SUBJECT: Honors Project-Based United States History	**GRADE: 11-12**
Unit I Title: ***The American Identity: "Who Am I, Who are We"?***	11-12

UNIT OVERVIEW

This unit includes an introduction to the course with an emphasis on personal and American "Identity." "Who Am I?" and "Who Are We?" are the 'compelling questions' which will guide unit activities. After a short series of contextual lessons and teacher-directed activities, students will undertake a self-selected, research-based 'short project' that explores aspects and characteristics of the American Identity which aims to answer the open-ended compelling questions. Students will share their research and answers through Socratic-Style presentations.

LRG SKILLS AND DISPOSITIONS	PA STANDARDS
Critical Thinking: Who Are We?	CC.8.5.11-12.G, CC.8.5.11-12.I, CC.8.6.11-12.E., CC.8.6.11-12.F, CC.8.6. 11-12.H, 8.1.12.B, 8.12.C, 8.3.12.C, 8.3.12.D

COMPETENCIES	LEARNING TARGETS
• **I can use historical tools and practices to analyze maps, chats, sources, and vocabulary.** • **I can analyze the development and changes of civilizations and cultures.** • **I can evaluate how continuity and change have impacted societies over time.** • **I can examine the factors that influence an individual personal identity, development, and actions.** • **I can examine how individuals, groups, and institutions influence society and culture.** • **I can assess the influence that power, authority, and governance have over society.** • **I can apply civic ideals and practices.**	• I can find, analyze, evaluate, and document multiple primary and secondary sources of information to generate a unique response to the unit's compelling question - "*Who Are We?"* • I can use technology to research, document, and create a digital presentation in my choice of format that includes written, visual, and oral elements aligned to the unit's compelling question. • I can design and create short projects in a format that answers a compelling question by synthesizing multiple sources related to my chosen topic and its historical context. • I can evaluate historical interpretations and determine multiple perspectives of my topic and the topics of others in relation to the unit's compelling question. • I can evaluate patterns of continuity and change over time, applying context of my topic and those of my peers. • I can effectively communicate in a Socratic-Style discussion with peers about the nature of the American Identity and evaluate "Who We Are" from the collaborative contributions of my research and that of my peers.

SUBJECT: Honors Project-Based United States History	**GRADE: 11-12**
Unit II Title: ***Defining Moments: How have singular EVENTS influenced who we are?***	11-12

UNIT OVERVIEW

This unit will extend on the concept and characteristics of American Identity by focusing on causation, specifically key EVENTS that have contributed to 'who we are'. "How have singular events influenced who we are?" will be the 'compelling question' which will guide unit activities. After a short series of contextual lessons and teacher-directed activities, students will undertake a self-selected, research-based 'long project' that explores major events in American History which aims to answer the open-ended compelling question. Through formal presentations, students will share their work with peers and ultimately engage in a Socratic-Style reflective discussion.

LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Communication: "*How have singular EVENTS influenced who we are?* **Socratic Seminar (S2C)**	CC.8.5.11-12.G, CC.8.5.11-12.I, CC.8.6.11-12.C., CC.8.6.11.11-12.D, CC.8.6.11-12.E., CC.8.6.11-12.F, CC.8.6. 11-12.H, 8.1.12.A, 8.1.12.B, 8.12.C, 8.3.12.A, 8.3.12.C, 8.3.12.D

COMPETENCIES	**LEARNING TARGETS**
• **I can use historical tools and practices to analyze maps, chats, sources, and vocabulary.** • **I can analyze the development and changes of civilizations and cultures.** • **I can evaluate how continuity and change have impacted societies over time.** • **I can investigate how people interact with the places and environments they encounter.** • **I can examine the factors that influence an individual personal identity, development, and actions.** • **I can examine how individuals, groups, and institutions influence society and culture.** • **I can assess the influence that power, authority, and governance have over society.**	• I can find, analyze, evaluate, and document multiple primary and secondary sources of information to generate a unique response to the unit's compelling question - "*How have singular EVENTS influenced who we are?* • I can use technology to research, document, and create a digital presentation in my choice of format that includes written, visual, and oral elements aligned to the unit's compelling question. • I can individually and collaboratively design and create long projects in physical or digital format that answers a compelling question by synthesizing multiple sources related to my chosen topic and its historical context. • I can evaluate historical interpretations and determine multiple perspectives of my topic and the topics of others in relation to the unit's compelling question. • I can evaluate patterns of continuity and change over time, applying context of events. • I can effectively communicate in a Socratic-Style discussion with peers about the influences of singular events on "Who We Are" from the collaborative contributions of my research and that of my peers.

• **I can trace the development and influence of science and technology on society.** • **I can analyze and evaluate how societies interact with each other.**	

SUBJECT: Honors Project-Based United States History	**GRADE: 11-12**
<u>Unit III Title:</u> ***The Power of the People: How have INDIVIDUALS and/or GROUPS influenced who we are?***	11-12

UNIT OVERVIEW

This unit will extend on the concept and characteristics of American Identity by focusing on causation, specifically key INDIVIDUAL and/or GROUPS that have contributed to 'who we are'. "How have individuals and/or groups influenced who we are?" will be the 'compelling question' which will guide unit activities. After a short series of contextual lessons and teacher-directed activities, students will undertake a self-selected, research-based 'long project' that explores the significant impacts of individual Americans or a selected group of Americans in American History which aims to answer the open-ended compelling question. Through formal presentations, students will share their work with peers and ultimately engage in a Socratic-Style reflective discussion.

LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
<u>Creativity & Innovation</u>*s:* How have INDIVIDUALS and/or GROUPS influenced who we are? **Project Presentations (S3C)**	CC.8.5.11-12.G, CC.8.5.11-12.I, CC.8.6.11-12.C., CC.8.6.11.11-12.D, CC.8.6.11-12.E., CC.8.6.11-12.F, CC.8.6. 11-12.H, 8.1.12.A, 8.1.12.B, 8.12.C, 8.3.12.A, 8.3.12.C, 8.3.12.D

COMPETENCIES	
• **I can use historical tools and practices to analyze maps, chats, sources, and vocabulary.** • **I can analyze the development and changes of civilizations and cultures.** • **I can evaluate how continuity and change have impacted societies over time.**	• I can find, analyze, evaluate, and document multiple primary and secondary sources of information to generate a unique response to the unit's compelling question - "*How have INDIVIDUALS and/or GROUPS influenced who we are?* • I can use technology to research, document, and create a digital presentation in my choice of format that includes written, visual, and oral elements aligned to the unit's compelling question.

• **I can investigate how people interact with the places and environments they encounter.** • **I can examine the factors that influence an individual personal identity, development, and actions.** • **I can examine how individuals, groups, and institutions influence society and culture.** • **I can assess the influence that power, authority, and governance have over society.** • **I can trace the development and influence of science and technology on society.** • **I can analyze and evaluate how societies interact with each other.**	• I can individually and collaboratively design and create long projects in physical or digital format that answers a compelling question by synthesizing multiple sources related to my chosen topic and its historical context. • I can evaluate historical interpretations and determine multiple perspectives of my topic and the topics of others in relation to the unit's compelling question. • I can evaluate patterns of continuity and change over time, applying context of events. • I can effectively communicate in a Socratic-Style discussion with peers about the influence of individuals and groups on "Who We Are" from the collaborative contributions of my research and that of my peers.

SUBJECT: Honors Project-Based United States History	**GRADE: 11-12**
<u>Unit IV Title</u>: *At Home & Abroad: How have we been challenged by who we are?*	11-12

UNIT OVERVIEW

This unit will extend on the concept and characteristics of American Identity by focusing on the perceived effects of the American Identity both domestic and foreign. "How have we been challenged by who we are?" will be the 'compelling question' which will guide unit activities. After a short series of contextual lessons and teacher-directed activities, students will work in partnerships or small groups to select a specific domestic or foreign issue / challenge and undertake a research-based 'long project' that explains, analyzes and evaluates various viewpoints related to the issue. Each small group will develop a written and visual presentation that aims to answer the open-ended compelling question and generates a one-period formal class debate or Socratic discussion.

LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**

Collaboration: How have we been challenged by who we are? **Group Projects / Presentations (S1C)**	CC.8.5.11-12.G, CC.8.5.11-12.I, CC.8.6.11-12.C., CC.8.6.11.11-12.D, CC.8.6.11-12.E., CC.8.6.11-12.F, CC.8.6. 11-12.H, 8.1.12.A, 8.1.12.B, 8.12.C, 8.3.12.A, 8.3.12.C, 8.3.12.D
COMPETENCIES	**LEARNING TARGETS**
• **I can use historical tools and practices to analyze maps, chats, sources, and vocabulary.** • **I can analyze the development and changes of civilizations and cultures.** • **I can evaluate how continuity and change have impacted societies over time.** • **I can investigate how people interact with the places and environments they encounter.** • **I can examine the factors that influence an individual personal identity, development, and actions.** • **I can examine how individuals, groups, and institutions influence society and culture.** • **I can assess the influence that power, authority, and governance have over society.** • **I can trace the development and influence of science and technology on society.** • **I can analyze and evaluate how societies interact with each other.**	• I can find, analyze, evaluate, and document multiple primary and secondary sources of information to generate a unique response to the unit's compelling question - "*How are we challenged by who we are?"* • I can use technology to research, document, and create a digital presentation in our choice of format that includes written, visual, and oral elements aligned to the unit's compelling question. • I can individually and collaboratively design and create long projects in physical or digital format that answers a compelling question by synthesizing multiple sources related to my group's chosen topic and its historical context. • I can evaluate historical interpretations and determine multiple perspectives of our topic and the topics of other groups in relation to the unit's compelling question. • I can evaluate patterns of continuity and change over time, applying context of events. • I can effectively communicate in a Socratic-Style discussion with peers about the challenges that have or currently do face our nation because of "Who We Are."