify and describe primary and secondary sources.	2 Apply
Students will draw conclusions about how these characteristics are defined and how they change within various regions.	3 Analyze
Supporting Standard(s): ● 9-12.AH.2.EC.A Evaluate how the goals of Reconstruction impacted the economic recovery and growth of regions. ● 9-12.AH.2.GS.A Analyze the period of Reconstruction to determine its effect on separation of powers, checks and balances, and the powers of the central government.	

Topic 2: Westward Expansion

Engaging Experience 1

Title: How did Westward Expansion affect political, social, and economic life in the United States?
Suggested Length of Time: 4 blocks
Priority Standards Addressed:

- 9-12.AH.1.EC.A Using a United States' historical lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1870.

Detailed Description/Instructions: Manifest Destiny painting art analysis. Students will view the painting titled "Progress" by John Gast and through examination, create an understanding of the symbolism and how manifest destiny is shown.

Link: Art Resource Link
Link: Khan Academy Video

Priority Standard 9-12.AH.1.EC.A Using a United States' historical lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1870.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will define key economic terms in a historical context.	1 Understand
Students will analyze intended and unintended consequences of economic decisions made by governments.	2 Apply
Students will evaluate economic structures from varying perspectives.	4 Evaluate
Supporting Standard(s):	

- 9-12.AH.2.EC.B Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.
- 9-12.AH.2.EC.C Apply the concepts of natural resources, capital, labor, investment, profit, and laissez-faire policies to explain the growth of American industry.
- 9-12.AH.2.GS.B Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.
- 9-12.AH.2.PC.B Evaluate the short and long-term impact of western expansion on native populations.
- 9-12.AH.2.CC.A Compare and contrast the plans for and results of political reintegration of Southern states after the Civil War.
- 9-12.AH.2.CC.B Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement.
- 9-12.AH.2.G.B Evaluate the effects of Westward expansion on the production, distribution, and allocation of resources and on the environment.
- 9-12.AH.3.GS.A Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.
- 9-12.AH.5.GS.D Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.
- 9-12.AH.6.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and many of the world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.AH.6.PC.B Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.

Unit 1 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario 2 blocks

Students will engage in a document based Socratic seminar where they attempt to answer the question: "What is the price of progress?" Documents will include primary sources from freedmen, radical republicans, Southern Democrats, Native Americans, and settlers, and railroad owners.

This Engaging Scenario should help students answer the **Unit Compelling Question: *What is the price of progress?***

Unit 2: Gilded Age & Progressive Movement

Subject: American History
Grade: 11
Name of Unit: Gilded Age & Progressive Movement
Length of Unit: 12 blocks
Overview of Unit: During the Gilded Age, the United States industrialized at an unprecedented rate. With the exponential rise in industry the country became more prosperous and the standard of living improved. However, the rate by which prosperity and standard of living improved was not shared by all which led to several problems that encompassed political, social, and economic issues. In order to curb these effects, progressives and the government began to transition into a more active role in the lives of everyday Americans to alleviate the issues brought on by the Gilded Age.

Unit 2 Compelling Question
Using an inquiry lens, students' learning throughout this unit will culminate in answering the question ***Is greed good?*** The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c. 1870-2010.

Supporting Standards for unit:

- 9-12.AH.2.GS.C Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy.
- 9-12.AH.2.PC.D Explain the varying impact of industrialization on culture, work, education and other social institutions.
- 9-12.AH.3.G.A Describe how the expansion of transportation and technological developments influenced acquisition of new territories.

- 9-12.AH.3.GS.B Describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.
- 9-12.AH.5.EC.B Compare the role of governments in various economic systems to explain competing world views.
- 9-12.AH.5.EC.C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.
- 9-12.AH.5.PC.C Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.
- 9-12.AH.6.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and many of the world nations; the world's continents, and oceans; and major topographical features of the United States.

Essential Questions:

1. How do multiple social factors influence the perspective(s) and/or bias(es) that we as members of different demographics have historically experienced?
2. How did America cope with rapid industrialization and urbanization and the problems it presented socially, economically, and politically?

Enduring Understanding/Big Ideas:

1. Various groups that make up the United States may have different perspectives on historical events and people. These different perspectives may be influenced by numerous social factors such as: socioeconomic status, language, race, religion, political affiliation, gender, country of origin, etc.
2. In the age of industrialization, the United States industrialized at an unprecedented rate. With the exponential rise in industry the country became more prosperous and the standard of living improved. However, the rate by which prosperity and standard of living improved was not shared by all which led to several problems that encompassed political, social, and economic issues. In order to curb these effects, progressives and the government began to transition into a more active agent in the lives of everyday Americans to alleviate the issues brought on by the Gilded Age.

Unit Vocabulary:

Academic Cross-Curricular		Content/Domain Specific	
anarchist compliance customs & duties diplomacy envision exploit expel expenditures impose Incumbent Induce Interim Intervene	invoke lure ordained outlandish pardon persecution revenue sovereign staunch thrifty Urban Vigilance vindicate	• Queen Liliuokalani • Imperialism • Pearl Harbor • Yellow journalism • USS Maine • Rough Riders • San Juan Hill • Treaty of Paris • Platt Amendment • Protectorate • Open Door Policy • Boxer Rebellion • Panama Canal • Roosevelt Corollary • Dollar diplomacy	• Progressive movement • Prohibition • Muckraker • Initiative • Referendum • Recall • Seventeenth Amendment • Suffrage • *The Jungle* • Square Deal • Meat Inspection Act • Pure Food and Drug Act • NAACP • Federal Trade Commission • Federal Reserve System • Nineteenth Amendment

Primary Source Documents:

Note: Primary source documents are historical documents that are presented in their original form. These documents may be in the form of an image, written text, video, or audio recording. Primary source documents help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events. Primary source documents promote student inquiry and require students to apply critical thinking and analysis skills. If primary source documents are utilized as artwork or displayed outside of classroom instruction, a written explanation providing context must be visible. While primary source documents in their original form may contain derogatory or discriminatory language, staff members should not read, recite, or otherwise verbalize derogatory or discriminatory language or statements in the classroom.

Priority Standard 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify various historical lenses that shaped the viewpoints of the time.	2 Apply
Students will examine the origins and impacts of social structures and stratification on societies and individuals through a United States' historical lens.	3 Analyze
Students will compare the historical perspectives of various groups based upon their social standing at the time and how it evolved as major historical events unfolded.	2 Apply

Priority Standard 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will show that laws, policies, and processes have intended and unintended consequences for individuals and groups in society.	3 Analyze
Students will look at the past and present, identify cause and effect, make inferences, and theorize about the outcomes of a political decision, and be able to identify the subsequent consequences and benefits.	4 Evaluate

Unit 2 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 3 blocks

Students will be directed to make a visual representation of greed in the Gilded Age OR greed in current times using the concepts learned during Unit 2. Visual representations can include but are not limited to poster board, digital media, Gifs, political cartoons, etc. but the visual representation must be created by the student.

This Engaging Scenario should help students answer the **Unit Compelling Question: *Is greed good?***

Summary of Unit Learning Experiences

Topic	Engaging Experience Title	Description	Suggested Length of Time
Topic 1	What drove industrial growth during the Gilded Age?	Using a variety of different sources students will evaluate factors that contributed to industrialization. Students will look at primary sources including but not limited to railroad maps, political cartoons, graphs, etc. When evaluating the sources students will be asked to organize the sources into political, economic, or social factors of industrialization. After the sources have been evaluated and students have organized their factors into the specified categories, a culminating activity where the students will make a claim at what factor was the biggest contributing factor to the compelling question of "What drove industrial growth during the Gilded Age?"	2-3 Blocks

Topic 2	What methods did industrial capitalists use to consolidate business and acquire extreme fortunes?	Students will select an industrial capitalist from a designated list and create a LinkedIn profile for that individual. Content of the profile should include but is not limited to: biographical information of that individual, past work experience, training, personal business philosophy, net worth, etc.	2-3 Blocks
Topic 3	Did the Progressive Movement fix the issues of the Gilded Age?	Students will make a cause-and-effect chart that connects the reform movements of the Progressive Movement to the key issues of the Gilded Age. For example, in the Gilded Age the federal government was relatively underfunded during the Progressive Movement the 16th Amendment was passed in order to collect income tax to sustain a larger federal government.	2-3 Blocks
Engaging Scenario		Students will be directed to make a visual representation of greed in the Gilded Age OR greed in current times using the concepts learned during Unit 2. Visual representations can include but are not limited to poster board, digital media, Gifs, political cartoons, etc. but the visual representation must be created by the student. Following the creation of their visual representation students will be asked to write a reflection that cites specific evidence answering the question “Is greed good?”	3 blocks

Topic 1: Industrial Revolution

Engaging Experience 1

Title: What drove industrial growth during the Gilded Age?

Suggested Length of Time: 1-2 blocks

Priority Standards Addressed:

- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.

Detailed Description/Instructions: Using a variety of different sources students will evaluate factors that contributed to industrialization. Students will look at primary sources including but not limited to railroad maps, political cartoons, graphs, etc. When evaluating the sources students will be asked to organize the sources into political, economic, or social factors of industrialization. After the sources have been evaluated and students have organized their factors into the specified categories, a culminating activity where the students will make a claim at what factor was the biggest contributing factor to the compelling question of "What drove industrial growth during the Gilded Age?"

Priority Standard: 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify various historical lenses that shaped the viewpoints of the time.	2 Apply
Students will examine the origins and impacts of social structures and stratification on societies and individuals through a United States' historical lens.	3 Analyze

Students will compare the historical perspectives of various groups based upon their social standing at the time and how it evolved as major historical events unfolded.	2 Apply

Priority Standard 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will show that laws, policies, and processes have intended and unintended consequences for individuals and groups in society.	3 Analyze
Students will look at the past and present, identify cause and effect, make inferences, and theorize about the outcomes of a political decision, and be able to identify the subsequent consequences and benefits.	4 Evaluate
Supporting Standard(s): ● 9-12.AH.5.EC.C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions. ● 9-12.AH.3.G.A Describe how the expansion of transportation and technological developments influenced acquisition of new territories. ● 9-12.AH.2.PC.D Explain the varying impact of industrialization on culture, work, education and other social institutions. ● 9-12.AH.5.EC.B Compare the role of governments in various economic systems to explain competing world views. ● 9-12.AH.6.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and many of the world nations; the world's continents, and oceans; and major topographical features of the United States.	

Topic 2: Industrial Capitalists

Engaging Experience 1

Title: What methods did industrial capitalists use to consolidate business and acquire extreme fortunes?

Suggested Length of Time: 1-2 blocks

Priority Standards Addressed:

- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.

Detailed Description/Instructions: Students will select an industrial capitalist from a designated list and create a LinkedIn profile for that individual. Content of the profile should include but is not limited to: biographical information of that individual, past work experience, training, personal business philosophy, net worth, etc.

Priority Standard 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify various historical lenses that shaped the viewpoints of the time.	2 Apply
Students will examine the origins and impacts of social structures and stratification on societies and individuals through a United States' historical lens.	3 Analyze
Students will compare the historical perspectives of various groups based upon their social standing at the time and how it evolved as major historical events unfolded.	2 Apply

Priority Standard 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will show that laws, policies, and processes have intended and unintended consequences for individuals and groups in society.	3 Analyze
Students will look at the past and present, identify cause and effect, make inferences, and theorize about the outcomes of a political decision, and be able to identify the subsequent consequences and benefits.	4 Evaluate
Supporting Standard(s): ● 9-12.AH.2.GS.C Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy. ● 9-12.AH.2.PC.D Explain the varying impact of industrialization on culture, work, education and other social institutions. ● 9-12.AH.3.G.A Describe how the expansion of transportation and technological developments influenced acquisition of new territories. ● 9-12.AH.5.EC.C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.	

Topic 3: Social, Political, & Economic Reform Movements

Engaging Experience 1

Title: Did the Progressive Movement fix the issues of the Gilded Age?

Suggested Length of Time: 1-2 blocks

Priority Standards Addressed:

- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.

Detailed Description/Instructions: Students will make a cause-and-effect chart that connects the reform movements of the Progressive Movement to the key issues of the Gilded Age. For example, in the Gilded Age the federal government was relatively underfunded during the Progressive Movement the 16th Amendment was passed in order to collect income tax to sustain a larger federal government.

Priority Standard: 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify various historical lenses that shaped the viewpoints of the time.	2 Apply
Students will examine the origins and impacts of social structures and stratification on societies and individuals through a United States' historical lens.	3 Analyze
Students will compare the historical perspectives of various groups based upon their social standing at the time and how it evolved as major historical events unfolded.	2 Apply

Priority Standard 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will show that laws, policies, and processes have intended and unintended consequences for individuals and groups in society.	3 Analyze
Students will look at the past and present, identify cause and effect, make inferences, and theorize about the outcomes of a political decision, and be able to identify the subsequent consequences and benefits.	4 Evaluate

Supporting Standard(s):

- 9-12.AH.2.GS.C Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy.
- 9-12.AH.2.PC.D Explain the varying impact of industrialization on culture, work, education and other social institutions.
- 9-12.AH.3.G.A Describe how the expansion of transportation and technological developments influenced acquisition of new territories.
- 9-12.AH.3.GS.B Describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.
- 9-12.AH.5.EC.B Compare the role of governments in various economic systems to explain competing world views.
- 9-12.AH.5.EC.C Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.
- 9-12.AH.5.PC.C Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.
- 9-12.AH.6.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and many of the world nations; the world's continents, and oceans; and major topographical features of the United States.

Unit 2 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 3 blocks

Students will be directed to make a visual representation of greed in the Gilded Age OR greed in current times using the concepts learned during Unit 2. Visual representations can include but are not limited to poster board, digital media, Gifs, political cartoons, etc. but the visual representation must be created by the student.

This Engaging Scenario should help students answer the **Unit Compelling Question:** ***Is greed good?***

Unit 3: The U.S. on the World Stage

Subject: American History
Grade: 11
Name of Unit: The U.S. on the World Stage
Length of Unit: 12 blocks
Overview of Unit: For the first time in its history America became a major player on the world stage for a variety of reasons, including access to raw materials and markets, competing with European nations, and the desire to spread American democracy and religion.

Unit 3 Compelling Question
Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: ***What is the United States' place in the world?*** The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c. 1870-2010.
- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States' history.

Supporting Standards for unit:

- 9-12.AH.2.CC.C Trace the contributions of individuals and institutions on social, political, artistic and economic development.
- 9-12.AH.3.EC.B Apply the economic concepts of natural resources, markets, supply and demand, labor, and capital to analyze the costs and benefits of imperialism.
- 9-12.AH.3.CC.A Describe the causes and consequences of United States' imperialism at home and abroad.
- 9-12.AH.2.PC.E Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States.
- 9-12.AH.3.CC.B Evaluate the motivations for United States' entry into WWI.
- 9-12.AH.3.CC.C Evaluate the impact of U.S. participation in WWI and the resulting peace efforts.

- 9-12.AH.3.EC.A Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.
- 9-12.AH.3.EC.C Trace the changing relationship between government and business through economic regulation and deregulation.
- 9-12.AH.3.GS.C Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century.
- 9-12.AH.3.PC.C Analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effects on individuals and groups.
- 9-12.AH.3.PC.D Assess the impact of WWI related events, on the formation of "patriotic" groups, pacifist organizations, and the struggles for and against racial equality, and diverging women's roles in the United States.
- 9-12.AH.5.G.A Evaluate the causes and consequences of demographic shifts and internal migrations.
- 9-12.AH.6.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and many of the world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.

Essential Questions:

1. How and why do the same people and/or events become portrayed differently according to the perspective(s) of the respective author(s)?
2. How did U.S. involvement in a global context change?

Enduring Understanding/Big Ideas:

1. A variety of visual material is important for better comprehension of history. These can include: charts, graphs and maps; historical sources such as posters, propaganda, speeches, bills, amendments, and photographs. All of these materials can effectively be used to contextualize events from the past.
2. For the first time in its history, America became a major player on the World Stage for a variety of reasons, such as access to raw materials and markets, competing with European nations, and the desire to spread American democracy and religion.

Unit Vocabulary:

Academic Cross-Curricular	Content/Domain Specific		
anarchist compliance customs & duties diplomacy envision exploit expel expenditures impose incumbent induce interim intervene invoke lure ordained outlandish pardon persecution revenue sovereign staunch thrifty urban vigilance vindicate	• Nationalism • Militarism • Allied Powers • Central Powers • No Man's Land • Trench Warfare • Lusitania • Zimmermann Note • Selective Service Act • Convoy System • American Expeditionary Force • Conscientious Objector • Armistice • War Industries Board • Food Administration • Propaganda • Espionage and Sedition Acts • Great Migration • Fourteen Points	• League of Nations • Treaty of Versailles • Reparations • War-guilt Clause • Nativism • Isolationism • Communist • Anarchists • Corporation Bonus Army • Quota system • Ohio Gang • Teapot Dome Scandal • Urban Sprawl • Installment Plan • Prohibition • Speakeasy • Bootlegger	• Fundamentalism • Scopes Trial • Flapper • Credit • Double Standard • Harlem Renaissance • Price Support • Dow Jones Industrial Average • Speculation • Buying on Margin • Black Tuesday • Great Depression • Hawley-Smoot Tariff • Shantytown (Hooverville) • Dust Bowl • Direct Relief • Federal Home Loan Bank Act • Reconstruction Finance

Primary Source Documents:

Note: Primary source documents are historical documents that are presented in their original form. These documents may be in the form of an image, written text, video, or audio recording. Primary source documents help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events. Primary source documents promote student inquiry and require students to apply critical thinking and analysis skills. If primary source documents are utilized as artwork or displayed outside of classroom instruction, a written explanation providing context must be visible. While primary source documents in their original form may contain derogatory or discriminatory language, staff members should not read, recite, or otherwise verbalize derogatory or discriminatory language or statements in the classroom.

Priority Standard 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1870-2010	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will create and use visuals to explain relationships and reveal patterns or trends in United States history.	4 Create
Students will be able to utilize visual primary and secondary sources to explain relationships and reveal patterns or trends.	2 Apply
Students will be able to use visuals to support valid historical claims.	3 Analyze

Priority Standard 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will use various types of timelines, diagrams, and primary sources to analyze events in United States history.	4 Evaluate
Students will create various tools, such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause and effect relationships between related events.	4 Create

Unit 3 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario 1 block2 blocks

In order to understand the United States' role in the world, students will look at primary sources (imperialism cartoons, Yellow Journalism front pages, WWI propaganda posters, etc.) and analyze them to derive meaning and understanding. Students will then identify a word or phrase for each primary source document that answers the unit compelling question and explain. Example: A World War I propaganda poster recruiting men to fight: The word/phrase could be "Superpower Superhero."

This Engaging Scenario should help students answer the **Unit Compelling Question:** ***What is the United States' place in the world?***

Summary of Unit Learning Experiences

Topic	Engaging Experience Title	Description	Suggested Length of Time
Topic 1	Why did the United States begin engaging in world affairs on unprecedented levels?	Students will create a timeline of American Imperialism that charts the major events of the era. The timeline should include but is not limited to the acquisition of Hawaii, the Spanish-American War, conflict in the Philippines, etc.	2-3 blocks
Topic 2	What were the underlying causes to the outbreak of WWI?	Students will be assigned either Militarism, Alliances, Imperialism, or Nationalism and they will research their given concept. Research should pivot around the idea of collective facts and examples, but also finding reasons as to why their concept	2-3 blocks

		would cause such a significant conflict to occur. After the research is completed, students will get into groups with 3 other students who researched each of the other concepts. Students will then share out and debate which concept was the most impactful to the outbreak of WWI and then as a group craft a written response citing evidence from their research.	
Topic 3	What were the series of events that led to United States involvement in WWI, and what were the effects of the intervention?	Using a plot chart identify and place events that led to the US getting involved in WWI. Identifying setting, rising action, climax, falling action, and resolution. Students will be given a list of events to research and place on the plot chart. When the students are finished, they will submit a reflection explaining why they placed the events in the location that they did.	2-3 blocks
Engaging Scenario		In order to understand the United States' role in the world, students will look at primary sources (imperialism cartoons, Yellow Journalism front pages, WWI propaganda posters, etc.) and analyze them to derive meaning and understanding. Students will then identify a word or phrase for each primary source document that answers the unit compelling question and explain. Example: A World War I propaganda poster recruiting men to fight: The word/phrase could be "Superpower Superhero."	2-3 blocks

Topic 1: Imperialism

Engaging Experience 1

Title: Why did the United States begin engaging in world affairs on unprecedented levels?

Suggested Length of Time: 2-3 blocks

Priority Standards Addressed:

- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1870-2010
- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.

Detailed Description/Instructions: Students will create a timeline of American Imperialism that charts the major events of the era. The timeline should include but is not limited to the acquisition of Hawaii, the Spanish-American War, conflict in the Philippines, etc.

Priority Standard 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1870-2010	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will create and use visuals to explain relationships and reveal patterns or trends in United States history.	4 Create
Students will be able to utilize visual primary and secondary sources to explain relationships and reveal patterns or trends.	2 Apply
Students will be able to use visuals to support valid historical claims.	3 Analyze

Priority Standard 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will use various types of timelines, diagrams, and primary sources to analyze events in United States history.	4 Evaluate
Students will create various tools, such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause and effect relationships between related events.	4 Create
Supporting Standard(s): ● 9-12.AH.3.EC.B Apply the economic concepts of natural resources, markets, supply and demand, labor, and capital to analyze the costs and benefits of imperialism. ● 9-12.AH.3.CC.A Describe the causes and consequences of United States' imperialism at home and abroad. ● 9-12.AH.2.PC.E Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States.	

Topic 2: Causes of WWI

Engaging Experience 1

Title: What were the underlying causes to the outbreak of WWI?

Suggested Length of Time: 2-3 blocks

Priority Standards Addressed:

- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1870-2010
- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.

Detailed Description/Instructions: Students will be assigned either Militarism, Alliances, Imperialism, or Nationalism and they will research their given concept. Research should pivot around the idea of collective facts and examples, but also finding reasons as to why their concept would cause such a significant conflict to occur. After the research is completed, students will get into groups with 3 other students who researched each of the other concepts. Students will then share out and debate which concept was the most impactful to the outbreak of WWI and then as a group craft a written response citing evidence from their research.

Priority Standard 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1870-2010	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will create and use visuals to explain relationships and reveal patterns or trends in United States history.	4 Create
Students will be able to utilize visual primary and secondary sources to explain relationships and reveal patterns or trends.	2 Apply
Students will be able to use visuals to support valid historical claims.	3 Analyze

Priority Standard 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will use various types of timelines, diagrams, and primary sources to analyze events in United States history.	4 Evaluate
Students will create various tools, such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause and effect relationships between related events.	4 Create
Supporting Standard(s): ● 9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society. ● 9-12.AH.5.G.A Evaluate the causes and consequences of demographic shifts and internal migrations. ● 9-12.AH.6.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and many of the world nations; the world's continents, and oceans; and major topographical features of the United States.	

Topic 3: U.S. Neutrality to Intervention to Treaty

Engaging Experience 1

Title: What were the series of events that led to United States involvement in WWI, and what were the effects of the intervention?

Suggested Length of Time: 2-3 blocks

Priority Standards Addressed:

- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1870-2010
- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.

Detailed Description/Instructions: Using a plot chart identify and place events that led to the US getting involved in WWI. Identifying setting, rising action, climax, falling action, and resolution. Students will be given a list of events to research and place on the plot chart. When the students are finished, they will submit a reflection explaining why they placed the events in the location that they did.

Priority Standard 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1870-2010	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will create and use visuals to explain relationships and reveal patterns or trends in United States history.	4 Create
Students will be able to utilize visual primary and secondary sources to explain relationships and reveal patterns or trends.	2 Apply
Students will be able to use visuals to support valid historical claims.	3 Analyze

Priority Standard 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will use various types of timelines, diagrams, and primary sources to analyze events in United States history.	4 Evaluate
Students will create various tools, such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause and effect relationships between related events.	4 Create

Supporting Standard(s):

- 9-12.AH.2.CC.C Trace the contributions of individuals and institutions on social, political, artistic and economic development.
- 9-12.AH.3.EC.B Apply the economic concepts of natural resources, markets, supply and demand, labor, and capital to analyze the costs and benefits of imperialism.
- 9-12.AH.3.CC.A Describe the causes and consequences of United States' imperialism at home and abroad.
- 9-12.AH.2.PC.E Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States.
- 9-12.AH.3.CC.B Evaluate the motivations for United States' entry into WWI.
- 9-12.AH.3.CC.C Evaluate the impact of U.S. participation in WWI and the resulting peace efforts.
- 9-12.AH.3.EC.A Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.
- 9-12.AH.3.EC.C Trace the changing relationship between government and business through economic regulation and deregulation.
- 9-12.AH.3.GS.C Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century.
- 9-12.AH.3.PC.C Analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effects on individuals and groups.

- 9-12.AH.3.PC.D Assess the impact of WWI related events, on the formation of “patriotic” groups, pacifist organizations, and the struggles for and against racial equality, and diverging women’s roles in the United States.
- 9-12.AH.5.G.A Evaluate the causes and consequences of demographic shifts and internal migrations.
- 9-12.AH.6.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and many of the world nations; the world’s continents, and oceans; and major topographical features of the United States.
- 9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.

Unit 3 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 1 block 2 blocks

In order to understand the United States' role in the world, students will look at primary sources (imperialism cartoons, Yellow Journalism front pages, WWI propaganda posters, etc.) and analyze them to derive meaning and understanding. Students will then identify a word or phrase for each primary source document that answers the unit compelling question and explain. Example: A World War I propaganda poster recruiting men to fight: The word/phrase could be "Superpower Superhero."

This Engaging Scenario should help students answer the **Unit Compelling Question:** ***What is the United States' place in the world?***

Unit 4: 1920's, Great Depression, and New Deal

Subject: American History
Grade: 11
Name of Unit: 1920's, Great Depression, and New Deal
Length of Unit: 12 blocks
Overview of Unit: Following WWI the United States entered into an era of unprecedented affluence. With a rise in consumerism and changing societal norms the country began to fundamentally change. However, as the 1920's came to a close the world's economy collapsed for numerous reasons such as heavy reparations against Germany, irresponsible economic choices, and overproduction. As the country was plagued with rampant economic issues it took unprecedented federal government intervention to help relieve the economic crisis.

Unit 4 Compelling Question
Using an inquiry lens, students' learning throughout this unit will culminate in answering the question. ***What is the proper role of the federal government in the everyday lives of American citizens?*** The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 9-12.AH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in United States' history.
- 9-12.AH.1.CC.E Analyze the causes and consequences of a specific problem in United States' history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.

Supporting Standards for unit:

- 9-12.AH.2.EC.D Analyze the developing interconnectedness among people, big business, labor unions and governments to determine their effect on individuals, society, and public policy.
- 9-12.AH.4.CC.A Trace the significant events and developments of the Great Depression and WWII.
- 9-12.AH.4.CC.B Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II.

- 9-12.AH.4.EC.A Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression.
- 9-12.AH.4.GS.B Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.
- 9-12.AH.4.GS.C Determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances judicial review, and limited government.
- 9-12.AH.4.PC.A Analyze the artistic and intellectual achievements of the 1930s to understand the human costs of the Great Depression.
- 9-12.AH.4.PC.C Evaluate the effects of the Great Depression and WWII on women, families, and minorities.
- 9-12.AH.4.PC.D Analyze the impact of the Great Depression and World War II on the arts and culture.

Essential Questions:

1. How did America respond to economic, political, and social tribulations at the time?

Enduring Understanding/Big Ideas:

1. Following the conclusion of WWI, the United States entered into an era of unprecedented affluence during the 1920s. With a rise in consumerism and changing societal norms, the country began to fundamentally change. However, as the 20's came to a close, the world's economy collapsed for numerous reasons such as heavy reparations against Germany, irresponsible economic choices, and overproduction. As the country was plagued with rampant economic issues it took unprecedented federal government intervention to help relieve the economic crisis.
2. Following the conclusion of WWI, the United States entered into an era of unprecedented affluence during the 1920s. With a rise in consumerism and changing societal norms the country began to fundamentally change. However, as the 20's came to a close the world's economy collapsed for numerous reasons such as heavy reparations against Germany, irresponsible economic choices, and overproduction. As the country was plagued with rampant economic issues it took unprecedented federal government intervention to help relieve the economic crisis.

Unit Vocabulary:

There are no Academic Cross-Curricular Words for this unit	
Content/Domain Specific Words	
• Nativism Isolationism • Communist • Quota system • Ohio Gang • Teapot Dome Scandal • Urban sprawl • Installment plan • Prohibition • Speakeasy • Bootlegger • Fundamentalism • Scopes Trial • Flapper • Double standard • Harlem Renaissance • Price support • Credit • Dow Jones Industrial Average • Speculation • Buying on margin • Black Tuesday • Great Depression • Hawley-Smoot Tariff • Shantytown (Hooverville) • Dust Bowl	• Direct relief Federal Home Loan Bank Act • Reconstruction Finance Corporation • Bonus Army • New Deal • Glass-Steagall Act / FDIC • Federal Securities Act • Agricultural Adjustment Act • Civilian Conservation Corps • National Industrial Recovery Act • Deficit spending • Works Progress Administration • National Youth Administration • Wagner Act • Social Security Act • New Deal Coalition • Congress of Industrial Organization (CIO) • *Gone With the Wind* • *The Grapes of Wrath* • Securities and Exchange Commission • National Labor Relations Board • Tennessee Valley Authority

Primary Source Documents:

Note: Primary source documents are historical documents that are presented in their original form. These documents may be in the form of an image, written text, video, or audio recording. Primary source documents help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events. Primary source documents promote student inquiry and require students to apply critical thinking and analysis skills. If primary source documents are utilized as artwork or displayed outside of classroom instruction, a written explanation providing context must be visible. While primary source documents in their original form may

contain derogatory or discriminatory language, staff members should not read, recite, or otherwise verbalize derogatory or discriminatory language or statements in the classroom.

Priority Standard 9-12.AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in United States history.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will explain how political, social, and economic circumstances of the time and place shaped the views and actions of individuals and institutions of a particular period.	3 Analyze
Students will examine how historical events affected a diverse population of Americans during the time period.	3 Analyze
Students will explain how political, social, and economic perspectives changed or stayed the same during the time period.	3 Analyze

Priority Standard 9-12.AH.1.CC.E Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will clearly, thoroughly, and precisely analyze a problem in United States history post c. 1870 to understand its characteristics and causes, using multiple significant examples from different contexts.	3 Analyze
Students will clearly explain and prioritize the opportunities and challenges by those trying to resolve the problem.	3 Analyze

Students will analyze political, social, and economic issues and structures from varying perspectives.	3
	Analyze

Unit 4 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 2 blocks

Students will write a persuasive essay attempting to convince the audience about the proper role of the federal government in the everyday lives of American citizens. They must include events from the period of history. Students will then pair and share with a student that had an opposing viewpoint and try to convince their partner to change the opinion expressed in their original essay.

This Engaging Scenario should help students answer the **Unit Compelling Question: *What is the proper role of the federal government in the everyday lives of American citizens?***

Topics Modification: Use graphic organizer for essay and/or alternate production (presentation, graphic story, etc.). Students work in collaborative pairs to present both sides.

Summary of Unit Learning Experiences

Topic	Engaging Experience Title	Description	Suggested Length of Time
Topic 1	Was the decade of the 1920's a decade of innovation or renewed conservatism?	Students will be given a graphic organizer similar to a see-saw. One side will be labeled "Roaring 20's" and the other will be labeled "Real Deal 20's". As students take notes and learn content throughout the next 3 blocks, they will add to the graphic organizer any examples that illustrate the two sides to the decade of the 1920's. Once their chart is filled out, they will complete an essay answering the essential question: "Was the 1920's a time of innovation or was it renewed conservatism?	3 blocks

Topic 2	Was the Great Depression Inevitable?	Great Depression Photo Essay Analysis. After learning the basic causes of the Great Depression, either through teacher lecture or text-based attainment, students will examine a large set of primary source photos from the Great Depression. In these photos they will take a deep dive into examining the people and their wants/ needs based upon clues in the photos. They will then write a response to the question: "Was the Great Depression Inevitable?"	2 blocks
Topic 3	Did Franklin D. Roosevelt's New Deal weaken or save capitalism/democracy?	Upon learning about the New Deal and its various nuances, students will have an in-class debate. They will be responsible for choosing one side: either "Weakened Capitalism/Democracy" or "Saved Capitalism/Democracy". Once they choose their side, they have a class period to research for the debate. The next class period will be devoted to the actual debate.	2 blocks
Engaging Scenario		Students will write a persuasive essay attempting to convince the audience about the proper role of the federal government in the everyday lives of American citizens. They must include events from the period of history. Students will then pair and share with a student that had an opposing viewpoint and try to convince their partner to change the opinion expressed in their original essay. **Topics Mod: partner project presenting both sides of "the proper role of the federal government"**	2 blocks

Topic 1: Consumerism and Social Change of the 1920's

Engaging Experience 1

Title: Was the decade of the 1920's a decade of innovation or renewed conservatism?

Suggested Length of Time: 3 blocks

Priority Standards Addressed:

- 9-12.AH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in United States' history.
- 9-12.AH.1.CC.E Analyze the causes and consequences of a specific problem in United States' history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.

Detailed Description/Instructions: Students will be given a graphic organizer similar to a see-saw. One side will be labeled "Roaring 20's" and the other will be labeled "Real Deal 20's". As students take notes and learn content throughout the next 3 blocks, they will add to the graphic organizer any examples that illustrate the two sides to the decade of the 1920's. Once their chart is filled out, they will complete an essay answering the essential question: "Was the 1920's a time of innovation or was it renewed conservatism?

Link: Sample T-Chart

Priority Standard:9-12.AH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in United States' history.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will explain how political, social, and economic circumstances of the time and place shaped the views and actions of individuals and institutions of a particular period.	3 Analyze
Students will examine how historical events affected a diverse population of Americans during the time period.	3 Analyze

Students will explain how political, social, and economic perspectives changed or stayed the same during the time period.	3 Analyze

Priority Standard: 9-12.AH.1.CC.E Analyze the causes and consequences of a specific problem in United States' history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will clearly, thoroughly, and precisely analyze a problem in United States history post c. 1870 to understand its characteristics and causes, using multiple significant examples from different contexts.	3 Analyze
Students will clearly explain and prioritize the opportunities and challenges by those trying to resolve the problem.	3 Analyze
Students will analyze political, social, and economic issues and structures from varying perspectives.	3 Analyze
Supporting Standard(s): • 9-12.AH.2.EC.D Analyze the developing interconnectedness among people, big business, labor unions and governments to determine their effect on individuals, society, and public policy.	

Topic 2: Great Depression

Engaging Experience 1

Title: Was the Great Depression Inevitable?

Suggested Length of Time: 2 blocks

Priority Standards Addressed:

- 9-12.AH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in United States' history.
- 9-12.AH.1.CC.E Analyze the causes and consequences of a specific problem in United States' history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.

Detailed Description/Instructions: Great Depression Photo Essay Analysis. After learning the basic causes of the Great Depression, either through teacher lecture or text-based attainment, students will examine a large set of primary source photos from the Great Depression. In these photos they will take a deep dive into examining the people and their wants/needs based upon clues in the photos. They will then write a response to the question: "Was the Great Depression Inevitable?"

Link: Great Depression Photo Essay

Priority Standard:9-12.AH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in United States' history.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will explain how political, social, and economic circumstances of the time and place shaped the views and actions of individuals and institutions of a particular period.	3 Analyze
Students will examine how historical events affected a diverse population of Americans during the time period.	3 Analyze
Students will explain how political, social, and economic perspectives changed or stayed the same during the time period.	3 Analyze

Priority Standard: 9-12.AH.1.CC.E Analyze the causes and consequences of a specific problem in United States' history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will clearly, thoroughly, and precisely analyze a problem in United States history post c. 1870 to understand its characteristics and causes, using multiple significant examples from different contexts.	3 Analyze
Students will clearly explain and prioritize the opportunities and challenges by those trying to resolve the problem.	3 Analyze
Students will analyze political, social, and economic issues and structures from varying perspectives.	3 Analyze
Supporting Standard(s): ● 9-12.AH.4.CC.A Trace the significant events and developments of the Great Depression and WWII. ● 9-12.AH.4.PC.A Analyze the artistic and intellectual achievements of the 1930s to understand the human costs of the Great Depression. ● 9-12.AH.4.PC.C Evaluate the effects of the Great Depression and WWII on women, families, and minorities. ● 9-12.AH.4.PC.D Analyze the impact of the Great Depression and World War II on the arts and culture.	

Topic 3: New Deal: Relief Recovery Reform

Engaging Experience 1

Title: Did Franklin D. Roosevelt's New Deal weaken or save capitalism/democracy?

Suggested Length of Time: 2 blocks

Priority Standards Addressed:

- 9-12.AH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in United States' history.
- 9-12.AH.1.CC.E Analyze the causes and consequences of a specific problem in United States' history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.

Detailed Description/Instructions: Upon learning about the New Deal and its various nuances, students will have an in-class debate. They will be responsible for choosing one side: either
"Weakened Capitalism/Democracy" or "Saved Capitalism/Democracy". Once they choose their side, they have a class period to research for the debate. The next class period will be devoted to the actual debate.

Link: Generic Classroom Debate Guidelines

Priority Standard:9-12.AH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in United States' history.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will explain how political, social, and economic circumstances of the time and place shaped the views and actions of individuals and institutions of a particular period.	3 Analyze
Students will examine how historical events affected a diverse population of Americans during the time period.	3 Analyze
Students will explain how political, social, and economic perspectives changed or stayed the same during the time period.	3 Analyze

Priority Standard: 9-12.AH.1.CC.E Analyze the causes and consequences of a specific problem in United States' history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will clearly, thoroughly, and precisely analyze a problem in United States history post c. 1870 to understand its characteristics and causes, using multiple significant examples from different contexts.	3 Analyze
Students will clearly explain and prioritize the opportunities and challenges by those trying to resolve the problem.	3 Analyze
Students will analyze political, social, and economic issues and structures from varying perspectives.	3 Analyze

Supporting Standard(s):

- 9-12.AH.2.EC.D Analyze the developing interconnectedness among people, big business, labor unions and governments to determine their effect on individuals, society, and public policy.
- 9-12.AH.4.CC.B Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II.
- 9-12.AH.4.EC.A Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression.
- 9-12.AH.4.GS.B Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.
- 9-12.AH.4.GS.C Determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances judicial review, and limited government.

Unit 4 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 2 blocks

Students will write a persuasive essay attempting to convince the audience about the proper role of the federal government in the everyday lives of American citizens. They must include events from the period of history. Students will then pair and share with a student that had an opposing viewpoint and try to convince their partner to change the opinion expressed in their original essay.
Topics Modification: Partner project presenting both sides of "the proper role of the federal government".

This Engaging Scenario should help students answer the **Unit Compelling Question:** W***hat is the proper role of the federal government in the everyday lives of American citizens?***

Unit 5: World War II and Cold War Origins

Subject: American History
Grade: 11
Name of Unit: World War II and Cold War Origins
Length of Unit: 12 blocks
Overview of Unit: The fragile peace brokered after World War I and economic disaster led to totalitarian aggression around the world. In order to stop this aggression, the United States became directly involved in fighting these regimes such as Nazi Germany, Fascist Italy, and the Japanese Empire. As WWII came to a close with the Allies emerging victorious, the United States and Soviet Union became the two dominant superpowers of the world. Although Allies during WWII, the situation quickly devolved into fierce rivalry that threatened the safety of people all around the world.

Unit 5 Compelling Question
Using an inquiry lens, students' learning throughout this unit will culminate in answering the question. ***How should the United States approach conflicting ideologies?*** The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 9-12.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Supporting Standards for unit:

- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.5.GS.A Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.

Essential Questions:

1. Can the student locate key geographical features of the state, nation and world?
2. How do lived experiences affect perspectives?

Enduring Understanding/Big Ideas:

1. It is important for students to have and maintain a local, state, national, and global map perspective (politically, geographically, historically) so that the events covered in the curriculum are tied to specific locations.
2. Depending upon an individual's lived experiences they will produce sources and artifacts that are unique to that experience.

Unit Vocabulary:

There are no Academic Cross-Curricular Words for this unit		
Content/Domain Specific Words		
• Totalitarian • Fascism • Nazism • Neutrality Acts • Appeasement • Nonaggression pact • Blitzkrieg • Holocaust • Kristallnacht • Genocide • Concentration camp • Axis powers • Lend-Lease Act • Atlantic Charter • Women's Auxiliary Army Corps • Manhattan Project • Office of Price Administration (OPA) • War Production Board • Rationing • D-Day • Battle of the Bulge • V-E Day • V-J Day	• Battle of Midway • Kamikaze Hiroshima • Nagasaki • Nuremberg Trials • G.I Bill of Rights • Japanese Internment • United Nations (UN) • Satellite nation • Containment • Iron curtain • Cold War • Truman Doctrine • Marshall Plan • Berlin Airlift • North Atlantic Treaty Organization • 38th parallel • Korean War • HUAC • Hollywood Ten Blacklist • McCarthyism • H-Bomb	• Brinkmanship • Central Intelligence Agency (CIA) • Warsaw Pact • Eisenhower Doctrine • U-2 incident • GI Bill of Rights • Suburb • Dixiecrat • Fair Deal • Flexible response • Bay of Pigs • Cuban Missile Crisis • Berlin Wall • Hot line • Limited Test Ban Treaty • New Frontier • Mandate • Peace Corps • Alliance for Progress Warren Commission

Primary Source Documents:

Note: Primary source documents are historical documents that are presented in their original form. These documents may be in the form of an image, written text, video, or audio recording. Primary source documents help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events. Primary source documents promote student inquiry and require students to

apply critical thinking and analysis skills. If primary source documents are utilized as artwork or displayed outside of classroom instruction, a written explanation providing context must be visible. While primary source documents in their original form may contain derogatory or discriminatory language, staff members should not read, recite, or otherwise verbalize derogatory or discriminatory language or statements in the classroom.

Priority Standard 9-12.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will, relative to key content, locate major cities and states, and identify geographic features.	1 Understand
Students will, relative to key content, be able to identify key world nations in the context of the time period.	2 Apply

Priority Standard 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify various historical lenses that shaped the viewpoints of the time.	2 Apply
Students will deconstruct primary sources to derive the author's purpose and perspective.	3 Analyze
Students will take into consideration point of view, bias, audience, purpose, and political, social, and economic circumstances to develop historical empathy when analyzing primary sources.	3 Analyze

Unit 5 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario 1-2 Blocks **Topics: 2-3 blocks**

Students will craft report cards for the United States involvement and handling of different engagements and scenarios during this time period. Students will grade the United States on a numerical A-F scale, and use supporting evidence for their justification on their grade given. In the feedback on the grade card, students must include their ideas on how the United States should approach conflicting ideologies.

This Engaging Scenario should help students answer the **Unit Compelling Question:** ***How should the United States approach conflicting ideologies?***

Summary of Unit Learning Experiences

Topic	Engaging Experience Title	Description	Suggested Length of Time
Topic 1	Did U.S. foreign policy during the interwar years help promote World War II or could the U.S. have helped to prevent the outbreak?	Students will complete the annotated map detailing fighting in all theaters of war: Africa, Europe, and the Pacific. This activity will show the maneuvers of joint Allied Powers forces as they overcame the Axis powers to win WWII.	2 blocks
Topic 2	Does the security of America depend upon its allies and vice versa?	Students will complete the annotated map detailing fighting in all theaters of war: Africa, Europe, and the Pacific. This activity will show the maneuvers of joint Allied Powers forces as they overcame the Axis powers to win WWII.	2 blocks

Topic 3	Was the Cold War inevitable based upon negotiations after WWII?	Bomb Bracket: Students will be given two sets of primary sources outlining the statistics and justification for Truman dropping the atomic bomb. They will also look at primary source photos of cities in Japan showing the atomic bombs' aftermath. Students will then make a T-Chart addressing reasons why the bomb should have been used on one side and reasons the bombs should not have been used on the other side. They will then pair and share their reasoning with a classmate and we will have a 1:1 debate where they choose a winner and continue this process until a "winning" argument is chosen from a bracket of students participants.	3 blocks
Engaging Scenario		Students will craft report cards for the United States involvement and handling of different engagements and scenarios during this time period. Students will grade the United States on a numerical A-F scale, and use supporting evidence for their justification on their grade given. In the feedback on the grade card, students must include their ideas on how the United States should approach conflicting ideologies.	2 blocks

Topic 1: Global Crisis

Engaging Experience 1

Title: Did U.S. foreign policy during the interwar years help promote World War II or could the U.S. have helped to prevent the outbreak?

Suggested Length of Time: 2 blocks

Priority Standards Addressed:

- 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Detailed Description/Instructions: Students will read/highlight/annotate the article titled "Pearl Harbor Fact Sheet". Once they have completed the article for reading, they will pair with a partner and pick out the most obvious reasons for declaring war on Japan. The pair will then draft a speech that Franklin D. Roosevelt could deliver to Congress the next day. The speech will need to outline reasons for war and include content specific vocabulary from the unit.

Link: Pearl Harbor Fact Sheet

Priority Standard 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify various historical lenses that shaped the viewpoints of the time.	2 Apply
Students will deconstruct primary sources to derive the author's purpose and perspective.	3 Analyze
Students will take into consideration point of view,	3

bias, audience, purpose, and political, social, and economic circumstances to develop historical empathy when analyzing primary sources.	Analyze
Supporting Standard(s): ● 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period. ● 9-12.AH.5.GS.A Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.	

Topic 2: United States Experience in WWII

Engaging Experience 1

Title: Does the security of America depend upon its allies and vice versa?
Suggested Length of Time: 2 blocks
Priority Standards Addressed:

- 9-12.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.

Detailed Description/Instructions: Students will complete the annotated map detailing fighting in all theaters of war: Africa, Europe, and the Pacific. This activity will show the maneuvers of joint Allied Powers forces as they overcame the Axis powers to win WWII.

Link: WWII Annotated Map

Priority Standard 9-12.AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will, relative to key content, locate major cities and states, and identify geographic features.	1 Understand
Students will, relative to key content, be able to identify key world nations in the context of the time period.	2 Apply

Topic 3: Post War Politics

Engaging Experience 1

Title: Was the Cold War inevitable based upon negotiations after WWII?

Suggested Length of Time: 3 blocks

Priority Standard Addressed:

- 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Detailed Description/Instructions: Bomb Bracket: Students will be given two sets of primary sources outlining the statistics and justification for Truman dropping the atomic bomb. They will also look at primary source photos of cities in Japan showing the atomic bombs' aftermath. Students will then make a T-Chart addressing reasons why the bomb should have been used on one side and reasons the bombs should not have been used on the other side. They will then pair and share their reasoning with a classmate and we will have a 1:1 debate where they choose a winner and continue this process until a "winning" argument is chosen from a bracket of students participants.

Priority Standard 9-12.AH.1.PC.A Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify various historical lenses that shaped the viewpoints of the time.	2 Apply
Students will deconstruct primary sources to derive the author's purpose and perspective.	3 Analyze
Students will take into consideration point of view, bias, audience, purpose, and political, social, and economic circumstances to develop historical empathy when analyzing primary sources.	3 Analyze

Unit 5 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 1-2 Blocks

Students will craft report cards for the United States involvement and handling of different engagements and scenarios during this time period. Students will grade the United States on a numerical A-F scale, and use supporting evidence for their justification on their grade given. In the feedback on the grade card, students must include their ideas on how the United States should approach conflicting ideologies. **Topics Modification: Use graphic organizer to prepare report cards.**

This Engaging Scenario should help students answer the **Unit Compelling Question:** ***How should the United States approach conflicting ideologies?***

Unit 6: The Decade of Change

Subject: American History
Grade: 11
Name of Unit: The Decade of Change
Length of Unit: 12 blocks
Overview of Unit: While the rivalry between the United States and the Soviet Union continued to amplify abroad, a changing domestic climate applied stress to American institutions in the name of reimagining American society.

Unit 6 Compelling Question
Using an inquiry lens, students' learning throughout this unit will culminate in answering the question ***What is the most effective means to achieve change?*** The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 9-12.AH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.

Supporting Standards for unit:

- 9-12.AH.2.PC.C Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- 9-12.AH.3.PC.A Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.
- 9-12.AH.5.CC.B Evaluate the responses of United States' leaders to the challenges of global tensions.
- 9-12.AH.5.CC.D Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.
- 9-12.AH.5.GS.B Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.

- 9-12.AH.5.GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time.

Essential Questions:

1. What are some important responsibilities that we, as individuals, have to the community, and what are some important responsibilities that our leaders have?
2. What role do we see institutions play in how their decisions affect individuals and groups of people?

Enduring Understanding/Big Ideas:

1. Because of the rapid advance in technology, we live in an increasingly interdependent society. Cooperation and the fulfillment of responsibilities within our communities is of great importance. When individuals and leaders fail to carry out their responsibilities, the entire community is impacted negatively.
2. Throughout history, we are introduced to the systematic effect that institutions can play on individuals and groups of people. We can see how the decisions institutions make have a negative domino-effect on the general population. Institutions can affect people's material conditions and play an impactful role upon the lives of ordinary people.

Unit Vocabulary:

There are not Academic Cross-Curricular Words for this unit	
Content/Domain Specific Vocab	
• Brown v. Board of Education of Topeka • Southern Christian Leadership Conference • Student Nonviolent Coordinating Committee • Freedom riders • Civil Rights Act of 1964 • Freedom Summer • Voting Rights Act of 1965 • De facto segregation vs De jure segregation • Nation of Islam • Black Power • Black Panthers • Civil Rights Act of 1968 • Affirmative action • Vietminh • Domino theory • Geneva Accords Vietcong • Ho Chi Minh Trail • Gulf of Tonkin Resolution	• Army of the Republic of Vietnam (ARVN) • Search-and-destroy mission • Credibility gap • Draft • New Left • Students for a Democratic Society • Free Speech Movement • Dove • Hawk • Tet offensive • Vietnamization • Silent majority • My Lai • Kent State University • Pentagon Papers • War Powers Act • Economic Opportunity Act • Great Society • Medicare and Medicaid Immigration • Act of 1965 • Warren Court

Primary Source Documents:

Note: Primary source documents are historical documents that are presented in their original form. These documents may be in the form of an image, written text, video, or audio recording. Primary source documents help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events. Primary source documents promote student inquiry and require students to apply critical thinking and analysis skills. If primary source documents are utilized as artwork or displayed outside of classroom instruction, a written explanation providing context must be visible. While primary source documents in their original form may contain derogatory or discriminatory language, staff members should not read, recite, or otherwise verbalize derogatory or discriminatory language or statements in the classroom.

Priority Standard: 9-12.AH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify how decisions made by American leaders' impact the United States and the world.	2 Apply
Students will be able to identify and describe intended and unintended consequences that occur when individuals fail to carry out their personal responsibilities.	2 Apply
Students will clearly explain and prioritize the opportunities and challenges by those who fail to carry out their personal responsibilities.	3 Analyze

Priority Standard: 9-12.AH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify how decisions made by governments, institutions, and organizations impact the United States and the world.	2 Apply
Students will be able to identify and describe intended and unintended consequences that occur when institutions fail to meet the needs of individuals and groups.	2 Apply

Students will clearly explain and prioritize the opportunities and challenges by institutions who fail to carry their duties.	3 Analyze
Students will examine how institutional failures have affected diverse populations of Americans during the time period.	4 Evaluate

Unit 6 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 1 block **Topics Modification: 2 blocks and whole group**

Sticky Note Wall Activity: Students will brainstorm economic/social/political movements from the time period. Each will be written on a sticky note. Students will place these sticky notes on a table, poster, or white board. In small groups, they must arrange the sticky notes in order of least to most effective in bringing about change. They will then present to the class with justification for their placements and support for what was most effective and why.

This Engaging Scenario should help students answer the **Unit Compelling Question:** ***What is the most effective means to achieve change?***

Summary of Unit Learning Experiences

Topic	Engaging Experience Title	Description	Suggested Length of Time
Topic 1	How close were the United States and the Soviet Union to nuclear warfare?	To examine how close American came to nuclear was using the tactic of brinkmanship, students will complete a multi-day Cuban Missile Crisis Simulation. Students will assume the role of President John F. Kennedy and they will be given a CIA packet of information. They will make decision at the close of each page of the packet. Those decisions will then be reviewed as students view the movie, 13 Days.	2-3 blocks **(4 blocks)**
Topic 2	**Title:** How did shifting belief sets influence social change in the 1960's?	The 1960's developed into chasms of political, religious, social, and racial division. Students will be examining the Civil Rights Movement, Feminist Movement, and Anti-War Movement through the eyes of opposing viewpoints. They will the complete a	9-7 blocks

		spectrum poster that identifies where people, places, ideas, and event within each movement would be placed according to intensity of belief set.	
Engaging Scenario		Sticky Note Wall Activity. Students will brainstorm economic/social/political movements from the time period. Each will be written on a sticky note. Students will place these sticky notes on the white board. In small groups, they must arrange the sticky notes in order of least to most effective in bringing about change. They will then present to the class and argue what the most effective sticky note event was and why.	1 block

Topic 1: Foreign Issues (Cuban Missile Crisis, Vietnam War, Containment, etc.)

Engaging Experience 1

Title: How close were the United States and the Soviet Union to nuclear warfare?

Suggested Length of Time: 2-3 blocks

Priority Standard Addressed:

- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.

Detailed Description/Instructions:

Students will be considering and analyzing how close the United States and the Soviet Union got to nuclear war. For this activity to work effectively, students will need to be organized into groups of four or five.

Students will be provided informational handouts that illustrate the events, people, and circumstances of the Cuban Missile Crisis. Each handout will include a thought-provoking question that students will have to analyze, discuss, and think of how they would want to proceed if they were involved in the efforts described in the handouts. After they complete the page's question, they will be provided the next informational handout. Students will process the event and collaborate with their group members on how they would respond, and then learn about how the event actually happened.

Link: Resources

Priority Standard 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify how decisions made by governments, institutions, and organizations impact the United States and the world.	2 Apply

Students will be able to identify and describe intended and unintended consequences that occur when institutions fail to meet the needs of individuals and groups.	2 Apply
Students will clearly explain and prioritize the opportunities and challenges by institutions who fail to carry their duties.	3 Analyze
Students will examine how institutional failures have affected diverse populations of Americans during the time period.	4 Evaluate
Supporting Standard(s): ● 9-12.AH.2.PC.C Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals. ● 9-12.AH.5.CC.B Evaluate the responses of United States' leaders to the challenges of global tensions. ● 9-12.AH.5.GS.B Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.	

Topic 2: Domestic Issues (Civil Rights Movement, Feminist Movement, Anti-War Movement, etc.)

Engaging Experience 2

Title: How did shifting belief sets influence social change in the 1960's?

Suggested Length of Time: 5 blocks

Priority Standards Addressed:

- 9-12.AH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.

Detailed Description/Instructions:

Students will conduct a document analysis and participate in a group discussion over Title IX. Each group will receive a primary source document and read and annotate the text. After students have completed the reading, they will discuss their research and analysis with their peers.

Beginning discussion questions could be, but are not limited to:
What is Title IX? Who does it impact? What happens if a school is not in compliance with Title IX? How does Title IX impact athletics? How does it impact the academic courses offered by schools? What are some of the negative outcomes of Title IX compliance? How does Title IX protect teachers and students?

Link: PDF Resource

Priority Standard 9-12.AH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify how decisions made by American leaders' impact the United States and the world.	2 Apply

Students will be able to identify and describe intended and unintended consequences that occur when individuals fail to carry out their personal responsibilities.	2 Apply
Students will clearly explain and prioritize the opportunities and challenges by those who fail to carry out their personal responsibilities.	3 Analyze

Priority Standard 9-12.AH.1.GS.C Predict the consequences that can occur when institutions fail to meet the needs of individuals and groups.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will identify how decisions made by governments, institutions, and organizations impact the United States and the world.	2 Apply
Students will be able to identify and describe intended and unintended consequences that occur when institutions fail to meet the needs of individuals and groups.	2 Apply
Students will clearly explain and prioritize the opportunities and challenges by institutions who fail to carry their duties.	3 Analyze
Students will examine how institutional failures have affected diverse populations of Americans during the time period.	4 Evaluate

Supporting Standard(s):

- 9-12.AH.2.PC.C Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- 9-12.AH.3.PC.A Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.
- 9-12.AH.5.CC.D Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.
- 9-12.AH.5.GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time.

Unit 6 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario 1 block **Topics: 1-2 Blocks**

Sticky Note Wall Activity. Students will brainstorm economic/social/political movements from the time period. Each will be written on a sticky note. Students will place these sticky notes on the white board. In small groups, they must arrange the sticky notes in order of least to most effective in bringing about change. They will then present to the class and argue what the most effective sticky note event was and why.
Topics Modification: Whole group will arrange and discuss sticky notes.

This Engaging Scenario should help students answer the **Unit Compelling Question:** ***What is the most effective means to achieve change?***

Unit 7: Contemporary America

Subject: American History
Grade: 11
Name of Unit: Contemporary America
Length of Unit: 10 blocks
Overview of Unit: With the fall of the Soviet Union, the United States and the rest of the world entered a new age of globalization and international relations. However, new domestic and foreign issues for the United States led to significant disruption within the country and around the world.

Unit 7 Compelling Question
Using an inquiry lens, students' learning throughout this unit will culminate in answering the question ***How is the United States progressing or regressing?*** The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 9-12.AH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product that applies an aspect of United States history post c. 1870 to a contemporary issue.

Supporting Standards for unit:

- 9-12.AH.2.PC.A Analyze patterns of immigration to determine their effects on economic, cultural, and political developments.
- 9-12.AH.5.EC.A Trace the developing complexities of the American economy in the second half of the twentieth century.
- 9-12.AH.5.PC.D Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.
- 9-12.AH.5.PC.E Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- 9-12.AH.6.CC.A Analyze the fall of the Soviet Union to determine its effect on U.S. foreign policy and its relationships with the rest of the world.
- 9-12.AH.6.CC.B Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.

- 9-12.AH.6.CC.C Evaluate the responses of United States' leaders to the challenges of global tensions.
- 9-12.AH.6.CC.D Evaluate how the ability to access and distribute information affects individuals, groups, industry, and governments in the latter 20th and early 21st centuries.
- 9-12.AH.6.EC.A Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- 9-12.AH.6.G.A Analyze physical geography to understand the availability and movement of resources in this era.
- 9-12.AH.6.G.B Evaluate the relationship between technological and scientific advancements and increasing global interaction in this era.
- 9-12.AH.6.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and many of the world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.AH.6.GS.B Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- 9-12.AH.6.GS.C Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.

Essential Questions:

1. How can we use resources to craft a well-developed research project on a particular social studies topic?

Enduring Understanding/Big Ideas:

1. Utilizing the skills gained throughout the course, craft an effective and appropriate research product that encompasses analysis, critical thinking, and thought-provoking synthesis of content.

Unit Vocabulary:

There are no Academic Cross-Curricular Words for this unit	
Content/Domain Specific	
• NAFTA • Contract with America • Service sector • Downsize • NASDAQ • Dotcom • Al Qaeda • Taliban • SALT I Treaty • Impeachment • Watergate • National Energy Act • Camp David Accords • Feminist Mystique • National Organization for Women • Equal Rights Amendment (ERA) • Entitlement program • New Right • Affirmative action • Reverse discrimination • Conservative coalition	• Moral Majority • Reaganomics • Supply-side economics • Strategic Defense Initiative • Deregulation • Environmental Protection Agency • Geraldine Ferraro • AIDS • *Glasnost* • *Perestroika* • INF Treaty • Tiananmen Square • *Sandinistas* • *Contras* • Operation Desert Storm • New Federalism • Southern strategy • Stagflation • OPEC • Realpolitik • Détente

Primary Source Documents:

Note: Primary source documents are historical documents that are presented in their original form. These documents may be in the form of an image, written text, video, or audio recording. Primary source documents help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events. Primary source documents promote student inquiry and require students to apply critical thinking and analysis skills. If primary source documents are utilized as artwork or displayed outside of classroom instruction, a written explanation providing context must be visible. While primary source documents in their original form may contain derogatory or discriminatory language, staff members should not read, recite, or

otherwise verbalize derogatory or discriminatory language or statements in the classroom.

Priority Standard 9-12.AH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will pose a compelling central question and explain how the question builds on the ideas presented throughout the course.	3 Analyze
Students will consult multiple sources as they research the compelling central question utilizing the skills acquired throughout the course.	2 Apply
Students will apply an appropriate discipline lens to explain or argue in a precise nuanced way and will plan and deliver a research project based on task, audience, and purpose.	4 Evaluate
Students will synthesize multiple historical thinking skills from the course.	4 Evaluate

Unit 7 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario - 3- 5 blocks

Presidential Baseball Cards. Students will create a baseball card about each contemporary president. Each baseball card will include information about the president as well as relevant historical events happening during their presidency. Students will then analyze the effectiveness of the presidency by creating a batting lineup including justification for their position in the lineup. Lastly, the entire class will place presidents on one of two teams: progressive or regressive in respect to their overall effectiveness as a leader during that time in history.
Topics Modification: Students will create cards and the entire class will divide presidents into teams based on class debate.

This Engaging Scenario should help students answer the **Unit Compelling Question:** ***How is the United States progressing or regressing?***

Summary of Unit Learning Experiences

Topic	Engaging Experience Title	Description	Suggested Length of Time
Topic 1	End of Cold War Visual	Students will be tasked to create a visual representation of why the Soviet Union collapsed. The visual should be associated with a breakdown such as a runner getting tired, a car breaking down, a building collapsing, Jenga, etc. For each of the breakdowns shown the student should cite evidence describing a specific event or concept that contributed to the fall of the Soviet Union and why that event was significant to that development.	1-2 Blocks
Topic 2	Tweeting Through History	Using a randomizer students will randomly be assigned to create a series of twitter posts for an influential event in recent United	1-2 blocks

		States history. They will be asked to act like a journalist who is covering the event for the general public. Tweets should be extremely detailed in nature and include photos, date and time stamps, and should be thoroughly researched and cited.	
Engaging Scenario		Presidential Baseball Cards. Students will create a baseball card about each contemporary president. Each baseball card will include information about the president as well as relevant historical events happening during their presidency. Students will then analyze the effectiveness of the presidency by creating a batting lineup including justification for their position in the lineup. Lastly, the entire class will place presidents on one of two teams: progressive or regressive in respect to their overall effectiveness as a leader during that time in history.	3-5 Blocks

Topic 1: End of the Cold War

Engaging Experience 1

Title: What events led to the end of the Cold War?

Suggested Length of Time: 1-2 Blocks

Priority Standards Addressed:

- 9-12.AH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.

Priority Standard 9-12.AH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.	
Learning Targets	**Webb's DOK Level** **Bloom's Level**
Students will pose a compelling central question and explain how the question builds on the ideas presented throughout the course.	3 Analyze
Students will consult multiple sources as they research the compelling central question utilizing the skills acquired throughout the course.	2 Apply
Students will apply an appropriate discipline lens to explain or argue in a precise nuanced way and will plan and deliver a research project based on task, audience, and purpose.	4 Evaluate
Students will synthesize multiple historical thinking skills from the course.	4 Evaluate

Supporting Standard(s):

- 9-12.AH.2.PC.A Analyze patterns of immigration to determine their effects on economic, cultural, and political developments.
- 9-12.AH.5.EC.A Trace the developing complexities of the American economy in the second half of the twentieth century.
- 9-12.AH.5.PC.D Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.
- 9-12.AH.5.PC.E Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- 9-12.AH.6.CC.A Analyze the fall of the Soviet Union to determine its effect on U.S. foreign policy and its relationships with the rest of the world.
- 9-12.AH.6.CC.B Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- 9-12.AH.6.CC.C Evaluate the responses of United States' leaders to the challenges of global tensions.
- 9-12.AH.6.CC.D Evaluate how the ability to access and distribute information affects individuals, groups, industry, and governments in the latter 20th and early 21st centuries.
- 9-12.AH.6.EC.A Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- 9-12.AH.6.G.A Analyze physical geography to understand the availability and movement of resources in this era.
- 9-12.AH.6.G.B Evaluate the relationship between technological and scientific advancements and increasing global interaction in this era.
- 9-12.AH.6.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and many of the world nations; the world's continents, and oceans; and major topographical features of the United States.
- 9-12.AH.6.GS.B Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- 9-12.AH.6.GS.C Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.

Detailed Description/Instructions: Students will be tasked to create a visual representation of why the Soviet Union collapsed. The visual should be associated with a breakdown such as a runner getting tired, a car breaking down, a building collapsing, Jenga, etc. For each of the breakdowns shown the student should cite evidence describing a specific event or concept that contributed to the fall of the Soviet Union and why that event was significant to that development.

Topic 2: Contemporary Issues (Iran Hostage Crisis, Energy Crisis, 9-11, etc.)

Engaging Experience 1

Title: What have been some of the most influential events of the recent past in United States history?

Suggested Length of Time: 1-2 Blocks

Priority Standards Addressed:

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Priority Standard 9-12.AH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.

Learning Targets	Webb's DOK Level / Bloom's Level
Students will pose a compelling central question and explain how the question builds on the ideas presented throughout the course.	3 Analyze
Students will consult multiple sources as they research the compelling central question utilizing the skills acquired throughout the course.	2 Apply
Students will apply an appropriate discipline lens to explain or argue in a precise nuanced way and will plan and deliver a research project based on task, audience, and purpose.	4 Evaluate
Students will synthesize multiple historical thinking skills from the course.	4 Evaluate

Supporting Standard(s):

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- 9-12.AH.6.EC.A Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
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- 9-12.AH.6.GS.B Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- 9-12.AH.6.GS.C Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.

Detailed Description/Instructions: Using a randomizer students will randomly be assigned to create a series of twitter posts for an influential event in recent United States history. They will be asked to act like a journalist who is covering the event for the general public. Tweets should be extremely detailed in nature and include photos, date and time stamps, and should be thoroughly researched and cited.

Unit 7 Engaging Scenario

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Topics Modification: Students will create cards and the entire class will divide presidents into teams based on class debate.

This Engaging Scenario should help students answer the **Unit Compelling Question:** ***How is the United States progressing or regressing?***

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.