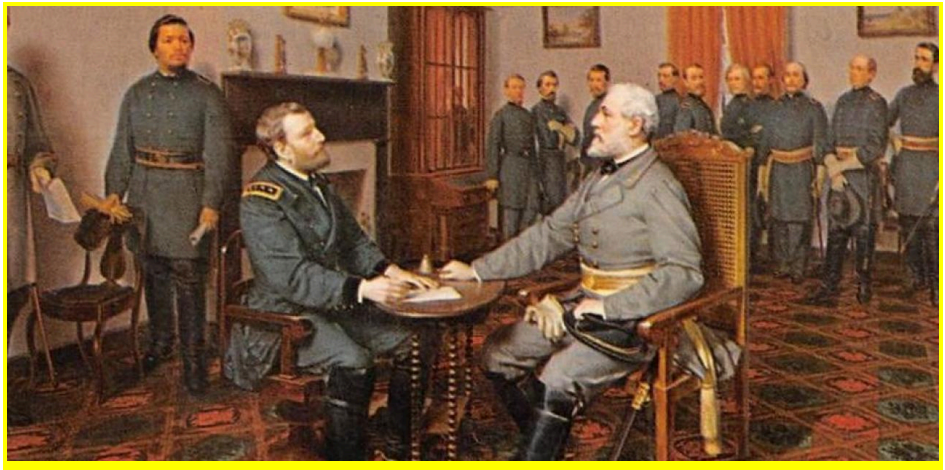
AP UNITED STATES HISTORY CURRICULUM



Grade Level(s): 10-12

Curriculum Author(s): Michael Sturges

Course Description: Advanced Placement United States History is designed to prepare students for post secondary history classes and to prepare them for the AP Exam. The course has two primary goals, to think and write like a historian and to develop a comprehensive knowledge of US history content. Both of these goals are derived from the College Board Course and Exam Description document. To satisfy the content goal, the course covers pre contact Native American cultures through to the current day with a heavy emphasis on primary source documents as well as scholarly works from college level US history survey courses. The skills goal, which is referred to as historical thinking, is met through document analysis, argument development, and historical reasoning. College Board divides US History into nine units and this course adopts that approach for the organization of its units.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Period 1 1491-1607	What is History?	History is a collection of documents and evidence, interpreted by historians to explain cause and effect, change and continuity, and make comparisons to better understand the contemporary United States.	TCC2(9-12); CCE4(9-12); DE1(9-12); TI2(9-12); P2(9-12); AA1(9-12)
Period 2 1607-1754	Who are Americans and when did they first emerge as a distinct group from the colonial setting?	Americans were first described by outside observers in this period as a loosely held together group of people sharing similar attitudes, folkways, and beliefs regarding political power and democracy, which drew from the realities of frontier, colonial life, as well as the political philosophies of the Enlightenment.	TCC2(9-12); TCC3(9-12); CCE2(9-12); CCE4(9-12); P3(9-12)
Period 3 1754-1800	What are the American answers to the ancient problems of politics?	Americans developed a system of checks and balances which rely on tensions between powers and locales to maintain popular sovereignty to the greatest extent possible.	TCC2(9-12); TCC3(9-12); CCE1(9-12); CCE4(9-12)
Period 4 1800-1848	How will the United States grow into a large nation while simultaneously remaining committed to the systems and values of its founding?	The US experienced a period of intense demographic and territorial growth in which tensions over slavery and westward expansion caused political, social, and economic rifts to develop between sections which would later erupt into the Civil War.	TCC2(9-12); CCE4(9-12); DE1(9-12); TI2(9-12); P2(9-12); P3(9-12); AA1(9-12); TCC2(9-12); CCE3(9-12)
Period 5 1848-1877	How do multiple visions of the United States compete to guide the future of	The issue of slavery proved too much for the political system of the	TCC2(9-12); CCE4(9-12); DE1(9-12); TI2(9-12); P2(9-12); P3(9-12);

	the nation?	Constitution to peacefully resolve resulting in secession, war, and a lengthy period of reconstruction	AA1(9-12)
Period 6 1865-1898	Should the US become a modern power by following the examples of other great powers or by charting its own path?	The massive natural resource wealth of the US, combined with the influx of human resources, capital investment, and the innovation fostered by the growth of cities led the US to become the largest economy on Earth.	TCC2(9-12); CCE3(9-12); CCE4(9-12); DE1(9-12); TI2(9-12); P2(9-12); P3(9-12); AA1(9-12)
Period 7 1898-1945	What is the proper relationship of the US to the rest of the world as it grows in wealth and power?	The US emerges from a period of imperialist growth to develop into a military superpower which rises to global leadership.	TCC2(9-12); CCE4(9-12); DE1(9-12); TI2(9-12); P3(9-12); AA1(9-12); TCC2(9-12); CCE3(9-12)
Period 8 1945-1980	Can the United States maintain its commitment to its core values while exerting global power and amassing great wealth?	By undertaking the difficult task of “extending the sphere” of freedom and citizenship the US sought to preserve its values while growing more diverse and powerful.	TCC2(9-12); CCE4(9-12); DE1(9-12); TI2(9-12); P2(9-12); P3(9-12); AA1(9-12); TCC2(9-12); CCE1(9-12)
Period 9 1980-present	Has the US reached the apex of its power and what challenges does it face in the modern age?	Once the Cold War ended the US became an international superpower with unprecedented influence over global affairs, but new threats challenge its security.	TCC2(9-12); CCE4(9-12); DE1(9-12); TI2(9-12); P2(9-12); P3(9-12); AA1(9-12); TI3(9-12)

Unit 1 - Period 1 1491-1607

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.

Common Core State Standards

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **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(9-12)**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4(9-12)**
- I can seek, listen to, and understand multiple perspectives. **DE1(9-12)**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2(9-12)**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2(9-12)**
- I can evaluate different approaches and justify the best pathway to success. **AA1(9-12)**

Understandings: Students will understand that… ● There was a thriving and diverse world in the Western Hemisphere before European contact. ● Even though different European powers operated their colonial interests differently, all had to balance the demands of finding labor, extracting value, and extending the political tensions of Europe into the Americas. ● North America and its experience of colonialism differed from that of Central and South America geographically, socially, and politically.	**Essential Questions:** ● How did Native Americans react to the presence of Europeans? ● How does the English Empire differ from that of its colonial rivals? ● How did the unique geography of North America influence both the Natives and earliest settlers?
Students will know... ● The European context of the colonial period including the relevant developments in the economy, culture, and society of Europe. ● Geography of North America and the major Native American cultural groups relevant to each area. ● The ways in which the Columbian Exchange impacted both the New World as well as the Old.	**Students will be able to...** ● Establish a historical context for a period, movement, and event. ● Create and support arguments incorporating culture, geography, and demographics.
Key Vocabulary: Columbian Exchange, Aztec, Maya, Inca, Protestant Reformation, Counter Reformation, slavery, Eastern Woodland, Mississippi River System, Great Plains, Pacific Rainforest, Southwestern Desert,	
Assessment Evidence	
Performance Tasks: Summative Timeline Task: Students will compare the development of two APUS themes (from the College Board Course and Exam Description or CED) and create a timeline for period 1+2 (1491-1754) in which they choose and arrange critical events to construct an argument of their own creation in response to the essential question of the unit. *This unit shares a summative assessment with Unit 2 because they are both weighted lower than units 3-8 on the AP exam)* **CCE4, TCC2**	**Other Evidence:** Interim tasks ● Create a Short Answer Question (SAQ): Students will choose from a menu of primary source documents from period 1 and create an analysis question, a connection to context question, and a historical reasoning task based on the document they chose. **P2** ● Multiple choice quizzes (MCQ) from the AP classroom portal to simulate the AP exam. **TCC2**
Learning Plan	
● Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1**	

- Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3**
- Students complete exam derived content tasks such as SAQ, MCQ on a weekly basis to maintain the reading pace.
- Students will complete readings from college level US History texts such as the ***Major Problems in US History*** and ***Taking Sides*** to guide in class historical reviews. Students must submit discussion guiding questions and respond to those of their classmates.**CCE4, TCC2**
- Students will complete a 1491 vs 1763 map activity in which they compare the political geography of the Americas through three maps: one of the pre-contact Western Hemisphere, one of their own choosing at a logical midpoint they feel is necessary to understanding the evolving claims to territory in the Americas, and lastly one showing the Americas at the end of the Seven Years War, Students will complete the 1491 and a “mid-point” map of their choosing during this first unit. **TI2, CCE4,TCC2**

Teacher Resources: AP Classroom, A People and a Nation: A History of the United States 11ed., The Gilder Lehrman American History Guide (https://www.gilderlehrman.org/ap-us-history) Major problems in US History, Major Problems in US Colonial History, Taking Sides US History

Unit 2 - Period 2 1607-1754

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.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
- US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).
- US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

Common Core State Standards

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **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 assess my past successes and mistakes to change my approach. **AA2(9-12)**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2(9-12)**

- I can integrate relevant information to produce multiple valid solutions. **TCC3(9-12)**
- I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success. **CCE2(9-12)**
- I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression. **CCE4(9-12)**
- I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals. **P3(9-12)**

Understandings: Students will understand that…

- The American colonies of Britain each had distinct reasons for their foundings and that these foundings were each reflective of different aspects of British society, economy and political realities.
- Each of the American colonies had to accommodate the realities of a new geography, Native American relations, the demands of the Atlantic world and its economy.
- Different colonies each developed different political systems, societies, and economies.
- Conflict in Europe influenced the lives of the American colonists.

Essential Questions:

- When is it appropriate to recognize “Americans” as an identity distinct from European peoples?
- What did it mean to be an American before the United States existed?
- Which colonial experiences proved to be formative of the American worldview in the Revolutionary Era and Early Republic?

Students will know…

- The reasons for the founding of each colonial region and how they developed into different societies by the 1750s.
- Native Americans in the 17th and 18th centuries were often faced with choices chosen by Europeans that reflected the interests of the colonial empires rather than that of the local natives.
- European balance of power politics had significant impact on the lives

Students will be able to...

- Construct a timeline which incorporates the relevant context and themes of events to show causation as well as change and continuity over time.
- Read for information independently.
- Analyze arguments in both primary and secondary sources.

Key Vocabulary: mercantilism, Enlightenment, federation, confederation, benign neglect, democracy, republic, Algonquin, Powhatan, Iroquois

Assessment Evidence	
Performance Tasks: ● Summative Timeline Task: Students will compare the development of two APUS themes (from the College Board Course and Exam Description or CED) and create a timeline for period 1+2 (1491-1754) in which they choose and arrange critical events to construct an argument of their own creation in response to the essential question of the unit. **CCE4, TCC2** *This unit shares a summative assessment with Unit 1 because they are both weighted lower than units 3-8 on the AP exam)*	**Other Evidence:** Interim assessments ● Multiple choice quizzes (MCQ) from the AP classroom portal to simulate the AP exam. **TCC2** ● DBQ practice essay writing **CCE4, AA2, P2** ● DBQ essay outlines **CCE2, P2**

Learning Plan
● Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1** ● Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3** ● Students complete exam derived content tasks such as SAQ, MCQ on a weekly basis to maintain the reading pace. ● Students will complete readings from college level US History texts such as the ***Major Problems in US History*** and ***Taking Sides*** to guide in class historical reviews. Students must submit discussion guiding questions and respond to those of their classmates.**CCE4, TCC2** ● Students will begin their digital portfolio of DBQ/LEQ work by producing their first DBQ practice samples. Students will do two for peer review (one in small groups, one solo) focusing on gaining familiarity with the DBQ rubric and then a third teacher graded classwork DBQ to serve as their year long baseline score. **AA2, CCE2, P3** ● Students choose to compare and contrast the governments of either the Chesapeake colonies or the New England colonies with either the Powhatan Confederacy or the Iroquois Confederation systems through a series of graphic organizers with brief student led discussion of the important similarities and differences and which are most significant to the eventual development of our current US system of government. **CCE4**
Teacher Resources: AP Classroom, A People and a Nation: A History of the United States 11ed., The Gilder Lehrman American History Guide (https://www.gilderlehrman.org/ap-us-history) Major problems in US History, Major Problems in US Colonial History, Taking Sides US History

Unit 3 - Period 3 1754-1800

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.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
- US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).
- US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

Common Core State Standards

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **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.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**

- I can integrate relevant information to produce multiple valid solutions. **TCC3**
- I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias. **CCE1**
- I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression. **CCE4**

Understandings: Students will understand that...

- The Seven Years War changed the British attitude towards the American colonies and was the source of many tensions which would later cause the American Revolution.
- The American argument for independence was based on both the effort to preserve British Rights and to also seek greater opportunities as a separate power.
- American founders blended the teachings of the Enlightenment, the political practices of the thirteen colonies, and the British system of government to create the US Constitution.
- Many precedents set in the early republic continue to exert influence over our government and culture to this day.

Essential Questions:

- Why did Americans eventually come to support independence?
- What are the roots for the American system of government?
- Why did the Founders of the US decide to replace the Articles of Confederation?
- In what ways does the US Constitution represent a series of compromises between various groups within the young United States?

Students will know…

- The steps taken to preserve British rights for Americans and the back and forth of American protests and assertions of British authority.
- The reasons for the eventual American victory in the War for Independence.
- The structure established in the Articles of Confederation and the shortcomings which caused them to be replaced.
- The multiple plans and interests which compromised to create the US Constitution.
- The basic structure of the US Constitution and how it reflects Enlightenment concepts as well as the colonial experience.
- How the Washington Administration set forward a series of precedents which guided the US government for generations.
- How a two party political system developed in the Early Republic.

Students will be able to...

- Identify patterns among or connections between historical developments and processes.
- Identify a source's point of view, purpose, historical situation, and/or audience.
- Assess the strengths and weaknesses of historical arguments.

Key Vocabulary: Montesquieu, Rousseau, Locke, Separation of Powers, Checks and Balances, Popular Sovereignty, Olive Branch Petition, Sugar Act, Stamp Act, Tea Act, Coercive Acts, Boston Massacre, Sons of Liberty, Boston Tea Party, Continental Congress, *Common Sense,* Declaration of Independence, Battle of Ticonderoga, Battle of Yorktown, Articles of Confederation, Constitutional Convention, Virginia Plan, New Jersey Plan, Connecticut Compromise, Federalist Papers, cabinet, Alien and Sedition Acts, Virginia and Kentucky Resolves, the election of 1800

Assessment Evidence

Performance Tasks:

- Summative: MCQ Test incorporating periods 1,2,3. **CCE1**

Other Evidence:

Interims

- DBQ exercise on the sources of the US Constitution **CCE4, AA2, P2**
- SAQ interim on the iconography of the Revolutionary era **P2**
- DBQ outlines **CCE2, P2**

Learning Plan

- Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1**
- Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3**
- Students complete exam derived content tasks such as SAQ, MCQ on a weekly basis to maintain the reading pace.
- Students will complete readings from college level US History texts such as the ***Major Problems in US History*** and ***Taking Sides*** to guide in class historical reviews. Students must submit discussion guiding questions and respond to those of their classmates.**CCE4, TCC2**
- Students will complete their first student-led historical review in small groups in which they assess the strengths of two historians debating a topic relevant to period 3 and present their assessment to the class. **CCE1**

Teacher Resources: AP Classroom, A People and a Nation: A History of the United States 11ed., The Gilder Lehrman American History Guide (https://www.gilderlehrman.org/ap-us-history) Major problems in US History, Major Problems in US Colonial History, Taking Sides US History Part 1

Unit 4 - Period 4 1800-1848

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.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
- US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).
- US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

Common Core State Standards

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **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.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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

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

TCC2(9-12)

- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4(9-12)**
- I can seek, listen to, and understand multiple perspectives. **DE1(9-12)**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2(9-12)**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2(9-12)**
- I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.**P3(9-12)**
- I can evaluate different approaches and justify the best pathway to success. **AA1(9-12)**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2(9-12)**
- I can lead group progress through active listening, questioning, and giving advice. **CCE3(9-12)**

Understandings: Students will understand that...	**Essential Questions:**
● Political parties are based in a constituency which has dynamic economic, social, and cultural interests. ● Slavery and westward expansion combined to destabilize the political balance of the early republic. ● The industrial revolution in the US had many advantages over that of Europe. ● Attitudes about the role of the Presidency changed as the US expanded far beyond its original scope. ● Slavery exerted massive influence on American economic, social and political life.	● Is a two party system inevitable in US national politics? ● Can the US grow and thrive while divided over slavery? ● Why did the US become the world's largest economic power by the close of the nineteenth century? ● How did the Age of the Common Man both extend and limit American democracy? ● Can the freedom and prosperity of one person be bought at the expense of another's?
Students will know... ● Slavery became deeply intertwined with nearly all aspects of American life after the Cotton Gin, Louisiana Purchase, and Industrial Revolution. ● The extension of voting rights in the 1820s fundamentally changed the politics of the US by establishing national professional political parties devoted to presenting a platform to a large constituency. ● The groundwork for international economic dominance was laid before the American Civil War through amassing capital, extending a national infrastructure system, and cultivating a national consumer market. ● The Second Great Awakening set American culture and politics onto a different trajectory from the Old World by infusing politics	**Students will be able to…** ● Explain a historical concept, development, or process. ● Use historical reasoning to explain relationships among pieces of historical evidence. ● Explain how claims or evidence support, modify, or refute a source's argument.

with a personal moral dimension that would drive reform crusades for the next century. ● The US developed a system of slavery that was distinct from others in world history.	

Key Vocabulary: Sectionalism, American System, Louisiana Purchase, Nullification Crisis, Second Party System, Missouri Compromise, Mexican-American War, Transcendentalism, Marshall Court, Second Great Awakening, Telegraph, Underground Railroad, Abolitionism, boom and bust cycle, nativism, Seneca Falls Convention, Temperance movement, Common Schools movement, War of 1812,

Assessment Evidence

Performance Tasks: Summative Students will create a presentation in which they answer the question below from the perspective of any two APUS themes. This presentation will be graded using the DBQ rubric. *In what ways does the "Age of the Common Man" represent a turning point in US History?*	**Other Evidence:** Interim: DBQ teacher graded MCQ quizzes

Learning Plan

- Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1**
- Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3**
- Students complete exam derived content tasks such as SAQ, MCQ on a weekly basis to maintain the reading pace.
- Students will complete readings from college level US History texts such as the ***Major Problems in US History*** and ***Taking Sides*** to guide in class historical reviews. Students must submit discussion guiding questions and respond to those of their classmates.**CCE4, TCC2**
- Students will create in small groups a preliminary version of their summative presentation on the question "*How does the Missouri Crisis represent a turning point in American Politics?"* which will be graded using the DBQ rubric as a classwork. **CCE3, AA2, DE1, TCC2**

Teacher Resources: AP Classroom, A People and a Nation: A History of the United States 11ed., The Gilder Lehrman American History Guide (https://www.gilderlehrman.org/ap-us-history) Major problems in US History, Major Problems in the Early Republic, Taking Sides US History Part 1

Unit 5 - Period 5 1844-1877

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.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **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.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2(9-12)**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4(9-12)**
- I can seek, listen to, and understand multiple perspectives. **DE1(9-12)**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2(9-12)**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2(9-12)**

- I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.**P3(9-12)**
- I can evaluate different approaches and justify the best pathway to success. **AA1(9-12)**

Understandings: Students will understand that…	**Essential Questions:**
• The controversy over slavery and westward expansion overwhelmed the institutions of American life and brought on secession and war. • The Civil War was the largest and most costly conflict in American history. • Reconstruction was a complex and controversial effort to remake the US into a modern unified state.	• Why did the normal political and social institutions which had held the US together for generations fail to continue to contain the slavery debate? • What did the birth of the Republican Party represent in American politics? • How did the Union win the Civil War? • Was Reconstruction a failure?
Students will know… • The Second Party system proved unable to contain the debate over slavery and westward expansion after the Mexican-American War. • How the northern and southern economies grew in different ways resulting in different societies. • The relative advantages and disadvantages of both the Union and Confederacy. • How the Union leveraged its industrial, logistical, and demographic advantages to win the Civil War. • How slavery ended through the efforts of the Union military, northern political leadership, and African Americans themselves. • How Reconstruction efforts were met with widespread resistance and were ultimately abandoned with mixed results.	**Students will be able to…** • Compare the arguments or main ideas of two sources. • Explain the point of view, purpose, historical situation, and/or audience of a source. • Explain a historical concept, development, or process. • Explain how a historical development or process relates to another historical development or process.

Key Vocabulary: Whigs, Democrats, Compromise of 1850, Free Soilers, Republicans, Texas Annexation, Wilmot Proviso, Secession, Homestead Act, KKK, Reconstruction Amendments, Freedman's Bureau, Radicals, Redeemers, Impeachment, Compromise of 1877

Assessment Evidence	
Performance Tasks: Summative:	**Other Evidence:** Interim:

Teacher graded DBQ essay using the College Board rubric or Summative thematic timeline covering period 5 from the perspective of any two themes while incorporating historical reasoning skills from the LEQ/DBQ rubric. **P2, P3, CCE4**	MCQ and SAQ interim quizzes **TCC2, TI2** Practice DBQ in small groups **P2, P3, CCE4**

Learning Plan

- Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1(9-12)**
- Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3(9-12)**
- Students complete exam derived content tasks such as SAQ, MCQ on a weekly basis to maintain the reading pace.
- Students will complete readings from college level US History texts such as the ***Major Problems in US History*** and ***Taking Sides*** to guide in class historical reviews. Students must submit discussion guiding questions and respond to those of their classmates.**CCE4(9-12), TCC2(9-12)**
- Class debate on the question *"Was the Civil War inevitable?" or "Was Reconstruction a Failure?"* **CCE4(9-12), DE1(9-12)**
- Students compare and contrast two historians who disagree on the question above not chosen by the class for debate to model historical reasoning, argumentation, and use of evidence. **CCE4(9-12), DE1(9-12)**

Teacher Resources: AP Classroom, A People and a Nation: A History of the United States 11ed., The Gilder Lehrman American History Guide (https://www.gilderlehrman.org/ap-us-history) Major problems in US History, Major Problems in American History part 1, Taking Sides US History part 1

Unit 6 - Period 6 1865-1898

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.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **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.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2(9-12)**
- I can lead group progress through active listening, questioning, and giving advice. **CCE3(9-12)**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4(9-12)**
- I can seek, listen to, and understand multiple perspectives. **DE1(9-12)**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2(9-12)**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2(9-12)**
- I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals. **P3(9-12)**
- I can evaluate different approaches and justify the best pathway to success. **AA1(9-12)**

Understandings: Students will understand that…

- In the aftermath of the Civil War, the US grew to become the largest economy in the world.
- Cities unleashed massive demographic, economic, and political change in the US creating a modern society.
- The realities of industrial capitalism shaped American culture and society throughout the Gilded Age.
- The US sought a greater role in international affairs and greater access to natural resources and overseas markets.

Essential Questions:

- How would each region of the US fit into a new American system based on both domestic manufacture and international trade?
- How would the growing influence of cities change older cultural and political norms based on a more rural and agricultural way of life?
- Can older ideas of self sufficiency and independence survive in an interconnected industrial/urban America?
- Can the US political system adapt to a new society and economy characterized by large gaps in wealth and opportunity?

Students will know…

- How Urbanization, Industrialization, and Immigration mutually reinforced one another to drive economic and population growth in the latter half of the 19th century.
- How the interests of Capital and Labor provoked a series of clashes which dominated the economy and politics of the era, setting the stage for the waves of reform that followed.
- How the immigrant experience of this era compares to those which preceded and followed.
- How technological innovations catalyzed the US economy.

Students will be able to…

- Use historical reasoning to explain relationships among pieces of evidence.
- Explain how a specific historical development or process is situated within a broader historical context.
- Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.

Key Vocabulary: Urbanization, Industrialization, Immigration, Gilded Age, Populism, Social Darwinism, Restrictionism, Gospel of Wealth,

Assessment Evidence

Performance Tasks:	**Other Evidence:**
Summative: Teacher graded DBQ essays using the College Board rubric or MCQ/SAQ mini exam test. **P2, P3, CCE4**	Interim: MCQ and SAQ interim quizzes **CCE1, TCC3** Political party/ movement graphic organizer **TCC2, CCE4, TI2**

Learning Plan

- Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1**
- Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3**
- Students complete exam derived content tasks such as SAQ, MCQ on a weekly basis to maintain the reading pace.
- Students will complete readings from college level US History texts such as the ***Major Problems in US History*** and ***Taking Sides*** to guide in class historical reviews. Students must submit discussion guiding questions and respond to those of their classmates.**CCE4, TCC2**
- Students complete a graphic organizer charting the constituencies and interests of the political movement of their choice. These organizers include the groups who supported the party, the issues and policies which drove them, and the political outcomes of these movements. **TCC2, CCE4, TI2**
- Students will conduct a three way debate on which historical force (Urbanization, Immigration, or Industrialization) was the most potent force in creating the America we live in today. **CCE3**

Teacher Resources: AP Classroom, A People and a Nation: A History of the United States 11ed., The Gilder Lehrman American History Guide (https://www.gilderlehrman.org/ap-us-history) Major problems in US History, Major Problems in American Urban and Suburban History, Major problems in American Immigration History, Taking Sides US History part 1

Unit 7 - Period 7 1890-1945

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. 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).
- **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.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **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.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can 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 accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.**P3**
- I can evaluate different approaches and justify the best pathway to success. **AA1**
- 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**

Understandings: Students will understand that…
- The US became a world economic, military, and political superpower through leveraging its unique geography as well as its natural and human resources.

Essential Questions:
- Can a constitution designed for a few million farmers in a relatively small territory adapt to accommodate a world superpower with a diverse population of over 100 million?

• The US experienced a period of controversy over how to adapt to its new size and power while keeping true to the foundational ideas of the Revolutionary Era. • The US entered this era as an agricultural, rural society but by 1945 was an urban industrial society, forcing a reevaluation of American Identity. • American participation in two world wars permanently altered its role in the world and its relationship to its allies. • A culture characterized by regional variations gave way to an American cultural mainstream due to the development of new technologies and the influence of popular culture. • The integration of the American economy into a nationwide industrial power brought great prosperity as well as new vulnerabilities.	• How did the new technologies of film and radio remake American culture? • To what extent was the US truly isolationist? • Are American values universal or only appropriate for Americans? • Is America a people, a place, or an idea? • How should the US economy be structured to extend its benefits equitably and what is the proper role of the government in direction of the US economy?
Students will know... • The various reform movements of the Progressive era and how they relate to those of the Second Great Awakening as well as the programs of the New Deal. • The outcomes of American interventions in Latin America, Asia, and the Pacific as the US sought to extend its global influence. • The causes of US intervention in the First World War. • The influence of radio and film in creating a more unified American popular culture and the influence of the pop culture around the world • The causes of the Great Depression and the impact of the New Deal • The role of the United States in the Second World War. • How the Cold War began.	**Students will be able to...** • Explain a historical concept, development, or process. • Explain how a historical development or process relates to another historical development or process.Explain how a specific historical development or process is situated within a broader historical context. • Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
Key Vocabulary:	
Assessment Evidence	
Performance Tasks: Summative -Annotated Thematic timeline including foreign policy and economic	**Other Evidence:** Interim -LEQ practice essay in small groups and a teacher graded practice

policy **CCE4, TCC2**	-World Wars annotated map exercise comparing US action across the globe from 1890-1945 **P2, P3, CCE4** -MCQ and SAQ content quizzes **CCE1, TCC3**

Learning Plan

- Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1**
- Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3**
- Students complete exam derived content tasks such as SAQ, MCQ on a weekly basis to maintain the reading pace.
- Students will complete readings from college level US History texts such as the ***Major Problems in US History*** and ***Taking Sides*** to guide in class historical reviews. Students must submit discussion guiding questions and respond to those of their classmates.**CCE4, TCC2**
- Students engage in a series of small discussions in a gallery walk format with alternating roles in which they serve as experts in specific areas of the globe and argue the case of whether or not US action there between 1890 and 1945 was consistent with established US values like Freedom, Democracy, etc… **CCE3, DE1, TI2**
- Students will complete graphic organizers comparing the pre-war periods of 1914-1917 with 1939-1941 and assess the extent to which the US was neutral in both conflicts before direct US intervention. **CCE4, TCC2**

Teacher Resources: AP Classroom, A People and a Nation: A History of the United States 11ed., The Gilder Lehrman American History Guide (https://www.gilderlehrman.org/ap-us-history) Major problems in US History, Major Problems in American History Part 1, Taking Sides US History part 2

Unit 8 - Period 8 1945-1980

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 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).
- **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.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **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.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2(9-12)**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4(9-12)**
- I can seek, listen to, and understand multiple perspectives. **DE1(9-12)**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2(9-12)**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2(9-12)**
- I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.**P3(9-12)**
- I can evaluate different approaches and justify the best pathway to success. **AA1(9-12)**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2(9-12)**
- I can engage others in meaningful conversations while respecting multiple perspectives. **CCE1(9-12)**

Understandings: Students will understand that…

- The Cold War was primarily a political conflict of economies, cultures, and technology rather than a direct military conflict between rival superpowers.
- Cold War interests came to influence every aspect of American life.

Essential Questions:

- What were the causes of the US post war economic boom and how were the benefits of prosperity distributed?
- How can we balance national security interests with the values of freedom and equality?
- To what extent are we responsible for the freedoms of our fellow

• The longstanding struggle for equality reached a climax in which the relationship between the federal government and the states was altered to better secure equal rights for all. • The US became the world center for high technology. • A mainstream of popular culture based on television, music, films, and print media developed over the course of the 20th Century.	citizens and to what extent is the government an effective tool for achieving social, economic, and political equality of opportunity? • What advantages positioned the US to become the world leader in high technology? • What version of America was reflected back to Americans and the world through popular culture? Who was left out?
Students will know… • The US experienced another Red Scare which permeated society, culture, and politics. • The federal government engaged in many programs to alleviate poverty, address environmental damage, extend homeownership, strengthen the education system, and promote racial equality. • The US drastically changed its foreign policy to adjust to a new position as a military and economic superpower, causing controversy within American society. • The Cold War provoked a series of technological advancements including computer and networking technology, consumer electronics, energy generation, and the space program. • The Civil Rights Movement of the 20th Century represented a renewed clash between the federal government and the states over personal liberty, states rights, and racial justice. • A Cold War era consensus of pop culture and anti-communism was established as well as challenged when it failed to reflect all of American life comprehensively or accurately.	**Students will be able to...** • Identify patterns among or connections between historical developments and processes. • Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source. • Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. • Explain how a specific historical development or process is situated within a broader historical context.
Key Vocabulary: McCarthyism, HUAC, Marshall Plan, Truman Doctrine, NATO, United Nations, Suburbia, mass media, popular culture, Great Society, stagflation, Warren Court, Vietnam, American Indian Movement, National Organization of Women, OPEC embargo, Watergate, Congress on Racial Equality, Southern Christian Leadership Conference, Student Nonviolent Coordination Committee, Dixiecrats, NASA, Silicon Valley	

Assessment Evidence	
Performance Tasks: Summative: LEQ essay on a period 8 prompt of the students choice **P2, P3, CCE4**	**Other Evidence:** Interim Assessments: -Practice LEQ using College Board rubric **P2, P3, CCE4** -World Map of Cold War clashes, alliances, and incidents **CCE4, TCC2** -MCQ and SAQ content quizzes **CCE1, TCC3**

Learning Plan

- Students are given a bi-weekly syllabus containing their assigned readings for the week. Students are expected to create and submit review and discussion questions to guide in class review of reading. **CCE1**
- Students complete a series of term cards covering US history content relevant to the unit which incorporate elements of historical thinking, causation, and the AP US themes of College Board. **TCC3**
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- Students will engage in verbal LEQ arguments on a series of period 7 and 8 prompts to prepare arguments for the unit summative. **CCE4**

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Unit 9 - Period 9 1980-Present

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

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

Common Core State Standards

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **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(9-12)**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4(9-12)**
- I can seek, listen to, and understand multiple perspectives. **DE1(9-12)**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2(9-12)**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2(9-12)**
- I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals. **P3(9-12)**
- I can evaluate different approaches and justify the best pathway to success. **AA1(9-12)**
- I can formulate and investigate probing questions to further my learning. **TI3(9-12)**

Understandings: Students will understand that...

- As the US exited the Cold War and became the sole superpower its position as the center of world affairs remained.
- The US developed from an industrial manufacturing economy into a service based information economy.
- The US remained the destination for millions of immigrants, and the sources of those immigrants once again changed.
- The struggle for equality, inclusion, and dignity continued and evolved after the Civil Rights movement.

Essential Questions:

- How do the threats facing the US evolve after the end of the Cold War?
- Who wins and who loses when the US moves into an information based economy?
- How will the US address the demographic and economic challenges brought on by changing lifestyles and social norms?
- Where does the US go from here?

Students will know…

- US foreign policy remained interventionist and international even after the end of the Cold War
- The decline of the manufacturing sector was not felt evenly across the US leaving some demographics and regions behind while others thrived.
- The threat of other nations attacking the US directly subsided as the Cold War ended though the threats of international terrorism, authoritarians, and domestic terrorism increased.

Students will be able to…

- Compare the arguments or main ideas of two sources.
- Explain a historical concept, development, or process.
- Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
- Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

Key Vocabulary: Internet, NAFTA, September 11, 2001, Dissolution of the USSR, China, North Korea, Reagan Revolution, Iraq, Iran, Sun Belt, Rust Belt

Assessment Evidence	
Performance Tasks: Summative: MCQ, SAQ exam on period 9 **CCE1, TCC3**	**Other Evidence:** Interim Assessments: -Build an SAQ assessment **CCE1, TCC3** -LEQ Practice essay

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