Curriculum Map - United States History II

11300 UNITED STATES HISTORY II Honors (1 credit)
This intensive course explores United States history starting with the role of the United States in World War I. Students examine the Great Depression, New Deal, World War II, and the Cold War, concluding with an examination of domestic and global policies and politics in the 21st century. Throughout the course, students will transfer their learning to the present so they may become more active participants in a democratic society and a complex world. Students will use the course content to become better readers, researchers and communicators empowering them to make informed civic choices and engage as active citizens. Although the format of United States History II honors is the same as United States History II college prep, students at this level should be reading and writing above grade level and must be prepared to engage in more independent learning, more outside reading, the reading of more complex texts and more in-depth writing assignments. Prerequisite: Maintain a 75% average or better in prior Honors level History and Social Science Education course or upon recommendation of teacher. (Full year course, required course for grade 11)
11301 UNITED STATES HISTORY II College Prep (1 credit)
This course explores United States history starting with the role of the United States in World War I. Students examine the Great Depression, New Deal, World War II, and the Cold War, concluding with an examination of domestic and global policies and politics in the 21st century. Throughout the course, students will transfer their learning to the present so they may become more active participants in a democratic society and a complex world. Students will use the course content to become better readers, researchers and communicators empowering them to make informed civic choices and engage as active citizens.
Prerequisite: Successful completion of United State History I. (Full year course, required course for grade 11)

Unit I: American Imperialism
Stage 1 Desired Results

Content Standards

42. Analyze the causes and course of growing role of the United States in world affairs from the Civil War to World War I, researching and reporting on one of the following ideas, policies, or events, and, where appropriate, including maps, timelines, and other visual resources to clarify connections among nations and events,

- a. the purchase of Alaska from Russia (1867)
- b. the influence of the United States in Hawaii leading to annexation (1898)
- c. the Spanish-American War (1898) and resulting changes in sovereignty for Cuba, Guam, Puerto Rico and the Philippines; the Philippine-American War (1899-1902)
- d. U.S. expansion into Asia beginning in 1899 under the Open Door policy

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- Analyze examples in recent times when America has exerted its political influence globally.

Meaning

Enduring Understandings

1. The United States will abandon the policy of isolationism to expand its influence and open financial markets globally.
2. American business interests will create tension in Cuba in order to capitalize on financial opportunities.
3. President T. Roosevelt will create policy towards the country's neighbors in the Western

Essential Questions

Overarching

- What are the causes and effects of American Imperialism?

Topical

1. Analyze the arguments in favor of US imperialism
2. What were the causes and effects of the Spanish-American War?

● e. Theodore Roosevelt's Corollary to the Monroe Doctrine (1904) and his "big stick" diplomacy in the Caribbean ● f. The Platt Amendment describing the role of the United States in Cuba (1901) and the subsequent occupation of Cuba (1903, 1906-1909) ● g. the role of the United States in the building of the Panama Canal (1904-1914) ● h. William Howard Taft's foreign policy of Dollar Diplomacy ● i. United States involvement in the Mexican Revolution (1910-1920) ● j. American entry into World War I ● k. the global influenza pandemic (1918-1920) **Grades 11-12 Written Communication - Informative Areas: History/Social Science** **Key Ideas and Details** WCA 2a. Organize Information a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. WCA 2b. Topic Development b. Develop the topic thoroughly by selecting the most significant and relevant facts, extending definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. WCA 2c. Transitions c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas, concepts, and procedures.	Hemisphere. 4. The United States will expand its influence globally.	3. How did the United States extend its influence in Asian and Latin America? 4. Identify all US territorial expansion from 1865-1914.
	Acquisition ***This is what they can do post unit….***	
	Students will be able to … ● Analyze the causes and effects of the Spanish-American War from an American point of view. ● Create a visual representation (e.g. presentation, poster, etc) of United States' involvement in Spanish-American War. ● Debate the policy and implementation of American Imperialism. ● Define essential content vocabulary: Imperialism, annexation, Dollar Diplomacy, Roosevelt Corollary, Social Darwinism, yellow journalism, Open Door Policy	***Students will be skilled at:*** ● R1-Citing textual evidence to support analysis of primary and secondary sources. ● R2-Determining the central idea of primary and secondary sources. ● R6-Identifying an author's point of view and assessing its impact on the central idea of the document.

WCA 2d. Language d. Use precise language, domain-specific vocabulary and techniques to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. WCA 2e. Syle e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. WCA 2f. Conclusion f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		

Unit I: Imperialism
Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
● Written Communication Rubric	Example 1: Write a **five-paragraph essay** that compares and contrasts the American military and economic dominance of post-War Cuba, Puerto Rico, and the Philippines to Iraq and Afghanistan.

Unit I: Imperialism
Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

- Compare the arguments for and against US imperialism with current trends of imperialism.
- Territorial expansion - Students will locate on a map all territories added by the US during the era, discuss related events and current status of each.

- Debates- Annexation of Hawaii, Annexation of Philippines
- Primary sources- *White Man's Burden*, Philippine-American War Cartoons, USS Maine Articles (Yellow Press)

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Unit II: World War I & The 1920's
Stage 1 Desired Results

Content Standards

43. Explain the rationale and events leading to the entry of the U.S. into World War I (e.g., unrestricted submarine warfare, the sinking of the Lusitania, the Zimmerman telegram, the concept of "making the world safe for democracy."
44. Analyze the role played by the U.S. in support of the Allies and in the conduct of the war
45. Explain the course and significance of Woodrow Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.
3. Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.
   a. the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure
   b. factors that cause changes in market supply and demand and how these changes influence the price and quantity of goods and services
   c. how financial markets, such as the stock market, channel funds from savers to investors and the function of investment in the economy
7. Describe the organization and functions of the Federal Reserve System; explain the reason the government established it in 1913 and analyze how it uses monetary tools to promote price stability, full employment, and economic growth.
12. Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in first two decades of the 20th century. Trends and events students might research include:

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- **Analyze the effects of isolationism on an expanding global new world order.**

Meaning

Enduring Understandings

1. The causes of WWI were militarism, entangling alliances, imperialism, and nationalism.
2. Some of the impacts of WWI on the American homefront were war bonds, rationing, and the creation of federal bureaus to handle the problems created by the war.
3. WIlson's vision for peace was summarized in his 14 points and the creation of the League of Nations. The United States did not enter the League of Nations after the war.

Essential Questions

Overarching

- How do political, military, and economic factors alter society and culture?

Topical

1. Explain and analyze the causes of WWI, and why did the US enter on the side of the Allies?
2. What were the economic, political and social impact(s) on the American home-front during the war and in its immediate aftermath?
3. Describe Wilson's vision for peace and evaluate its degree of success.

Acquisition
This is what they can do post unit….

Students will be able to …

- Identify the causes of WWI.
- Analyze the Treaty of Versailles and its repercussions in the United States.

Students will be skilled at:

- R1-Citing textual evidence to support analysis of primary and secondary sources.
- R2-Determining the central idea of primary and secondary sources.

a. the arts, entrepreneurship and philanthropy of the Harlem Renaissance, including the work of individuals such as Langston Hughes, Zora Neale Hurston, Josephine Baker, Eubie Blake b. exhibitions, such as the Armory Show in New York, of avant-garde modern art (e.g., cubism, futurism) from Europe c. women serving in the military as nurses and telephone operators d. the influx of World War I refugees leading to the Red Scare and the 1924 restrictions on immigration e. racial and ethnic tensions, the resurgence of the Ku Klux Klan, white supremacy as a movement, and the first Great Migration of African Americans from the South to the North f. the impact of the eugenics movement on segregation, immigration, and the legalization of involuntary sterilization in some states; and the Supreme Court case, Buck v. Bell (1927), in which the Court ruled that state statutes permitting involuntary sterilization did not violate the Due Process clause of the 14th Amendment g. debates over the concept of evolution, such as the reporting of H. L. Mencken on the Scopes Trial (1925), which raised the debate over teaching evolution in public schools; Charles Darwin's book, On the Origin of Species(1859), and Christian fundamentalism h. Prohibition of the manufacture, transport, or sale of alcoholic beverages under the 18th Amendment (1920-1933) and "the Jazz Age" i. The growing prominence of same-sex relationships, especially in urban areas j. The Bread and Roses Strike in Lawrence (1912), the Boston police strike (1919), and the Massachusetts trials, appeals and execution of Nicola Sacco and Bartolomeo Vanzetti (1921) **Grades 11-12 Academic Discourse**	• Evaluate the debate over the ratification of the Treaty of Versailles. • Define essential content vocabulary.	• R6-Identifying an author's point of view and assessing its impact on the central idea of the document.

Areas: History/Social Science **Key Ideas and Details** SLCA 1A. Textual Evidence 1A. Come to discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SLCA 1C. Conversation 1C. Propel conversation by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. SCLA 2. Sources 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLCA 4. Information Presentation 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		

Unit II: World War I & the 1920's
Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
● Oral Communication Rubric ● Research Rubric	Example: **Debate** the issues of WWI and whether the United States was correct in joining the conflict.

Unit II: World War I & the 1920's
Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

● Assassination of Archduke Ferdinand - Historical Reenactment
● Group analysis of Woodrow Wilson's Fourteen Points versus the Treaty of Versailles - pros and cons and results
● Primary sources - Students will analyze readings on the Red Scare, Boston Police strike, and Sacco and Vanzetti trial ● Sedition in World War I (Stanford SHEG activity). Other primary sources from eyewitnesstohistory.com
● Debates- US Entry in World War I, Ratification of Treaty of Versailles (US Senate Simulation)
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Unit III: The Great Depression & The New Deal
Stage 1 Desired Results

Content Standards

13. Describe the multiple causes (e.g., fall in stock market and commodities prices, restrictive monetary and trade policies, post-war reparations and debt) and consequences of the global depression of the 1930s (e.g., widespread unemployment, decline of personal income, support for social and political reform, decline in trade, the rise of fascism), including consideration of competing economic theories that explain the crisis (e.g., insufficient demand for goods and services [Keynesianism] vs. insufficient supply of money [monetarism]). (See also United States History II standards 1-12 on economics.)

14. Gather, evaluate, and analyze primary sources (e.g., economic data, articles, diaries, photographs, audio and video recordings, songs, movies, and literary works) to create an oral, media, or written report on how Americans responded to the Great Depression.

15. Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newsreel coverage, analyze the important policies, institutions, trends, and personalities of the Depression era (e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Charles Lindbergh). Students may research and complete a case study on any **one** of

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- Analyze how political reform affects the country's economy.

Meaning

Enduring Understandings

1. Governments at times need to create reforms to impact economic and social policy.
2. Both urban and rural American populations suffer great hardships during times of economic depression.
3. Political parties will offer divergent solutions to economic crises depending on ideology and the state of the political environment.
4. The federal government will expand its power and scope in times of crisis.

Essential Questions

Essential Questions
Overarching

- What are the weaknesses of capitalism that may lead to economic crises?
- How does the government impact economic policy through reform?

Topical

1. Explain and analyze factors led to the stock market crash and The Great Depression.
2. How did the Great Depression affect the lives of urban and rural Americans?
3. Compare and contrast the opposing philosophies of Hoover and Roosevelt to address the problems of The Great Depression.
4. Explain how the New Deal changed the role of the national government.

Acquisition
This is what they can do post unit….

Students will be able to …

- Remembering: Retrieving,recognizing, and recalling relevant knowledge from long-term memory.

Students will be skilled at:

- R1-Citing textual evidence to support analysis of primary and secondary sources.

the following policies , institutions, or trends: a. the Federal Deposit Insurance Corporation b. the Securities and Exchange Commission c. the Tennessee Valley Authority d. the Social Security Act e. the National Labor Relations Act f. the Works Progress Administration g. the Fair Labor Standards Act h. the American Federation of Labor i. the Congress of Industrial Organizations j. the American Communist Party k. the America First movement and anti-Semitism in the United States 16. Evaluate the effectiveness of the New Deal programs enacted during the 1930s and the societal responses to those programs **Grades 11-12 Research** **Areas: History/Social Science** **Key Ideas and Details** WCA 7. Purpose 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject investigation. WCA 8. Sources 8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas,	● Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying,summarizing, inferring, comparing, and explaining. ● Applying: Carrying out or using a procedure through executing, or implementing. ● Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing. ● Evaluating: Making judgments based on criteria and standards through checking and critiquing. ● Creating: Putting elements together to form a coherent or functional whole; re-organizing elements into a new pattern or structure through generating, planning, or producing.	● R2-Determining the central idea of primary and secondary sources. ● R6-Identifying an author's point of view and assessing its impact on the central idea of the document.

avoiding plagiarism and overreliance on any one source and following a standard format for citation. WCA 9. Evidence 9. Draw evidence from informational texts to support analysis, interpretations, reflection, and research.		

Unit III: The Great Depression & The New Deal
Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
● Problem Solving Rubric ● Research Rubric	Example: **Create** a modern day New Deal Program on economics.

Unit III: The Great Depression & The New Deal
Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

- Stock Market Simulation - Understanding how the stock market works and its impact on the economy
- Compare the pros and cons of supply-side "trickle down" economics versus demand-side "Keynesian" economics.
- Students will research and analyze examples of government intervention in the US economy since the 1930s
- Students debate New Deal Programs- Social Security Act, etc.
- Primary Sources- Dust Bowl readings, Migrant Mother Photo, *Grapes of Wrath*

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Unit IV: World War II
Stage 1 Desired Results

Content Standards

17. Develop an argument which analyzes the effectiveness of American isolationism and analyzes the impact of isolationism on U.S. foreign policy.
18. Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust.
19. Explain the reasons for American involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany.
20. On a map of the world, locate the Allied powers at the time of World War II (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan).
21. Using primary sources such as news articles/analyses, editorials, and radio/newsreel coverage, analyze one of the events that led to World War II, one of the major battles of the war and its consequences, or one of the conferences of Allied leaders following the war:
a. German rearmament and militarization of the Rhineland
b. The Munich Conference and Germany's seizure of Austria and Czechoslovakia
c. the Nazi-Soviet Pact of 1939 and the invasion of Poland
d. Japan's invasion of China and the Nanjing Massacre
e. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima
f. the Yalta and Potsdam conferences
22. Describe the Allied response to the persecution of the Jews by the Nazis before, during, and after the war.
23. Explain the reasons the United States gave for the use of atomic bombs at Hiroshima and Nagasaki in Japan; and use primary and secondary sources to analyze how arguments for and against the use of nuclear weapons developed from the late 1940s to the early 1960s.

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- Examine the impact of the United States as a global leader.

Meaning

Enduring Understandings

1. Totalitarian regimes, when left unrestrained, will test boundaries, and conquer new lands to enhance their power.
2. The United States will abandon neutrality and respond to aggression when national security is threatened if the home front is mobilized.
3. When wars end, coalitions may be formed to guide new political and economic structures globally.

Essential Questions

Overarching

- What kind of role should the US play in world affairs?

Topical

1. What threat did Japan, Italy, and Germany have on worldwide democratic movements through their conquests in the 1920's and 1930's?
2. What events led to the United States entry into the World War II and how did it manage to turn the tide towards victory?
3. How did the Yalta and Potsdam Conferences create the postwar conflict between Soviet and Western spheres of influence?

Acquisition
This is what they can do post unit….

Students will be able to …

- Analyze the causes and effects of World War II from a U.S. point of view.
- Create a visual representation (e.g. presentation, poster, etc) of

Students will be skilled at:

- R1-Citing textual evidence to support analysis of primary and secondary sources.
- R2-Determining the central idea of primary and secondary sources.

24. Explain the long-term consequences of important domestic events during the war. a. the War's stimulus to economic growth b. the beginning of the second Great Migration of African Americans from the South to industrial cities of the North and to California c. A. Philip Randolph and the efforts to eliminate employment discrimination on the basis of race d. large numbers of women in the workforce of munitions industries and serving in non-combat jobs in the military, including as pilots, clerks, computer scientists, and nurses e. the internment of West Coast Japanese Americans in the U.S. and Canada f. how the two world wars led to greater demands for civil rights for women and African Americans. **Grades 11-12 Strategic Reading of Informational Texts Areas: History/Social Science** **Key Ideas and Details** RI 1. Cite specific textual evidence Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI 2. Determine Central Ideas Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text. RI 3. Analyze Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI 4. Meaning of Words	United States' involvement in World War II. ● Debate President Truman's decision to use the atomic bomb to end the war ● Define essential content vocabulary: Capitalism, Communism and Socialism.	● R6-Identifying an author's point of view and assessing its impact on the central idea of the document.

Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term over the course of a text. RI 5. Part to Whole Analysis Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging. RI 6. Author's POV and Purpose Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. RI 8. Argument Delineate and evaluate the reasoning in seminal historical texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).		

Unit IV: World War II
Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
● Strategic Reading Rubric	Example: **Compare and Contrast** 2 or more primary source readings for and against the use of the Atomic Bomb to end WWII.

Unit IV: World War II
Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

- Students will read FDR's *Four Freedoms* speech and discuss the circumstances that led the US to enter World War II
- Create a presentation on a battle or other event that can be considered a turning point of the war and analyze its impact

● Debates- Japanese Internment, US Entry into European War (1940), Truman use of Atomic Bomb
● Primary Sources- Lend-Lease Act, Japanese-American Incarceration, Atomic Bomb (Oppenheimer)
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Unit V: The Cold War & The 1950's
Stage 1 Desired Results

Content Standards

25. Analyze the factors that contributed to the Cold War and describe the policy of containment as a response by the United States to Soviet expansionist policies, using evidence from primary sources to explain the differences between the Soviet and American political and economic systems; Soviet aggression in Eastern Europe; the Korean War, United States support of anti-communist regimes in Latin America and Southeast Asia; the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact).
26. Explain what communism is as an economic system and analyze the sources of Cold War conflict; on a political map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union in the 1950s to the 1980s. Clarification Statement: Students can research and report on conflicts in particular areas, such as Korea, Germany, China, the Middle East, Africa, Central and South America, Cuba, and Vietnam.
27. Analyze Dwight D. Eisenhower's response to the Soviet Union's launching of Sputnik (1957) and the nation's increased commitment to space exploration and education in science.
29. Research and analyze one the domestic policies of Presidents Truman and Eisenhower (e.g., Truman's Fair Deal, the Taft-Hartley Act of 1947, the Federal-Aid Highway Act of 1956 or the Social Security Disability Insurance Act of 1956).
30. Analyze the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism, researching and reporting on people and institutions such as Whittaker Chambers, Alger Hiss, FBI Director J. Edgar Hoover, Senators Joseph McCarthy and Margaret Chase Smith, Julius and Ethel Rosenberg,

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- Examine how the United States has retained relations with countries with various political ideologies.

Meaning

Enduring Understandings

1. The United States will expand its Foreign Policy agenda in response to the threat posed by the Soviet Union and its allies.
2. America will attempt to strengthen its economy and domestic policy when faced with an outside threat
3. The United States will expand its influence globally.

Essential Questions

Overarching

- How does the U.S. government respond to challenges to freedom both abroad and at home during a foreign policy crisis?

Topical

1. Why did the United States and the Soviet Union develop a foreign policy rivalry in the years after World War II?
2. What precipitated the second Red Scare of the 1950's, in which America produced anti-Communist media and economic reforms?
3. How did the formation of NATO come about, and why did the United States take a leading role in its development?

Acquisition
This is what they can do post unit….

Students will be able to …

- Examine American efforts at containment of Communism abroad

Students will be skilled at:

- R1-Citing textual evidence to support analysis of primary and secondary sources.

the American Communist Party, the House Committee on Un-American Activities, and congressional investigations into the Lavender Scare). 31. Analyze the causes and consequences of important domestic Cold War trends in the United States (e.g., economic growth and declining poverty, the G. I. Education bill, the decline in women's employment, climb in the birthrate, the growth of suburbs and home ownership, the increase in education levels, the impact of television and increased consumerism). **Grades 11-12 Research** **Areas: History/Social Science** **Key Ideas and Details** WCA 7. Purpose 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject investigation. WCA 8. Sources 8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. WCA 9. Evidence 9. Draw evidence from informational texts to support analysis, interpretations, reflection, and research. RCA 1. Citations 1. Cite specific textual evidence to support analysis of the text, connecting insights gained from specific	● Write and/ or deliver a speech to the class that examines the dangers of Communism, spreading to the United States ● Debate American entry and involvement in the Korean War ● Define essential content vocabulary: Capitalism, Communism and Socialism.	● R2-Determining the central idea of primary and secondary sources. ● R6-Identifying an author's point of view and assessing its impact on the central idea of the document.

details to an understanding of the text as a whole and/or attending to important distinctions the author makes and to any gaps or inconsistencies in the account.		

Unit V: The Cold War & the 1950's
Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
● Technology Rubric	Example: **Create** a Cold War Museum via a teacher provided Template.

Unit V: The Cold War & The 1950's
Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

- Students will reenact the Yalta and Potsdam conferences and analyze the causes of the Cold War.
- Compare the American and Soviet reasons for escalating tensions during the Cold War
- Students will analyze primary sources from the Stanford SHEG site on the Cuban Missile Crisis
- Primary Sources: Truman Doctrine speech, Joseph McCarthy (on State Department communists)

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Unit VI: Civil Rights, Kennedy, and Johnson
Stage 1 Desired Results

Content Standards

US II. 32. Analyze the origins, evolution, and goals of the African American Civil Rights Movement, researching the work of people such as Martin Luther King, Jr., Thurgood Marshall, Rosa Parks, Malcolm X, John Lewis, Bayard Rustin, Robert F. Kennedy, and institutions such as the National Association for the Advancement of Colored People, the Student Nonviolent Coordinating Committee, and the Congress of Racial Equality.

US II. 33. Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights.

a. The 1954 Supreme Court decision in Brown v. Board of Education

b. the 1955-1956 Montgomery Bus Boycott, the 1957-1958 Little Rock School Crisis and Eisenhower's civil rights record

c. King's philosophy of nonviolent civil disobedience, based on the ideas of Gandhi and the sit-ins and freedom rides of the early 1960s

d. the 1963 civil rights protest in Birmingham and the March on Washington

e. 1965 civil rights protest in Selma

f. the 1968 assassination of Martin Luther King, Jr.

US II. 34. Evaluate accomplishments of the Civil Rights movement (e.g., the 1964 Civil Rights Act and the 1965

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- Analyze examples in recent times when marginalized groups in America have fought for increased rights

Meaning

Enduring Understandings

1. Plessy v. Ferguson ruled in favor of "separate but equal". Jim Crow laws were widespread in the American south.
2. Individuals and institutions like Rosa Parks and the NAACP fought for desegregation and equal rights for black Americans. Truman desegregating federal jobs and Jackie Robinson breaking color barrier helped progress the fight for civil rights.
3. Successes include the elimination of crucial voter discrimination laws, while challenges include the project of enforcing these new laws.
4. Flexible response and the upholding of the Truman Doctrine and Marshall Plan.
5. Goals include the advancement of technology, democracy, and good will institutions.
6. The Great Society program advanced civil rights, democracy globally, and welfare programs for the disadvantaged.

Essential Questions

Overarching

- How does America respond to calls for Civil Rights for all of its citizens?

Topical

1. Describe and analyze segregation in America prior to **Brown v. The Board of Education.**
2. Explain how the Civil Rights movements gained ground in the 1950s & 1960s.
3. Analyze the successes and challenges faced after the **Civil Rights Act of 1964**?
4. How did Kennedy respond to the continuing challenges of **Cold War** and Foreign Policy?
5. Explain the goals of Kennedy's **New Frontier**.
6. Analyze the positive and negative effects of Johnson's **Great Society** program.

Voting Rights Act) and how they served as a model for later feminist, disability, and gender rights movements of the 20th and 21st centuries; collect and analyze demographic data to investigate trends from the 1964 to 2010 in areas such as voter registration and participation, median family income, or educational attainment among African American, Hispanic American, Asian American and white populations. US II. 35. Using primary sources such as news articles/analyses, editorials, and television coverage, research Massachusetts leaders for civil rights and the controversies over the racial desegregation of public schools in the 1960s and 1970s, including: a. the establishment of the Metropolitan Council for Educational Opportunity (METCO) busing plan involving Boston, Springfield, and suburban school districts b. Court-ordered desegregation and mandated busing in the public schools of Boston and other Massachusetts cities **Grades 11-12 Strategic Reading of Informational Texts** **Areas: History/Social Science** **Key Ideas and Details** RI 1. Cite specific textual evidence Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI 2. Determine Central Ideas Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to	***Acquisition*** ***This is what they can do post unit….*** **Students will be able to …** ● Compare and contrast Plessy v. Ferguson and Brown v. Board of Education. ● Identify the Civil Rights leaders of the era such Rosa Parks, Martin Luther King Jr., Malcolm X. ● Analyze the accomplishments of the prominent civil rights leaders of the era. ● Analyze the differences between the Eisenhower and Kennedy foreign policies. ● Evaluate the positive and negative effects of the Great Society. ● Define essential content vocabulary.	***Students will be skilled at:*** ● R1-Citing textual evidence to support analysis of primary and secondary sources. ● R2-Determining the central idea of primary and secondary sources. ● R6-Identifying an author's point of view and assessing its impact on the central idea of the document.

provide a complex analysis; provide an objective summary of a text. RI 3. Analyze Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI 4. Meaning of Words Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term over the course of a text. RI 5. Part to Whole Analysis Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging. RI 6. Author's POV and Purpose Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. RI 8. Argument Delineate and evaluate the reasoning in seminal historical texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).		

Unit VI: Civil Rights, Kennedy, and Johnson Stage 2 - Evidence	
Evaluative Criteria	**Assessment Evidence**
	Example:

● Collaboration Rubrics ● Research Rubric	Create a Civil Rights protest poster relating to current social issues that compare with those from the Civil Rights Era.

Unit VI: Civil Rights, Kennedy, and Johnson
Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

● Possible viewing: *Mississippi Burning, Selma*
● Primary source analysis for point of view and credibility on a speech or essay by someone from the civil rights era
● Primary sources: MLK *I Have a Dream*, JFK *Civil Rights Address*, George Wallace *Inaugural Address,* Malcolms X *The Ballot or the Bullet*
● Debate: Should the Federal Government be Responsible for Creating Anti-Poverty Programs?

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Unit VII: Vietnam Era, Counterculture, and the 1970's
Stage 1 Desired Results

Content Standards

28. Summarize the diplomatic and military policies on the War in Vietnam of Presidents Eisenhower, John F. Kennedy, Lyndon Johnson, and Richard Nixon and explain the intended and unintended consequences of the Vietnam War the Vietnamese and Americans.
36. Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.
a. Women's rights, including the writings on feminism by Betty Friedan, Gloria Steinem and others; the availability of the birth control pill; the activism of the National Organization for Women and opposition to the movement by conservative leaders such as Phyllis Schlafly; passage of the Equal Rights Amendment to the Constitution (1972), and its failure to achieve sufficient ratification by states; Title IX of the 1972 Education Amendments to the 1964 Civil Rights Act, the 1973 Supreme Court decision, Roe v. Wade, the appointment of Sandra Day O'Connor as the first woman Justice of the Supreme Court in 1981, and increasing numbers of women in elected offices in national and state government.
b. the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement, the impact of world wars on the demand for gay rights, the Stonewall Rebellion of 1969, the Gay Pride Movement, and activism and medical research to slow the spread of AIDS in the 1980s; the role of the Massachusetts Supreme Judicial Court in Goodridge v. Department of Public Health (2004) and the role of other state courts in providing equal protection for same sex marriage in advance of the United States Supreme Court decision in Obergefell v. Hodges (2015)

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- Explain how contradicting political ideologies can lead to greater discourse and a more engaged electorate.

Meaning

Enduring Understandings

1. America will respond to global threats of Communism to protect its allies as well as its own interests at home and abroad.
2. Americans will organize, assemble, and demonstrate when faced with challenges to democracy, both from domestic and foreign sources.
3. Discriminated Americans, including those facing discrimination for their race, gender, sexual orientation, or disability, when faced with threats to their civil rights, will organize to promote Civil Rights Legislation.
4. American leaders are always subject to the Constitution, and no individual, including the American President, is above the rule of law.

Essential Questions

Overarching

- How does America foster multiple perspectives, experiences, and thought-processes in a diverse group of citizens?

Topical

1. What events led to American involvement into, and escalation of, the Vietnam War from the 1950's through 1975?
2. How did Americans express their feelings about the government's role in the war in Vietnam, as well as other challenges to democracy?
3. How did traditionally discriminated groups of Americans demand civil rights in the 1960's and 1970's?
4. What events led to the impeachment and eventual resignation of Richard Nixon in 1972?

Acquisition
This is what they can do post unit….

Students will be able to …

1. Debate the American entry into, and/or escalation of, the Vietnam War.

Students will be skilled at:

- R1-Citing textual evidence to support analysis of primary and secondary sources.

c. the disability rights movement such as deinstitutionalization, independent living, the Education for All Handicapped Children Act (1975), the Americans with Disabilities Act (1990), and the Individuals with Disabilities Education Act (1990) d. the environmental protection movement (e.g., the 1962 publication of Rachel Carson's Silent Spring; the 1970 federal Clean Air Act; the 1972 Massachusetts Wetlands Protection Act; the 1972 Federal Water Pollution Control Act and subsequent amendments) e. the movement to protect the health and rights of workers, and improve working conditions and wages (e.g., César Chávez and Dolores Huerta and the migrant farmworkers' movement, workplace protections against various forms of discrimination and sexual harassment) f. the movement to protect the rights, self-determination, and sovereignty of Native Peoples (e.g., the Indian Civil Rights Act of 1968, the American Indian Movement, the Wounded Knee Incident at the Pine Ridge Reservation in South Dakota in 1973, the Indian Self Determination and Education Assistance Act of 1975, and the efforts of Native Peoples' groups to preserve Native cultures, gain federal or state recognition and raise awareness of Native American history 3 37. Research and analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, including: the Fair Housing Act of 1968 and its impact on neighborhood integration; policies, court cases, and practices regarding affirmative action and their impact on diversity in the workforce and higher education; disparities and trends in educational achievement and attainment, health outcomes, wealth and income, and rates of incarceration; the election of the nation's first African American president, Barack Obama, in 2008 and 2012. **Grades 11-12 Research**	2. Create a protest speech, campaign, and poster for any of the following movements: a. Women's Liberation b. LGBTQ Rights c. Rights for those with disabilities d. Environmental Protection e. Workers' Rights f. Native American Rights g. Vietnam Anti-War Movement 3. Measure progress of the Civil Rights Movement for African-Americans from the 1950's (Brown v. Board of Education) and 1960's (Civil Rights Act of 1964 and Voting Rights Act of 1965) all the way to the busing crisis of the 1970's through timelines and/ or graphic organizers. 4. Understand the domestic and foreign policy achievements and challenges of Presidents Nixon, Ford, and Carter in the 1970's. 5. Create a mock trial for Richard Nixon to examine the events that led to his removal from office. 6. Assess the long- and short-term causes and effects of economic contraction of the late 1970's 7. Define essential content vocabulary.	● R2-Determining the central idea of primary and secondary sources. ● R6-Identifying an author's point of view and assessing its impact on the central idea of the document.

Areas: History/Social Science **Key Ideas and Details** WCA 7. Purpose 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject investigation. WCA 8. Sources 8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. WCA 9. Evidence 9. Draw evidence from informational texts to support analysis, interpretations, reflection, and research. RCA 1. Citations Cite specific textual evidence to support analysis of the text, connecting insights gained from specific details to an understanding of the text as a whole and/or attending to important distinctions the author makes and to any gaps or inconsistencies in the account.		

Unit VII: Vietnam Era, Counterculture, and the 1970's
Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
● Peer Assessment	**Example: Create a Public Service Announcement for and against the Vietnam War.**

Unit VII: Vietnam Era, Counterculture, and the 1970's
Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

- Students will view *Dear America: Letters Home from Vietnam* and write three letters home from the perspective of a soldier

● Students will research a song from the era with a social or political message and complete a presentation on the message and context
● Write an essay analyzing the struggle for equality of one of the groups from the unit (women, Latinos, Native Americans, etc.)
● Problem solving activity - resolving the Iran hostage crisis
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Unit VIII: Rise of Conservatism in the 1980's and 1990's
Stage 1 Desired Results

Content Standards

40. Analyze the presidency of Ronald Reagan (1981-1989) and the rise of the conservative movement in American politics, (e.g., policies such as tax rate cuts, anti-communist foreign and defense policies, replacement of striking air traffic controllers with non-union personnel.

41. Analyze how the failure of communist economic policies and U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to the fall of the Berlin Wall

Grades 11-12 Written Communication - Informative
Areas: History/Social Science
Key Ideas and Details

WCA 2a. Organize Information

b. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WCA 2b. Topic Development

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extending definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WCA 2c. Transitions

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- **Compare the conservative ideology of the Reagan-Bush era with the conservative ideology today.**

Meaning

Enduring Understandings

1. Conservatism grows out of the poor economic management of the 70s and the upswell of nationalism.
2. Conservative views emphasized the economic and social views of the Republican party.
3. Reaganomics emphasized trickle-down/supply-side economics. The effect was an increase in the size of government and increased debt.
4. American policies helped bring down the Berlin Wall and brought forth perestroika.

Essential Questions

Overarching

- What are the potential drawbacks and benefits of an America polarized by political ideology?

Topical

1. Explain the origins of conservatism in the late 1970's and early 1980's
2. Analyze the conservative views of the Reagan-Bush Era.
3. Analyze the intent and effects of Reaganomics.
4. How did Reagan and Bush's foreign policies contribute to the fall of communism in Europe?

Acquisition
This is what they can do post unit….

Students will be able to …

- Identify the origins of conservatism in the 1980s.
- Examine the evolution of conservatism in later half of the 1900s.
- Assess the effectiveness of trickle-down economics.
- Identify the factors that led to the fall of communism.

Students will be skilled at:

- R1-Citing textual evidence to support analysis of primary and secondary sources.
- R2-Determining the central idea of primary and secondary sources.
- R6-Identifying an author's point of view and assessing its impact on the central idea of the document.

clarify the relationships among ideas, concepts, and procedures. WCA 2d. Language d. Use precise language, domain-specific vocabulary and techniques to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. WCA 2e. Syle e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. WCA 2f. Conclusion f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	● Define essential content vocabulary.	

Unit VIII: Rise of Conservatism in the 1980's and 1990's
Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
● Research Rubric	**Write a five paragraph essay analyzing the impact of the policies of the Reagan/Bush administrations as compared with modern Conservatism.**

Unit VIII: Rise of Conservatism in the 1980's and 1990's
Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

● Students will compare the campaign platform of Ronald Reagan to that of a more recent Republican like Donald Trump
● Students will debate whether Reagan deserves credit for "winning" the Cold War or if the fall of the USSR was inevitable
● Primary sources - Reagan *Tear Down This Wall* speech
● Debate concept of Supply-side versus Keynesian economics

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Unit IX: Globalization, Terrorism, and Changing American Politics
Stage 1 Desired Results

Content Standards

US II. 37. Analyze the significance of the election of Barack Obama as the nation's first African American president of the United States and its impact on race relations.

US II. 42. Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries (e.g., the computer and technological revolution beginning in the 1980s, scientific and medical discoveries such as DNA research, major immigration and demographic changes such as the rise in Asian and Hispanic immigration).

US II. 43. Evaluate the effectiveness of the federal government's response to international terrorism in the 21st century, including the 2001 terrorist attack on the World Trade Center in New York City and the Pentagon near Washington, D.C., the Homeland Security Act, the Foreign Intelligence Surveillance Act, and the Afghanistan and Iraq Wars.

Transfer
long term use of knowledge and skills to the students

Students will be able to independently use their learning to…

- Analyze the impact of the information revolution on American life, society, and politics.

Meaning

Enduring Understandings

1. After the Cold War, there was the emergence of a global market and the spread of 'democracy'.
2. Clinton's presidency saw the best economic period in modern history. The scandal of Clinton's presidency began to erode the moral fabric of the office of president.
3. America transitioned into a service economy and outsourced much of the manufacturing base.
4. America embarked in a war on terror that included homeland security, war in Afghanistan, and eventually a war in Iraq, and throughout the Middle East.

Essential Questions

Overarching

- Should a country curtail liberties in the name of security when threatened from abroad or within?

Topical

1. What were the central themes of American foreign policy after the Cold War?
2. What were the specific successes and failures of the Clinton presidency?
3. How did technology and **globalization** transform American Society during the 1990's and beyond?
4. How did the Bush administration respond to the 2001 terrorist attack against the United States?

Acquisition
This is what they can do post unit….

Students will be able to …

1. Examine the foreign policy decisions of the United States post-Cold War.

Students will be skilled at:

- R1-Citing textual evidence to support analysis of primary and secondary sources.
- R2-Determining the central idea of primary and secondary sources.

Grades 11-12 Strategic Reading of Informational Texts **Areas: History/Social Science** **Key Ideas and Details** RI 1. Cite specific textual evidence Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI 2. Determine Central Ideas Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text. RI 3. Analyze Details Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI 4. Meaning of Words Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term over the course of a text. RI 5. Part to Whole Analysis Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging. RI 6. Author's POV and Purpose Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. RI 8. Argument Delineate and evaluate the reasoning in seminal historical texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme	2. Analyze the successes and failures of the Clinton presidency. 3. Define essential content vocabulary.	● R6-Identifying an author's point of view and assessing its impact on the central idea of the document.

Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).		

Unit IX: Globalization, Terrorism, and Changing American Politics
Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
● Technology Rubric ● Strategic Reading Rubric	**Evaluate the reliability and credibility of various media outlets**

Unit IX: Globalization, Terrorism, and Changing American Politics
Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

- Students will debate whether or not the benefits of technology in schools outweigh the drawbacks
- Students will analyze the causes and events of September 11, 2001 and critique the American response.
- Primary Source: USA PATRIOT ACT
- Debate: Should a nation remove civil liberties in the name of security during a time of crisis?

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