

# Unit Curriculum Map

Theme, Enduring Understandings, & Essential Questions for This Unit	How Students will Demonstrate Their Understanding	Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit	Strategies / Best Practices Used to Explicitly Teach the Skills & Concepts	Content Standard
<p><b><u>Theme/Unit:</u></b></p> <p>Settling the West (2)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>After the Civil War, Americans continued migrating to the western frontier. Their lives were filled with hardships. But this movement west created more hardships for the Native Americans, which dramatically changed their way of life.</p> <p><b><u>Essential Questions:</u></b></p> <p>Why would people take on the challenges of life in the West?</p>	<p><b><u>Summative Assessment (at the end of the unit):</u></b></p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>Content Standard 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.</p> <p>1. Cite specific textual and visual evidence to analyze the post-Reconstruction civil rights struggles.</p> <p>A. Examine the purposes and effects of the 13th, 14th, and 15th Amendments.</p> <p>2. Integrate specific textual and visual evidence to analyze the impact of Westward Movement and immigration on migration, settlement patterns in American society, economic growth, and Native Americans.</p> <p>B. Examine the rationale behind federal policies toward Native Americans including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the Dawes Act on tribal sovereignty and land ownership.</p> <p>C. Compare the contrasting view points of Native American leadership’s resistance to United States Indian policies as evidenced by Red Cloud and his Cooper Union speech, Seattle, Quanah Parker, and Chief Joseph as expressed in his I Will Fight No More Forever speech.</p>

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<p><b><u>Theme/Unit:</u></b></p> <p>Industrialization (3)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>Andrew Carnegie founded Carnegie Steel, one of the new businesses that fueled the Industrial Revolution in the United States. He became a multimillionaire, his company employed tens of thousands of workers, and his steel built skyscrapers, bridges, and railroads that made the United States the world's leading industrial nation. Carnegie and other big business leaders provided the leadership for an industrial society.</p> <p><b><u>Essential Questions:</u></b></p> <p>How did the United States become an industrialized society after the Civil War?</p>	<p><b><u>Summative Assessment</u></b> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>3. Evaluate the impact of industrialization on the transformation of American society, economy, and politics.</p> <p>A. Analyze the impact of leading industrialists as “robber barons” and as “philanthropists” including John D. Rockefeller and Andrew Carnegie and his Gospel of Wealth essay on American society.</p> <p>B. Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, and the Bessemer process.</p> <p>E. Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs.</p>

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<p><b><u>Theme/Unit:</u></b></p> <p>Urban America (4)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>European and Asian immigrants arrived in the United States in great numbers during the late 1800's. Providing cheap labor, they made rapid industrial growth possible. They also helped populate the growing cities. As jobs in urban areas became more plentiful, many Americans moved from farms and small towns to cities.</p> <p><b><u>Essential Questions:</u></b></p> <p>Why do people migrate? How is urban life different from rural life?</p>	<p><b><u>Summative Assessment (at the end of the unit):</u></b></p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>1.B. Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan</p> <p>2.A. Summarize the reasons for immigration, shifts in settlement patterns, and the immigrant experience including the Chinese Exclusion Act, the impact of Nativism, Americanization, and the immigrant experiences at Ellis Island.</p> <p>3. Evaluate the impact of industrialization on the transformation of American society, economy, and politics.</p> <p>F. Evaluate the rise and reforms of the Progressive Movement including the</p> <ol style="list-style-type: none"> <li>1. Direct primary, initiative petition, referendum, and recall,</li> <li>2. Impact of William Jennings Bryan and his Cross of Gold speech on the political landscape, and</li> <li>3. Conservation of the environment under the leadership of Theodore Roosevelt.</li> <li>4. Analyze the series of events leading to and the effects of the 16th, 17th, 18th, 19th, and 21st Amendments to the United States Constitution.</li> </ol> <p>G. Assess and summarize changing race relations as exemplified in the Plessy v. Ferguson case</p> <p>H. Cite specific textual and visual evidence to compare and contrast early civil rights leadership including the viewpoints of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey in response to rising racial tensions, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.</p>

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<p><b><u>Theme/Unit:</u></b></p> <p>Becoming a World Power (5)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>International economic and military competition convinced the United States that it must become a world power, on par with Britain and Spain. By acquiring new lands before and after the Spanish-American War, the United States became more prominent, but also took on new responsibilities. In the late 1800's, the United States increased its trade and military presence in East Asia and Latin America. By the early 1900's, it had created an American empire.</p> <p><b><u>Essential Questions:</u></b></p> <p>How are empires built?</p>	<p><b><u>Summative Assessment</u></b> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>Content Standard 2: The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.</p> <p>1. Cite specific textual and visual evidence to evaluate the impact of American imperialism on international relations and explain its impact on developing nations.</p> <p>A. Compare and contrast the economic, religious, social, and political rationales for American imperialism including the concept of “white man’s burden,” the annexation of Hawaii, the impact of Admiral Alfred T. Mahan, and the actions of the Anti-Imperialist League.</p> <p>B. Assess the role of yellow journalism in inciting American desire to go to war with Spain.</p> <p>C. Examine how the Spanish-American War resulted in the rise of the United States as a world power, and led to new territorial acquisitions and national insurrections in Cuba and the Philippines.</p>

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<p><b><u>Theme/Unit:</u></b></p> <p>The Progressive Movement (6)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>Today we assume that our foods and medicines are safe, but in the 1800’s, that was no so. Through the efforts of the progressives, who wanted to improve life for all Americans, changes were made that not only safeguarded food and medicine, but also gave women the right to vote, improved working conditions, and conserved the nation’s natural places.</p> <p><b><u>Essential Questions:</u></b></p> <p>Can politics fix social problems?</p>	<p><b><u>Summative Assessment (at the end of the unit):</u></b></p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>C. Evaluate the contributions of muckrakers including Ida Tarbell and Upton Sinclair that changed government policies regarding child labor, working conditions, and the Sherman Antitrust Act.</p> <p>D. Analyze major social reform movements including the Women’s Suffrage and Temperance Movement and their significant leaders including Susan B. Anthony, Alice Paul, and Jane Addams.</p> <p>D. Compare and contrast the foreign policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson including Big Stick Diplomacy, Dollar Diplomacy, Missionary Diplomacy the Roosevelt Corollary, military interventionism, and the territorial acquisition and construction of the Panama Canal</p> <p>2. Analyze and summarize the 1912 presidential election including the key personalities of President William Howard Taft, Theodore Roosevelt, Woodrow Wilson and Eugene V. Debs; the key issues of dealing with the trusts, the right of women to vote, and trade tariffs; and the impact of the “Bull Moose Party” on the outcome of the election.</p>

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<p><b><u>Theme/Unit:</u></b></p> <p>World War I and Its Aftermath (7)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>When war began between European nations in 1914, the United States tried to remain neutral, but attacks on U.S. ships eventually caused the United States to enter the war.</p> <p><b><u>Essential Questions:</u></b></p> <p>Why do nations go to war?</p>	<p><b><u>Summative Assessment</u></b> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>3. Evaluate the long-term impact of America’s entry into World War I on national politics, the economy, and society.</p> <p>A. Summarize the transformation of the United States from a position of neutrality to engagement in World War I including the Zimmerman Note and the threats to international trade caused by unrestricted submarine warfare.</p> <p>B. Analyze the experiences of the war’s home front including the use of propaganda, women’s increased role in industry, the marshaling of industrial production, the Great Migration, the institution of a draft, and the suppression of individual liberties resulting in the First Red Scare.</p> <p>C. Cite specific textual and visual evidence to examine Wilson’s foreign policy as proposed in his Fourteen Points and the reasons for the nation’s return to isolationism including the rejection of the League of Nations.</p>

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<p><b><u>Theme/Unit:</u></b> The Jazz Age (8)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>American culture changed in the 1920's, although not everyone approved. Young people adopted new styles of dress, listened to new kinds of music, and had more independence than earlier generations.</p> <p><b><u>Essential Questions:</u></b></p> <p>How was social and economic life different in the early twentieth century from that of the late nineteenth century? How has the cultural identity of the US changed over time?</p>	<p><b><u>Summative Assessment</u></b> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>3.The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy, and society.</p> <p>1. Examine the economic, political, and social transformations between the World Wars.</p> <p>A. Cite specific textual and visual evidence to describe modern forms of cultural expression including the Harlem Renaissance, the Jazz Age, and “talkies” (movies).</p> <p>B. Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.</p> <p>C. Examine growing labor unrest and industry’s reactions including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor.</p> <p>D. Describe the booming economy based upon access to and easy credit through installment buying of appliances and inventions of modern conveniences including the automobile.</p> <p>E. Assess the impact of the Indian Citizenship Act of 1924 upon the various Native American tribes.</p>

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<p><b><u>Theme/Unit:</u></b></p> <p>The Great Depression Begins (9)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>During the prosperous 1920's, optimism drove stock prices to new highs, but risky investment practices set the stage for a crash. Sensing danger, investors sold their holdings, causing the market to lose billions of dollars and the nation's banks to collapse.</p> <p>Companies went out of business, millions of Americans were unemployed, and families could not buy food. When a terrible drought struck the great plains, farmers were unable to grow crops, leading to even more devastation.</p> <p><b><u>Essential Questions:</u></b></p> <p>What causes changes in the economy over time? How do depressions affect societies?</p>	<p><b><u>Summative Assessment</u></b> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>2. Cite specific textual and visual evidence to analyze the effects of the destabilization of the American economy.</p> <p>A. Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation and buying on margin in the Stock Market, and the government's laissez-faire policy.</p> <p>B. Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression.</p> <p>C. Analyze how President Herbert Hoover's financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932.</p> <p>D. Cite specific textual and visual evidence to compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation</p>



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<p><b><u>Theme/Unit:</u></b></p> <p>Roosevelt and the New Deal (10)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>The Great Depression had changed the lives of many Americans. Millions had lost their jobs, their savings, and their homes. Democrat Franklin D Roosevelt offered hope and relief in the presidential election of 1932. In his first hundred days in office, he sent bill after bill to Congress. This legislation became known as the New Deal. It included an array of programs and laws designed to rejuvenate the American economy and prevent such an economic disaster from reoccurring.</p> <p><b><u>Essential Questions:</u></b></p> <p>Can the government fix the economy? Is government responsible for the economic well-being of its citizens?</p>	<p><b><u>Summative Assessment (at the end of the unit):</u></b></p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>3. Analyze the impact of the New Deal in transforming the federal government’s role in domestic economic policies.</p> <p>A. Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt’s First Inaugural Address and the Four Freedoms speech.</p> <p>B. Examine how national policies addressed the economic crisis including deficit spending, Roosevelt’s court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation, Works Progress Administration, and Tennessee Valley Authority.</p> <p>C. Cite specific textual and visual evidence to summarize the causes and impact of the Dust Bowl including the government’s responses.</p>

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<p><b><u>Theme/Unit:</u></b></p> <p>A World in Flames (11) America and World War II (12)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>After Japanese forces attacked American forces at Pearl Harbor on December 7, 1941, thousands of men and women volunteered to serve in the US military. With the US declaration of war, American soldiers were thrown into a fight to the death between fascism and democracy.</p> <p>During World War II, millions of Americans enlisted in the armed forces, risking their lives in the struggle. On the home front, Americans also helped the war effort by giving up goods needed by the military and buying war bonds.</p> <p><b><u>Essential Questions:</u></b></p> <p>Could World War II have been prevented? Why do some people fail to respond to injustice while others try to prevent injustices?</p> <p>What kinds of sacrifices does war require?</p>	<p><b><u>Summative Assessment</u></b> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>Content Standard 4: The student will analyze the United States role in international affairs by examining the major causes, events, and effects of the nation’s involvement in World War II, 1933 to 1946.</p> <p>1. Cite specific textual and visual evidence to examine the transformations in American society and government policy as the nation mobilized for entry into World War II.</p> <p>A. Examine the roles of appeasement and isolationism in the United States’ reluctance to respond to Fascist military aggression in Europe and Asia including the Neutrality Acts and the Lend-Lease program.</p> <p>B. Evaluate the mobilization for war as stated in President Roosevelt’s Day Which Will Live in Infamy speech including the role of women and minorities in the war effort, rationing, the internment of JapaneseAmericans and the Korematsu v. United States decision, and the internment of Americans of German and Italian descent.</p> <p>2. Cite specific textual and visual evidence to analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conference at Yalta, and the contributions of Generals MacArthur and Eisenhower.</p> <p>3. Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremburg Trials, which held Nazi leaders accountable for war crimes.</p>

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<p><b><u>Theme/Unit:</u></b></p> <p>The Cold War Begins (13) Postwar America (14)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>The destruction caused by the atomic bomb raised the stakes of military conflict. American concerns about the lack of freedom in countries controlled by the Soviet Union created a growing tension between the two nations. The United States and the Soviet Union would continue in a state of political conflict, military tension, and economic competition for almost 45 years. Conflict broke out in 1950 when Communist North Korea invaded South Korea, expanding the Cold War.</p> <p>The 1950's was a time of tremendous change in America. New advances in technology planted the seeds of today's computerized world, and developments in medicine saved thousands of lives. A population explosion called the baby boom produces a generation that would change the world. Americans- young and old- also experienced a new genre of music called rock and roll.</p> <p><b><u>Essential Questions:</u></b></p> <p>How did the Cold War shape postwar international relations? How did Cold War tensions affect American society?</p> <p>How does prosperity change the way people live?</p>	<p><b><u>Summative Assessment (at the end of the unit):</u></b></p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>Content Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.</p> <p>1. Cite specific textual and visual evidence to analyze the origins of international alliances and efforts at containment of Communism following World War II.</p> <p>A. Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the fall of the Iron Curtain, and the Marshall Plan.</p> <p>B. Describe the role of the United States in the formation of the United Nations, NATO and the resulting Warsaw Pact, and the dividing of the political world into the Western and Soviet spheres of influence.</p> <p>C. Assess the impact and successes of the Truman Doctrine including the American military response to the invasion of South Korea.</p> <p>2. Cite specific textual and visual evidence to describe events which changed domestic policies during the Cold War and its aftermath.</p> <p>A. Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on these threats including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, and the Rosenbergs' spy trials.</p> <p>B. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), and the launching of Sputnik and the space race.</p>

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<p><b><u>Theme/Unit:</u></b></p> <p>The New Frontier and the Great Society (15)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>When US intelligence discovered Soviet nuclear missile silos in Cuba, just 90 miles from the US, that bright New Frontier President Kennedy had promised Americans seemed very far away. During the 13 day standoff between the US and the Soviet Union, there was increasing fear that nuclear strikes would occur. The crisis was resolved when President Kennedy helped negotiate both nations away from the brink of nuclear war.</p> <p><b><u>Essential Questions:</u></b></p> <p>Can government fix society's problems? How do you think Presidents Kennedy and Johnson changed American society?</p>	<p><b><u>Summative Assessment</u></b> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>D. Compare and contrast the domestic and international goals of President Kennedy's administration as expressed in his Inaugural Address to the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, and the establishment of the Peace Corps.</p>

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<p><b><u>Theme/Unit:</u></b></p> <p>The Civil Rights Movement (16)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>The civil rights movement gained momentum rapidly after World War II. Supreme Court rulings, massive protests by civil rights groups, and new federal legislation all combined to make racial segregation illegal in the United States.</p> <p><b><u>Essential Questions:</u></b></p> <p>Why do you think the civil rights movement made gains in postwar America? What motivates a society to make changes?</p>	<p><b><u>Summative Assessment (at the end of the unit):</u></b></p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>4. Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement.</p> <p>A. Assess the effects of President Truman’s decision to desegregate the United States armed forces, and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Ada Lois Sipuel Fisher and George McLaurin, and the differences between de jure and de facto segregation.</p> <p>B. Compare and contrast segregation policies of “separate but equal,” disenfranchisement of African Americans through poll taxes, literacy tests, and violence; and the sustained attempts to dismantle segregation including the Brown v. Board of Education decision, Rosa Parks and the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the Oklahoma City lunch counter sit-ins led by Clara Luper, the Freedom Rides, the March on Washington, the Birmingham church bombing, the adoption of the 24th Amendment, the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, the Selma to Montgomery marches, and the assassination of Dr. Martin Luther King, Jr.</p> <p>C. Compare and contrast the view points and the contributions of civil rights leaders and organizations linking them to events of the movement including Dr. Martin Luther King, Jr. and his I Have a Dream speech, Malcolm X, NAACP, SCLC, CORE, SNCC, and the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives.</p>

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<p><b><u>Theme/Unit:</u></b> Vietnam War (17)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>Americans had supported their governments' war efforts and helped win a decisive victory in World War II. The war in Vietnam, however, was different; people questioned whether the US should be involved at all. As more Americans came to believe their leaders were not being truthful about the war, the country changed in a profound way.</p> <p><b><u>Essential Questions:</u></b></p> <p>How does military conflict divide people within cultures? Should citizens support the government during war time?</p>	<p><b><u>Summative Assessment</u></b> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>3. Cite specific textual and visual evidence to analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the Gulf of Tonkin Resolution, the Tet Offensive, the presidential election of 1968, university student protests, expanded television coverage of the war, the War Powers Act, and the 26th Amendment.</p>

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<p><b><u>Theme/Unit:</u></b> The Politics of Protest (18)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>The civil rights movement that began in the 1950's inspired other groups in American society to stage protests in the 1960's and 1970's. Students, women, and Latinos all formed organizations and began demanding changes in how American society treated them.</p> <p><b><u>Essential Questions:</u></b></p> <p>What did students, women and Latinos learn from the civil rights movement and apply to their protest actions? How has society changed for students, women and Latinos?</p>	<p><b><u>Summative Assessment</u></b> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>D. Evaluate the effects the Civil Rights Movement had on other contemporaneous social movements including the Women's Liberation Movement, the United Farm Workers and César Chávez, and the American Indian Movement.</p> <p>5. Cite specific textual and visual evidence to analyze the ongoing social and political transformations within the United States.</p> <p>A. Summarize and examine the United States Supreme Court's use of the incorporation doctrine in applying the Bill of Rights to the states, thereby securing and further defining individual rights and civil liberties.</p> <p>B. Assess the lasting impact of President Lyndon Johnson's civil rights initiatives, the war on poverty, and the Great Society.</p> <p>C. Describe the goals and effectiveness of the Native American movement on tribal identity and sovereignty including the American Indian Movement (AIM), and the Siege at Wounded Knee.</p> <p>D. Cite specific textual and visual evidence to compare and contrast the changing roles of women from the Post-war Era through the 1970s including the goals of the Women's Liberation Movement, the National Organization of Women (NOW), the attempts to ratify the Equal Rights Amendment (ERA), and the United States Supreme Court's ruling in Roe v. Wade.</p>

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<p><b><u>Theme/Unit:</u></b></p> <p>Politics and Economics (19) The Resurgence of Conservatism (20)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>Henry Kissinger and President Nixon reshaped US foreign policy. As President Nixon’s national security advisor, Kissinger assisted with diplomatic negotiations with the Soviet Union and the People’s Republic of China, building bridges where there had previously been hostility.</p> <p>After several decades in which progressive and liberal ideas dominated American politics, conservatism began making a comeback in the 1970’s. In 1980 voters elected conservative Ronald Reagan as president. Reagan’s commitment to less government regulation, a stronger military and uncompromising anticommunism seemed to meet the voters’ concerns.</p> <p><b><u>Essential Questions:</u></b></p> <p>How do you think the Nixon administration affected people’s attitudes toward government? How does society change the shape of itself over time?</p> <p>How do you think the resurgence of conservative ideas has changed society?</p>	<p><b><u>Summative Assessment</u></b> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>E. Analyze the political and economic impact of President Nixon’s foreign policies including détente and the opening of China.</p> <p>F. Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the Pentagon Papers, the first use of the 25th Amendment, and President Ford’s decision to pardon former President Nixon.</p> <p>Content Standard 6: The student will analyze the foreign and domestic policies in the contemporary era, 1977 to the present.</p> <ol style="list-style-type: none"> <li>1. Cite specific textual and visual evidence to evaluate President Carter’s foreign policy in the Middle East including the Camp David Accords, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.</li> <li>2. Analyze the economic and political impact of President Reagan’s domestic and foreign policies including Reaganomics, the Iran-Contra Scandal, and Reagan’s Tear Down This Wall speech in West Berlin.</li> <li>3. Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall, the reunification of Germany, and the collapse of the Soviet Empire.</li> <li>4. Describe the goal of President H.W. Bush’s foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.</li> <li>5. Describe and evaluate the continuing global influence of the United States under the leadership of President Bill Clinton including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.</li> </ol>



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<p><b><u>Theme/Unit:</u></b></p> <p>A Time of Change (21) America’s Challenges for a New Century (22)</p> <p><b><u>Enduring Understandings:</u></b></p> <p>Immigration made the United States increasingly interconnected with the rest of the world. It also brought a growing awareness of Hispanic influence on American culture as immigration from Latin America began to swell in the 1980’s. rookie pitcher for the Los Angeles Dodgers Fernando Valenzuela, a recent immigrant from Mexico, attracted an unprecedented number of fans to the Dodgers games and became a cultural icon in the Latino community.</p> <p>As the United States entered the twenty-first century, a new collection of challenges emerged. Terrorists launched devastating attacks on Sept. 11, 2001 that led to wars in Afghanistan and Iraq. The economy slowed and then crashed. In 2008 Barack Obama became the first African American to be elected president of the United States. His campaign promised hope to a country swept up in a time of great challenges.</p> <p><b><u>Essential Questions:</u></b></p> <p>How have improvements in science and technology helped change society? How have immigration, technology, and global trade changed the world?</p> <p>How is American culture shaped by a set of common values and practices? How have disputes over ideas, values, and politics resulted in change?</p>	<p><b><u>Summative Assessment</u></b> (at the end of the unit):</p> <p>Chapter Test DBQ (Document Based Question) Essay</p> <p><b><u>Formative Assessments (throughout the unit):</u></b></p> <p>Timeline Progress Check Questions Vocab Review</p>	<p><b><u>Reading:</u></b></p> <p>Non –Fiction text Charts/ Graphs Maps Primary source documents</p> <p><b><u>Writing:</u></b></p> <p>Spider Maps DBQ Free Response Answers Vin Diagrams</p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p>Collaborative learning Group and individual projects</p>	<p>Charts Graphs Text book Video Clips Primary Source Images Interactive self check quiz Collaborative Learning KWL Anticipation Guides Interactive Maps</p>	<p>6. Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the PATRIOT ACT, and the creation of the Department of Homeland Security.</p> <p>*Content Standard 7: The student will examine contemporary challenges and successes in meeting the needs of the American citizen and society, 2002 to the present.</p> <ol style="list-style-type: none"> <li>1. Cite specific textual and visual evidence to assess the causes, conduct, and consequences of the United States led wars in Afghanistan and Iraq including President George W. Bush’s leadership, the efforts to counter and combat terrorism, and the impact of President Barack Obama’s election on the course of the wars.</li> <li>2. Examine the ongoing issues of immigration, employment, climate change, environmental pollution, globalization, population growth, race relations, women’s issues, healthcare, civic engagement, education, and the rapid development of technology.</li> </ol>

