

Course: US History II (1900-Present)	Early 20th Century America: Home and Abroad (10 weeks)
Enduring Understandings	America emerges from the 19th century as a world power.
Essential Questions	- What was America's growing role in world affairs? - What were the effects of America's growing role in world affairs? - What conditions caused and allowed for America's global participation? - What role does global interaction play in shaping modern America?
Common Core/ Mass Standards	Massachusetts Standards: USII.1-USII.5 Common Core: RH 1-4, 6-7; WHST 1-2,4, 8-10; SL1-2, 4-5
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	Guided Lecture/Notes: Progressive Era/ Imperialism Text Analysis: Muckrakers Muckraking Research Paper 2-3 Pages - use emotion to show you know what muckraking is through a topic you pick Large Group Discussion: Women's Rights Role Play: Women's suffrage Film: <i>Iron Jawed Angels</i> Field Trip: Lunenburg Veteran's Memorial/ Primary Source accounts of Lunenburg Resident Imperialism Powerpoint:TI Project Assessment: Pick either creating a video, timeline, paper, or speech for WWI assessment Primary Source Doc Analysis; Treaty of Versailles, Wilson's 14 Points
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	Imperialism Powerpoint: CT, CS, CI Progressive Presidents Test (CT, LS) DBQ: Women's Rights (CT,CS, LS) Veterans Memorial Reflection: LS
Major Resources	American Vision Chapter,Treaty of Versailles; Wilsons 14 points History Channel: Men who Built America <i>Iron Jawed Angels</i> : Film Fitchburg State Docs on Lunenburg WWI Veteran

Course: US II	Post WWI: 20's to Depression to Global War (12 weeks)
Enduring Understandings	• Post WWI, the near collapse of the Global Industrial economy creates chaotic conditions.
Essential Questions	• What is the government's role in fixing the economy? • How and why did the Great Depression affect groups differently? • How did the US survive the Great Depression?
Common Core/ Massachusetts Standards	Massachusetts Standards: USII.10-USII.17 Common Core: RH1-3, RH4-6, WHST1.A-E, WHST6-10
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	Guided Lecture/Notes: Stock Market, Boom Bust Cycle Film Analysis: Bonus Army March (TI) Document Analysis: The Forgotten Man Close Reading: Scope's Trial/Original Textbook Comparison Group Activity/Presentation: Alphabet Soup Day - Students pick their FDR organization and present, anyone can pick any of the many government agencies and programs Music/Phot Analysis: Dust Bowl (TI) Literature Connection: <i>Grapes of Wrath</i> (ID) World War II Battle Speed Dating World War II Song analysis and presentation - students can pick any song (as long as it is appropriate) to share how they feel it explains the emotions of a: soldier, civilian, prisoner of war, prisoner in a camp
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Major Resources	American Vision Chapter, Problems in American History (Vol 2) " <i>Scopes Trial Excerpts</i> " "Gold Diggers" 1933 Film, <i>Grapes of Wrath</i> by John Steinbeck (excerpts), "IT" Silent 1929 film "Sullivan's Travels" 1941 Film "Cinderella Man" 2005 Film <i>The Forgotten Man</i>

Course: US II	Post WWII and Cold War Era: Modern America Emerges: (12 weeks)
Enduring Understandings	America emerges from global conflicts as a superpower in the 20th century.
Essential Questions	- What is a superpower? - What is the role and responsibility of a superpower? - How does the U.S. survive as a superpower? - What are the benefits and drawbacks of the role of superpower?
Common Core/ Mass Standards	Massachusetts Standards: USII.18-USII.28, WH2.31 Common Core: RH1-9 WHST1.A-E, WHST2.A-E, WHST4-10
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	Museum Learning: Nuclear Fallout Museum Primary Source Activity Multimedia Presentation: Duck and Cover Video Analysis and Role Play(TI) Primary Source Analysis: McCarthyism Political Cartoon Analysis Guided Notes: Korean War Guided Lecture: The American Dream in the 1950s Mapping: A) Relative Location of Cuba and B) Containment Activity DESE Lesson: Civil Rights lesson plan Deep Reading: LBJ and the Phantom of the Oval Office article and guided reading questionnaire Guided Lecture and Role Play: Woodstock Picnic Activity Powerpoint: Nixon and Watergate Film: <i>All the President's Men</i>
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Major Resources	<i>American Vision</i> Textbook <i>Understanding the American Promise Volume II</i> , Roark, Johnson, Cohen, Stage, Lawson, Hartmann Chapters 26-29 DESE Civil Rights Curriculum Unit
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Course: US II	Contemporary issues heading into the new century: 1981-2001 (8 weeks)
Enduring Understandings	America emerges from the 20th century redefining its role in the global community.
Essential Questions	- What is a superpower in the 21st century? - How does the U.S. survive as a superpower? - How should America's role in the world change?
Common Core/Massachusetts Standards/ AP Standards	Massachusetts Standards: USII.29-32 Common Core: RH1-9, WHST 1-2,4-6, 8-10; SL1-6
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	Anticipation Activity: 1970s Powerpoint and Guided Lecture Poster Project: 1980s America in the World Guided Lecture and Document Analysis: Berlin Wall Facebook Activity Assessment: Pick a President from the late 20th century and early 21st century to be quizzed on Synthesis Activity: 1980s - 2000s Twitter Activity Connecting current issues with Cold War policy: Afghanistan
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Major Resources	THNKR Video on Youtube: 1988 Republican Convention Speech Brown University "Choices" Materials: Role of the US in the Future.

Course:	Unit Title/ Timeframe: U.S. Government & Politics/8 weeks
Introduction	The U.S. Government unit is designed to familiarize students with the political process and the functions of the U.S. government. Students will be able to explore their own political ideology and understand how they can participate in the political process. Students will also gain an overview of the three branches of the federal government and their own state and local government.
Goals	Civics: evaluate the political system of the late 20th and 21st century through a Constitutional lens and will examine all the components of a modern democracy. Analytical thinking: think critically, consider multiple perspectives, and formulate an argument, when analyzing an issue or historical event and express ideas both orally and through the written word. Research: consistently apply research skills independently. Writing: demonstrate the ability to use their questioning, research and analytical thinking to show proficiency in responding to Document based questions.
Enduring Understandings	• Political parties organize and cue voters and candidates. • Individual citizens hold a variety of beliefs about their government, its leaders, and the U.S. political system in general. • Mechanisms exist that allow citizens to organize and communicate their interests and concerns. These mechanisms include but are not limited to: election participation, the court system, activism, lobbying, protest, the media, etc. • The federal government is divided into three branches. • The concepts of separation of powers and checks and balances exist to limit the power of each branch in the federal government. • The power of the federal government has expanded over the 200+ years of the US Constitution. • Citizens of the United States live under multiple levels of government - federal, state, and local, all of which have distinct powers and interconnected powers. • The American government system enjoys a high level of legitimacy in the eyes of the American people.
Essential Questions	• How do political beliefs form, evolve, and what are the processes by which they are transmitted? • What are the ideological differences between the two major parties? • Why do many Americans chose not to identify with a party? • What powers are exclusive to the federal government/state government, what are interconnected? • How are the powers of government divided within the constitutional framework of the United States? • What role do the concepts of “separation of powers” and “checks and balances” play in limiting government? • What is the process and the hurdles a bill must pass through to become a law? • What is the role of the citizen in a democracy?
Common Core/ Massachusetts Standards/ AP	USI.11 Describe the purpose and functions of government. (H, C) USI.13 Explain why the United States government is classified as a democratic government. (H, C)

Standards	USI.14 Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights. (H, C) USI.15 Explain the varying roles and responsibilities of federal, state, and local governments in the United States. (H, C) USI.17 Explain the major components of Massachusetts' state government, including the roles and functions of the governor, state legislature, and other constitutional officers. (H, C) USI.19 Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C) USI.20 Explain the evolution and function of political parties, including their role in federal, state, and local elections. (H, C) USI.21 Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public. (H, C) C3 NCSS STANDARDS FOR CONSIDERATION: D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present. D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. D D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others. D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings. D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
Instructional Strategies* TI = Technology Integration	Week 1: Republican or Democrat or neither? Discover your political ideology. - Possible ideology quizzes: - ISideWith.com - politicalcompass.org Week 2: Elections - focus on Presidential elections as a model (primaries, general election)

ID = Interdisciplinary connections	Week 3: President - powers, growth in the power of the presidency in the 20th-21st centuries Week 4: Congress - Senate & House, powers, checks & balances between President & Congress Week 5: How to influence President & Congress - media, interest groups (lobbying), protests, voting, etc. Week 6: Federal Courts - focus on Supreme Court - choose a couple of cases to focus on, discuss establishing precedent. - Perhaps focus on a couple of Supreme Court cases that would be of interest to the students. Here are some possibilities: • Brown v. Board of Education – racial segregation • Roe v. Wade - abortion • Obergefell v. Hodges – gay marriage • Engel v. Vitale – school prayer • Nixon v. United States - presidential power • Kelo v. New London - eminent domain Help students see how Presidential, Congressional, and Judicial decisions can directly impact their lives. Week 7: Federalism - National v. State v. Local government Week 8: Final assessment activity
Assessments Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	Quizzes (dependent on teacher) Possible Final Assessments Written Test on: - Self Analysis - Why I support the _____ political party or neither? Give evidence. (Choose two to three issues that matter to you. Choose 1-2 politicians whose views you support or disagree with. Identify any family impact) - Examine the history of a current political issue (legislatively, constitutionally, etc) and predict the future of the issue.