

Unit/Topic Title: **Modern America (Reagan to present)**

Estimated Time (When): **May (10 days)** *(Includes time for reteaching and enrichment)*

Essential Question: **How has technology and the role of government impacted American society?**

Unit Overview: This unit will prepare and equip students to be able to analyze the effects of presidential domestic and foreign policies on society from the Reagan presidency to the present. Students analyze the changes in security issues that resulted from 9/11 and the evolution of terrorism as the new choice of modern warfare.

The **highlighted** evidence outcomes are the priority for all students, serving as the essential concepts and skills. It is recommended that the remaining evidence outcomes listed be addressed as time allows, representing the full breadth of the curriculum.

Standard(s):

1. History

Prepared Graduates:

- Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.
- Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation: High School

Concepts and skills students master:

- Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence. (1.1)
- Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from the Reconstruction to the present. (1.2)

Evidence Outcomes

Academic Concepts and Connections

Students can:

- Gather and analyze historical information to address questions from a range of primary and secondary sources containing a variety of perspectives. (1.1.b)
- Investigate causes and effects of significant events throughout United States history. For example: world and regional conflicts, urbanization and suburbanization, economic cycles, and popular and countercultures. (1.2.b)
- Analyze the complexity of events throughout United States history. For example: the civil rights movement, migration, immigration and displacement, mass media, landmark Supreme Court cases, and the war on terror. (1.2.c)
- Analyze ideas critical to the understanding of American history. For example: populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism. (1.2.h)
- Investigate the historical development and impact of major scientific and technological innovations in the Industrial Age, the Space Age, and the Digital Age. For example: Ford's assembly line, NASA, personal computing. (1.2.e)

Inquiry Questions:

- Do historians come to agreement on the historical significance of events? If so, how?
- What if the history of a war was told by someone other than the winners?
- Why are historical questions important?
- What ideas have united the American people over time?
- How does diversity affect the concept of change over time? Is change over time a matter of perspective?

Essential Vocabulary

Environmentalism, liberalism, fundamentalism, conservatism, collapse of communism, Strategic Defense Initiative (SDI or Star Wars), war on terror, Department of Homeland Security, Persian Gulf War, and racial profiling

Assessments

- TCI Assessments: Chapters 55-59 and processing assignments
- [Should the US Drill for Oil in Alaska's Wilderness? Mini Q Rubric](#)
- [Final Performance Project for the Semester](#)

Instructional Resources

- History Alive! Chapters 56-60
- [SVVSD Constructed Response Handbook](#): Using CERA and includes teaching suggestions and rubrics

- [Supplemental Texts and Lessons](#)
- [Suggested Multimedia Resources](#)