United States History
Honors

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☐ 10 ☑ 11 ☐ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** United States History		
Course Title:	United States History H		
Prerequisite(s):	Teacher Recommendation Advised		
Course Description: *Program of Studies*	United States History provides students with an exploration of the issues, events, personalities, and concepts that have shaped our nation from the colonial era to the modern era. The curriculum is based on compelling questions that require students to think critically, analyze, and synthesize information. They will make connections across time periods while investigating issues from multiple perspectives. Recurring themes serve as the foundation of the study. These include the development and refinement of democratic governance, the quest for equality, economic and technological change, effective citizenship, and the changing role of the United States on the world stage. Students will examine pivotal topics such as the American Revolution, the Civil War and Reconstruction, industrialization and the Progressive Era, the Great Depression, World Wars I and II, the Civil Rights Movement, and contemporary issues shaping the United States today. Through the study of these key events, students will gain deeper insight into the people, policies, and movements that have influenced the nation's development. As students explore the larger concepts and themes of United States history, they will continue to develop the intellectual skills of social studies, including critical reading, document analysis, research, and writing skills. Honors-level courses are similar to College Preparatory courses by design, yet they require students to explore topics and concepts more deeply and analyze texts and information that exceed grade-level		

	expectations. Students in Honors classes are expected to read and analyze complex texts and information independently, without significant scaffolding, and at a much quicker pace. Students should also be capable of independently expressing their thoughts and understandings through a variety of written formats with sophistication, and to meet the needs of both task and audience. The expectations for skill demonstration, content mastery, and work habits are above grade level.	
Course Essential Questions:	● How has the ongoing struggle to define and expand democracy shaped American identity and the evolving rights of its citizens? ● How does America balance economic growth and innovation with social justice and equality, and what role (if any) should the government play in this process? ● What challenges and obstacles have different social movements faced in their pursuit of change, and to what extent did the movements achieve their goals? ● How does America justify and reconcile global ambitions with its founding principles? ● How have patterns of migration and immigration shaped American society, culture, and identity, and what do they reveal about evolving American values regarding opportunity and the environment?	
Course Enduring Understandings:	● The evolution of American democracy is an ongoing process of expanding rights, participation, and inclusion, driven by the continuous struggle of diverse groups to fully realize the nation's founding ideals. ● Economic changes and new technologies have helped America grow, but have also created new problems and inequalities. ● American society has been continually reshaped by evolving cultural and intellectual paradigms, driving progress towards greater equality and justice, while challenging and redefining national identity and values. ● America's evolving role on the world stage has shaped both its national identity and the international order, reflecting a continuous tension between isolationist tendencies and global leadership aspirations. ● Patterns of migration and immigration have shaped American society, culture, and identity, leading to a change in American values regarding opportunity and the environment over time.	
Duration:	☐ Semester	☐ 0.5 Credit (s)

Credit:	☑ Full-Year	☑ 1.0 Credit(s) ☐ 1.5 Credit(s)
Course Materials/Resources:	*America: Essential Learning Edition* (Norton)	
FPS Course Academic Expectation(s):	☑ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)	
Year at a Glance (Units):	**Unit 1:** American Foundations, 1600s-1840 (~8-10 weeks) **Unit 2:** From Civil War to Global Influence, 1840-1920 (~8-10 weeks) **Unit 3:** Shaping a Nation at Home and Abroad, 1920-1965 (~8-10 weeks) **Unit 4:** Challenges and Transformations in Contemporary America, 1965-Present (~8-10 weeks)	

Unit Number and Title:	**Unit 1:** American Foundations, 1600s-1840
Duration:	~8-10 weeks
Resource(s):	*America: Essential Learning Edition* (Norton)
Unit Overview:	In this unit, students will investigate the foundations of American Identity by examining the political, social, and economic forces that shaped the United States between the 1600s and 1840. They will analyze how perspectives on national identity developed during and after the American Revolution, and explore the role of slavery and the institutionalization of socio-economic hierarchies in the nation's early laws and founding documents. Students will evaluate the extent to which the Constitution and Bill of Rights reflected the ideals outlined in the Declaration of Independence and consider how democratic principles influenced early acts of dissent and resistance. In addition, students will assess the impact of U.S. expansion policies on Native nations and the broader effects of industrialization and westward expansion on economic growth and global trade.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 8.His.4.a. Analyze factors that influenced perspectives about national identity both during and as a result of the American Revolution (e.g., social contract, individual liberties, tyranny, economic and political sovereignty, citizenship). 8.Civ.5.a. Explain laws that institutionalized slavery in the Colonial Era and in the Constitution (e.g.,Black Laws of Virginia, Fugitive Slave Act, Three-Fifths Clause). 8.Civ.8.b. Analyze how ideas and principles about citizenship and access to political power expressed in founding documents influenced social and political systems in the early republic (e.g., Bill of Rights, Declaration of Independence, Three-Fifths Clause, Electoral College). 8.Civ.10.b. Explain the relevance of democratic principles in shaping acts of dissent and resistance in early United States history (e.g., Whiskey Rebellion, Shay's Rebellion, Nat Turner's Rebellion). 8.His.16.a. Evaluate the US Constitution and Bill of Rights to determine if the goals of the American Revolution, as stated in the Declaration of Independence, were realized. 8.His.14.a. Explain the causes and effects of government policies and executive decisions related to

	industrialization and expansion of the United States (e.g., Bureau of Indian Affairs, Indian Removal Act, Louisiana Purchase, Mexican-American War). 8.Geo.11.a. Explain how Westward Expansion increased access to natural resources and the production and distribution of goods in a global market (e.g., agriculture, mining, canals, factories, rail, shipping). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). DIMENSION 4: Communicating Conclusions and Taking Informed Action US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details). US.Inq.4.e. Analyze the characteristics and causation of national problems and issues, both past and present, using a multidisciplinary lens.
Essential Question(s):	● How has the ongoing struggle to define and expand democracy shaped American identity and the evolving rights of its citizens?

Enduring Understanding(s):	● The evolution of American democracy is an ongoing process of expanding rights, participation, and inclusion, driven by the continuous struggle of various groups to fully realize the nation's founding ideals.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● Indigenous peoples and cultures. ○ pre-contact characteristics ○ major native nations and regions ● early colonies. ○ Jamestown ○ Plymouth ○ Massachusetts Bay Colony ● the regional differences in colonial development. ○ economic systems ○ religious influences ○ social structures ○ colonial self-government ● The effects of the French and Indian War on both England and the colonies. ○ Stamp Act ○ End of salutary neglect ○ Acts of Resistance ○ Boston Massacre ● The successes and setbacks faced by the colonists during the Revolutionary War. ○ Lexington and Concord ○ Washington Crossing the Delaware ○ Valley Forge ○ Saratoga and the French Alliance ○ Yorktown ● factors that influenced perspectives about national identity both during and as a result of the American Revolution.

	○ Race ■ impact on free and enslaved African Americans ○ Gender ■ Abigail Adams ■ Republican Motherhood ○ Geography ■ North v. South ■ Urban v. Rural ○ Economics ■ North v. South ■ impact of enslavement ■ central bank ● how slavery became institutionalized. ○ Three-Fifths Compromise ○ Fugitive Slave Act of 1793 ● the origin, content, purpose, impact, and critiques of the founding documents. ○ The Declaration of Independence ○ Articles of Confederation ○ Federalist Papers ○ The United States Constitution and Bill of Rights ● acts of dissent and resistance in early United States history. ○ Antifederalists ○ origins of political parties ○ *McCullough v. Maryland* ○ *Gibbons v. Ogden* ● conflict between the United States and Native nations. ○ Indian Removal Act ○ Trail of Tears ○ *Worcester v. Georgia*. ● government policies and executive decisions related to industrialization and the expansion of the United States.

	○ the Louisiana Purchase ○ the War of 1812 ○ Manifest Destiny ○ the Marshall Court ○ the American System ● the impact of Westward Expansion. ○ increased access to natural resources ○ production and distribution of goods ○ canal system ○ rail system ○ immigration **Skills:** (Students will be able to…) ● recall and explain key figures, events, and factors that shaped perspectives on national identity during and after the American Revolution. ● analyze primary and secondary sources to evaluate factors influencing perspectives on national identity during and after the American Revolution. ● trace and explain the historical processes by which slavery became institutionalized in the United States, using evidence from key legislation. ● interpret and assess the origin, purpose, and impact of founding documents by citing specific excerpts and connecting them to broader historical contexts. ● evaluate the role of democratic principles in acts of dissent and resistance by examining cases such as political writings and the emergence of political parties. ● compare and contrast the ideals stated in the Declaration of Independence with the principles embedded in the United States Constitution and Bill of Rights, using evidence to support claims about continuity and change. ● assess the consequences of U.S. nationhood on Native nations by analyzing policies and Indigenous perspectives. ● analyze and explain the causes and effects of government policies and executive decisions during industrialization and Westward Expansion, using historical evidence.

	● examine and explain how Westward Expansion affected access to resources and the production/distribution of goods by evaluating economic, social, and environmental impacts. ● develop and defend a clear, evidence-based thesis in argumentative and analytical essays by synthesizing information from multiple sources, constructing logical lines of reasoning, and addressing counterarguments.

Unit Number and Title:	**Unit 2:** From Civil War to Global Influence, 1840-1920
Duration:	~8-10 weeks
Resource(s):	*America: Essential Learning Edition* (Norton)
Unit Overview:	Between 1840 and 1920, the United States underwent significant political, economic, and social changes. In this unit, students will examine how individuals and groups sustained, challenged, or sought to reform major American institutions during the Antebellum Period, the Civil War, Reconstruction, and the rise of industrialization. Students will evaluate the causes of secession, the impact of Reconstruction, and the transition from an agricultural to an industrial economy, including its effects on different populations. Students will analyze the rise of nativism, the debates surrounding American imperialism, and the complex factors that shaped immigration, reform movements, U.S. involvement in World War I, and its growing global influence.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 8.Eco.1.a. Explain how the transition from an agricultural-based economy to an industrialized economy affected the well-being of individuals, groups, and businesses (e.g., factory workers, child laborers, women in the industrial workforce, formerly enslaved persons, Irish, Chinese, Black, and White laborers and tradespeople). 8.His.3.a. Develop questions to analyze the significance of the methods of resistance employed by enslaved and free Black people in the United States (e.g., work resistance, violence, sabotage, petition, forming maroon communities, independent churches, and educational associations). 8.His.15.a. Evaluate the relative influence of political, economic, and social developments that contributed to secession (e.g., Free Soil Movement, Nullification, Dred Scott Decision, Harper's Ferry, abolition). 8.His.16.b. Evaluate the successes and failures of the Reconstruction in fulfilling ideas and principles contained in the founding documents (e.g., elected Black officials, Ebenezer Bassett, Freedmen's Bureau, Historically Black Colleges and Universities, Compromise of 1877). US.His.4.a. Analyze complex and interacting factors that influenced the strategies for Black social and

	economic progress in the late 19th and early 20th centuries (e.g., Booker T. Washington, W.E.B. Du Bois, Ida B. Wells, Mary Townsend Seymour). US.His.12.a. Develop questions about the rise of nativism and assimilation efforts of immigrants and Indigenous peoples (e.g., Punjabi Migration, Indian Boarding Schools, Chinese Exclusion Act, Rock Spring Massacre, 1907 Bellingham Riots, Immigration Act of 1917). US.His.1.a. Evaluate how the Progressive Era is a result of immigration and industrialization (e.g., anti-lynching, Settlement House Movement, improved working conditions, childrens' rights). US.His.14.c. Analyze the causes and effects of the Great Migration (e.g., Jim Crow laws, racial terrorism, emergence of urban Black cultural centers, resurgence of Islam). US.His.4.b. Analyze how economic and cultural hegemony influenced American perspectives of imperialism at the end of the 19th century (e.g., Cuba, Puerto Rico, Spanish-American War, Annexation of Hawaii and Philippines, dispossession of Latino American lands in the American West). US.His.14.a. Analyze the causes and effects of United States involvement in WWI (e.g., threats to United States neutrality, support for democracy, suppression of civil liberties, debate over the League of Nations and the United States' role in global affairs). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Develop Questions and Plan Inquiries US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Apply Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards DIMENSION 3: Evaluate Sources and Use Evidence US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments

	and explanations (e.g., precision, significance, knowledge conveyed). DIMENSION 4: Communicate Conclusions and Take Informed Action US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details). US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens. US.Inq.4.f. Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.
Essential Question(s):	● How has the struggle to define and expand democracy shaped the American identity and the rights of its citizens over time? ● How does American society balance economic growth and innovation with social justice and equality, and what role (if any) should the government play in this process?
Enduring Understanding(s):	● The evolution of American democracy is an ongoing process of expanding rights, participation, and inclusion, driven by the continuous struggle of various groups to fully realize the nation's founding ideals. ● Economic changes and new technologies have helped America grow, but have also created new problems and inequalities.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the individuals and groups during the Antebellum Period who sustained, promoted, or challenged the institution of slavery. ○ abolitionists ○ pro-slavery ○ John Brown ○ Sojourner Truth

	○ Frederick Douglass ○ John C. Calhoun ○ William Lloyd Garrison ○ The American Anti Slavery Society ● the causes of the Civil War. ○ Enslavement ○ Westward Expansion ○ Popular Sovereignty ○ Mexican-American War ○ Fugitive Slave Act ○ *Dred Scott v. Sanford* ○ Republican Party ○ Election of 1860 ● the changing goals of the Union during the Civil War. ○ Key Battles ○ Emancipation Proclamation ○ Gettysburg Address ○ assassination of Lincoln ● the successes and failures of the Reconstruction in fulfilling the ideas and principles contained in the founding documents. ○ Freedman's Bureau ○ 13th, 14th, and 15th Amendments ○ Redeemer Governments ○ Election of 1876 ○ Black Codes ○ Ku Klux Klan Act ● the transition from an agricultural-based economy to an industrialized economy, and how it affected the well-being of individuals, groups, and businesses. ○ trusts ○ laissez-faire ○ sharecropping

- populism
- The Great Migration
- immigration
- labor unions
- political machines

- the rise of nativism and assimilation efforts on immigrants and Indigenous peoples.
  - Dawes Act
  - Native schools
  - eugenics
  - Chinese Exclusion Act
- social, political, and economic reformers.
  - populists
  - progressives
  - suffragettes
  - muckrakers
- American imperialism.
  - annexation of Hawaii
  - Spanish-American War
  - building the Panama Canal
  - Anti-Imperialist League
- the causes and effects of the United States' involvement in WWI.
  - Economic alliances
  - sinking of the Lusitania
  - Zimmerman Note
  - League of Nations
  - isolationism
  - 19th Amendment

Skills: (Students will be able to…)

	● recall and accurately identify key individuals, groups, events, laws, and movements related to slavery and abolition, secession, Reconstruction, industrialization, nativism, reform efforts, American imperialism, and World War I in United States history. ● analyze and evaluate the roles of individuals and groups during the Antebellum Period by interpreting primary and secondary sources to assess how they sustained, promoted, or challenged slavery. ● assess and compare the relative impact of political, economic, and social developments in contributing to secession, constructing arguments supported by historical evidence. ● evaluate the successes and failures of Reconstruction by analyzing legislation, policies, and historical outcomes against the ideals of the founding documents, using multiple perspectives. ● interpret and explain the effects of economic transition from agriculture to industry on various populations, synthesizing evidence from historical data and narratives. ● analyze the roots and expressions of nativism and assimilation efforts by critiquing policies, laws, and societal attitudes through primary and secondary source analysis. ● evaluate how individuals and groups used and challenged laws to pursue reform, constructing arguments about their effectiveness and legacy using multiple examples. ● assess the arguments for and against American imperialism by analyzing debates, political cartoons, and primary documents to construct informed positions. ● analyze and explain the causes and effects of US involvement in World War I by synthesizing multiple sources and perspectives. ● develop and defend a clear, evidence-based thesis in argumentative and analytical essays by synthesizing information from multiple sources, constructing logical lines of reasoning, and addressing counterarguments.

Unit Number and Title:	**Unit 3:** Shaping a Nation at Home and Abroad, 1920-1965
Duration:	~8-10 weeks
Resource(s):	*America: Essential Learning Edition* (Norton)
Unit Overview:	Between 1920 and 1965, the United States underwent major social, political, and global transformations that tested its founding ideals. Students will explore the socio-economic and cultural impacts of the 1920s. Students will investigate the causes and consequences of the Great Depression, analyze the impact of New Deal policies on American society, and examine how economic hardship reshaped the roles of government and citizenship. Students will also explore the rise of nativism, the challenges to civil liberties during wartime, and the contributions of diverse groups during World War II. Students will evaluate how the Cold War and the nuclear age influenced foreign policy, military intervention, and domestic life. Additionally, students will assess how claims of internal threats to democracy fueled civil rights violations and explore the growing movements for civil rights and justice across American society. Through a study of key legislative and judicial actions, students will trace the ongoing struggle to expand, and sometimes restrict, civil liberties and democratic participation.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* US.His.4.d. Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s (e.g., Scopes Trial, Jazz, flappers, Immigration Act of 1924, Marcus Garvey, mass media and advertising). US.His.12.b. Develop questions to investigate the causes and effects of the Great Depression using multiple historical sources. US.His.16.c. Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese-American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military). US.His.16.d. Describe the achievements and contributions of diverse individuals and groups during World War II using evidence from historical sources (e.g., Women accepted for Volunteer Emergency

	Service, Tuskegee Airman, Navajo Code Talkers, 442 Japanese-American regiment, 158th Regimental Combat Team). US.His.14.e. Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam). US.His.5.a. Analyze how heightened domestic tensions and claims about perceived threats to democratic values led to widespread civil rights violations (e.g., House Un-American Activities Committee, Hollywood Ten, Lavender Scare, treatment of Civil Rights and anti-Vietnam War activists, televised news). US.Civ.5.b. Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access). US.Civ.5.c. Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g.,; *Hernandez v. Texas*, Executive Order 10450, *Loving v. Virginia*, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972,, *Roe v. Wade*). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Develop Questions and Plan Inquiries US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Apply Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards DIMENSION 3: Evaluate Sources and Use Evidence US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments

	and explanations (e.g., precision, significance, knowledge conveyed). DIMENSION 4: Communicate Conclusions and Take Informed Action US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details). US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens. US.Inq.4.f. Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.
Essential Question(s):	● How has the struggle to define and expand democracy shaped the American identity and the rights of its citizens over time?
Enduring Understanding(s):	● The evolution of American democracy is an ongoing process of expanding rights, participation, and inclusion, driven by the continuous struggle of diverse groups to fully realize the nation's founding ideals. ● America's evolving role on the world stage has shaped both its national identity and the international order, reflecting a continuous tension between isolationist tendencies and global leadership aspirations.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the evolution of national identity in the 1920s and its influence on American culture. ○ Prohibition ○ women's rights ○ Harlem Renaissance ○ nativism ○ consumerism ○ technological boom

	● the causes and effects of the Great Depression. ○ 1929 stock market crash ○ Dust Bowl ○ Smoot-Hawley Act ○ the election of 1932 ○ the New Deal programs ● the causes of American involvement in World War II. ○ Lend Lease Act ○ Pearl Harbor ○ European Theatre and Pacific Theatre ○ Atomic Bombing of Japan ● the achievements and contributions of the United States to the Allied victory. ○ European and Pacific Theatres ○ D-Day ○ Island Hopping Campaign ○ Manhattan Project ○ homefront efforts ○ post-war conferences ● the achievements and contributions of diverse groups and the discrimination faced by those groups during World War II. ○ Native Americans ○ Women ○ Japanese Americans ○ Jewish Americans ● Cold War foreign policy and military intervention. ○ containment ○ Truman Doctrine ○ Marshall Plan ○ North Atlantic Treaty Organization ○ Korea ○ Vietnam

	● Cold War domestic tension. ○ McCarthyism ○ Civil Rights Movement ○ second wave feminism ○ Anti-War Movement ○ FBI ● the effectiveness of individuals, groups, and institutions that addressed issues of civil rights and justice in the post-World War II era. ○ Martin Luther King ○ Malcolm X ○ Black Panthers ○ Rosa Parks ○ NAACP ○ SNCC ○ CORE ○ American Indian Movement ○ United Farm Workers Union ○ Freedom Riders ● the role of legislative and judicial decisions in expanding civil rights. ○ *Brown v. Board of Education* ○ Civil Rights Act of 1964 ○ Voting Rights Act of 1965 Skills: (Students will be able to…) ● recall and accurately identify key individuals, groups, events, laws, and movements related to national identity in the 1920s, the Great Depression, World War II, the Cold War, civil rights struggles, and major legislative and judicial decisions in 20th-century United States history. ● analyze the evolution of national identity in the 1920s by interpreting primary and secondary sources to explain its influence on American culture, including social, political, and technological developments.

	● evaluate the causes and effects of the Great Depression by synthesizing evidence from multiple sources and explaining the impact of policies and events on different groups. ● assess the achievements and contributions of diverse groups during World War II by examining historical evidence and analyzing the discrimination they faced. ● analyze foreign policy and military interventions during the Cold War to evaluate how these actions reflected or contradicted the United States' founding ideals. ● evaluate the impact of domestic tensions and claims about threats to democracy by analyzing cases of civil rights violations and their lasting effects on American society. ● assess the effectiveness of individuals, groups, and institutions in advancing civil rights and justice in the post–World War II era through critical analysis of strategies, actions, and outcomes. ● analyze the role of legislative and judicial decisions in expanding or limiting civil rights by constructing arguments supported by evidence from key cases and laws. ● develop and defend a clear, evidence-based thesis in argumentative and analytical essays by synthesizing information from multiple sources, constructing logical lines of reasoning, and addressing counterarguments.

Unit Number and Title:	**Unit 4:** Challenges and Transformations in Contemporary America, 1965-Present
Duration:	~8-10 weeks
Resource(s):	*America: Essential Learning Edition* (Norton)
Unit Overview:	Students will examine how social, political, and economic changes since 1965 have shaped the modern United States. Students will analyze the rise of conservatism, debates over national security and civil liberties, and the evolution of domestic and foreign policy from the Cold War through the post-9/11 era. Students will explore how innovation, crises, and new social movements have transformed American society. Throughout the unit, students will evaluate how competing visions of freedom, equality, and national identity have shaped contemporary America.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* US.His.1.g. Evaluate whether the conservative ascendency of the 1980s was a reaction to social and economic change and to what extent it was consistent with broader historical trends (e.g., New Right, Watergate, energy crisis, Reaganomics). US.His.14.f. Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy. US.Geo.12.a. Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration in the United States (e.g., Hurricane Katrina, Flint water crisis, Deepwater Horizon oil spill, climate change, investments in green technology). US.His.2.a. Analyze how innovations in the application of technology contributed to cultural and political diffusion (e.g., televangelism, Music Television, personal computing, Hip Hop music, cable television, political talk radio). US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, *Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization*, Sanctuary Cities, Dakota Access Pipeline). US.Civ.13.b. Evaluate United States policies to address public safety in terms of intended and unintended outcomes, and related consequences (e.g., War on Drugs, "America Responds to AIDS"

	public information campaign, Immigration Reform and Control Act). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Develop Questions and Plan Inquiries US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Apply Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards DIMENSION 3: Evaluate Sources and Use Evidence US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). DIMENSION 4: Communicate Conclusions and Take Informed Action US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details). US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens. US.Inq.4.f. Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.
Essential Question(s):	● To what extent did the American government balance civil liberties with safety and order?

Enduring Understanding(s):	● The evolution of American democracy is an ongoing process of expanding rights, participation, and inclusion, driven by the continuous struggle of diverse groups to fully realize the nation's founding ideals. ● Economic changes and new technologies have helped America grow, but have also created new problems and inequalities. ● America's evolving role on the world stage has shaped both its national identity and the international order, reflecting a continuous tension between isolationist tendencies and global leadership aspirations.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● post-1695 foreign policy and military interventions. ○ Vietnam ○ Iran Hostage Crisis ○ Iran-Contra Affair ○ First Gulf War ○ Afghanistan ● post-1965 political and social upheaval. ○ AntiWar Movements ○ Kent State ○ Assassination of Martin Luther King Jr. ○ Watergate Scandal ○ Nixon Resignation ● the individuals, groups, and institutions addressing issues of civil rights and justice. ○ Stonewall ○ Black Panthers ○ National Organization for Women ○ Stop ERA Movement ○ Phyllis Schlafly ○ The Tea Party ● government decisions on public safety issues and their impact on society.

- War on Drugs
- Ruby Ridge
- Branch Davidians
- Oklahoma City Bombing
- Stop and Frisk

- the role of legislative and judicial decisions in expanding or limiting civil liberties.
  - *Loving v. Virginia*
  - *District of Columbia v. Heller*
  - Education Amendments of 1972
  - Americans with Disabilities Act
  - *Obergefell v. Hodges*
  - Title IX
- how the economic and social landscape of the United States shifted during the 1980s.
  - Reaganomics
  - Moral Majority
  - AIDS crisis
- the causes and effects of the September 11th attacks on domestic and foreign policy.
  - First Gulf War
  - Afghanistan
  - Al Qaeda
  - Patriot Act
  - War on Terror
  - Second Gulf War
- the impact of natural and man-made catastrophes on American society and government policies.
  - Hurricane Katrina
  - Flint Water Crisis
  - climate change

Skills: (Students will be able to…)

	● recall and accurately identify key individuals, groups, events, laws, and policies related to Cold War foreign policy, civil rights and liberties, public safety decisions, economic and social changes of the 1980s, the causes and effects of September 11th, and responses to major catastrophes in recent United States history. ● analyze the impact of U.S. foreign policy and military interventions during the late Cold War and beyond by evaluating how these actions aligned with or contradicted founding ideals, using evidence from major events and policies. ● evaluate the effectiveness of individuals, groups, and institutions in advancing civil rights and justice by critically analyzing their strategies, contributions, and outcomes across different historical contexts. ● assess how government decisions on public safety issues have shaped society by interpreting the causes and consequences of landmark events and policy responses. ● analyze the role of legislative and judicial decisions in expanding or restricting civil liberties by examining the rationale, context, and impact of key laws and court cases. ● interpret and explain economic and social changes in the United States during the 1980s by evaluating the effects of policies, movements, and crises on various populations. ● inalyze the multiple and complex causes and effects of the September 11th attacks by synthesizing evidence about their impact on domestic and foreign policy. ● evaluate the impact of natural and man-made catastrophes on American society and government policies by comparing responses, analyzing outcomes, and assessing long-term effects. ● develop and defend a clear, evidence-based thesis in argumentative and analytical essays by synthesizing information from multiple sources, constructing logical lines of reasoning, and addressing counterarguments.