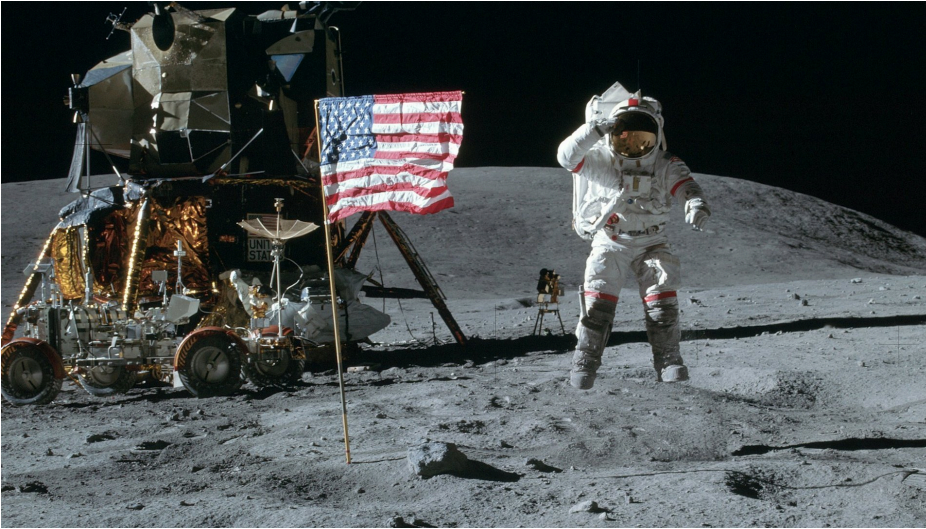


UNITED STATES HISTORY CURRICULUM



Grade Level(s): 11

Curriculum Author(s): Mike Sturges and Kyle Brennan

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

Year At A Glance

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



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

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

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

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

Common Core State Standards

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

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

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

Understandings: Students will understand that...

Essential Questions:

<ul style="list-style-type: none"> • The Union victory in the Civil War had repercussions for the role of the federal government, settlement of the west, Americans' rights, and how the American economy would develop. • Slavery was too intense of a debate for traditional U.S. politics to resolve. • The Civil War settled the question of slavery, but not the questions of racial equality, human dignity, and citizenship. • The U.S. became a more centralized and more industrial state as a result of the Union victory in the Civil War. 	<ul style="list-style-type: none"> • How did the United States change as a result of the Civil War? • Does the freedom and opportunity of some rely on the subjugation of others? • Did the American Civil War resolve the issues which led to its beginning? • Were Black Americans really free during Reconstruction? • To what extent was Reconstruction a success or a failure?
<p>Students will know...</p> <ul style="list-style-type: none"> • The U.S. was formed with key unresolved disagreements regarding slavery and the balance of power between federal and state governments, • These disagreements led to decades of political turmoil culminating in the American Civil War. • Northern victory in the Civil War determined the economic and political trajectory of the U.S. for generations. • Reconstruction left much undone in terms of ensuring equality in society for Black Americans. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Identify specific causes and consequences of the American Civil War. • Identify and compare the failures and successes of Reconstruction. • Trace both the decline of southern political power as a result of the war as well as the resistance to the goals of Reconstruction. • Create and support arguments based on primary and secondary sources regarding the central debates of the Civil War and Reconstruction. • Create and refine criteria that make for successful, evidence-based arguments in various settings. • Take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production. • Collaborate with classmates to set and achieve goals while developing leadership skills. • Critically analyze written and visual sources, considering strengths and weaknesses of the source material. • Engage respectfully in discussions, acknowledging similar and different perspectives. • Defend an argument using relevant evidence from credible sources. • Ask questions to drive learning and challenge the viewpoints of others.

	<ul style="list-style-type: none"> Discuss key people, events, and concepts related to the time period.
Key Vocabulary: American Civil War, secession, total war, white supremacy, federalism, Reconstruction, Jim Crow, Redeemers, Freedmen's Bureau, Radical Republican, emancipation, 13th Amendment, 14th Amendment, 15th Amendment	
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Summative: Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. TCC2, CCE4, TI2, DE1, AA1 	Other Evidence: <ul style="list-style-type: none"> Interim: Students engage in a class debate, Socratic seminar, or other interim tasks such as U.S. history cumulative timelines, on an essential question of the unit. TCC2, CCE4, DE1, TI2, AA1
Learning Plan	
<ul style="list-style-type: none"> Teach debate preparation skills for one of these essential questions: "Were Black Americans really free during Reconstruction?" or "Was Reconstruction a success or a failure?" TCC2, CCE4, TI2, DE1, AA1 Teach research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material TCC2, TI2 Develop success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. P2, AA1 Discuss and model positive peer feedback strategies for group activities DE1, P2 Reading assessments P2 Work on skills for primary and secondary source analysis TCC2, P2 Content-based assessments on key vocabulary and concepts P2 Written responses and/or discussions on videos and articles (especially those in the resources below) CCE4, P2 Participation assessments (i.e. guided notes, Pear Deck, etc.) P2, CCE4 	
Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources ; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; History's "America: The Story of Us"; PBS LearningMedia ; Nonnewaug LMC databases and resources	

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

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

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

Common Core State Standards

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

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

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

TCC2

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

Understandings: Students will understand that...

- The United States' expansion in North America and overseas resulted in its growth as a world power, but its expansion had positive and negative impacts on peoples at home and abroad.
- Traditional concepts of freedom in the U.S. often were incompatible with the growing urban industrial society of the late 19th century.
- More and more Americans sought full political equality and met resistance to their efforts.
- The U.S. economy grew to become the largest and most productive in the world by 1900.
- The U.S. was the beneficiary of the largest period of immigration in world history.

Essential Questions:

- How did America's territorial expansion affect the peoples of North America as well as the world?
- How much did the Progressive Movement increase representation for different American's?
- Should a former colony have colonies?
- Does the creation of great wealth also produce great poverty?
- What drove the unprecedented immigration to the U.S. between the Civil War and First World War?

Students will know...

- The United States transitioned from a largely rural agricultural nation to a majority urban industrial nation.
- American society underwent transformative change due to economic growth as well as technological change.
- The social changes of the late 19th century touched off upheaval and sometimes violence.
- The United States grappled with the meaning of freedom and the limits of constitutional protections.
- A variety of push factors combined with overwhelming pull factors to generate the greatest surge of immigration in history.
- Nativism provoked a series of immigration restrictions, especially those targeting Chinese and Japanese immigration.
- U.S. government efforts to force assimilation, and displacement

Students will be able to...

- Synthesize economic, social, cultural, and political evidence into a single cogent argument.
- Explain the impact of geography on the economic development of multiple regions of the U.S.
- Trace the influence of women in the evolving politics of the era.
- Trace the impact and consequences of Supreme Court decisions.
- Generate conclusions based on synthesis of both primary and secondary sources.
- create and refine criteria that make for successful, evidence-based arguments in various settings.
- take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and



<p>of Native Americans grew more intense after the American Civil War.</p>	<p>production.</p> <ul style="list-style-type: none"> • collaborate with classmates to set and achieve goals while developing leadership skills. • critically analyze written and visual sources, considering strengths and weaknesses of the source material. • engage respectfully in discussions, acknowledging similar and different perspectives. • defend an argument using relevant evidence from credible sources. • ask questions to drive learning and challenge the viewpoints of others. • discuss key people, events, and concepts related to the time period.
<p>Key Vocabulary: urbanization, imperialism, industrialism, capitalism, consumerism, populism, monetary policy, nativism, push factors, pull factors, political machines, political realignment, labor union, Social Darwinism, socialism, NAACP, colony, indigenous, hegemony, Monroe Doctrine, Gilded Age, Andrew Carnegie, John D. Rockefeller, J.P. Morgan, William Tweed, Theodore Roosevelt, Ellis Island, Angel Island, Dawes Act</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Summative: Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. One option includes an advertising campaign for a city of their choice to describe the changes brought about by the economic, technological, social, and political developments of the era. TCC2, CCE4, TI2, DE1, AA1 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Interim: Students engage in a class debate, Socratic seminar, or other interim task on an essential question of the unit. Options include: U.S. history cumulative timelines, gallery walk on push and pull factors from major sources of immigrants (Italy, Russia, China, etc.) between 1880-1910; political cartoon analysis on nativism, imperialism, and Social Darwinism; “Monopoly” challenge where students must take a stock Monopoly board and modify it to be used as a teaching tool for the Gilded Age. TCC2, CCE4, DE1, TI2, AA1, P2
<p style="text-align: center;">Learning Plan</p>	
<ul style="list-style-type: none"> • Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material TCC2, TI2 	

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

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

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

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

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

Common Core State Standards

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

evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

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

Understandings: Students will understand that...

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

Essential Questions:

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

Students will know...

Students will be able to...

<ul style="list-style-type: none"> • the causes and effects of the Progressive Era. • how people from different backgrounds, including those of different races, genders, and economic standings, contributed differently to reform movements of the Progressive Era. • the causes and effects of World War I. • the historical contexts of American isolationism and transition into interventionism during World War I. • the impacts that World War I had on American society and global technology. • the key clauses of the Treaty of Versailles and their impacts. • the social, economic, and cultural changes that embodied the clash between traditionalism and modernism in the 1920s. • the causes of the Great Depression. 	<ul style="list-style-type: none"> • evaluate the successes or failures of the Progressive Era in achieving reforms during the time period. • participate in historical simulations about World War I by using evidence and collaborating with others to make informed predictions. • analyze the social, economic, and cultural changes of the 1920s and consider their relationship to modern society. • create and refine criteria that make for successful, evidence-based arguments in various settings. • take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production. • collaborate with classmates to set and achieve goals while developing leadership skills. • critically analyze written and visual sources, considering strengths and weaknesses of the source material. • engage respectfully in discussions, acknowledging similar and different perspectives. • defend an argument using relevant evidence from credible sources. • ask questions to drive learning and challenge the viewpoints of others. • discuss key people, events, and concepts related to the time period.
<p>Key Vocabulary: Progressive Era, reform, women's suffrage, 19th Amendment, Alice Paul, Jacob Riis, muckrakers, child labor, tenements, urbanization, World War I, isolationism, militarism, arms race, alliance system, imperialism, nationalism, assassination of Franz Ferdinand, trench warfare, Woodrow Wilson, sinking of the Lusitania, Zimmermann telegram, Fourteen Points, Treaty of Versailles, reparations, League of Nations, Roaring Twenties, traditionalism, modernism, Prohibition, Scopes Monkey Trial, nativism, installment buying, credit, Henry Ford, automobile, mass production, assembly line, advertising, business cycle, supply and demand, consumer revolution, radio, stock market, buying on margin, speculation, Wall Street Crash of 1929, Great Depression, bank run</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Summative: Students will respond to one of the essential 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Interim: Students engage interim tasks such as in a class

<p>questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. TCC2, CCE4, TI2, DE1, AA1</p>	<p>debate, cumulative timelines Socratic seminar, or other interim task on an essential question of the unit. TCC2, CCE4, DE1, TI2, AA1</p>
<p>Learning Plan</p>	
<ul style="list-style-type: none"> • Conduct historical simulations to facilitate understanding of World War I (i.e. the alliance system, Treaty of Versailles, etc.) TCC2, CCE4, DE1, AA1 • Use organizers and visuals to facilitate understanding of cultural and economic changes of the 1920s CCE4, P2 • Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material TCC2, TI2 • Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. P2, AA1 • Discuss and model positive peer feedback strategies for group activities DE1, P2 • Reading assessments P2 • Work on skills for primary and secondary source analysis TCC2, P2 • Content-based assessments on key vocabulary and concepts P2 • Written responses and/or discussions on videos and articles (especially those in the resources below) CCE4, P2 • Participation assessments (i.e. guided notes, Pear Deck, etc.) P2, CCE4 	
<p>Teacher Resources: Prentice Hall’s United States History textbook; Stanford History Education Group’s “Reading Like a Historian” resources; CommonLit; Newsela; the Choices Program; Teacher’s Discovery Document-Based Question Activities; History’s “America: The Story of Us”; PBS LearningMedia; Nonnewaug LMC databases and resources</p>	



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

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

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

Common Core State Standards

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

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

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

Understandings: Students will understand that...

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

Essential Questions:

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

<p>Students will know...</p> <ul style="list-style-type: none"> the ways Americans of various backgrounds experienced the Great Depression. the major programs of the New Deal and their legacy on the function of the federal government. the causes of the rise of world dictators in the 1920s and 1930s, and the subsequent causes of World War II. the historical context of American involvement in World War II. the contributions made and challenges faced by various groups of Americans on the homefront and on the battlefield during World War II. the major turning points of World War II, including the debate about the decision to drop atomic bombs on Japan. the lasting impacts of World War II. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> discuss the ways in which the New Deal changed the role of the federal government. analyze how World War II contributed to changing roles for women, Black Americans, and other underrepresented groups in America. justify a conclusion about whether the United States should have dropped the atomic bombs on Japan at the end of World War II. create and refine criteria that make for successful, evidence-based arguments in various settings. take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production. collaborate with classmates to set and achieve goals while developing leadership skills. critically analyze written and visual sources, considering strengths and weaknesses of the source material. engage respectfully in discussions, acknowledging similar and different perspectives. defend an argument using relevant evidence from credible sources. ask questions to drive learning and challenge the viewpoints of others. discuss key people, events, and concepts related to the time period.
<p>Key Vocabulary: Great Depression, Herbert Hoover, Hooverville, Dust Bowl, Franklin D. Roosevelt, New Deal, Social Security, Federal Deposit Insurance Corporation, CCC, public works, totalitarian, dictator, Hideki Tojo, Joseph Stalin, Benito Mussolini, fascism, Adolf Hitler, Nazism, appeasement, Axis Powers, Allied Powers, Lend-Lease Act, Attack on Pearl Harbor, total war, homefront, propaganda, war bonds, rationing, salvage drive, Victory Garden, Japanese-American internment camps, Navajo Code Talkers, D-Day, Battle of the Bulge, Battle of Midway, island hopping, kamikaze, Manhattan Project, atomic bomb, genocide, the Holocaust, ghetto, concentration camp, John Maynard Keynes</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p>	<p>Other Evidence:</p>

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

- **Interim:** Students engage in interim assignments such as an in-class debate, cumulative timelines, Socratic seminar, or other interim task on an essential question of the unit. **TCC2, CCE3, DE1, TI2, AA1**

Learning Plan

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

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

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

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

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

Common Core State Standards

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

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

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

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

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

Understandings: Students will understand that...

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

Essential Questions:

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

<ul style="list-style-type: none"> • The Civil Rights Movement in the late 1950s and early 1960s predominantly focused on the power of nonviolent protests, which resulted in some expanded rights for Black Americans. 	
<p>Students will know...</p> <ul style="list-style-type: none"> • the ways in which America changed culturally and socially after World War II, including a return to traditionalism and conformity, especially with regard to gender roles. • the economic strengths of the post-war U.S. made America the world's strongest economy, raised many citizens' standard of living, resulted in technological developments, and contributed to the growth of suburbs and consumerism. • the factors that led to tensions between the United States and the Soviet Union, including those that stemmed from the end of World War II and the nuclear arms race. • the relationship between the containment policy and U.S. military interventions during the Cold War. • the domestic impacts of the Cold War, such as the anti-communist fears brought upon by Joseph McCarthy and fears of nuclear war. • major events and people of the Civil Rights Movement during the 1950s and early 1960s. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • identify ways in which America changed culturally, socially, politically, and economically after World War II. • examine primary and secondary sources to develop arguments about America's policy of containment and engagement in the Cold War. • draw conclusions about and make modern connections to the Civil Rights Movement, using evidence from the time period. • create and refine criteria that make for successful, evidence-based arguments in various settings. • take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production. • collaborate with classmates to set and achieve goals while developing leadership skills. • critically analyze written and visual sources, considering strengths and weaknesses of the source material. • engage respectfully in discussions, acknowledging similar and different perspectives. • defend an argument using relevant evidence from credible sources. • ask questions to drive learning and challenge the viewpoints of others. • discuss key people, events, and concepts related to the time period.
<p>Key Vocabulary: GI Bill, Baby Boom, suburbia, nuclear family, Interstate Highway Act, consumerism, television, rock and roll, Cold War, Soviet Union, Truman Doctrine, containment, communism, Iron Curtain, domino theory, Marshall Plan, NATO, Warsaw Pact, Korean War, John F. Kennedy, McCarthyism, Red Scare, deterrence, mutually assured destruction, Bay of Pigs Invasion, Cuban Missile Crisis, Jim Crow laws, segregation, SCLC, SNCC, CORE, Civil Rights Movement, <i>Brown v. Board of Education</i>, Emmett Till, Montgomery Bus Boycott, Rosa Parks, Martin Luther King Jr., March on Washington, civil disobedience, Civil Rights Act of 1964, Voting Rights Act of 1965, CIA, KGB</p>	

Assessment Evidence

Performance Tasks:

- **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**

Other Evidence:

- **Interim:** Students engage interim assessments which may include an in class debate, cumulative timeline, Socratic seminar, or other interim task on an essential question of the unit. **TCC2, CCE4, DE1, TI2, AA1**

Learning Plan

- Focus on use of primary sources to lead to connections to the present with topics such as consumerism, foreign aid, the court of public opinion, nuclear weapons, and civil rights protests **TCC2, DE1**
- Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2**
- Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1**
- Discuss and model positive peer feedback strategies for group activities **DE1, P2**
- Reading assessments **P2**
- Work on skills for primary and secondary source analysis **TCC2, P2**
- Content-based assessments on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE4, P2**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE4**

Teacher Resources: Prentice Hall's United States History textbook; [Stanford History Education Group's "Reading Like a Historian" resources](#); CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; Bill of Rights Institute; "Leave It To Beaver" video clips; [PBS LearningMedia](#); [Nonnewaug LMC databases and resources](#)

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

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

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

Common Core State Standards

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

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

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

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

Understandings: Students will understand that...

- Different groups of Americans asserted their own claims on the American Dream, while opportunity seemed to many to be in decline.
- International leadership came with its own unique challenges for the U.S.
- Traditional concepts of race, gender, and sexuality were challenged as more and more Americans sought full equality under the law, in the economy, and in the culture.

Essential Questions:

- Who gets to be an American and what does that mean?
- Is the U.S. an empire?
- What are the limits of peaceful protest?
- Who determines when equality has been achieved?

Students will know...

- The United States reached the peak of its economic, military, and cultural power on the world stage.
- Social and political divisions around war, race, gender, and religion began to grow more pronounced within the US.
- The U.S. industrial economy declined due to multiple factors including foreign competition, energy crises, labor disputes.
- The U.S. economy began to shift into a post-industrial information economy with long standing consequences for society.

Students will be able to...

- trace the influence of individuals on U.S. politics and government.
- make evidence-based arguments relating to the Civil Rights Movement, Women's Movement, LGBTQ Movement, Conservative Movement, and Environmental Movement.
- assess the claims of both supporters and detractors of the Vietnam intervention.
- create and refine criteria that make for successful, evidence-based arguments in various settings.
- take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production.
- collaborate with classmates to set and achieve goals while developing leadership skills.
- critically analyze written and visual sources, considering strengths and weaknesses of the source material.
- engage respectfully in discussions, acknowledging similar and different perspectives.
- defend an argument using relevant evidence from credible sources.

	<ul style="list-style-type: none"> ask questions to drive learning and challenge the viewpoints of others. discuss key people, events, and concepts related to the time period.
Key Vocabulary: Great Society, stagflation, Warren Court, Vietnam, Rolling Thunder, Tet Offensive, SDS, counterculture, Robert F. Kennedy, SALT, Black Muslims, Stonewall Riots, Equal Rights Amendment, Space Race, Cesar Chavez, American Indian Movement, National Organization of Women, Richard Nixon, detente, Earth Day, Yom Kippur War, OPEC, Watergate, Jimmy Carter, Iranian Revolution	
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Summative: Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. One option is the creation of a biography of a single American who made a difference between 1965-1980; students may create an essay, presentation, or museum. TCC2, CCE4, TI2, DE1, AA1 Summative: Inquiry-based project in which students will identify and research a movement in which Americans sought to gain greater equality post-World War II. TCC2, CCE4, DE1, TI2, AA1 	Other Evidence: <ul style="list-style-type: none"> Interim: Students engage in a class debate, Socratic seminar, or other interim task on an essential question of the unit. One option is a dinner party small-group activity where students script a fictional discussion between the subjects of their summatives on their choice of teacher-provided topics. TCC2, CCE4, DE1, TI2, AA1
Learning Plan	
<ul style="list-style-type: none"> Integrate and analyze music, particularly related to the Vietnam War TCC2, CCE1, DE1 Work on chronological skills through use of timelines, particularly focusing on 1968 TCC2, P2 Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material TCC2, TI2 Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. P2, AA1 Discuss and model positive peer feedback strategies for group activities DE1, P2 Reading assessments P2 Work on skills for primary and secondary source analysis, especially with regard to the Vietnam War TCC2, P2 Content-based assessments on key vocabulary and concepts P2 	

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

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



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

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

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

Common Core State Standards

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

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

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

Understandings: Students will understand that...

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

Essential Questions:

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

Students will know...

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

Students will be able to...

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

	<ul style="list-style-type: none"> ask questions to drive learning and challenge the viewpoints of others. discuss key people, events, and concepts related to the time period.
Key Vocabulary: Ronald Reagan, conservative, liberal, supply-side economics, Keynesian economics, national debt, Iran-Contra affair, fall of the Berlin Wall, personal computer revolution, the internet, service economy, Americans With Disabilities Act, Persian Gulf War, globalization, Bill Clinton, North American Free Trade Agreement, World Trade Organization, Election of 2000, terrorism	
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Summative: Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. TCC2, CCE4, TI2, DE1, AA1 	Other Evidence: <ul style="list-style-type: none"> Interim: Students engage in a class debate, Socratic seminar, or other interim task on an essential question of the unit. TCC2, CCE4, DE1, TI2, AA1
Learning Plan	
<ul style="list-style-type: none"> Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material TCC2, TI2 Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. P2, AA1 Discuss and model positive peer feedback strategies for group activities DE1, P2 Reading assessments P2 Work on skills for primary and secondary source analysis TCC2, P2 Content-based assessments on key vocabulary and concepts P2 Written responses and/or discussions on videos and articles (especially those in the resources below) CCE4, P2 Participation assessments (i.e. guided notes, Pear Deck, etc.) P2, CCE4 	
Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources ; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; PBS LearningMedia ; Nonnewaug LMC databases and resources	

Unit 8 - Contemporary America (2001-Present)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

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

Common Core State Standards

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

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

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

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

Understandings: Students will understand that...

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

Essential Questions:

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

Students will know...

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

Students will be able to...

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

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

Assessment Evidence

Performance Tasks:

- **Summative:** Students will create a presentation on a topic of their own choice relevant to the changes of the early 21st century. **TCC2, CCE4, TI2, DE1, AA1**
- **Final:** Performance-based exam with DBQs **TCC2, P2**

Other Evidence:

- **Interim:** Students conclude work on their U.S. history cumulative timelines. **CCE4, TI2, P2**

Learning Plan

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

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

