

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Historical Thinking and Skills</i> Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.	Pacing
Content Statement 1. Historical events provide opportunities to examine alternative courses of action. Learning Targets: <ul style="list-style-type: none"> I can analyze a historical decision and predict the possible consequences of alternative courses of action. I can analyze the credibility of primary and secondary sources. I can develop a thesis and use evidence to support or refute a position. I can identify examples of multiple causation and long- and short-term causal relationships with respect to historical events. I can analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation. 	Content Elaborations By examining alternative courses of action, students can consider the possible consequences and outcomes of moments in history. It also allows them to appreciate the decisions of some individuals and the actions of some groups without putting 21st century values and interpretations on historic events. How might the history of the United States be different if the participants in historical events had taken different courses of action? What if Democratic Party officeholders had not been restored to power in the South after Reconstruction, the U.S. had not engaged in the Spanish-American War, or the U.S. had joined the League of Nations? What if the federal government had not used deficit spending policies during the Great Depression, Truman had not ordered atomic bombs dropped on Japan, or African Americans had not protested for civil rights in the 1950s and 1960s?
Content Vocabulary <ul style="list-style-type: none"> primary resources secondary resources historical events theses 	Academic Vocabulary <ul style="list-style-type: none"> analyze develop
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items)

American History

<p>or the upcoming lesson (to assess prior knowledge)</p> <ul style="list-style-type: none"> • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers 	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Historical Thinking and Skills</i> Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.	Pacing
Content Statement 2. <i>The use of primary and secondary sources of information includes an examination of the credibility of each source.</i> Learning Targets: <ul style="list-style-type: none"> • I can analyze a historical decision and predict the possible consequences of alternative courses of action. • I can analyze the credibility of primary and secondary sources. • I can develop a thesis and use evidence to support or refute a position. • I can identify examples of multiple causation and long- and short-term causal relationships with respect to historical events. • I can analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation. 	Content Elaborations The use of primary and secondary sources in the study of history includes an analysis of their credibility – that is, whether or not they are believable. This is accomplished by checking sources for: <ul style="list-style-type: none"> • The qualifications and reputation of the author • Agreement with other credible sources • Perspective or bias of the author (including use of stereotypes) • Accuracy and internal consistency • The circumstances in which the author prepared the source
Content Vocabulary <ul style="list-style-type: none"> • primary resources • secondary resources 	Academic Vocabulary <ul style="list-style-type: none"> • examine • analyze • evaluate
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays

American History

<p>understanding</p> <ul style="list-style-type: none"> • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers 	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>To help students analyze primary sources:</p> <ul style="list-style-type: none"> • Provide a highlighted document

American History

- Create a bulleted list of important points
- Have students work in heterogeneous groups
- Modify the readability of the document by inserting synonyms for difficult vocabulary
- Provide two versions of text, one in original language and one in modified language
- Provide students a typed transcript, often available on history websites
- Add captions or labels to clarify meaning of graphics and images

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Historical Thinking and Skills</i> Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.	Pacing
Content Statement 3. <i>Historians develop theses and use evidence to support or refute positions.</i> Learning Targets: <ul style="list-style-type: none"> I can analyze a historical decision and predict the possible consequences of alternative courses of action. I can analyze the credibility of primary and secondary sources. I can develop a thesis and use evidence to support or refute a position. I can identify examples of multiple causation and long- and short-term causal relationships with respect to historical events. I can analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation. 	Content Elaborations Historians are similar to detectives. They develop theses and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context. The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs, and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events. Historians cite their sources and use the results of their research to support or refute contentions made by others.
Content Vocabulary <ul style="list-style-type: none"> refute positions 	Academic Vocabulary <ul style="list-style-type: none"> develop
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) "Thumbs-up, thumbs-down" by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson Whole class discussion of lesson with maximum participation; monitor 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays Document-based essays Research-based essays (group or individual) Oral presentations (group or individual) Class debates

American History

<p>for student understanding</p> <ul style="list-style-type: none"> • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers 	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Historical Thinking and Skills</i> Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.	Pacing
Content Statement 4. <i>Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.</i> Learning Targets: <ul style="list-style-type: none"> • I can analyze a historical decision and predict the possible consequences of alternative courses of action. • I can analyze the credibility of primary and secondary sources. • I can develop a thesis and use evidence to support or refute a position. • I can identify examples of multiple causation and long- and short-term causal relationships with respect to historical events. • I can analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation. 	Content Elaborations When studying a historical event or person in history, historians analyze cause-and-effect relationships. For example, to understand the impact of the Great Depression, an analysis would include its causes and effects. An analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another? An examination of the Great Depression would include the Federal Reserve Board's monetary policies in the late 1920s as a short-term cause and the decline in demand for American farm goods after World War I as a long-term factor contributing to the economic downturn.
Content Vocabulary <ul style="list-style-type: none"> • historical events • correlation • multiple causation • long- and short-term 	Academic Vocabulary <ul style="list-style-type: none"> • analyze • cause, effect • sequence
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items)

American History

<ul style="list-style-type: none"> • or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers 	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Help students clarify the difference between cause and effect using the following activities:

- Present students with several historical facts/events, then ask them to label causes and effects appropriately.
- Use charts, especially flow charts, when clarifying cause-and-effect relationships.
- Provide a list of historic events in a jumbled sequence and ask students to explain why the sequence does not make sense.

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Historic Documents</i> Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.	Pacing 5 Days
Content Statement 5. <i>The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.</i> a. Explain a grievance listed in the Declaration of Independence in terms of its relationship to Enlightenment ideas of natural rights and the social contract. Learning Targets: <ul style="list-style-type: none"> • I can analyze the influence of Enlightenment thinking on colonial actions. • I can explain the rights colonists believed they possessed as English citizens. • I can compare the ideas of Locke, Hobbes, and Rousseau with regard to natural rights and the social contract. • I can connect the actions of the British government to the grievances identified by the colonists in the Declaration. • I can connect the Enlightenment ideas to the actions of the Second Continental Congress and the Declaration of Independence. 	Content Elaborations The Declaration of Independence opens with a statement that the action the American colonies were undertaking required an explanation. That explanation begins with a brief exposition of Enlightenment thinking, particularly natural rights and the social contract, as the context for examining the recent history of the colonies. The document includes a list of grievances the colonists have with the King of Great Britain and Parliament as a justification for independence. The grievances refer to a series of events since the French and Indian War which the colonists deemed were tyrannical acts and destructive of their rights. The Declaration of Independence ends with a clear statement that the political bonds between the colonies and Great Britain are ended. Independence is declared as an exercise of social contract thought.
Content Vocabulary <ul style="list-style-type: none"> • natural rights • social contract • grievance • tyranny • rights • declaration 	Academic Vocabulary <ul style="list-style-type: none"> • analyze • compare

American History

<ul style="list-style-type: none"> • independence • colony • colonist 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker

American History

Integrations

- ELA: Historical background for works of literature and also when writing essays and research papers

Intervention Strategies

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Certain historical episodes leading to the grievances listed in the Declaration of Independence are more readily recognized by the working of the grievances. Assign students experiencing difficulties with the content a grievance that is relatively easy to grasp (e.g., “For cutting off our Trade with all parts of the world;” – Boston Port Act) and direct more able students to more obscure references.

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Historic Documents</i> Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.	Pacing 8-10 days
Content Statement 6. The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States. a. Show how the NW Ordinance, in providing government for the NW Territory, established a precedent for governing the United States. Learning Targets: <ul style="list-style-type: none"> • I can explain how the Land Ordinance of 1785 organizes the Northwest Territory. • I can identify and locate the Northwest Territory. • I can explain how the Northwest Territory was acquired through the Treaty of Paris. • I can analyze the individual reasons states ceded claims to the NW Territory. • I can explain how Congress facilitates the process by which a territory becomes a state. • I can explain how the NW Ordinance created support for education within each new territory. • I can synthesize the basic rights of American citizenship as explicitly stated within the NW Ordinance as precursors to the Bill of Rights. • I can explain what the NW Ordinance is, including the guarantee for republican form of government and the exclusion of slavery. 	Content Elaborations As Ohio country settlement progressed in the Connecticut Western Reserve and the Virginia Military District and with the enactment of the Land Ordinance of 1785, the Congress of the United States recognized a need for governing land acquired in the Treaty of Paris. The Northwest Ordinance provided the basis for temporary governance as a territory and eventual entry into the United States as states. The Northwest Ordinance also set some precedents that influenced how the United States would be governed in later years. New states were to be admitted "into the Congress of the United States, on an equal footing with the original States." This provision was continued in later years and it meant that there would be no colonization of the lands as there had been under Great Britain. "Schools and the means of education" were to be encouraged. This working reinforced the provision in the Land Ordinance of 1785 allocating one section of each township for the support of schools and established a basis for national aid for education. Basic rights of citizenship (e.g., religious liberty, right to trial by jury, writ of habeas corpus) were assured. These assurances were precursors to the Bill of Rights to the U.S. Constitution. Slavery was prohibited in the Northwest Territory. This provision was later included in the Constitution as Amendment 13. State governments were to be republican in structure. This provision was repeated in the U.S. Constitution.

American History

Content Vocabulary <ul style="list-style-type: none"> cede treaty ordinance territory precedent precursor 	Academic Vocabulary <ul style="list-style-type: none"> analyze synthesize provision
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) “Thumbs-up, thumbs-down” by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson Whole class discussion of lesson with maximum participation; monitor for student understanding Seek quick individual student responses on white boards Seek quick choral responses from the whole group of students “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period Exit slip: responses to prompts at the end of the period Written homework tasks based upon learning targets, with option to make corrections based on feedback Quiz (graded but not recorded) SLO pre-assessment 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays Document-based essays Research-based essays (group or individual) Oral presentations (group or individual) Class debates Class Socratic discussions SLO post-assessment
Resources <ul style="list-style-type: none"> <i>The American Vision</i> by Glencoe, online edition available Visual media from school library 	Enrichment Strategies <ul style="list-style-type: none"> Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest Connect current and past lesson content to current events in the news Students may be invited to read difficult and significant original sources to learn content more in-depth Student and teacher collaborate to create additional projects (historical

American History

	<p>newspaper, diorama)</p> <ul style="list-style-type: none">• Students research and then teach a key part of the lesson• Students may shadow or interview a professional or arrange for a guest speaker
Integrations <ul style="list-style-type: none">• ELA: Historical background for works of literature and also when writing essays and research papers	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Historic Documents</i> Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.	Pacing 3 Days
Content Statement 7. Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government. a. Develop an argument that a particular provision of the Constitution of the United States would help address a problem facing the United States in the 1780s. Learning Targets: <ul style="list-style-type: none"> • I can explain the rationale for the creation of the Articles of Confederation and the subsequent weaknesses of that government. • I can compare the structure of the government under the Articles to the structure of government under the Constitution. • I can analyze the national issues facing the government under the Articles, including debt, trade, taxation, and presence of foreign powers on U.S. borders. • I can synthesize the proposals and debates that occurred at the Constitutional Convention and how those were resolved in the Constitution. • I can explain what federalism is and how power evolved in the new government. • I can connect economic problems in the United States with Shays' Rebellion. • I can explain how our Constitution separates and limits powers, with specific reference to Articles I through III. 	Content Elaborations The national government, under the Articles of Confederation, faced several critical problems. Some dealt with the structure of the government itself. These problems included weak provisions for ongoing management of national affairs (a lack of a separate executive branch), a limited ability to resolve disputes arising under the Articles (a lack of a separate judicial branch), and stiff requirements for passing legislation and amending the Articles. National issues facing the government included paying the debt from the Revolutionary War, the British refusal to evacuate forts on U.S. soil, the Spanish closure of the Mississippi River to American navigation, and state disputes over land and trade. Economic problems in the states led to Shays' Rebellion. The Constitution of the United States strengthened the structure of the national government. Separate executive and judicial branches were established. More practical means of passing legislation and amending the Constitution were instituted. The new government would have the ability to address the issues facing the nation. Powers to levy taxes, raise armies, and regulate commerce were given to Congress. The principle of federalism delineated the distribution of powers between the national government and the states. The Constitution of the United States was drafted using Enlightenment ideas to create a workable form of government. The Preamble and the creation of a representative government reflect the idea of the social contract. Articles I-III provide for a separation of powers in government. Article I also provides some limited protection of rights.

American History

<ul style="list-style-type: none"> I can cite examples of Enlightenment thinking found in the Constitution. 	
Content Vocabulary <ul style="list-style-type: none"> federalism provision checks and balances separation of powers legislation executive judicial preamble Constitution 	Academic Vocabulary <ul style="list-style-type: none"> rational reference evolved
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) “Thumbs-up, thumbs-down” by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson Whole class discussion of lesson with maximum participation; monitor for student understanding Seek quick individual student responses on white boards Seek quick choral responses from the whole group of students “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period Exit slip: responses to prompts at the end of the period Written homework tasks based upon learning targets, with option to make corrections based on feedback Quiz (graded but not recorded) SLO pre-assessment 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays Document-based essays Research-based essays (group or individual) Oral presentations (group or individual) Class debates Class Socratic discussions SLO post-assessment

American History

<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers 	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Historic Documents</i> Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.	Pacing 5 Days
Content Statement 8. <i>The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.</i> a. Compare the arguments of the Federalists and Anti-Federalists on a common topic related to the ratification of the Constitution and hypothesize why the winning argument was more persuasive. Learning Targets: <ul style="list-style-type: none"> I can synthesize the arguments of the proponents and opponents of the Constitution attempting to sway the deliberations of the state ratifying conventions. I can explain the process of ratification of the Constitution. I can provide examples of the arguments for and against ratification, specifically with reference to the Federalist and Anti-Federalist papers. 	Content Elaborations The Constitution of the United States represented a significant departure from the Articles of Confederation. The document required ratification by nine states for the national government to be established among the ratifying states. Proponents and opponents of the Constitution attempted to sway the deliberations of the ratifying conventions in the states. The proponents became known as Federalists and the opponents as Anti-Federalists. New York was a pivotal state in the ratification process and Federalists prepared a series of essays published in that state's newspapers to convince New York to support the Constitution. These essays have become known as the Federalist Papers, and they addressed issues such as the need for national taxation, the benefits of a strong national defense, the safeguards in the distribution of powers, and the protection of citizen rights. What has become known as the Anti-Federalist Papers is a collection of essays from a variety of contributors. While not an organized effort as the Federalist Papers were, the Anti-Federalist Papers raised issues relating to the threats posed by national taxation, the use of a standing army, the amount of national power versus state power, and the inadequate protection of the people's rights.
Content Vocabulary <ul style="list-style-type: none"> faction ratification convention 	Academic Vocabulary <ul style="list-style-type: none"> synthesize proponent opponent

American History

<ul style="list-style-type: none"> • federalist • anti-federalist 	<ul style="list-style-type: none"> • deliberation • essay • persuasion • hypothesize
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
Resources <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	Enrichment Strategies <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson

American History

	<ul style="list-style-type: none">Students may shadow or interview a professional or arrange for a guest speaker
Integrations <ul style="list-style-type: none">ELA: Historical background for works of literature and also when writing essays and research papers	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Historic Documents</i> Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.	Pacing 4 Days
Content Statement 9. <i>The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government, and the national debate over the ratification of the Constitution of the United States.</i> a. Cite evidence for historical precedents to the rights incorporated in the Bill of Rights. Learning Targets: <ul style="list-style-type: none"> • I can explain how the Bill of Rights to the Constitution is derived from several sources including the Magna Carta and the English Bill of Rights and the Virginia Declaration of Rights. • I can cite specific examples of Enlightenment ideas found in the Bill of Rights. • I can cite specific examples of explicit rights guaranteed to Americans in the Bill of Rights as a result of colonial experiences. • I can synthesize the arguments of the Anti-Federalists in favor of adding a Bill of Rights to the Constitution. 	Content Elaborations The Bill of Rights to the Constitution of the United States is derived from several sources. These range from the English heritage of the United States to the debates over the ratification of the Constitution. English sources for the Bill of Rights include the Magna Carta (1215) and the Bill of Rights of 1689. The Magna Carta marked a step toward constitutional protection of rights and recognized trial by jury. The English Bill of Rights affirmed many rights including the right to habeas corpus, and it protected against cruel punishments. Enlightenment ideas about natural rights of life, liberty, and property were becoming widespread as American colonists were experiencing what they saw as infringements upon their rights. The Quartering Act of 1765 was seen as an infringement on property rights. The Massachusetts Government Act placed severe limitations on the colonists' ability to assemble in their town meetings. The Enlightenment ideas and British policies became focal points of the Declaration of Independence in 1776. As the American people began to govern themselves, they incorporated individual rights in governing documents. The Virginia Declaration of Rights (1776) included protections for the press, religious exercise, and the accused. Other colonies also included individual rights as part of their constitutions. The national government, under the Articles of Confederation, enacted the Northwest Ordinance of 1787, which provided for religious liberty, due process, protections for the accused, and property rights.

American History

	<p>One of the key issues in the debate over the ratification of the Constitution concerned individual rights. The strength of Anti-Federalist arguments that the original Constitution did not contain adequate protections for individual rights led to the introduction in the First Congress of nine amendments devoted to rights of individuals.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • Bill of Rights • habeas corpus • trial by jury • quartering • Magna Carta • English Bill of Rights • Virginia Declaration of Rights • amendment • limited government 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • synthesize • affirmed • incorporated • explicit
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment

American History

<ul style="list-style-type: none"> • Quiz (graded but not recorded) • SLO pre-assessment 	
Resources <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	Enrichment Strategies <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
Integrations <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers 	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Assign students experiencing difficulties with the content a document with a relatively clear reference to the right involved.</p>

American History

Theme	<i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>		
Strand	American History		
Topic	Industrialization and Progressivism (1877-1920)	Pacing	4 Days
Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement, and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.			
Content Statement		Content Elaborations	
10. The rise of corporations, heavy industry, mechanized farming, and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society. a. Analyze how the rise of corporations, heavy industry, mechanized farming, and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.		Industrialization in the United States in the late 19th and early 20th centuries was characterized by the rise of corporations and heavy industry, which transformed the American economy. It marked a shift from a predominance of agricultural workers to a predominance of factory workers. It marked a shift from rural living to urban living, with more people living in crowded and unsanitary conditions.	
Learning Targets: • I can describe how the rise of corporations and heavy industry transformed the American economy. • I can explain what industrialization is and how the advantages in factors of production enabled rapid U.S. industrialization. • I can explain reasons why many Americans moved from rural areas to urban centers. • I can explain the interconnectedness between westward expansion and industrialization. • I can describe the transformation of industry and agriculture through technological innovation and invention. • I can explain how industrialization led to rapid urbanization and the subsequent problems as a result.		Mechanized farming also transformed the American economy. Production was made more efficient as machines replaced human labor. New technologies (e.g., mechanized assembly line, electric motors) made factory production more efficient and allowed for larger industrial plants. Some of the technological innovations that transformed the American economy in the late 19th and early 20th centuries include the telephone, phonograph, incandescent light bulb, washing machine, skyscraper, automobile, and airplane.	

American History

Content Vocabulary <ul style="list-style-type: none"> • industrialization • agrarian • American economy 	Academic Vocabulary <ul style="list-style-type: none"> • describe • explain
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
Resources <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	Enrichment Strategies <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker

American History

Integrations

- ELA: Historical background for works of literature and also when writing essays and research papers

Intervention Strategies

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Industrialization and Progressivism (1877-1920)</i> Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement, and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.	Pacing 5 Days
Content Statement 11. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions and violence toward supporters of organized labor. a. Explain the major social and economic effects of industrialization and the influence of the growth of organized labor following Reconstruction in the United States. Learning Targets: <ul style="list-style-type: none"> • I can explain how industrialization gave rise to increased immigration and subsequent nativism. • I can connect industrialization and its problems to the rise of organized labor. • I can explain the difference between skilled and unskilled labor and the advantages and disadvantages associated with them. • I can cite and explain examples of confrontations between labor and employers (e.g., Great Railroad Strike, Haymarket Riot, Homestead Strike, Pullman Strike). • I can explain what a labor union is and describe its purpose and cite examples of their tactics. • I can cite examples of workplace abuse/unsafe working conditions confronted by labor unions at this time. • I can analyze societal attitudes toward labor unions. 	Content Elaborations The rise of industrialization in the United States in the late 19th and early 20th centuries increased the demand for workers. With this demand, immigrants came from other countries and Americans migrated from other parts of the United States to take jobs in industrial centers. As a result of the changing nature of work, some members of the working class formed labor organizations (e.g., American Railway Union, American Federation of Labor, Industrial Workers of the World, United Mine Workers of America) to protect their rights. They sought to address issues such as working conditions, wages, and terms of employment. Labor organizations also grew due to the violence toward supporters of organized labor (e.g., Great Railroad Strike, Haymarket Riot, Homestead Strike, Pullman Strike).

American History

<p>Content Vocabulary</p> <ul style="list-style-type: none"> • nativism • labor union • organized labor • laissez-faire • strike • sit-in • arbitration • anarchy • socialist • radical • communist • industrialization 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • confrontation • tactic
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment

American History

<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers 	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Industrialization and Progressivism (1877-1920)</i> Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement, and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.	Pacing 8 Days
Content Statement 12. Immigration, internal migration, and urbanization transformed American life. a. Analyze and evaluate how immigration, internal migration, and urbanization transformed American life. Learning Targets: <ul style="list-style-type: none"> I can explain how new waves of immigration impacted culture and growth of cities. I can explain the reasons for and the impact of the Great Migration on northern cities and the African American community. I can explain how immigrants were exploited by the industrial and political systems. I can identify the origins of late 19th century immigration. I can evaluate Americans' responses to immigrants, including the rise of nativism. 	Content Elaborations Mass immigration at the turn of the 20th century made the country more diverse and transformed American life by filling a demand for workers, diffusing new traits into the American culture, and impacting the growth of cities. Many people left their farms for the cities seeking greater job opportunities. The Great Migration marked the mass movement of African Americans who fled the rural South for the urban North. They sought to escape prejudice and discrimination and secure better-paying jobs. They helped transform northern cities economically (e.g., as workers and consumers) and culturally (e.g., art, music, literature). Urbanization transformed the physical nature of cities. Central cities focused on industry and commerce. Buildings became taller and tenement buildings provided housing for working families. Cities acquired additional land as they expanded outward. The crowding of cities led to increased crime with the development of gangs. Improvements in transportation (e.g., trolleys, automobiles) facilitated the development of suburbs. A growing middle class could easily commute between residential areas and the central cities for business and recreation.

American History

	The demand for resources and land in the West changed the life of the American Indians, who through a series of treaties and government actions continued to be displaced from their ancestral lands.
Content Vocabulary <ul style="list-style-type: none"> • assimilation • immigration • emigration • migration • ethnic cities • Angel Island • Ellis Island • nativism • Gentlemen’s Agreement • Chinese Exclusion Act 	Academic Vocabulary <ul style="list-style-type: none"> • explain • identify • evaluate
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment

American History

<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers 	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Industrialization and Progressivism (1877-1920)</i> Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement, and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.	Pacing 7 Days
Content Statement 13. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized. a. Analyze the post-Reconstruction political and social developments that led to institutionalized racism in the United States. b. Describe institutionalized racist practices in post-Reconstruction America. Learning Targets: <ul style="list-style-type: none"> • I can explain why African Americans were able to practice fewer political rights in 1900 than they were in 1870. • I can identify multiple factors that limited the effectiveness of Reconstruction. • I can list and explain the successes and failures of Reconstruction. • I can list and explain specific southern responses to Reconstruction efforts by the federal government. 	Content Elaborations The removal of federal troops from the South accompanied the end of Reconstruction and helped lead to the restoration of the Democratic Party's control of state governments. With the redemption of the South, many reforms enacted by Reconstruction governments were repealed. Racial discrimination was institutionalized with the passage of Jim Crow laws. These state laws and local ordinances included provisions to require racial segregation, prohibit miscegenation, limit ballot access, and generally deprive African Americans of civil rights. Advocates against racial discrimination challenged institutionalized racism through the courts. The U.S. Supreme Court affirmed segregation in the Plessy v. Ferguson decision. The rise of the Ku Klux Klan and other nativist organizations brought increased violence against African Americans.
Content Vocabulary <ul style="list-style-type: none"> • Jim Crow laws • Plessy v. Ferguson • segregation • poll taxes 	Academic Vocabulary <ul style="list-style-type: none"> • summarize • identify • list • explain

American History

<ul style="list-style-type: none"> • literacy tests • grandfather clause • Freedmen's Bureau • Ku Klux Klan • Discrimination 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • "Thumbs-up, thumbs-down" by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • "Think, Pair, Share": students work in small groups to complete a prompt then report findings to class • Exit slip: short "bell-ringer" written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson

American History

	<ul style="list-style-type: none">Students may shadow or interview a professional or arrange for a guest speaker
Integrations <ul style="list-style-type: none">ELA: Historical background for works of literature and also when writing essays and research papers	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Industrialization and Progressivism (1877-1920)</i> Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement, and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.	Pacing 8-10 Days
Content Statement 14. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization, and political corruption. a. Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization, and political corruption. Learning Targets: <ul style="list-style-type: none"> I can identify several muckraking journalists and explain their contributions to society, including Jacob Riis, Lincoln Steffens, Upton Sinclair, Ida Wells, Ida Tarbell, and Thomas Nast. I can evaluate the impact industrialization had on urban areas. I can explain how political machines used the problems of society to gain and keep power. I can explain the goals of the progressive movement and explain how they were influenced by industrialization. I can identify and explain several examples of how the federal and state governments worked to address the problems arising from industrialization and political corruption. I can explain what a labor union is, why they were formed, and, with specific examples, analyze their effects on society. 	Content Elaborations Industrial capitalism, urbanization, and political corruption contributed to many of the problems in American society in the late 19th and early 20th centuries. Organized movements, such as the Farmers' Alliances and the Populist party, were reactions to the effects of industrialization and created a reform agenda which contributed to the rise of Progressivism. Journalists, called muckrakers, exposed political corruption, corporate and industrial practices, social injustice, and life in urban America. Progressives introduced reforms to address the ills associated with industrial capitalism. Their efforts led to antitrust suits (e.g., Northern Securities Company), antitrust legislation (Clayton Antitrust Act), railroad regulation (Hepburn Act), and consumer protection legislation (e.g., Pure Food and Drug Act, Meat Inspection Act). The Federal Reserve Act was passed to control the nation's money supply and regulate the banking system. Conservation reforms included the creation of the U.S. Forest Service, the National Park Service, and the passage of the Newlands Act. Progressives fought political corruption and introduced reforms to make the political process more democratic (e.g., initiative, referendum, recall, secret ballot, new types of municipal government, civil service reform, primary elections).

American History

<ul style="list-style-type: none"> I can identify the varying social reactions and beliefs to the changing economic and social systems. 	<p>Other progressive reforms included:</p> <ul style="list-style-type: none"> 16th Amendment (power of Congress to levy an income tax) 17th Amendment (direct election of U.S. Senators) 18th Amendment (prohibition of alcoholic beverages) 19th Amendment (women's suffrage)
<p>Content Vocabulary</p> <ul style="list-style-type: none"> labor unions political machines settlement houses injunction muckrakers imitative referendum recall Robert LaFollette 16th Amendment 17th Amendment 18th Amendment 19th Amendment Eugene Debs Tammany Hall <i>Lochner v. New York</i> <i>Muller v. Oregon</i> monopoly pools trusts Populists Social Gospel movement American Railway Union Knights of Labor Industrial Workers of the World scabs American Federation of Labor 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> evaluate identify explain

American History

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers 	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students,</p>

American History

- Engineering: Historical background for Industrial Revolution

English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Foreign Affairs from Imperialism to Post-World War I (1898-1930)</i> The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and in attempts to preserve post-war peace.	Pacing 4-5 Days
Content Statement 15. As a result of overseas expansion, the Spanish-American War, and World War I, the United States emerged as a world power. a. Analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s. Learning Targets: <ul style="list-style-type: none"> • I can summarize America's motives for imperialism. • I can cite and explain several examples of American imperialism, including the Spanish-American War, annexation of Hawaii, acquisition of the Panama Canal Zone, and the Filipino Insurrection. • I can compare and contrast the different types of imperialism. • I can explain the impact of WWI on the U.S. both during and after WWI. 	Content Elaborations With the closing of the western frontier, Americans developed favorable attitudes toward foreign expansion. Pushed along by global competition for markets and prestige, an expanded navy, and a sense of cultural superiority, the United States engaged in a series of overseas actions which fostered its move to global power status. The annexation of Hawaii followed by a successful conclusion to the Spanish-American War allowed the United States to join other nations in imperialist ventures. With its entry into World War I, the United States mobilized a large army and navy to help the Allies achieve victory. After the war, European countries were forced to concentrate their resources on rebuilding their countries. However, the United States enjoyed a brief period of economic prosperity and was able to exert authority as a world power.
Content Vocabulary <ul style="list-style-type: none"> • imperialism • Social Darwinism • colony • protectorate • white man's burden • Roosevelt Corollary • Monroe Doctrine • Platt Amendment • Open Door policy • sphere of influence 	Academic Vocabulary <ul style="list-style-type: none"> • summarize • cite • compare and contrast • explain

American History

<ul style="list-style-type: none"> • Foraker Act • Alfred T. Mahan • Frontier Thesis • dollar diplomacy • Hay-Pauncefote Treaty 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson

American History

	<ul style="list-style-type: none">Students may shadow or interview a professional or arrange for a guest speaker
Integrations <ul style="list-style-type: none">ELA: Historical background for works of literature and also when writing essays and research papers	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Foreign Affairs from Imperialism to Post-World War I (1898-1930)</i> The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and in attempts to preserve post-war peace.	Pacing 4-5 Days
Content Statement 16. After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs. a. Explain why and how the United States moved to a policy of isolationism following World War I. Learning Targets: <ul style="list-style-type: none"> I can explain why the United States Senate rejected the Treaty of Versailles. I can cite and explain several examples of American isolationist policies in the years following WWI, including the Nye Committee, Washington Naval Conference, Dawes Plan, and Kellogg-Briand Pact. I can explain how the meeting and ultimate treaty produced at the meeting in Versailles set the stage for WWII. 	Content Elaborations After WWI, the United States emerged as a world leader and pursued efforts to maintain peace in the world. President Wilson's efforts partially helped shape the Treaty of Versailles, but debate over its terms and efforts to avoid foreign entanglements led to its defeat in the Senate and the United States' decision not to join the League of Nations. Desires to avoid another major war led to treaties addressing arms limitation and territorial expansion (Four-, Five-, and Nine-Power Treaties). In 1928, the United States signed the Kellogg-Briand Pact to prohibit war as "an instrument of national policy." In taking a leading role in these later treaties, the United States sought to limit its involvement in international affairs.
Content Vocabulary <ul style="list-style-type: none"> neutrality reparations Nye committee merchants of death Dawes Plan Washington Naval Conference Kellogg-Briand Pact 	Academic Vocabulary <ul style="list-style-type: none"> explain why cite and explain explain how

American History

<ul style="list-style-type: none"> • League of Nations • Fourteen Points • self-determination 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker

American History

Integrations

- ELA: Historical background for works of literature and also when writing essays and research papers

Intervention Strategies

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Have students summarize the Fourteen Points in their own words in chart form.

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Prosperity, Depression, and the New Deal (1919-1941)</i> The Post-World War I period was characterized by economic, social, and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out of the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.	Pacing 4 Days
Content Statement 17. Racial intolerance, anti-immigrant attitudes, and the Red Scare contributed to social unrest after World War I. a. Describe how racial intolerance, anti-immigration attitudes, and the Red Scare contributed to social unrest after World War I. Learning Targets: <ul style="list-style-type: none"> I can explain how A. Mitchell Palmer contributed to the Red Scare in the years following WWI. I can explain how the Great Migration contributed to racial strife in the years following WWI. I can explain how varying beliefs on economic systems contributed to anti-immigrant attitudes in WWI. I can cite specific examples the United States government took to limit immigration and explain how they believed this would help America. 	Content Elaborations The Great Migration of African Americans to northern cities heightened racial tensions there and led to a series of urban race riots in 1919. Lynchings and the enforcement of Jim Crow legislation continued in the South during the post-war era. Racial intolerance also was seen in the revival of the Ku Klux Klan across the United States. An increase in immigration to the United States from southern and eastern Europe preceded World War I. Nativism after the war was reflected in the passage of immigration quotas. Intolerance toward immigrants, Catholics, and Jews was exhibited by groups such as the Ku Klux Klan. The success of the Bolshevik Revolution in Russia followed by post-war labor strikes and a series of bombs sent to public and business officials in the United States stirred fears of revolution among Americans. The Red Scare of 1919-1920 was a reaction to these perceived threats and led to the incarceration and deportation of many aliens.
Content Vocabulary <ul style="list-style-type: none"> Great Migration Ku Klux Klan Palmer raids Emergency Quota Act 	Academic Vocabulary <ul style="list-style-type: none"> cite specific examples explain how describe how

American History

<ul style="list-style-type: none"> • nativism • National Origins Act • Industrial Workers of the World • Marxism • capitalism • anarchy • Sacco and Vanzetti 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical

American History

	<p>newspaper, diorama)</p> <ul style="list-style-type: none">• Students research and then teach a key part of the lesson• Students may shadow or interview a professional or arrange for a guest speaker
Integrations <ul style="list-style-type: none">• ELA: Historical background for works of literature and also when writing essays and research papers	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Prosperity, Depression, and the New Deal (1919-1941)</i> The Post-World War I period was characterized by economic, social, and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out of the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.	Pacing 4 Days
Content Statement 18. An improved standard of living for many, combined with technological innovations in communication, transportation, and industry, resulted in social and cultural changes and tensions. a. Describe how an improved standard of living for many, combined with technological innovations in communication, transportation, and industry, resulted in social and cultural changes and tensions. Learning Targets: <ul style="list-style-type: none"> I can explain why the standards of living increased for most Americans following WWI. I can identify who did not see a rise in their standard of living and explain the impact this had on society as a whole. I can list several examples of new inventions in the 1920s and describe the impact this had on society. I can explain the impact Henry Ford and other industrialists had on work and transportation. I can explain why and how innovation created tensions in American society. 	Content Elaborations Following World War I, the United States experienced a period of successful advances in industry and an economic boom that improved the standards of living for many Americans. Technological innovations in communication included commercial radio broadcasts, talking motion pictures, and wider circulation of newspapers and magazines. These innovations influenced the development of a popular culture and mass advertising. Advances in transportation during this era include the Model A Ford and the airplane. In industry, mass production techniques continued to make factory production more efficient. These developments also contributed to an improved standard of living. These innovations brought change. But some changes challenged conventional social mores and created tensions. For example, increased automobile ownership contributed to the growth of suburbs, the creation of new businesses (e.g., motels, gas stations), and the expansion of others (e.g., rubber, plate glass, petroleum, steel). New surfaced roads were constructed to accommodate increased traffic. But use of the automobile also challenged traditional family values and tried the patience of travelers. Young people used cars to exercise freedom from parental rules. Increased numbers of commuters had to face the problems of traffic congestion.

American History

<p>Content Vocabulary</p> <ul style="list-style-type: none"> • flappers • Scopes trial • mass production • assembly line • consumerism • Henry Ford 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • describe how
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical

American History

	<p>newspaper, diorama)</p> <ul style="list-style-type: none"> • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers 	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Students with a music background or interest in broadcasting will produce a radio program from the 1920s focusing on how an improved standard of living for many, combined with technological innovations in communication, transportation, and industry, resulted in social and cultural changes and tensions.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Prosperity, Depression, and the New Deal (1919-1941)</i> The Post-World War I period was characterized by economic, social, and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out of the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.	Pacing 5 Days
Content Statement 19. Movements such as the Harlem Renaissance, African-American migration, women's suffrage, and Prohibition all contributed to social change. a. Describe social changes that came from the Harlem Renaissance, African-American migration, women's suffrage, and Prohibition. Learning Targets: <ul style="list-style-type: none"> • I can identify and explain two forms of rebellion society took against Prohibition. • I can explain why the 18th Amendment was ratified and why it ultimately proved too difficult to enforce. • I can explain what impact the Great Migration had on cities after WWI. • I can explain what the Harlem Renaissance was and describe the impact it had on race relations throughout the north. 	Content Elaborations The Harlem Renaissance was a celebration of African American culture and contributed to social change. The themes of African American art and literature gave pride to people of African heritage and increased awareness of the struggles related to intolerance and life in large urban centers. Jazz flourished during the Harlem Renaissance and became an established American music genre. The large numbers of African Americans moving to northern cities during the Great Migration increased competition for jobs, housing, and public services. The movement to give women suffrage saw the fruition of its goal with the passage of the 19th Amendment. The change brought more women into the political process, eventually including women running for public office. Prohibition had mixed results. Establishments that openly sold liquor closed their doors. Prohibition lacked popular support. It further divided the nation along secularist/fundamentalist, rural/urban, and modern/traditional lines. It led to speakeasies and increased organized crime. The law was difficult to enforce and was repealed with the 21st Amendment.

American History

<p>Content Vocabulary</p> <ul style="list-style-type: none"> • Jazz Age • Harlem Renaissance • speakeasies • organized crime • bootlegging • Great Migration • lynching • 18th Amendment • 19th Amendment • 21st Amendment • Scopes trial • Fundamentalism • Modernism • Traditionalism • Marcus Garvey 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • identify • explain • describe
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment

American History

<ul style="list-style-type: none"> • Quiz (graded but not recorded) • SLO pre-assessment 	
Resources <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	Enrichment Strategies <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
Integrations <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Prosperity, Depression, and the New Deal (1919-1941)</i> The Post-World War I period was characterized by economic, social, and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out of the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.	Pacing 8-10 Days
Content Statement 20. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression. Learning Targets: <ul style="list-style-type: none"> • I can describe how the federal government's monetary policies, stock market speculation, and increasing consumer debt led to the Great Depression. • I can describe and explain the economic cycle. • I can synthesize the importance of debt and bank failures in contributing to the worst years of the Depression. • I can explain how the efforts to combat the Great Depression led to an expanded role for the federal government. • I can explain how the New Deal programs attempted to address the national difficulties of the Depression. • I can identify New Deal programs that continue to the present time. 	Content Elaborations One of several factors leading to the Great Depression in the United States was the excessive amount of lending by banks. This fueled speculation and use of credit. The Federal Reserve attempted to curb these practices by constricting the money supply. The effect was to worsen economic conditions by making it harder for people to repay debts and for businesses, including banks, to continue operations. Another factor leading to the Depression was stock market speculation. Many investors were buying on margin with the hope of making huge profits. But the collapse of the stock market led many to lose their investments and fortunes. The closing of many factories led to the rise of consumer debt as workers lost needed income. During the 1930s, the role of the federal government was greatly expanded with the New Deal. This occurred through its efforts to help the economy recover with programs such as the National Recovery Administration; to provide relief to the unemployed by creating jobs; and to institute reforms for the protection of the elderly, farmers, investors, and laborers.
Content Vocabulary <ul style="list-style-type: none"> • New Deal • relief, recovery, reform 	Academic Vocabulary <ul style="list-style-type: none"> • analyze • compare

American History

<ul style="list-style-type: none"> • speculation • stock market • Federal Reserve System • deposit insurance • debt/credit • buying on margin • investor • monetary policy • government assistance 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources

American History

	<p>to learn content more in-depth</p> <ul style="list-style-type: none"> • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker • The students have to spend an entire day at home living with 1920s technology (they have cars, radios, refrigerators but no computers, cell phones, or video games). They do the project at home with a parental verification. They follow up by writing a reflection paper on their experience.
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers 	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>From Isolation to World War (1930-1945)</i> The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments that reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.	Pacing 5 Days
Content Statement 21. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII. Learning Targets: <ul style="list-style-type: none"> • I can analyze the reasons for American isolationist sentiment in the interwar period. • I can explain the origins, intentions, and provisions of the Good Neighbor Policy. • I can understand the problems of rising totalitarianism in Europe and Asia. • I can explain the provisions of the Neutrality Act and how they relate to isolationism. • I can analyze how U.S. policies of neutrality gradually changed through actions such as cash and carry, destroyers for bases, and the Lend-Lease Act. • I can explain the importance of the Atlantic Charter. • I can analyze the devolution of U.S.-Japan relations in the Pacific and east Asia leading up to the attack on Pearl Harbor. 	Content Elaborations Following World War I, the United States was reluctant to become entangled in overseas conflicts that would lead to another war. Although it had used the Monroe Doctrine and the Roosevelt Corollary to justify intervention into Latin American affairs, the U.S. retreated from these policies during the 1930s with the Good Neighbor Policy. The Neutrality Acts of the 1930s were attempts to isolate the country from the problems erupting in Asia and Europe. The United States tried to maintain its isolationist approach when war broke out in Europe. But to aid countries fighting against fascist aggression, the United States introduced the cash-and-carry policy, negotiated the destroyer-for-bases agreement, and enacted the Lend-Lease Policy. It also helped write the Atlantic Charter. The expansionist policies of Japan and the bombing of Pearl Harbor ended U.S. isolationist policies.

American History

<p>Content Vocabulary</p> <ul style="list-style-type: none"> • Monroe Doctrine • Roosevelt Corollary • totalitarianism • intervention • neutrality • isolationism • cash and carry • Lend-Lease • expansionism • devolution 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • synthesize
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest

American History

	<ul style="list-style-type: none">• Connect current and past lesson content to current events in the news• Students may be invited to read difficult and significant original sources to learn content more in-depth• Student and teacher collaborate to create additional projects (historical newspaper, diorama)• Students research and then teach a key part of the lesson• Students may shadow or interview a professional or arrange for a guest speaker
Integrations <ul style="list-style-type: none">• ELA: Historical background for works of literature and also when writing essays and research papers	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>From Isolation to World War (1930-1945)</i> The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments that reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.	Pacing 10 Days
Content Statement 22. The United States mobilization of its economic and military resources during World War II brought significant changes to American society. Learning Targets: <ul style="list-style-type: none"> • I can identify and explain changes American society experienced with the mobilization of its economic and military resources during World War II. • I can explain the actions of government in organizing industry and labor in support of the war effort. • I can explain how military forces were prepared for war through the Selective Training and Service Act of 1940. • I can identify the efforts made to mobilize civilian support for the war effort. • I can analyze and explain the efforts of women and minorities in both the military and wartime industries. • I can explain how Japanese-Americans were treated during wartime, including the use of internment/relocation camps, as well as efforts by many of the same to support the war effort. 	Content Elaborations The mobilization of the United States to a wartime economy during World War II was massive. The federal government reorganized existing plants to produce goods and services for the war effort and instituted policies to ration and redirect resources. Mobilization caused major impacts on the lives of Americans. A peacetime draft was instituted in 1940 to supplement military enlistments. Scrap drives were conducted to reallocate materials for war goods. Regulations were imposed on some wages and prices. Some products were subjected to rationing. Citizens raised victory gardens to supplement food supplies and purchased war bonds to help fund the war. Some labor unions signed no-strike pledges. Job opportunities in the civilian workforce and in the military opened for women and minorities. African Americans organized to end discrimination and segregation so that they could contribute to the war effort. Although Japanese Americans were interned in relocation camps by the U.S. government, many enlisted in the armed services.
Content Vocabulary <ul style="list-style-type: none"> • mobilization • Selective Service/draft 	Academic Vocabulary <ul style="list-style-type: none"> • identify • explain

American History

<ul style="list-style-type: none"> • ration/rationing • wage and price controls • war bonds • internment camp • reallocation • regulations 	<ul style="list-style-type: none"> • analyze
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
Resources <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	Enrichment Strategies <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama)

American History

	<ul style="list-style-type: none">• Students research and then teach a key part of the lesson• Students may shadow or interview a professional or arrange for a guest speaker
Integrations <ul style="list-style-type: none">• ELA: Historical background for works of literature and also when writing essays and research papers	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>The Cold War (1945-1991)</i> The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the USSR so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.	Pacing 4 Days
Content Statement 23. Use of atomic weapons changed the nature of war, altered the balance of power, and began the nuclear age. Learning Targets: <ul style="list-style-type: none"> • I can summarize how atomic weapons have changed the nature of war, altered the balance of power, and started the nuclear age. • I can analyze the arguments for and against the use of the atomic bomb against Japan. • I can explain the concept of superpower in the age of nuclear weapons. • I can evaluate the development of nuclear arsenals in the United States and the Soviet Union as deterrents of war. • I can explain the consequences of the Soviet testing of a nuclear bomb in 1949. 	Content Elaborations The dropping of the atomic bombs on Japan hastened the end of World War II and is considered the beginning of the nuclear age. The use of these bombs introduced a new type of weapon capable of mass destruction. In the four-year period following World War II, the United States was the only country in possession of atomic bombs and this contributed to its status as a superpower. The threat of using this weapon was seen as a deterrent to the ambitions of the Soviet Union. The testing and explosion of the atomic bomb by the Soviets in 1949 established the Soviet Union as a second superpower. It also began a nuclear arms race that continued for decades and threatened world peace.
Content Vocabulary <ul style="list-style-type: none"> • atomic/nuclear bomb • superpower • deterrent • arms race 	Academic Vocabulary <ul style="list-style-type: none"> • summarize • analyze • evaluate

American History

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker

American History

Integrations

- ELA: Historical background for works of literature and also when writing essays and research papers

Intervention Strategies

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>The Cold War (1945-1991)</i> The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the USSR so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.	Pacing 10 Days
Content Statement 24. The United States followed a policy of containment during the Cold War in response to the spread of communism. Learning Targets: <ul style="list-style-type: none"> • I can analyze the policy of containment and the reasons for its establishment by the United States during the Cold War in response to the spread of communism. • I can explain the actions of the Soviet Union in creating hegemony over Eastern Europe after World War II. • I can explain the reasons for and components of the European Recovery Program (Marshall Plan). • I can explain the concept of collective security and how this led to the establishment of the North Atlantic Treaty Organization. • I can analyze the application of containment and collective security as it relates to U.S. involvement in both the Korean and Vietnam Wars. 	Content Elaborations The policy of containment began in the late 1940s to halt the spread of communism in Europe and Asia. It became the policy of the United States for decades. Following World War II, most of the eastern Europe countries had communist governments and were under Soviet control. The Chinese Revolution ushered in a communist government. In Europe, the Marshall Plan and the North Atlantic Treaty Organization (NATO) were efforts to contain communism. In Asia, the policy of containment was the basis for U.S. involvement in the Korean and Vietnam wars.
Content Vocabulary <ul style="list-style-type: none"> • containment • Soviet-style communism • Chinese Communist Revolution • Marshall Plan • Truman Doctrine 	Academic Vocabulary <ul style="list-style-type: none"> • analyze • explain

American History

<ul style="list-style-type: none"> • NATO • Warsaw Pact • collective security • limited war • policy • hegemony 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama)

American History

	<ul style="list-style-type: none">• Students research and then teach a key part of the lesson• Students may shadow or interview a professional or arrange for a guest speaker
Integrations <ul style="list-style-type: none">• ELA: Historical background for works of literature and also when writing essays and research papers	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>The Cold War (1945-1991)</i> The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the USSR so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.	Pacing 3-4 Days
Content Statement 25. The Second Red Scare and McCarthyism reflected Cold War fears in American society. Learning Targets: <ul style="list-style-type: none"> • I can explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society. • I can identify Soviet actions that contributed to anti-communist hysteria in the U.S. • I can identify and explain the actions of Congress and its members to respond to the real and perceived threat of communism to American society. • I can explain how the civil liberties of many Americans were challenged and possibly violated as a result of this fear. • I can explain how the new media of television impacted the opinions of the American people toward Sen. McCarthy and witnesses before Congressional committees. 	Content Elaborations The actions of the Soviet Union in Eastern Europe and the spread of communism in Asia sparked fears among many Americans. A second Red Scare focused attention on the media, labor unions, universities, and other organizations as targets of communist subversion. Like the first Red Scare following World War I, civil liberties were again challenged. The investigations of the House Un-American Activities Committee (HUAC) prompted employers to blacklist suspected communists, including actors and writers. Senator Joseph McCarthy played on fears of subversion with his charges of communists infiltrating the U.S. government. The McCarthy hearings and HUAC investigations held the attention of the American people through the middle 1950s.
Content Vocabulary <ul style="list-style-type: none"> • Red Scare • House Un-American Activities Committee (HUAC) • McCarthy Hearings • McCarthyism 	Academic Vocabulary <ul style="list-style-type: none"> • explain • identify

American History

<ul style="list-style-type: none"> • Congressional immunity • subversion/infiltration • The Rosenbergs • loyalty checks • blacklist • Hollywood Ten • civil liberties 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical

American History

	<p>newspaper, diorama)</p> <ul style="list-style-type: none">• Students research and then teach a key part of the lesson• Students may shadow or interview a professional or arrange for a guest speaker
Integrations <ul style="list-style-type: none">• ELA: Historical background for works of literature and also when writing essays and research papers	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme	<i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>		
Strand	American History		
Topic	<i>The Cold War (1945-1991)</i>	Pacing	12 Days
The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the USSR so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.			
Content Statement 26. <i>The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.</i> Learning Targets: <ul style="list-style-type: none">• I can analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1992.• I can explain how Cold War international politics impacted regional conflicts in the Middle East, Latin America, and Southeast Asia.• I can explain the causes of the Korean War and how the onset of the war was addressed by the United Nations.• I can analyze the impact of the Korean War on U.S. policies in East and Southeast Asia.• I can explain the reasons for U.S. involvement in the Vietnam War.• I can identify the reasons for domestic unrest and protests during the 1960s.• I can explain how the Vietnam War impacted national politics in both the elections of 1968 and 1972.• I can analyze the reasons for the lack of success by the U.S. in preventing the containment of communism in Vietnam.		Content Elaborations The Cold War dominated international politics and impacted domestic politics in the United States for almost 45 years. The intense rivalry between the U.S. and the Soviet Union led to the creation of alliances, an arms race, conflicts in Korea and Vietnam, and brought the world close to nuclear war with the Cuban Missile Crisis. The Cold War affected international politics in the Middle East and Latin America. The Cold War affected domestic politics. It led to the Second Red Scare and the rise of McCarthyism. A space race impelled the U.S. to increase spending on science education. The Korean War also fed into the communist hysteria of the late 1940s and 1950s. The United States was able to secure support from the United Nations for the defense of South Korea while the Soviet Union was boycotting the Security Council. The Vietnam War divided the country and sparked massive protests. Spending for the war came at the expense of the domestic programs launched by President Johnson. This led to urban unrest in the 1960s. The Vietnam War was a dominant issue in the presidential campaigns of 1968 and 1972. The difficulties and eventual withdrawal from Vietnam led to concerted efforts on part of the U.S. to find allies in future conflicts.	

American History

<p>Content Vocabulary</p> <ul style="list-style-type: none"> • Cold War • United Nations (U.N.) • space race • SEATO • Great Society • domino theory • Vietnamization 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • explain • identify
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth

American History

	<ul style="list-style-type: none">• Student and teacher collaborate to create additional projects (historical newspaper, diorama)• Students research and then teach a key part of the lesson• Students may shadow or interview a professional or arrange for a guest speaker
Integrations <ul style="list-style-type: none">• ELA: Historical background for works of literature and also when writing essays and research papers	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>The Cold War (1945-1991)</i> The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the USSR so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.	Pacing 5 Days
Content Statement 27. The collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War. Learning Targets: <ul style="list-style-type: none"> • I can explain how the collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War era. • I can identify causes for the collapse of communist governments in Eastern Europe and the Soviet Union. • I can trace the events that led to the end of the Cold War era. • I can provide examples of how the United States supported economic and educational reforms in former communist countries. 	Content Elaborations There were multiple causes for the collapse of communist governments in Eastern Europe and the Soviet Union. The effect of these was the reduction of the tensions between the U.S. and the U.S.S.R. that characterized the Cold War period. Several communist governments in Eastern Europe gave up power following mass demonstrations for democracy. The collapse of the Soviet Union resulted in independent republics that moved to institute democratic reforms and introduce free-market economies. This brought an end to the Cold War era. The political and economic turmoil occurring in some of the new governments posed new challenges for the United States. The U.S. supported economic and education reforms by providing assistance to some of the former communist countries.
Content Vocabulary <ul style="list-style-type: none"> • containment • collective security • communism • deterrence • national security • suburbanization • conservatism 	Academic Vocabulary

American History

<ul style="list-style-type: none"> • limited war • Cold War 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker

American History

Integrations

- ELA: Historical background for works of literature and also when writing essays and research papers

Intervention Strategies

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.

American History

Theme	<i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand	American History	
Topic	Social Transformations in the United States (1945-1994) A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights.	Pacing 15 Days
Content Statement	28. Following World War II, the United States experienced a struggle for racial and general equality and the extension of civil rights. Learning Targets: <ul style="list-style-type: none">• I can summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the postwar period.• I can summarize how African Americans, American Indians, and women distinguished themselves in an effort to win World War II, and how these groups formed movements to secure the same freedoms and opportunities enjoyed by other Americans.	Content Elaborations African Americans, Mexican Americans, American Indians, and women distinguished themselves in the effort to win World War II. Following the war, movements began to secure the same freedoms and opportunities for these Americans that other Americans enjoyed. African-American organizations such as the National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), and the National Urban League (NUL) struggled for equal opportunities and to end segregation. They demonstrated and sought redress in the courts to change long-standing policies and laws. Mexican Americans organized through the United Farm Workers of America (UFW) to improve the conditions of migrant workers. American Indians organized to improve conditions on reservations, protect land rights, and improve opportunities in education and employment. They formed groups such as the National Congress of American Indians (NCAI) and the American Indian Movement (AIM). Women made progress toward equal opportunities through demonstrations, lawsuits, and the National Organization of Women (NOW).

American History

<p>Content Vocabulary</p> <ul style="list-style-type: none"> • integration • segregation • civil resistance (disobedience) • civil rights • affirmative action • separatism • equality 	<p>Academic Vocabulary</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth

American History

	<ul style="list-style-type: none">• Student and teacher collaborate to create additional projects (historical newspaper, diorama)• Students research and then teach a key part of the lesson• Students may shadow or interview a professional or arrange for a guest speaker
Integrations <ul style="list-style-type: none">• ELA: Historical background for works of literature and also when writing essays and research papers	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Social Transformations in the United States (1945-1994)</i> A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights.	Pacing 6 Days
Content Statement 29. The postwar economic boom, greatly affected by advances in science, produced epic changes in American life. Learning Targets: <ul style="list-style-type: none"> I can explain how American life in the postwar period was impacted by the postwar economic boom and by advances in science. I can describe the era of unprecedented prosperity and economic growth in the United States following World War II. I can trace the growth of the Sunbelt. I can provide examples of how advances in science impacted American life. 	Content Elaborations The United States experienced an era of unprecedented prosperity and economic growth following World War II. Contributing to this prosperity was public demand for goods and services. The demand for housing and automobile ownership spurred the growth of suburbs. Economic opportunities in defense plants and high-tech industries led to the growth of the Sunbelt. Postwar prosperity produced some other epic changes (e.g., baby boom, increased consumerism, increased mobility via automobiles, pop culture, franchising, and longer life spans). Advances in science following the war also impacted American life. Examples include: <ul style="list-style-type: none"> Medicine (e.g., polio vaccine, birth control pill, artificial heart valve, open-heart bypass, organ transplant, genetic engineering) Communication (e.g., transistor, television, computers, Internet, mobile phones) Nuclear energy (e.g., atomic weapons, nuclear power plants) Transportation (e.g., passenger jet airplanes, catalytic converters in cars)
Content Vocabulary <ul style="list-style-type: none"> region Sunbelt 	Academic Vocabulary

American History

<ul style="list-style-type: none"> • demand • urban • suburban • high-tech industry • baby boom • consumerism • mobility 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical

American History

	<p>newspaper, diorama)</p> <ul style="list-style-type: none">• Students research and then teach a key part of the lesson• Students may shadow or interview a professional or arrange for a guest speaker
Integrations <ul style="list-style-type: none">• ELA: Historical background for works of literature and also when writing essays and research papers	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Social Transformations in the United States (1945-1994)</i> A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights.	Pacing 3 Days
Content Statement 30. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects. Learning Targets: <ul style="list-style-type: none"> I can analyze the social and political effects of the continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act. I can describe the social and political effects of the postwar population movement from cities to suburbs. I can trace the causes of urban riots in the 1960s. I can explain how the growth of the Sunbelt contributed to a political power shift in the country. I can summarize how immigration impacted the demographic makeup of the United States and how the voting patterns of these immigrants impacted the balance of power between the major political parties. 	Content Elaborations The postwar movement from cities to suburbs had social and political effects. The cities became predominately black and poor and strongly Democratic. The suburbs were mainly white and leaned Republican. The decaying environment and the low employment opportunities in large cities contributed to urban riots in the 1960s. The employment opportunities in defense plants and high-tech industries located in the South and California led to the growth of the Sunbelt. This development contributed to a political power shift in the country as reflected in the reapportionment of congressional districts. The 1965 Immigration Act allowed more individuals from Asia, Africa, and Latin America to enter the United States. The resulting immigration impacted the country's demographic makeup. Hispanics became the fastest growing minority in the U.S. which led to an increase in Spanish language media and funding for bilingual education programs. As these new immigrants became citizens, their voting practices impacted the balance of power between the major political parties.
Content Vocabulary <ul style="list-style-type: none"> migration demographic reapportionment 	Academic Vocabulary

American History

<ul style="list-style-type: none"> • Rust Belt • internal migration 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker

American History

Integrations

- ELA: Historical background for works of literature and also when writing essays and research papers

Intervention Strategies

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>Social Transformations in the United States (1945-1994)</i> A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights.	Pacing 3 Days
Content Statement 31. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare, and national security. Learning Targets: <ul style="list-style-type: none"> • I can explain why the government's role in the economy, environmental protection, social welfare, and national security became the topic of political debates between 1945 and 1994. • I can explain how the expansion in the role of the government in the 1930s and early 1940s continued to be the focus of political debates in the postwar period. • I can describe how and why the government's role to protect the environment in the postwar period increased, eventually leading to the creation of the Environmental Protection Agency (EPA). • I can summarize debates surrounding the government's role on social welfare issues. • I can trace why controversies surrounding the federal government's role in protecting the country recurred during times of perceived threats. 	Content Elaborations The 1930s and early 1940s witnessed a great expansion in the role of the federal government in various policy areas. This expanded role continued to be the focus of political debates in the postwar period. For the economy, the debates were between those who favored a more activist role of the government to correct inequities and those who felt that the government should lessen its involvement and let the marketplace work. Public opinion on this issue was often influenced by the current state of the economy. The debate on the government's role to protect the environment in the postwar period increased during this period due to research on the effects of pesticides, pollution, and waste disposal and concerns about conservation and global warming. Demands from environmentalists led to the creation of the Environmental Protection Agency. The government's role on social welfare issues attracted intense debates, particularly relating to poverty, unemployment, and national health insurance. The controversies surrounding the federal government's role in protecting the country recurred during times of perceived threats. Fears concerning communist infiltration of the government during the 1940s and 1950s and anti-war protests during the Vietnam Era led to debates over national security.

American History

<p>Content Vocabulary</p> <ul style="list-style-type: none"> • political activism • inequity • social welfare • environmentalism • poverty • national health insurance • national security • Earth Day • EPA 	<p>Academic Vocabulary</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news

American History

	<ul style="list-style-type: none">• Students may be invited to read difficult and significant original sources to learn content more in-depth• Student and teacher collaborate to create additional projects (historical newspaper, diorama)• Students research and then teach a key part of the lesson• Students may shadow or interview a professional or arrange for a guest speaker
Integrations <ul style="list-style-type: none">• ELA: Historical background for works of literature and also when writing essays and research papers	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>United States and the Post-Cold War World (1991-Present)</i> The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism, and the proliferation of nuclear weapons.	Pacing 3 Days
Content Statement 32. Improved global communications, international trade, transnational business organizations, overseas competition, and the shift from manufacturing to service industries have impacted the American economy. Learning Targets: <ul style="list-style-type: none"> • I can analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition, and the shift from manufacturing to service industries. • I can summarize the impact of the spread of global communication technologies since the early 1990s. • I can trace the growth of international business organizations since the early 1990s. • I can describe challenges faced by American producers and local communities as a result of overseas competition. 	Content Elaborations The American economy has been impacted by many influences since the early 1990s. Global communication has rapidly increased use of technologies such as the personal computer, Internet, and mobile phone. Business organizations that operate internationally with production facilities in more than one country have grown exponentially. For example, an American automobile might have parts imported from several countries and be assembled in yet another country. Overseas competition has challenged American producers and local communities. The U.S. trade deficit has increased with the value of goods and services imported exceeding those that are exported. This has led to a decrease in manufacturing jobs and closing of plants. It also has contributed to a shift toward service industries and a growth in lower-paying jobs in fast food and sales.
Content Vocabulary <ul style="list-style-type: none"> • globalization • transnational business organization • trade deficit • balance of trade • trade surplus • outsourcing • service industry 	Academic Vocabulary

American History

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker

American History

Integrations

- ELA: Historical background for works of literature and also when writing essays and research papers

Intervention Strategies

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.

American History

Theme <i>This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.</i>	
Strand <i>American History</i>	
Topic <i>United States and the Post-Cold War World (1991-Present)</i> The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism, and the proliferation of nuclear weapons.	Pacing 10 Days
Content Statement 33. The United States faced new political, national security, and economic challenges in the post-Cold War world and following the attacks on September 11, 2001. Learning Targets: <ul style="list-style-type: none"> I can describe political, national security, and economic challenges the United States faced in the post-Cold War period and following the attacks on September 11, 2001. I can identify and cite examples as to how the post-Cold War period and the attacks on September 11, 2001, presented new challenges for the United States. I can summarize economic challenges in the United States as a result of operating within a globalized economy. I can explain how the attacks on September 11, 2001, presented national security challenges for the United States. 	Content Elaborations The post-Cold War period and the attacks on September 11, 2001, presented new challenges for the United States including: <ul style="list-style-type: none"> Instability produced by the demise of balance-of-power politics Changing role of the United States in global politics (e.g., preemptive wars) Issues surrounding the control of nuclear weapons Broadening of terrorism Dynamic of balancing national security with civil liberties Economic challenges for the country included operating within a globalized economy. The country witnessed the change from the prosperity of the 1990s to the recession that began in 2007. Reductions in defense spending due to the end of the Cold War led to the loss of millions of U.S. jobs in defense plants. The attacks on September 11, 2001, presented national security challenges for the country. Debates over two wars (i.e., Iraq and Afghanistan) that were launched in response to the September 11 attacks, the passage of the USA PATRIOT Act, and the detainment and torture of enemy combatants divided the country.
Content Vocabulary <ul style="list-style-type: none"> terrorism war on terror Taliban 	Academic Vocabulary

American History

<ul style="list-style-type: none"> • U.S. Patriot Act • preemptive war • Bush Doctrine • peace dividend • proliferation 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs-up, thumbs-down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • <i>The American Vision</i> by Glencoe, online edition available • Visual media from school library 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson

American History

	<ul style="list-style-type: none">Students may shadow or interview a professional or arrange for a guest speaker
Integrations <ul style="list-style-type: none">ELA: Historical background for works of literature and also when writing essays and research papers	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>