Grade 8 Social Studies
United States History

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☑ 8	☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** 8th Grade United States History		
Course Title:	United States History		
Prerequisite(s):	Grade 8 Enrollment		
Course Description: *Program of Studies*	Eighth-grade United States history explores the development of the United States from its colonial origins through the early 21st century, with a focus on the nation's ongoing challenge to live up to its founding ideals of liberty, equality, justice, and human dignity. Students begin by examining the origins of the American identity and the foundational principles of the United States through its revolutionary roots, founding documents, and the multiple perspectives of those who lived during this era. They then investigate the expansion of the U.S. across the continent, analyzing the motivations for westward movement and the impact on Indigenous peoples, enslaved individuals, pioneers, and other groups. The course delves deeply into the causes, events, and consequences of the Civil War and Reconstruction, highlighting both the efforts to build a more inclusive democracy and the forces of resistance. As the nation industrialized, students evaluate the social, economic, and demographic transformations of the Gilded Age and Progressive Era, paying close attention to immigration, labor movements, and the search for unity in a diverse society. The course continues through the 20th century, covering the U.S. emergence from isolation during World War I, the domestic upheaval of the Great Depression, the creation of New Deal policies, and the global crisis of World War II, including the Holocaust. Students study the evolution of civil rights and liberties during the postwar period, including the Civil Rights Movement, gender equality movements, and Cold War tensions at home and abroad. Throughout this course, students address		

	historical and contemporary issues so that they may draw connections between the past and the present to foster a deeper understanding of their role in shaping the future.
Course Essential Questions:	● How did the American experience and the founding documents shape and define American ideals? ● To what extent does the Constitution protect the rights and promote the powers of "we the people"? ● Does expansion always lead to progress? ● In an effort to expand access to the American ideals of freedom, justice, and democracy, how have individuals and groups fought for change? ● What is the responsibility of the United States to protect democratic freedoms and liberties, at home and abroad, during times of crisis? ● What is the relationship between freedom and equality? ● How does the media reflect and influence American values?
Course Enduring Understandings:	● Long-lasting American founding documents define the rights of citizens and the power of government and may be interpreted differently over time. ● The Constitution can be amended in response to evolving ideals or realities. ● Manifest Destiny and westward expansion impacted Indigenous peoples, settlers, women, and racial/ethnic minority groups differently. ● Political compromises during the 1850s failed to keep the nation unified because the underlying moral and economic conflicts over enslavement went unresolved. ● The abolitionist movement fostered a spirit of reform and helped pave the way for the end of the institution of slavery. ● Reconstruction was a critical period of transformation in which the United States attempted to reunify a divided nation, clarify citizenship, and expand civil rights; efforts that were met with both progress and resistance. ● Progressives attempted to solve the social and political challenges created by modernization (industrialization, urbanization, and immigration). ● A continuing debate exists in the United States over how to balance individual liberties with the need for government protection. ● The outcomes of World War I and World War II defined the United States' role as an international leader in the political and economic arenas.

	• Social Movements created legislative changes that expanded freedoms and protections for American citizens. • Capitalism and communism are competing economic ideologies. • Media plays a vital role in shaping and reflecting public opinion on social and political issues. • The ability to critically evaluate media messages and bias helps individuals navigate information, influence societal attitudes, and engage in informed civic participation.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s) ☑ N/A
Course Materials/Resources:	*United States History: Voices and Perspectives,* McGraw-Hill *Day of Tears* by Julius Lester	
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 -** Foundation of American Identity: 1750-1791 (~6 weeks) **Unit 2 -** Expansion & Divide: 1803-1865 (~8 weeks) **Unit 3 -** Redefining the American Identity: 1865-1920 (~6 weeks) **Unit 4 -** Navigating Crises at Home and Abroad: 1914-1945 (~10 weeks) **Unit 5 -** Civil Rights and Counterculture 1960-1975 (~6 weeks) **Unit 6 -** Contemporary United States 2000-2025 (~cumulative 4 weeks)	

Unit Number and Title:	**Unit 1 -** Foundation of American Identity 1750-1791
Duration:	~6 weeks
Resource(s):	*United States History: Voices and Perspectives*
Unit Overview:	In the Foundations of American Identity unit, students will explore the origin story of the United States and analyze the reasons for increasing conflict between the colonies and Great Britain. Additionally, students will analyze the origins, purpose, and impacts of American founding documents. The goals of the unit include analyzing how and why the Constitution created a sharing of power between the states and the national government, and how and why a sharing of power between different branches of the federal government was instituted, and the powers given to citizens as a result of the Bill of Rights. Students will also analyze the extent to which 'liberty for all' was a guiding principle of our founding documents. Throughout this unit, students will evaluate Revolutionary events from multiple perspectives, including but not limited to: Revolutionaries, Loyalists, Enslaved and Indigenous Peoples, women, and free Blacks.
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). Civ.3.a. Examine the origin, purpose, and impact of the founding documents (e.g., popular sovereignty, republicanism, separation of powers, enfranchisement, liberty). Civ.4.a. Explain the evolving powers and limits of the three branches of government as defined in the United States Constitution and subsequent federal court rulings, legislation, and executive action (e.g., Alien and Sedition Acts, *Marbury v. Madison*, Treaty of San Lorenzo). 8.Civ.10.a. Explain the perspectives, civic virtues, and democratic principles debated during the Constitutional Convention (e.g., Connecticut Compromise, federalism, Three-Fifths Compromise). 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. *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 8.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in 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 8.Inq.3.b. Organize and prioritize relevant evidence from and among multiple sources to support claims. 8.Inq.3.c. Develop claims and counterclaims while pointing out the strengths and limitations of different sources. DIMENSION 4: Communicating Conclusions and Taking Informed Action 8.Inq.4.a. Construct arguments using evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. 8.Inq.4.b. Construct explanations using reasoning, summary, sequence, examples, and data while pointing out the strengths and weaknesses of the explanations.
Essential Question(s):	● To what extent does the Constitution protect the rights and promote the powers of "we the people"?
Enduring	● The Constitution can be amended in response to evolving ideals or realities..

Understanding(s):	● The Constitution and Bill of Rights provided a working government and rights for a minority of the population, and that women, enslaved persons, and Indigenous (Native Americans) peoples were excluded from the rights and privileges of full citizenship. ● Long-lasting American founding documents define the rights of citizens and the power of government and may be interpreted differently over time.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the American Revolution. ○ French and Indian War ○ Taxation Without Representation ○ acts of rebellion ○ Stamp Act ○ Continental Congress ● factors that influenced perspectives about national identity both during and as a result of the American Revolution. ○ social contract ○ individual liberties ○ tyranny ○ economic and political sovereignty ○ citizenship ● laws that institutionalized enslavement in the colonial era and in the Constitution. ○ Three-Fifths Compromise ● how ideas and principles about citizenship and access to political power, expressed in the founding documents, influenced social and political systems in the early republic. ○ Declaration of Independence ○ Electoral College ○ Bill of Rights ○ The United States Constitution ● dissent and resistance in early United States history. ○ Shays's Rebellion

	Skills: (Students will be able to…) ● identify, define, and evaluate primary sources such as the Declaration of Independence and the United States Contitution. ● identify the main idea of a historical text, as well as key supporting evidence. ● analyze primary and secondary sources for intended audience and perspective/bias. ● synthesize primary source texts to determine the relationships between and among key people, places, events, perspectives, etc. ● sequence the events leading up to the American Revolution and the ratification of the Constitution. ● interpret Colonial Era and American Revolutionary engravings, images, and text from multiple perspectives. ● develop a claim addressing the unit essential question using evidence from a variety of credible sources.

Unit Number and Title:	**Unit 2 -** Expansion & Divide 1803-1865
Duration:	~8 weeks
Resource(s):	*United States History: Voices and Perspectives* *Day of Tears* by Julius Lester
Unit Overview:	In the first part of this unit, students will study the territorial and economic expansion of the United States in the 19th century and the subsequent divide over the practice of enslavement. Students will analyze why settlers traveled west and evaluate the impact that the Westward Expansion had on Indigenous People and on other racial, gender, and ethnic groups. Students will examine the impact of U.S. government policies from multiple perspectives, including Native American peoples, enslaved peoples, and various ethnic groups. Students will analyze Westward Expansion through the lens of "triumph or tragedy," which will be reinforced in their ELA unit. In the second part of the unit, students will study how enslavement and the debates around the expansion of enslavement directly led to the outbreak of the Civil War. Students will study the rise of sectionalism between the North and the South. Students will analyze the dehumanizing experience of enslavement, the series of failed federal compromises around enslavement, and the rise of the abolition movement. The course of the Civil War will be covered as students compare resources and strategies of the Union and Confederacy, and analyze the major turning points of the war with particular attention given to the Emancipation Proclamation and the Gettysburg Address. When possible, lessons in this unit will be in collaboration with the Library Media Department.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 8.His.1.c. Analyze the events and developments related to the institution of slavery in the early republic (e.g., Haitian Revolution, Act Prohibiting the Importation of Slaves, cotton gin, textile industry). 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.12.a. Develop questions using multiple historical sources about how individuals and groups in northern states sustained or challenged racial inequality during the Antebellum Period (e.g., Connecticut's gradual emancipation act, Amistad Trials, Sarah Harris, and Prudence Crandall, The Liberator, American Colonization Society, American Anti-Slavery Society, Underground Railroad). 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.Civ.14.b. Compare movements for social change and the strategies they employed by the United States in the Antebellum Period (e.g., abolition, Second Great Awakening, suffrage, temperance). 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). *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 8.Inq.1.a. Explain how compelling and supporting questions represent key ideas in the study of United States history. 8.Inq.1.b. Develop compelling and supporting questions that are mutually reinforcing. 8.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in 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 8.Inq.3.a. Gather information from multiple sources and evaluate their relevance and intended use (e.g., origin, authority, structure, context, corroborative value, credibility).

	8.Inq.3.b. Organize and prioritize relevant evidence from and among multiple sources to support claims. 8.Inq.3.c. Develop claims and counterclaims while pointing out the strengths and limitations of different sources. DIMENSION 4: Communicating Conclusions and Taking Informed Action 8.Inq.4.a. Construct arguments using evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. 8.Inq.4.d. Present arguments and explanations that feature multiple perspectives about local, state, or national history to reach a target audience using print, oral, and digital technologies.
Essential Question(s):	● To what extent does expansion lead to progress?
Enduring Understanding(s):	● The United States' geographic, social, economic, and political landscapes change over time and are shaped by the people, conflict, compromise, and politics. ● Westward Expansion impacted Indigenous peoples, settlers, women, and racial/ethnic minority groups differently. ● Dehumanization was used as a tool of oppression and enslavement. ● Political compromises during the 1850s failed to keep the nation unified because the underlying moral and economic conflicts over slavery went unresolved. ● The abolitionist movement fostered a spirit of reform and helped pave the way for the end of the institution of slavery.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● government policies and executive decisions related to industrialization and the expansion of the United States. ○ Louisiana Purchase ○ Indian Removal Act ○ Bureau of Indian Affairs ○ Mexican-American War ● movements for social change and the strategies they employed by the United States in the Antebellum Period.

	○ abolition ○ suffrage ○ Seneca Falls Convention ● how the transition from an agricultural-based economy to an industrialized economy affected individuals, groups, and businesses. ● how secession sought to preserve the social, economic, and racial hierarchies throughout the United States. ○ enslavement ○ domestic labor ○ manufacturing ○ textiles ● individuals and groups during the Antebellum Period who sustained, promoted, or challenged the institution of enslavement. ○ John C. Calhoun ○ Frederick Douglass ○ Harriett Beecher Stowe ● historical means used by individuals and groups to promote, sustain, and dismantle the institution of slavery in the Antebellum Period. ○ Underground Railroad ○ American Anti-Slavery Society ○ Compromise of 1850 ○ Bleeding Kansas ● the political, economic, and social causes of secession. ○ Abolitionism ○ Harpers Ferry ○ *Dred Scott v Sandford* ● the Civil War. ○ Election of 1860 ○ Union v. Confederacy ○ Emancipation Proclamation ○ Battle of Gettysburg

	Skills: (Students will be able to…) ● identify the main idea of a historical text related to government policies, industrialization, and expansion, as well as key supporting evidence and key terms. ● evaluate a source for title, author, publication date, publication source, intended audience, and perspective/bias, and create MLA Works Cited and in-text citations. ● demonstrate research and inquiry skills such as sourcing, contextualization, corroboration, and close reading ● sequence the events that led to secession to determine cause and effect relationships and the impact of a historical time period. ● interpret multiple perspectives to determine the meaning and lasting impact of a historical event. ● synthesize primary source texts to determine the relationships between and among key people, places, events, perspectives, etc, involved in the transition to an industrial economy and movements for or against enslavement. ● analyze a range of primary and secondary sources to formulate arguments in response to an essential question. ● construct a claim that clearly states a position and support the claim with evidence and analysis.

Unit Number and Title:	**Unit 3** - Redefining the American Identity 1865-1920
Duration:	~6 weeks
Resource(s):	*United States History: Voices and Perspectives*
Unit Overview:	During the era of Reconstruction, the United States government worked to reunify a nation after the destruction of the Civil War. Students will explore the social and political controversies of Reconstruction and understand the programs meant to transform society in the South with particular focus on the Fourteenth and Fifteenth Amendments. Students will analyze the intended goals of federal Reconstruction era policies, such as the expansion of voting rights and Constitutional protections, and the backlash that followed. This backlash included disenfranchisement aimed at oppressing newly freed Blacks, racial violence, discriminatory local and state laws, and reinforcement of a race-based hierarchy in the United States. From the era of Reconstruction to the end of the 19th century, the United States underwent an economic transformation that involved the maturing of the industrial economy, the rapid expansion of big business, and the rise of national labor unions. During this unit, students can begin to see a resemblance to the possibilities and problems that our society faces today. This period also witnessed unprecedented immigration and urbanization, both of which were indispensable to industrial expansion. American society became even more diverse as immigrants entered in significant numbers from southern and eastern Europe, and also from Asia, Mexico, and Central America. Related to this continuing topic of immigration, students will explore the search for national unity and tolerance.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 8.His.14.b. Analyze the causes and effects of the Reconstruction Amendments (e.g., abolition, Latino and Black citizenship, suffrage). 8.His.14.c. Explain multiple causes and effects of racism both during and after Reconstruction (e.g., Page Act, Ku Klux Klan, Black Codes). 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.Civ.5.a. Evaluate the effectiveness of state and federal government in upholding the Reconstruction Amendments (e.g., Black Codes, Enforcement Acts, Jim Crow laws). US.Civ.14.a. Analyze the historical context of racism, racial violence, and challenges to reconciliation between the United States and the former Confederacy. US.His.1.a. Evaluate how the Progressive Era is a result of immigration and industrialization (e.g., anti-lynching, Settlement House Movement, improved working conditions, childrens' rights). US.Civ.12.a. Analyze how people in the Progressive Era used and challenged laws to advance social, political, economic, and environmental reforms (e.g., Populist Party, B'nai B'rith, National Woman Suffrage Movement, Sierra Club, Niagara Movement, Socialist Party of America). *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 8.Inq.1.a. Explain how compelling and supporting questions represent key ideas in the study of United States history. 8.Inq.1.b. Develop compelling and supporting questions that are mutually reinforcing. 8.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in 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 8.Inq.3.a. Gather information from multiple sources and evaluate their relevance and intended use (e.g., origin, authority, structure, context, corroborative value, credibility). 8.Inq.3.b. Organize and prioritize relevant evidence from and among multiple sources to support claims. DIMENSION 4: Communicating Conclusions and Taking Informed Action 8.Inq.4.a. Construct arguments using evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. 8.Inq.4.c. Critique the credibility of arguments and structure of explanations related to a historical

	account of an event or issue in United States history. 8.Inq.4.d. Present arguments and explanations that feature multiple perspectives about local, state, or national history to reach a target audience using print, oral, and digital technologies.
Essential Question(s):	● In an effort to expand access to the American ideals of freedom, justice, and democracy, how have individuals and groups fought for change?
Enduring Understanding(s):	● Reconstruction was a critical period of transformation in which the federal government attempted to reunify a divided nation, clarify citizenship, and expand civil rights; efforts that were met with both progress and resistance. ● Differing regional values caused varying amounts of tension in the 19th century. ● During the aftermath of the U.S. Civil War, there were significant changes to social, political, and economic structures in different geographic regions. ● Progressives attempted to solve the social and political challenges created by modernization (industrialization, urbanization, and immigration).
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● the Reconstruction Amendments. ○ 13th, 14th, and 15th ● the causes and effects of the Reconstruction Amendments. ○ End of slavery ○ Equal Protection ○ Voting Rights ● multiple effects of racism, both during and after Reconstruction. ○ Black Codes ○ Ku Klux Klan ● the purposes, implementation, and consequences of policies and political strategies during the Reconstruction Era. ○ Homestead Act ○ Reconstruction Acts ○ Freedmen's Bureau

	● the successes and failures of Reconstruction in fulfilling ideas and principles contained in the founding documents. ○ elected Black officials ○ Freedmen's Bureau ● the causes and effects of the Progressive Era's modernization. ○ immigration ○ urbanization ○ industrialization ● the ways in which individuals and groups advocated for changes to promote equality. ○ women's suffrage movement ○ Muckraking ○ early Civil Rights Movement ○ labor movement Skills: (Students will be able to…) ● identify the main idea and supporting evidence in a historical text about the causes and effects of the Reconstruction Amendments, such as political speeches, newspaper excerpts, political cartoons, photographs, novels, etc.. ● evaluate a source for its intended audience and bias. ● use timelines to identify the sequence and relationship among events to determine the causes, effects, and impacts of major Reconstruction and Progressive Era events and policies. ● analyze multiple perspectives on the purposes, implementation, and consequences of Reconstruction policies and political strategies (e.g., Homestead Act, Freedmen's Bureau) to understand their meaning and lasting impact. ● synthesize primary source texts to explore the relationships among key people, places, events, and perspectives involved in the successes and failures of Reconstruction and the Progressive Era. ● analyze a range of primary and secondary sources to formulate arguments in response to an essential question. ● construct a claim that clearly states a position and support the claim with evidence and analysis.

Unit Number and Title:	**Unit 4 -** Navigating Crises at Home and Abroad 1914-1945
Duration:	~10 weeks
Resource(s):	*United States History: Voices and Perspectives*
Unit Overview:	During this era, the United States navigated tremendous political, economic, and social challenges at home and abroad. These included: World War I, the Great Depression, the Holocaust, and World War II. Many issues of American foreign policy have their origins in the emergence of the United States as a world power and its involvement in World War I. Students will compare the nation's desire to remain neutral during World War I with its hope to foster democracy around the world, while navigating intense pushes for social change at home with the rise of the women's suffrage movement and race-based violence. This unit also focuses on the ways in which American society was forever altered by the massive crises of the Great Depression and World War II. The Great Depression brought deep changes in people's attitudes toward the government's responsibilities to its people, and the New Deal set in place legislation and a precedent for modern-day government intervention during times of crisis. As the Great Depression impacted nations globally, students will analyze the simultaneous rise of authoritarian governments and anti-Semitism, leading to the horrors of the Holocaust. Students return to the topics of dehumanization and oppression from earlier units in their study of the Holocaust. World War II solidified the nation's role as a global power and brought about foreign policy changes that would last for the remainder of the 20th century. Students will assess the causes of the war and reasons for American involvement, the course of the war, and postwar alliances. Students will evaluate the social effects of war on the homefront, such as internal migration to war production centers, the massive influx of women into previously male job roles, and the attempts of African Americans and others for social equality.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* US.His.14.a. Analyze the causes and effects of United States involvement in WWI (e.g., threats to United States neutrality, support for democracy, suppression of civil liberties, debate over the

	League of Nations and the United States role in global affairs). US.His.16.b. Evaluate the juxtaposition between celebration of wartime service in World War I and the discrimination faced by individuals and groups using evidence from multiple historical sources (e.g., European, Latino, Indigenous, and Black service members, Thind v. United States). US.Eco.3.a. Analyze the ways in which government incentives and personal motivation influenced production and distribution under New Deal policies (e.g., Agricultural Adjustment Act, Tennessee Valley Authority Act, Civilian Conservation Corps, Federal Housing Administration). US.Eco.6.a. Explain potential approaches to stabilize markets in response to the Great Depression (e.g., plans by Herbert Hoover, Franklin D. Roosevelt, Huey Long, and the American Communist Party). US.Eco.8.a. Describe the possible consequences, both intended and unintended, of government policies to address social and economic problems during the Great Depression (e.g., role of the Federal government, banking practices, inequitable access to benefits, migration, environmental impacts, social safety net). US.His.1.c. Evaluate the role of economic and political developments that created the conditions leading to WWII and the Holocaust (e.g., Great Depression, nationalism, militarism). 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.1.e. Evaluate the United States government's complex responses to the Holocaust while recognizing the history of antisemitism in both historical and contemporary contexts (e.g., Voyage of the St. Louis, lack of response to the Final Solution, Nuremberg Trials). *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 8.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in 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 8.Inq.3.a. Gather information from multiple sources and evaluate their relevance and intended use (e.g., origin, authority, structure, context, corroborative value, credibility). 8.Inq.3.b. Organize and prioritize relevant evidence from and among multiple sources to support claims. DIMENSION 4: Communicating Conclusions and Taking Informed Action 8.Inq.4.b. Construct explanations using reasoning, summary, sequence, examples, and data while pointing out the strengths and weaknesses of the explanations. 8.Inq.4.e. Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
Essential Question(s):	● What is the responsibility of the United States to protect democratic freedoms and liberties, at home and abroad, during times of crisis?
Enduring Understanding(s):	● Democracies, including the United States, face complex decisions regarding the protection of freedoms and liberties both domestically and internationally during times of crisis. ● The responsibility of democratic governments to support their citizens during crises such as economic depressions and wars, may change over time. ● A continuing debate exists in the United States over how to balance individual liberties with the need for government protection. ● The individual and collective choices made by both perpetrators and bystanders reveal the nature of human behavior and the responsibility individuals have in preventing genocides and upholding justice. ● The outcomes of World War I and World War II defined the United States' role as an international leader in the political and economic arenas. ● Different populations (including racial groups, ethnic groups, gender groups, religious groups, regional groups, etc.) experienced crises and government support in a range of ways.
Learning Goal(s): *Students will know and will be able to use their learning*	**Content:** (Students will know…) ● the changing role of the United States in world affairs.

to: (Content/ Skills)	● World War I. ○ militarism ○ alliances ○ nationalism ○ imperialism ○ assassination of Arch Duke Franz Ferdinand ○ American homefront ○ Alien and Sedition Acts ○ propaganda ● the extent of prosperity and opportunity for different segments of society from the end of World War I to the eve of the Great Depression (1920s). ○ 19th Amendment ○ The Great Migration ○ Roaring 20s ○ assembly line ○ wealth gap ● the causes of the Great Depression. ○ Stock Market Crash of 1929 ○ Dust Bowl ○ overproduction ○ banking crisis ● how the New Deal addressed the Great Depression, how different groups were impacted by these policies, and how the role of government expanded. ○ Social Security Act ○ National Labor Relations Act ○ Agricultural Adjustment Act ○ Works Progress Administration ● the rise of dictatorships and totalitarianism. ○ Nazi Germany ○ one party rule ○ propaganda

	○ indoctrination ● the atrocities of the Holocaust. ● the causes of World War II and the reasons for American involvement in the war. ○ Treaty of Versailles ○ failed League of Nations ○ rise of fascism ○ Pearl Harbor ● the attitudes and beliefs of the war at home. ○ Japanese-American Internment ○ mobilization ○ gender roles ○ implications for civil liberties ● the reasons for, and the results of, the use of the atomic bombs. ○ Manhattan Project ○ "Little Boy" / "Fat Man" ○ End of the War **Skills:** (Students will be able to…) ● identify the main idea and key supporting evidence in historical texts, such as political speeches, newspaper excerpts, political cartoons, photographs, journals, etc, about the changing role of the United States in world affairs during World War I and World War II. ● evaluate a source for intended audience and bias. ● use timelines to sequence and analyze the causes, effects, and impacts of the Great Depression, New Deal policies, and major events in World War I and World War II. ● analyze multiple perspectives on prosperity, opportunity, and government roles in the 1920s and 1930s to develop a more complete understanding of American society during these decades. ● synthesize primary source texts to determine relationships among key people, places, events, and perspectives concerning the rise of dictatorships, abuses of power, and the Holocaust. ● analyze a range of primary and secondary sources to formulate arguments in response to an essential question.

	● evaluate the various roles of government in the lives of Americans during the 1920s and 1930s. ● construct a claim that clearly states a position and support the claim with evidence and analysis.

Unit Number and Title:	**Unit 5 -** Civil Rights and Counterculture 1945-1975
Duration:	~6 weeks
Resource(s):	*United States History: Voices and Perspectives*
Unit Overview:	This unit focuses on postwar America with a specific emphasis on the Civil Rights Movement and the Cold War at home. Students will explore how the postwar boom produced grand changes in consumer culture, American education, suburbanization, the return to domesticity for many women, the character of corporate life, and cultural mores. This era witnessed the monumental struggle for racial and gender equality and for the extension of civil liberties for all. Students will assess the strategies of the civil rights leaders and evaluate the results for various groups, with a specific focus on the Civil Rights Movement and the subsequent movements that it inspired. The Cold War set the framework for global and domestic politics for 45 years after the end of World War II, with an emphasis on promoting democracy and stopping the spread of communism. The Cold War international policies, such as the Vietnam War, led to the rise of the counterculture and anti-war movements.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* US.His.15.a. Identify both long-term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement (e.g., Southern Christian Leadership Conference, Black Panther Party, Student Nonviolent Coordinating Committee, American Jewish Congress, American Indian Movement, United Farm Workers, Congress of Racial Equality). US.Civ.5.b. Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access). US.Civ.5.c. Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., *Hernandez v. Texas*, Executive Order 10450, *Loving v. Virginia*, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, *Roe v. Wade*).

	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 8.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in 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 8.Inq.3.a. Gather information from multiple sources and evaluate their relevance and intended use (e.g., origin, authority, structure, context, corroborative value, credibility). DIMENSION 4: Communicating Conclusions and Taking Informed Action 8.Inq.4.a. Construct arguments using evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. 8.Inq.4.d. Present arguments and explanations that feature multiple perspectives about local, state, or national history to reach a target audience using print, oral, and digital technologies. 8.Inq.4.e. Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
Essential Question(s):	● How do governments seek to balance the role of freedom and equality?
Enduring Understanding(s):	● Individuals and groups define freedom and equality differently based on perspective and lived experience. ● Individuals and groups force social and political change through collective action and protest. ● The media played a vital role in shaping and reflecting public opinion on social and political issues. ● The Constitution can and has been amended to reflect the will of the American people. ● The fight for rights and reform is a recurring theme in United States history, with victories that are often hard-won and sometimes short-lived.
Learning Goal(s):	Content: (Students will know…)

Students will know and will be able to use their learning to: (Content/ Skills)	● the impact and influence of the Cold War. ○ capitalism vs. communism ○ containment and the Marshall Plan ○ NATO ○ Warsaw Pact ○ former Soviet Union ○ Korean War ○ Vietnam War ● the goals and motivations of the Counterculture Movement. ○ media - music and art ○ Kent State ○ Draft dodging ● the Civil Rights Movement of the 1950s and 1960s and its achievements. ○ non-violent protest ○ Montgomery Bus Boycott ○ Brown v Board of Education ○ School Integration ○ Voting Rights Act ● the opposition and challenges to the Civil Rights Movement. ○ white supremacy ○ domestic terrorism ○ voter suppression ○ poll taxes ○ Jim Crow ○ Emmett Till ○ Bloody Sunday, Selma ● the elements of continued racial discrimination in the 1950s and 1960s, despite legislative achievements. ○ quality education ○ well-paid jobs ○ healthcare

	○ housing Skills: (Students will be able to…) ● Identify the main idea and key supporting evidence in historical texts (e.g., speeches, news articles, legal documents, protest materials, music, art) about the methods and strategies used in the Civil Rights Movement and counter movements. ● Evaluate sources related to the Civil Rights Movement, Cold War, protest movements, and counterculture for intended audience and bias. ● Use timelines to sequence and analyze the causes, effects, and impacts of key events in the Civil Rights Movement, Cold War, and related protest and counterculture movements. ● Analyze multiple perspectives on the aims, philosophies, and strategies of both civil rights activists and opposition groups to understand their meaning and lasting impact. ● Synthesize primary source texts to explore relationships among key people, places, events, perspectives, and the influence of the Civil Rights Movement on other equality movements. ● analyze a range of primary and secondary sources to formulate arguments in response to an essential question. ● construct a claim that clearly states a position and support the claim with evidence and analysis.

Unit Number and Title:	**Unit 6 -** Contemporary United States 2000-2025
Duration:	~Cumulative 4 weeks
Resource(s):	*United States History: Voices and Perspectives*
Unit Overview:	In an effort to establish connections with the previous course units, students will study modern events as they thematically relate to the founding documents and seminal moments of U.S. history. Students primarily focus on twenty-first century events, including but not limited to: Supreme Court Cases, 9/11, Hurricane Katrina, and the Great Recession. With these studies, students examine the events from multiple perspectives, analyze the government responses to crises, and evaluate the effectiveness of individuals and groups to make progress.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).. US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory. 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.Civ.14.b Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence). *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 8.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting

	questions, taking into consideration multiple points of views represented in 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 8.Inq.3.a. Gather information from multiple sources and evaluate their relevance and intended use (e.g., origin, authority, structure, context, corroborative value, credibility). DIMENSION 4: Communicating Conclusions and Taking Informed Action 8.Inq.4.f. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts.
Essential Question(s):	● To what extent are the principles of the founding documents reflected in modern America?
Enduring Understanding(s):	● The ability to critically evaluate media messages and bias helps individuals navigate information, influence societal attitudes, and engage in informed civic participation. ● The founding documents of the United States shape domestic policy and laws. ● The legacy of United States history influences modern American values as they continue to evolve and change in the 21st century.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the relevance and influence of the founding documents on modern American society. ● the legacy and influence of the Civil Rights Movement in modern American society. ○ LGBTQ+ movement ○ Feminism ○ Indigenous Rights Groups ○ Disability Rights Activists ● that American values have shifted in response to local, national, and global events. ○ Covid-19 ○ Immigration ○ social movements ● the impact of contemporary economic, technological, and environmental changes in the United States.

	○ automation of jobs ○ impact of AI ○ impact of Climate Change ● the impact of twenty-first century terrorist activity on American society. ○ September 11th Attacks ○ War on Terror ○ domestic terrorism ● the role of media in the analysis of contemporary social, political, and cultural changes in the United States. ○ political polarization ○ impact of social media **Skills:** (Students will be able to…) ● identify the main idea of a historical text, as well as key supporting evidence. ● evaluate a source for intended audience and bias. ● sequence events to determine the impact of a historical time period. ● analyze multiple perspectives to determine the meaning and lasting impact of a historical event. ● synthesize primary source texts to determine the relationships between and among key people, places, events, perspectives, etc. ● analyze a range of primary and secondary sources to formulate arguments in response to an essential question. ● craft a claim that clearly states a position and support the claim with evidence and analysis.