

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Modern American History	Social Studies	10th	1
Course Description:			
<p>In the high school United States history course, students study both change and continuity as they investigate diverse perspectives and enduring issues in the United States over time. Students will explore United States history from Industrialization to the Digital Age using disciplinary tools and resources that support the planning and development of inquiries, evaluation of a broad range of historical sources, and communication of knowledge and ideas about the nation's history.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<ul style="list-style-type: none"> US History - Reconstruction to the Present (2022) 		<p>CIVIC LITERACY</p> <ul style="list-style-type: none"> Participate effectively in civic life through knowing how to stay informed and understanding governmental processes Exercise the rights and obligations of citizenship at local state, national and global levels Understand the local and global implications of civic decisions <p>CRITICAL THINKING AND PROBLEM SOLVING</p> <ul style="list-style-type: none"> Collect, assess and analyze relevant information. Make sound judgements and decisions. Identify, define and solve authentic problems and essential questions. Reflect critically on learning experience, processes and solutions Transfer knowledge to other situations 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> Modern American History Equity Audit 	
Unit Links			
<p>Unit 1: Industrialization and Progressivism Unit 2: Imperialism and WWI Unit 3: The Great Depression and New Deal Unit 4: The Second World War Unit 5: The Cold War</p>			

[Unit 6: Civil Rights Movements](#)

[Unit 7: The New Conservatism](#)

[Unit 8: National Identity in a Digital Age](#)

[Standard Matrix](#)

Unit 1: Industrialization and Progressivism

Overview

Relevant Standards: **Bold indicates priority**

- US.His.4.a. Analyze complex and interacting factors that influenced the strategies for Black social and economic progress in the late 19th and early 20th centuries (e.g., Booker T. Washington, W. E. B. Du Bois, Ida B. Wells, Mary Townsend Seymour).
- US.His.12.a. Develop questions about the rise of nativism and assimilation efforts of immigrants and Indigenous peoples (e.g., Punjabi Migration, Indian Boarding Schools, Chinese Exclusion Act, Rock Spring Massacre, 1907 Bellingham Riots, Immigration Act of 1917).
- US.Eco.12.a. Evaluate the impact of laissez-faire economic policies regarding corporate decision making, labor conditions, and public advocacy in the Gilded Age (e.g., monopoly, captains of industry, muckrakers, social Darwinism, labor unions).
- US.His.10.a. Describe how individual and group perspectives about gender and sexuality in the late 19th and early 20th centuries are documented in historical records while noting possible limitations (e.g., We'wha, Vaudeville, bicycles, women's suffrage and education).
- US.Civ.2.a. Analyze the role of citizens in advocating for and ratifying the 19th Amendment to the United States Constitution (e.g., Ida B. Wells, Alice Paul, Anna Bernard Shaw, Helena Hill Weed, Frank B. Brandegee).
- US.His.1.a. Evaluate how the Progressive Era is a result of immigration and industrialization (e.g., anti-lynching, Settlement House Movement, improved working conditions, childrens' rights).
- US.Civ.12.a. Analyze how people in the Progressive Era used and challenged laws to advance social, political, economic, and environmental reforms (e.g., Populist Party, B'nai B'rith, National Woman Suffrage Movement, Sierra Club, Niagara Movement, Socialist Party of America).

Overview

In Unit 1, students study the process and impact of industrialization, as well as a variety of reform movements from Reconstruction to 1920, in order to develop an argument about the extent to which the changes during this period represent progress. Students begin by exploring the factors that led to economic growth during this time, and by evaluating competing perspectives regarding the "captains of industry" in order to develop their own perspective regarding laissez-fair practices and their impact. From there, students study the various ways a wide range of Americans worked to effect social change, examining a variety of primary sources to understand the challenges faced by various groups and ways they pursued freedom, justice, and equality.

Essential Question(s):	
<ol style="list-style-type: none"> 1. To what extent did the progressive era represent progress? <ol style="list-style-type: none"> a. Did industrialization benefit society during the Gilded Age? b. Did reformers improve society during the Progressive Era? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> ● EQ1 - Prominent industrialists capitalized on new technologies and economic models to consolidate control over key industries, which led to massive economic growth. Although this economic growth created a great deal of wealth, prosperity, and philanthropic investment by industrial leaders, it also drove income inequality and left many Americans struggling to fend for themselves. ● EQ2 - Rapid industrialization, immigration, and urbanization highlighted significant tensions and inequalities in American society at the turn of the century. The government, individual citizens, and various groups of people sought to address the problems, injustices, and inequities that existed at the time. While some reforms led to meaningful improvements and protections, reformers themselves could also hold prejudiced or paternalistic views, and some groups of people benefitted more than others. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> ● Summative Writing: To what extent did the progressive era represent progress? Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. ● Unit Exam 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> ● Students will have previously considered the impact of social movements on diverse groups of people in 8th grade. The summative inquiry of the unit on American Revolution asks students to evaluate the extent to which the Revolution addressed political injustices and affected change for women, Native Americans, and enslaved people. 	<ul style="list-style-type: none"> ● Students will once again study a variety of reform efforts in unit 6. In that unit, students study the goals, strategies, and impacts of the civil rights movement before comparing those efforts to other protest movements of the 1950s and 1960s.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> ● 11 classes, 4 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> ● Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> ● Textbook ● Primary/secondary sources listed below

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> In 7th Grade ELA, students will have read a fictional account of the Triangle Shirtwaist Factory Fire from multiple perspectives, as well as portions of <i>Flesh and Blood So Cheap</i>, a nonfiction examination of immigration and industrialization at the time. 	<ul style="list-style-type: none">
Differentiation through <i>Universal Design for Learning</i>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> CHECKPOINT 7.2 Optimize relevance, value, and authenticity. 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> Include hooks at the start of lessons/units that make learning targets and essential questions: <ul style="list-style-type: none"> Personalized and contextualized to learners' lives Culturally relevant and responsive by Highlight connections between daily activities/sourcework and compelling questions that drive summative writing. Provide tasks that allow for active participation, exploration and experimentation. Invite personal response, evaluation and self-reflection focused the themes that will be explored throughout the year.
Supporting Multilingual/English Learners	
<p>Related <i>CELP standards:</i></p> <ul style="list-style-type: none"> 9-12.1 An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> Level 1: with prompting and supports, identify a few key technologies during an interactive lecture on advancements during the Gilded Age. Level 2: with prompting and supports, identify the technological innovations as a main topic an interactive lecture and retell a few examples Level 3: with guidance and supports during interactive lecture, determine the economic benefits of technological advancements during the Gilded Age and explain specific examples Level 4: identify examples of the social costs and benefits of industrialization in a primary source from the Gilded Age. Level 5: determine whether a primary source is celebrating or critiquing society during the Gilded Age and explain how the author develops their perspective.

Unit 1: Immigration, Industrialization, Progressivism

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1-EQ1	<ul style="list-style-type: none"> I can explain how technological innovations and economic practices caused the growth of industries in the Gilded Age. 		Oil Steel Railroads Monopoly Laissez faire economics John D. Rockefeller Andrew Carnegie J.P. Morgan Henry Ford	
2-EQ1	<ul style="list-style-type: none"> I can evaluate the degree to which industrial and economic growth benefited American society in the Gilded Age. 	Gospel of Wealth Workingman's Prayer Nation of Inconsistencies Sister Carrie	Social Darwinism Urbanization Tenements	Disparaging Disregard Bustling
3-EQ2	<ul style="list-style-type: none"> I can describe immigration patterns in the late 19th century, as well as the social and economic challenges immigrants faced at the turn of the century. 	Cleveland's Veto Lodge's Senate Speech Polish Letters Riis How the Other Half Lives Riis Photos and Excerpts	Nativism Assimilation Chinese Exclusion Act Tenements	
4-EQ2	<ul style="list-style-type: none"> I can explain how women fought for social change at the turn of the century. 	Blackwell on Suffrage Memories of Hull House Immigrants and their Children	Settlement Houses Jane Addams Suffrage Movement	
5-EQ2	<ul style="list-style-type: none"> I can explain how individuals, groups, and governments sought to address challenges facing workers in the late 19th century. 	The Jungle	The Jungle Meatpacking Pure Food and Drug Act Meat Inspection Act Unions	
6-EQ2	<ul style="list-style-type: none"> I can compare different strategies African Americans pursued in order to address 	Plessy v. Ferguson The Call	Jim Crow Plessy vs Ferguson	Mutual Advocate

	social and economic challenges in the late 19th and early 20th century.	Atlanta Compromise Of Mr Washinton	Booker T Washington WEB Dubois Niagara Movement	Submission
7	<ul style="list-style-type: none"> I can participate in a seminar discussion with my peers to evaluate the extent of progress during the progressive era. I can draft a thesis and outline an argument in response to a summative prompt. 			
8	<ul style="list-style-type: none"> I can draft a document based essay supporting a historical argument. 			
9	<ul style="list-style-type: none"> Assess/flex 			
10	<ul style="list-style-type: none"> Flex 			

Unit 2: Imperialism and WWI

Overview

Relevant Standards: **Bold indicates priority**

- US.His.1.b. Evaluate the role of the media in shaping public opinions and debates about America's emergence as an imperial power (e.g., muckrakers, yellow journalism, propaganda).
- US.His.4.b. Analyze how economic and cultural hegemony influenced American perspectives of imperialism at the end of the 19th century (e.g., Cuba, Puerto Rico, Spanish American War, Annexation of Hawaii and Philippines, dispossession of Latino American lands in the American West).
- US.His.14.a. Analyze the causes and effects of United States involvement in WWI (e.g., threats to United States neutrality, support for democracy, suppression of civil liberties, debate over the League of Nations and the United States role in global affairs).
- US.His.14.b. Analyze how advancements in warfare impacted military personnel and civilians (e.g., aircraft, artillery, chemical weapons, land mines, trench warfare, shell shock).
- US.His.16.b. Evaluate the juxtaposition between celebration of wartime service in World War I and the discrimination faced by individuals and groups using evidence from multiple historical sources (e.g., European, Latino, Indigenous, and Black service members, Thind v. United States).
- US.His.4.c. Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy (e.g., Red Summer, Sacco Vanzetti, eugenics movement, immigration acts in the 1920s, Angel Island, Ku Klux Klan).

Overview

In Unit 2, students study America's growing involvement in world affairs and examine the extent to which this was motivated by national ideals. They do so primarily by focusing on American involvement in three foreign wars: the Spanish American War, the Philippine-American War, and World War One. By exploring a variety of primary source documents from this era, students compare and contrast the role of democratic ideals, economic interests, public opinion, and the the media in these varying conflicts. Students will also study the impact of the First World War on civil liberties at home in order to consider whether developments at home provide insight into foreign policy decisions.

Essential Question(s):	
<ul style="list-style-type: none"> ● To What extent was American foreign policy motivated by national ideals? <ul style="list-style-type: none"> a. Why did America invade Cuba, Puerto Rico, and the Philippines? b. Why did America join WWI, but not the league of nations? c. Did America live up to national ideals at home during and after WWI? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> ● EQ1 - Although many leaders framed the Spanish American War as a fight for democratic ideals, this view was often based on notions of cultural superiority and was rejected and criticized by many at the time. Economic and strategic factors also played a significant role as the United States sought to expand its influence by gaining territories in the Caribbean and Pacific. Shifts in public opinion, influenced by triggering events and media coverage, also contributed to US entry into the war. ● EQ2 - After seeking to remain neutral for as long as possible, Woodrow Wilson also framed US entry into WWI as a fight for democratic ideals, but economic interests and shifts in public opinion also played a significant role in pushing the country to war. After the war, debate over the Treaty of Versailles and the League of Nations centered on the tension between protecting the sovereignty of countries around the world with American independence and autonomy.. ● EQ3 - Although many African American servicemen fought for democratic ideals abroad, they continued to face racial violence and discrimination at home. Racial tensions were exacerbated by fears of communist infiltration and revolution after WWI, which led to increased surveillance, censorship, and restrictions on civil liberties such as freedom of speech, press, and assembly 	
Demonstration of Learning:	
<ul style="list-style-type: none"> ● Summative Writing: To what extent was American foreign policy in the Age of Imperialism motivated by national ideals? Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. ● Unit Assessment 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Students will again directly consider American foreign policy through the lens of democratic ideals in Unit 5. In that unit, students will study the United States involvement in the Cold War, as well as the impact on civil liberties at home.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> ● 10 classes, 4 weeks

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> Textbook Primary/secondary sources listed below
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> CHECKPOINT 3.1 Activate or supply background knowledge. 	Teacher Actions: <ul style="list-style-type: none"> Anchor instruction by linking to and activating relevant prior knowledge at the start of each new unit or lesson. Use advanced organizers (e.g., KWL methods, concept maps) Pre-teach critical knowledge needed for exploration of primary sources by through focused interactive lecture Bridge concepts with relevant analogies and metaphors, using prior related units to build connections Make explicit cross-curricular connections by leveraging prior knowledge from ELA
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> <ul style="list-style-type: none"> 9-12.2 An EL can . . .participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 	Learning Targets: <ul style="list-style-type: none"> Level 1: with prompting and supports, actively listen to others during discussions of supporting questions and respond to simple yes/no questions and some wh- questions Level 2: with prompting and supports, actively listen to others during short discussions of supporting questions and respond to simple questions and wh questions Level 3: with guidance and supports, participate in conversations, discussions, and written exchanges on supporting questions by building on the ideas of others, expressing their own ideas, asking and answering questions, and adding relevant information Level 4: participate in conversations, discussions, and written exchanges on compelling/supporting questions, building on the ideas of others, expressing their own ideas clearly, supporting points with specific and relevant evidence, asking/answering questions to clarify

	<p>ideas and conclusions.</p> <ul style="list-style-type: none">• Level 5: participate in extended seminar discussions on compelling questions, building on the ideas of others, expressing his or her own ideas clearly and persuasively, referring to specific and relevant evidence from texts to support his or her ideas, asking/answering questions that probe reasoning and claims
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Unit 2: Imperialism and WWI

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocab
1-EQ1	<ul style="list-style-type: none"> I can weigh both short term and long term causes of the Spanish American war. 	Did Yellow Journalism Fuel the Outbreak of the Spanish American War The March of the Flag	USS Maine Yellow Journalism Propaganda Economic Interests Strategic Interests	
2-EQ1	<ul style="list-style-type: none"> I can evaluate the United States participation in the Philippine American War. 	Benevolent Assimilation Aguinaldo's Manifesto Theodore Conley Mark Twain Anti-Imperialist League	Treaty of Paris Philippine-American War Social Darwinism	
3-EQ2	<ul style="list-style-type: none"> I can evaluate the United States' decision to enter WWI. 	Wilson's War Message Howard Zinn on WWI Wealth's Terrible Mandate	Lusitania Zimmerman Telegram Woodrow Wilson Isolationism Neutrality	
4-EQ2	<ul style="list-style-type: none"> I can evaluate the United States decision not to ratify the Treaty of Versailles. 	Lodge Opposes the League Norris Opposes the League	Treaty of Versailles League of Nations Irreconcilables Reservationists	Reconcile Reservation
5-EQ3	<ul style="list-style-type: none"> I can compare the contributions of Americans to WWI to the discrimination they faced at home. 	DuBois Returning Soldiers One Negro Officer	Thind v. United States? Naturalization Act of 1906 Red Summer of 1919 WEB Dubois	Vindictive Resignation
6-EQ3	<ul style="list-style-type: none"> I can describe how fears in American society after the war impacted civil liberties. 	Wilson's Request The Sedition Act No Conscription League	Espionage/Sedition Acts Schenck v. United States Palmer Raids	Contempt Substantive

		Eugene V. Debs Schenck Pamphlet Schenck v. United States		
7	<ul style="list-style-type: none"> I can evaluate the extent to which American foreign policy during the Age of Imperialism was motivated by national ideals. I can draft a thesis and outline an argument in response to a summative prompt. 			
8	<ul style="list-style-type: none"> I can draft a document based essay supporting a historical argument. 			
9	<ul style="list-style-type: none"> I can revise a prior essay to strengthen my historical argument. 			
10	<ul style="list-style-type: none"> Assess/flex 			
11	<ul style="list-style-type: none"> Flex 			

Unit 3: The Great Depression and New Deal

Overview

Relevant Standards: **Bold indicates priority**

- US.His.4.c. Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy (e.g., Red Summer, Sacco Vanzetti, eugenics movement, immigration acts in the 1920s, Angel Island, Ku Klux Klan).
- US.His.4.d. Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s (e.g., Scopes Trial, Jazz, flappers, Immigration Act of 1924, Marcus Garvey, mass media and advertising).
- US.His.14.c. Analyze the causes and effects of the Great Migration (e.g., Jim Crow laws, racial terrorism, emergence of urban Black cultural centers, resurgence of Islam).
- US.His.6.a. Analyze how authors, artists, and musicians documented perspectives and experiences of individuals and groups throughout the interwar period (e.g., Jacob Lawrence, Dorothea Lange, Langston Hughes, Billie Holiday, Yasuo Kuniyoshi, Magdalena Carmen Frida Kahlo y Calderón).
- US.His.12.b. Develop questions to investigate the causes and effects of the Great Depression using multiple historical sources.
- US.Eco.3.a. Analyze the ways in which government incentives and personal motivation influenced production and distribution under New Deal policies (e.g., Agricultural Adjustment Act, Tennessee Valley Authority Act, Civilian Conservation Corps, Federal Housing Administration).
- US.Eco.6.a. Explain potential approaches to stabilize markets in response to the Great Depression (e.g., plans by Herbert Hoover, Franklin D. Roosevelt, Huey Long, and the American Communist Party).
- US.Eco.8.a. Describe the possible consequences, both intended and unintended, of government policies to address social and economic problems during the Great Depression (e.g., role of the Federal government, banking practices, inequitable access to benefits, migration, environmental impacts, social safety net).

Overview

In Unit 3, students learn about the changes and challenges facing American society between the world wars before ultimately evaluating the degree to which the government was able to address those challenges. The unit begins with an exploration of the technological and social changes that took place during the 1920s. Students then turn their focus to the ways the government addressed racial injustice, immigration, and the economic challenges that faced the nation during the Great Depression. Students then explore the economic challenges that dominated life during the Great Depression, and the various proposals and programs aimed at addressing those challenges. By exploring a variety of primary source documents, students ultimately assess the extent to which the government improved the lives of the American people during this era.

Essential Question(s):

- To what extent did the government improve the lives of American people between 1920 and 1939?
 - a. How was America changing during the 1920s?
 - b. Did the government successfully address social inequalities in the 1920s?
 - c. Did the government address economic challenges of the 1930s?

Enduring Understanding(s):

- EQ1 - During the 1920's, American society underwent significant changes, growing increasingly unified by mass media, advertising, and the consumption of consumer goods, but divided over changes to traditional norms.
- EQ2 - The federal government did little to address the racial discrimination and racial terrorism facing African Americans during the 1920s and 1930s. As a result, many African Americans took matters into their own hands in an attempt to improve their lives, moving north during the Great Migration and establishing black cultural centers. Immigration policy at this time was also influenced by racial and ethnic prejudices, seeking to protect American workers, but also seeking to maintain a white majority in the United States.
- EQ3 - After the stock market crash of 1929, America faced significant economic challenges due to risky investments, bank failures, and environmental factors. The government addressed the economic challenges of the 1930s primarily through the New Deal, a series of programs and reforms initiated by President Franklin D. Roosevelt. Although the scope of these reforms was far reaching, the extent to which they succeeded in addressing the challenges of the Great Depression are debated, and their impact was not evenly distributed across American society.

Demonstration of Learning:

- To what extent did the New Deal improve the lives of the American people? Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
- Unit Exam

Connections to Prior Units:

- Students will have previously evaluated the success of government policies when studying Reconstruction in 8th grade. The summative inquiry of that unit asks students to what extent Reconstruction was successful.
- Students will have previously explored the role of laissez-faire economic policies in Unit 1, providing a contrast to the increase in government regulations during the New Deal.
- Students will have recently evaluated government policies in the prior unit. Whereas that unit focused on foreign policy and democratic

Connections to Future Units:

- In unit 7, students will again evaluate a broad set of Government policies. In that unit, students compare the Conservatism of the 1980s to Johnson's Great Society and evaluate how successfully Conservatism addressed the social and economic challenges of the day.

ideals, this unit focuses on domestic policy and its impact.	
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 11 classes, 4 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> • Textbook • Primary/secondary sources listed below
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • In 10th grade ELA, students read <i>Of Mice and Men</i>, studying the lives of migrant workers in California during the Great Depression. • In 11th grade ELA, students read <i>The Great Gatsby</i> as a representation of American society in the 1920s, as well as excerpts from Bill Bryson's On Summer: America 1927. 	<ul style="list-style-type: none"> •
Differentiation through Universal Design for Learning	
UDL Indicator <ul style="list-style-type: none"> • CHECKPOINT 3.3 Guide information processing and visualization 	Teacher Actions: <ul style="list-style-type: none"> • Give explicit prompts for each step in a sequential process, such as interactive lecture or exploration of (multiple)primary sources • Introduce graduated scaffolds that support information processing, such as questions to establish meaning and questions to analyze meaning • Provide multiple entry points to a lesson by tailoring Do Now activities to the students and learning target • “Chunk” information or text into smaller elements by planning pause points during interactive lecture and checks for understanding during exploration of primary sources. • Monitor student thinking during pause points in order to respond to to patterns, misconceptions, or common errors as effectively as possible
Supporting Multilingual/English Learners	
Related CELP standards: <ul style="list-style-type: none"> • 9-12.3 An EL can . . . speak and write about grade-appropriate 	Learning Targets: <ul style="list-style-type: none"> • Level 1: with prompting and support, describe the Great Depression

complex literary and informational texts and topics.

using words and phrases acquired in conversations, reading, and being read to.

- Level 2: with prompting and supports, compose a written texts describing various responses to the Great Depression that uses academic and domain specific vocabulary and includes key details from familiar (pretaught) primary sources
- Level 3: with guidance and supports, compose a written text describing various responses to the Great Depression, using academic and domain specific vocabulary, and including relevant details from both familiar (pretaught) and new primary sources
- Level 4: develop a written text describing various causes and responses to the Great Depression, using academic and domain specific vocabulary, and including relevant details from both familiar (pretaught) and new primary sources.
- Level 5: fully developing a written text evaluating the extent to which the government helped the American people during the 1920s and 30s using academic and domain specific vocabulary, and including relevant details from both familiar (pretaught) and new primary sources.

Unit 3: 1920's, Great Depression and New Deal

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1-EQ1	<ul style="list-style-type: none"> I can evaluate the extent to which changes in American society unified the country. 	Economic Statistics?	Automobile/radio Mass culture/media Flappers Prohibition Scopes Trial	
2-EQ2	<ul style="list-style-type: none"> I can evaluate how the government, individuals, and groups of people responded to the challenges facing African Americans in the 1920's and 1930s. 	Burdick Letter Roosevelt Letter	Jim Crow Klu Klux Klan Tulsa Massacre Ossion Sweet Black Urban Centers Great Migration Harlem Renaissance	Antagonistic Prominent
3-EQ2	<ul style="list-style-type: none"> I can assess the impact of both the policies and the rhetoric surrounding immigration in the 1920s and 1930s. 	Guerrero Letter California Apology Act Immigration Station Debates on Immigration	Immigration Act of 1924 Angel Island Mexican Repatriation	Assert Conceit Coerced
4-EQ3	<ul style="list-style-type: none"> I can investigate the causes and effects of the Great Depression. 		Consumerism/Credit Wealth distribution Regulation Laissez faire policies	
5-EQ3	<ul style="list-style-type: none"> Explain and evaluate potential approaches to stabilize markets in response to the Great Depression. 	Every Man a King Second Fireside Chat	Herbert Hoover Franklin D. Roosevelt Huey Long American Communist Party	
6-EQ3	<ul style="list-style-type: none"> Describe and evaluate the effectiveness relief, recovery, and reform programs of the New Deal. 	A Negro in the CCC Fechner Letter Roosevelt Fireside Chat	Emergency Banking Act Civilian Conservation Corps Social Security Administration	Emphatic Construed

			Works Progress Administration Federal Deposit Insurance Corporation	
7-EQ3	<ul style="list-style-type: none"> I can compare and corroborate historical perspectives regarding the success of the New Deal. 	Johnson Cartoon Towards a New Past Out of Our Past		
8	<ul style="list-style-type: none"> I can participate in a seminar discussion with my peers to evaluate the extent to which the government improved the lives of Americans between 1920 and 1939. I can draft a thesis and outline an argument in response to a summative prompt." 			
9	<ul style="list-style-type: none"> I can draft a document based essay supporting a historical argument. 			
10	<ul style="list-style-type: none"> Assess/flex 			
11	<ul style="list-style-type: none"> Flex 			

Unit 4: The Second World War

Overview

Relevant Standards: **Bold indicates priority**

- US.His.1.c. Evaluate the role of economic and political developments that created the conditions leading to WWII and the Holocaust (e.g., Great Depression, nationalism, militarism).
- US.His.16.c. Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese-American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military).
- US.His.16.d. Describe the achievements and contributions of diverse individuals and groups during World War II using evidence from historical sources (e.g., Women Accepted for Volunteer Emergency Service, Tuskegee Airman, Navajo Code Talkers, 442 Japanese-American regiment, 158th Regimental Combat Team).
- US.His.1.d. Evaluate how the demand for labor on homefront in World War II shaped gender roles (e.g., mobilization, victory gardens, rationing, War Production Board).
- US.Eco.13.a. Explain why investments in infrastructure and industry expanded consumer culture and increased standards of living in the United States (e.g., housing access, mass production, urbanization, utilities).
- US.His.16.e. Develop a reasoned argument about the role of the United States government in providing access to fair and open housing using multiple relevant sources (e.g., Federal Housing Administration, Servicemen's Readjustment Act of 1944, Levittown, redlining, Interstate Highway System).

Overview

In the final unit of the first semester, students turn their attention to the Second World War. This unit focuses on the domestic impacts of the war, beginning with an exploration of the debates surrounding America's policy of neutrality before moving to a study of the economic and social impacts of mobilization. Students study the experiences of Japanese Americans during the war, as well as the experiences of American service men and women across the globe, before finally examining the causes and effects of American prosperity following the Allied victory. Over the course of the unit, students explore a variety of primary source documents in order to assess the extent to which the greatest conflict in human history united the American people.

Essential Question(s):

- To what extent did WWII unify the American people?
 - a. How unified were Americans in the decision to go to war?
 - b. Did their wartime experiences bring Americans closer together?
 - c. Did Allied victory bring Americans closer together?

Enduring Understanding(s):

- EQ1: At the outbreak of World War II, many Americans supported a policy of neutrality, but President Roosevelt sought ways to support American allies financially. The public grew increasingly sympathetic and involved as American allies fell under German occupation until the Japanese attack on Pearl Harbor largely united the country in favor of entering the war..
- EQ2: Economic hardships at home and military service abroad brought many Americans into closer contact with each other and contributed to feelings of patriotism and shared sacrifice, but did not erase existing inequalities and divisions in American society. Women, African Americans, and Mexicans helped provide necessary labor throughout the war, but were not permanently or fully integrated into the workforce and continued to face discrimination. Many Americans supported the government's decision to intern Japanese Americans based on fears of disloyalty, further highlighting racial divisions in American society.
- EQ3: The post WWII period saw a remarkable economic boom which brought many Americans into a significantly expanded middle class. While Government subsidies helped expand homeownership and access to education, redlining, segregation, and discrimination prevented African Americans from enjoying many of these benefits. Mass media helped shape a unifying popular culture largely defined by consumerism and idealized suburban family life, but also helped reinforce traditional gender roles and largely ignored the lives of minority women and families.

Demonstration of Learning:

- To what extent did World War II unify the American people? Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
- Unit Exam

Connections to Prior Units:

- Students will have briefly studied the Second World War and the Holocaust in 6th grade Social Studies, as a historical example of ethnic conflict in Europe.
- Students will have considered the theme of national unity twice in 8th grade. In that course, summative inquiries ask students to evaluate the extent to which the Constitution and the Civil War united the country.
- Students will have studied the Second World War in 9th Grade World History, including major battles, turning points, and the Holocaust.

Connections to Future Units:

- Students will consider the impact of the September 11th attacks (as well as other crises) on American identity and unity in Unit 8.

<ul style="list-style-type: none"> Students will have previously studied debates surrounding the United States role in foreign affairs in Unit 2, including the decision to enter the First World War. 	
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> 11 classes, 4 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> Textbook Primary/secondary sources listed below
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> Students will have read <i>Refugee</i> in 6th grade. In this novel, one of the three protagonists is Josef, a 12 year old Jewish boy who escapes Nazi Germany on board the St. Louis, only to be turned away by both Cuba and the United States. In 7th Grade, students will have read <i>A Raisin in the Sun</i>, a play exploring generational conflicts within an African American family living on the South Side of Chicago in the 1950's as they struggle with access to homeownership and the American Dream. Some, but not all, students will have read <i>They Called Us Enemy</i>, a graphic novel memoir by George Takei relating his experience of Japanese internment as a child. Students will have read <i>Night</i> in 8th grade. In this memoir, Nobel laureate Eli Weisel recounts his experience surviving Auschwitz-Birkenau. 	<ul style="list-style-type: none">
Differentiation through Universal Design for Learning	
UDL Indicator <ul style="list-style-type: none"> CHECKPOINT 8.1 Heighten salience of goals and objectives 	Teacher Actions: <ul style="list-style-type: none"> Prompt or require learners to explicitly formulate or restate goals for exploration of primary sources Display and return to the learning target in multiple ways throughout the lesson Encourage division of long-term goals into short-term objectives by drawing connections between summative prompts, essential questions, and daily learning targets

	<ul style="list-style-type: none"> Engage learners in discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests
Supporting Multilingual/English Learners	
<p>Related <i>CELP standards:</i></p> <ul style="list-style-type: none"> 9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> Level 1: With prompting and supports, gather information from a few provided primary sources, labeling collected information as evidence of the war uniting or dividing Americans. Level 2: With prompting and supports, gather information from a few provided primary sources, recording some quoted evidence and summarizing ways in which the war did or did not unite Americans. Level 3: With guidance and supports, gather information from multiple provided primary sources, evaluating the reliability of each source, and paraphrasing key information in a short written or oral report. Level 4: Gather and synthesize information from multiple primary sources, addressing multiple supporting questions, evaluating evaluate the reliability of each source and integrating information into organized oral or written argument Level 4: Gather and synthesize information from multiple primary sources, addressing multiple supporting questions, evaluating the reliability of each source and integrating information into organized oral or written argument in response to the compelling question of whether WWII united Americans.

Unit 4: The Second World War

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1-EQ1	<ul style="list-style-type: none"> I can describe national debates and changes to changes to US policy regarding neutrality during WWII. 	FDR Fireside Chat Lindberg Des Moines WWII propaganda	Neutrality Acts Lend Lease Act America First Committee Pearl Harbor	Appease
2-EQ2	<ul style="list-style-type: none"> I can evaluate how the economic demands of World War II impacted American society. 	Americans All Saturday Evening Post Oral Interview	Mobilization Braceros Program Black Rosies Double V Campaign Executive Order 8802	Devotion
3-EQ2	<ul style="list-style-type: none"> I can evaluate United States policies of Japanese internment during the Second World War. 	Executive Order 9066 Korematsu Decision Public Opinion Polls	Executive Order 9066 Korematsu v. US	Internment
4-EQ2	<ul style="list-style-type: none"> I can describe the achievements and contributions of diverse individuals and groups during World War II. 		Tuskegee Airmen Code Talkers European Theatre Pacific Theatre Iwo Jima D-Day	
5-EQ3	<ul style="list-style-type: none"> I can explain the economic causes and social impact of unprecedented prosperity after World War II. 	How To Be a Good Wife Redlining Maps of CT	Fair Deal GI Bill of Rights Baby Boom Interstate Highway Act Consumer Culture Levittown Redlining	Productive Conformity
6	<ul style="list-style-type: none"> I can participate in a seminar discussion with my peers to 			

	<p>evaluate the extent to which World War II unified America.</p> <ul style="list-style-type: none"> I can draft a thesis and outline an argument in response to a summative prompt. 			
7	<ul style="list-style-type: none"> I can draft a document based essay supporting a historical argument. 			
8	<ul style="list-style-type: none"> I can revise a prior essay to strengthen my historical argument. 			
9	Assess			
10	Flex			

Unit 5: The Cold War

Overview

Relevant Standards: **Bold indicates priority**

- US.His.1.e. Evaluate the United States government's complex responses to the Holocaust while recognizing the history of antisemitism in both historical and contemporary contexts (e.g., Voyage of the St. Louis, lack of response to the Final Solution, Nuremberg Trials).
- US.His.14.d. Analyze the multiple and complex causes and effects of the nuclear age (e.g., Manhattan Project, Hiroshima, Nagasaki, Operation Paperclip, nuclear proliferation, Strategic Arms Limitations Treaties, atomic culture, Three Mile Island accident).
- US.His.14.e. Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam).
- US.His.1.f. Evaluate how the Korean and Vietnam Wars were products of the geopolitical contexts of the Cold War.
- US.His.5.a. Analyze how heightened domestic tensions and claims about perceived threats to democratic values led to widespread civil rights violations (e.g., House Un-American Activities Committee, Hollywood Ten, Lavender Scare, treatment of Civil Rights and anti-Vietnam War activists, televised news).
- US.His.11.a. Determine the usefulness of historical sources to support an inquiry about the causes, escalation, and public reaction to the Vietnam War based on their maker, origin, intended audience, and purpose (e.g., art, ephemera, film, government reports, media, music).

Overview

Students start the second semester of Modern American by turning their attention back to foreign policy, studying America's role in the Cold War. They do so primarily by examining three "fronts" of America's struggle against Communism: Eastern Europe, Korea, and Vietnam. As they learn about each of these conflicts, students examine a variety of primary source documents to determine the extent to which America's fight against communism exemplified or compromised democratic ideals. Students will also study the impact of the Cold War on civil liberties at home in order to consider whether developments at home provide insight into foreign policy decisions.

Essential Question(s):	
<ul style="list-style-type: none"> ● To what extent was American foreign policy during the Cold War motivated by democratic ideals? <ul style="list-style-type: none"> a. Why did America send economic and military aid to Europe, Korea, and Vietnam after WWII? b. Did America live up to national ideals at home during the Cold War? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> ● EQ1 - In Europe and Korea, the U.S. spurred economic development, promoted collective security, and went to war in order to defend its economic interests as well as the sovereignty of democratic governments in the face of Communist aggression. The U.S. often framed its involvement in Vietnam as a defense of democracy and freedom, but also supported imperial and authoritarian regimes in South Vietnam in order to suppress Communist independence movements. ● EQ2 - Many Americans viewed communism as an existential threat to democratic values, freedoms, and the American way of life. These fears, exacerbated by the heightened risk of the nuclear age and increasingly homogeneous mainstream culture, led to widespread paranoia, suspicion and efforts to root out communist threats, often at the expense of civil liberties and social movements fighting for equality and justice. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> ● Summative Writing: To what extent was American foreign policy during the Cold War motivated by democratic ideals? Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. ● Unit Exam 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> ● Students will have been introduced to communism, the USSR, and the Cold War in 6th grade, and should have understood that Eastern and Western Europe took different political and economic paths after WWII. ● Students will have studied the spread of communism throughout Europe, Latin America, and Asia in 9th grade World History, as well as clashes with democracy during the Cold War. ● Students will have previously studied American foreign policy through the lens of democratic ideals in Unit 2. In that unit, students studied the reasons for United States involvement in the Spanish American War, the Philippines, and WWI, before also considering the impact on civil liberties at home. 	

Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 10 classes, 4 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> • Textbook • Primary/secondary sources listed below
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Students will have studied Animal Farm in 8th grade, and should understand that novel as an allegory for the Russian Revolution. 	<ul style="list-style-type: none"> •
Differentiation through Universal Design for Learning	
UDL Indicator <ul style="list-style-type: none"> • CHECKPOINT 3.2 Highlight patterns, critical features, big ideas, and relationships 	Teacher Actions: <ul style="list-style-type: none"> • Highlight or emphasize key elements in text, graphics, diagrams, formulas • Use outlines and/or graphic organizers to capture relationships learning targets, essential questions, and summative essays • Use cues and prompts to draw attention to critical features during interactive lecture and exploration of primary sources • Highlight previously learned knowledge that can be used to introduce related essential questions/summative prompts • Name historical thinking skills that students will practice at various points, such as causation, contextualization, continuity, change, and corroboration.
Supporting Multilingual/English Learners	
Related CELP standards: <ul style="list-style-type: none"> • 9-12.4 An EL can . . . construct grade appropriate oral and written claims and support them with reasoning and evidence. 	Learning Targets: <ul style="list-style-type: none"> • Level 1: with prompting and pre teaching, verbally or nonverbally express an opinion about the Marshall Plan using a limited number of words and phrases acquired in conversations, reading, and being read to. • Level 2: with prompting and preteaching, construct a claim about the Marshall Plan by introducing the topic, giving a reason to support the claim, and providing a concluding statement

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| | <ul style="list-style-type: none">● Level 3: with guidance and preteaching, construct a claim about the Marshall Plan by introducing the topic, providing sufficient evidence, reasons, or facts to support the claim, acknowledging opposing ideas, and providing a concluding statement● Level 4: construct a claim about the American foreign policy during the Cold War by introducing the topic, providing logically ordered reasons or facts that effectively support the claim, acknowledging opposing ideas, and providing a concluding statement● Level 5: construct an argument comparing American foreign and domestic policy during the Cold War by introducing the claim, distinguishing from counterclaims, providing sufficient evidence, reasons, or facts to support the claim, acknowledging opposing ideas, and providing a conclusion that summarizes the argument presented |
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Unit 5: The Cold War

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1-EQ1	<ul style="list-style-type: none"> I can evaluate the extent to which early Cold War policy in Europe was motivated by national ideals. 	Truman Doctrine Iron Curtain Speech Soviet Telegram	Truman Doctrine Marshall Plan NATO Eisenhower Doctrine	
2-EQ1	<ul style="list-style-type: none"> I can evaluate the extent to which military intervention in Korea was motivated by national ideals. 	Truman's Memoir North Korean Textbook South Korean Textbook	38th Parallel Korean War Harry Truman Douglass MacArthur SEATO	Embolden
3-EQ1	<ul style="list-style-type: none"> I can evaluate the extent to which early Cold War policy in Vietnam was motivated by national ideals. 	DRV Independence Pendergrass Letter Kennedy's Response McNamara Speech	Geneva Accords Ho Chi Minh Ngo Dinh Diem Domino Theory Gulf of Tonkin Resolution	
4-EQ2	<ul style="list-style-type: none"> I can describe the causes and effects of the nuclear age. 	Atoms for Peace	Cuban Missile Crisis Space Race/NASA	Mutual Assured
5-EQ2	<ul style="list-style-type: none"> I can describe how fears in American society during the Cold War impacted civil liberties. 	McCarthy Communism Chase's Conscience Murrow "See if Now"	Red Scare Lavender Scare HUAC Joseph McCarthy Smith Act	Abdicate Conviction
6-EQ2	<ul style="list-style-type: none"> I can explain how the Cold War impacted social critics and reformers during the 1950s. 	Robeson Before HUAC		
7	<ul style="list-style-type: none"> I can participate in a seminar discussion with my peers to evaluate the extent to which World War II unified America. 			

	<ul style="list-style-type: none"> I can draft a thesis and outline an argument in response to a summative prompt. 			
8	<ul style="list-style-type: none"> Draft 			
9	<ul style="list-style-type: none"> Assess/flex 			
10	<ul style="list-style-type: none"> Flex 			

Unit 6: Civil Rights Movements

Overview

Relevant Standards: **Bold indicates priority**

- US.His.5.b. Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era (e.g., Beat Generation, Rock and Roll, Motown, Jazz, Hippies, television sitcoms, Hollywood films).
- US.His.15.a. Identify both long term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement (e.g., Southern Christian Leadership Conference, Black Panther Party, Student Nonviolent Coordinating Committee, American Jewish Congress, American Indian Movement, United Farm Workers, Congress of Racial Equality).
- US.Civ.5.b. Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access).
- US.Civ.5.c. Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., Hernandez v. Texas, Executive Order 10450, Loving v. Virginia, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, Roe v. Wade).
- US.His.11.a. Determine the usefulness of historical sources to support an inquiry about the causes, escalation, and public reaction to the Vietnam War based on their maker, origin, intended audience, and purpose (e.g., art, ephemera, film, government reports, media, music).

Overview

In the second unit of the semester, students study what is arguably the most powerful movement for social change in American history. Over the course of the unit, students consider how the goals and strategies of the Civil Rights movement changed over time, examining its evolution, successes, setbacks, and tensions. This includes studying early bus boycotts and sit-ins, Freedom Rides, and the evolution of the Black Power movement. Students then work to contextualize the Civil Rights movement within the counterculture of the 1960s, making connections to popular music such as Motown and Rock and Roll, as well as the many other protest movements that drew on movement for inspiration while also seeking to address their own unique set of injustices, such as feminist movement and efforts to secure LGBTQ, Chicano, and Native American rights.

Essential Question(s):

- How united were the various protest movements of the 1950s and 60s?
 - a. How much did the Civil Rights movement change over time?
 - b. How did the Civil Rights movement compare to other protest movements of the 1960s?

Enduring Understanding(s):	
<ul style="list-style-type: none"> EQ1 - Throughout the 1950s and 1960s, the Civil Rights Movement sought to challenge racial segregation and discrimination, often through grassroots organizing and nonviolent protest. After Brown v. Board of Education, the movement pursued desegregation and voting rights through nonviolent direct action and increasingly large scale demonstrations. After legislative victories of the 1960s, the movement expanded its goals to include economic justice and community empowerment, causing tensions and divisions within the movement as new voices promoted more radical and confrontational approaches. EQ2 - As the United States escalated the war in Vietnam, it was met with increasing resistance at home. There was significant overlap between the civil rights movement, the anti war movement, as well as other protest movements of the time. Although many protesters drew on similar tactics and often saw themselves as part of a larger struggle for economic and social justice, they were not a unified coalition and achieved varying levels of success. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> How united were the various protest movements of the 1950s and 1960s? Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. Unit assessment. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> Students will have previously considered the impact of historical events on diverse groups of people in 8th grade. The summative inquiry on the American Revolution asks students to evaluate the extent to which the Revolution addressed political injustices and affected change for women, Native Americans, and enslaved people. Students will have previously studied how various groups of Americans worked to combat injustice and improve society in Unit 1 of this course. In that unit, students study the social inequities that arose during the Gilded Age and evaluate how various progressive movements responded. 	<ul style="list-style-type: none">
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> 12 classes, 5 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to 	<ul style="list-style-type: none">

facilitate drafting, feedback, collaboration, and revision.	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> In 6th Grade, students will have read <i>Brown Girl Dreaming</i>, a memoir in verse that describes Jacqueline Woodson’s experience growing up as a Black child in the 1960s and 1970s, living with the remnants of Jim Crow and developing a growing awareness of the civil rights movement. In 7th Grade, students will have read <i>A Raisin in the Sun</i>, a play exploring generational conflicts within an African American family living on the South Side of Chicago in the 1950’s as they struggle with access to homeownership and the American Dream. 	<ul style="list-style-type: none">
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> CHECKPOINT 8.4 Increase mastery-oriented feedback 	Teacher Actions: <ul style="list-style-type: none"> Provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge. Use shared rubrics to provide feedback that emphasizes effort, improvement, and achieving a standard rather than on relative performance. Use Show Call to provide feedback that is frequent, timely, and specific. Provide feedback that is substantive and informative rather than comparative or competitive. Use Show Call and/or Whole Class feedback to identify patterns of errors and wrong answers, and generate positive strategies for future success.
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> <ul style="list-style-type: none"> 9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems. 	Learning Targets: <ul style="list-style-type: none"> Level 1: With prompting and supports, gather information from a few provided sources and label collected information as evidence of a goal or a strategy Level 2: With prompting and supports, gather information from provided sources, recording examples of goals, and summarizing changes between documents

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| | <ul style="list-style-type: none">● Level 3: With guidance and supports, gather information from multiple provided sources, evaluating the reliability of each and paraphrasing key information● Level 4: Gather and synthesize information from multiple sources, evaluating the credibility of each, analyzing and integrating information into a clearly organized oral/written text describing changes in the civil rights movement.● Level 5: Gather and synthesize information from multiple sources, evaluating the credibility of each, analyzing and integrating information into a clearly organized oral/written text comparing multiple movements during the 1960s. |
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Unit 6: Civil Rights Movements

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1-EQ1	<ul style="list-style-type: none"> Evaluate the extent to which the goals and strategies of the civil rights movement changed over the course of the 1950s. 	Brown v. Board of Education King at Holt St. Church Bigger than a Hamburger	Brown v. Board of Ed. Little Rock Nine Civil Rights Act of 1957 Montgomery Boycott	
2-EQ1	<ul style="list-style-type: none"> I can evaluate the successes and setbacks of the Civil Rights movement in the 1960's. 	SNCC Statement of Purpose Flier for Freedom Summer Letter from Birmingham Jail	Freedom Rides James Meredith John Lewis March on Washington Freedom Summer March on Selma Civil Rights Act of 1964 Voting Rights Act of 1965	Affirm Integrate Reconcile
3-EQ1	<ul style="list-style-type: none"> I can evaluate the extent to which the goals and strategies of the civil rights movement changed over the course of the 1960s. 	Malcolm X to Miss. Youth Black Panther Platform SNCC Leaflet Ballad or Bullet Carmichael on Black Power	SNCC Poor People's Campaign Malcom X Stokely Carmichael Black Power Black Panthers	
4-EQ2	<ul style="list-style-type: none"> I can describe the ways popular culture reflected and influenced changes in American society. 	Song Lyrics	Counterculture Beat Generation Rock and Roll Motown	
5-EQ2	<ul style="list-style-type: none"> I can compare and contrast the protests against the Vietnam War with the Civil Rights Movement. 	King's "Beyond Vietnam" SNCC on Vietnam	Tet Offensive My Lai Kent State Great Society	
6-EQ2	<ul style="list-style-type: none"> I can compare and contrast the feminist and LGBTQ movement of the 1960s with the Civil 	Steinem Living the Revolution Steinem on Equal Rights	Stonewall Uprising	

	Rights Movement.	Edmund White's City Boy Sylvia Rivera Speech		
7	<ul style="list-style-type: none"> I can compare and contrast the Native American and Chicano Movements with the Civil Rights Movement 		Cesar Chavez Dolores Huerta United Farm Workers Chicano Movement American Indian Movement	
8	<ul style="list-style-type: none"> I can participate in a seminar discussion with my peers to compare and contrast the various protest movements of the 1950's and 1960's. I can draft a thesis and outline an argument in response to a summative prompt. 			
9	<ul style="list-style-type: none"> I can draft a document based essay supporting a historical argument. 			
10	<ul style="list-style-type: none"> I can revise a prior essay to strengthen my historical argument. 			
11	<ul style="list-style-type: none"> Assess/Flex 			
12	<ul style="list-style-type: none"> Flex 			

Unit 7: The New Conservatism

Overview

Relevant Standards: **Bold indicates priority**

- US.His.1.g. Evaluate whether the conservative ascendancy of the 1980s was a reaction to social and economic change and to what extent it was consistent with broader historical trends (e.g., New Right, Watergate, energy crisis, Reaganomics).
- US.His.1.h. Evaluate how popular culture in the 1970s and 1980s promoted and reflected hyper-consumerism, racial tension, women's empowerment, and the Cold War.
- US.His.2.a. Analyze how innovations in the application of technology contributed to cultural and political diffusion (e.g., televangelism, Music Television, personal computing, Hip Hop music, cable television, political talk radio).
- US.His.15.b. Develop an argument about the long-term causes and triggering events of United States foreign policies designed to contain and dismantle communism (e.g., Iran Hostage Crisis, El Salvador, Nicaragua, Iran-Contra, Afghanistan).
- US.Geo.3.a. Analyze changing spatial patterns of cultural enclaves within and among United States regions using paper-based and electronic graphic techniques (e.g., Jamaican, Puerto Rican, Bosnian, Vietnamese, Sikh, Mexican, Cuban, Muslim).
- US.Civ.13.b. Evaluate United States policies to address public safety in terms of intended and unintended outcomes, and related consequences (e.g., War on Drugs, "America Responds to AIDS" public information campaign, Immigration Reform and Control Act).

Overview

In this unit, students again question the role of government in improving the lives of American citizens. Students begin by examining how the counterculture of the 1960's was impacted by new technologies and met with conservative and religious resistance in the form of the New Right. Students then examine the social, economic, and foreign policies of Ronald Reagan, comparing his approach to government with those of his predecessors, such as Lyndon Johnson. In doing so, students will again assess the extent to which these new approaches to government improved the lives of the American people.

Essential Question(s):	
<ul style="list-style-type: none"> Did New Conservatism improve the lives of American people between 1970 and 1989? <ul style="list-style-type: none"> How effectively did the government respond to cultural changes and challenges? How effective were conservative economic policies? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> Concerns with cultural change led religious groups to become more actively involved in politics, helping the conservative movement gain and maintain power. As a result, the government took a less active role than previous administrations in directly addressing some of the social challenges that arose during that time, while also seeking to limit some of the policies they had enacted. Unlike previous administrations, Conservative economic policies during the 1970's and 1980's sought to address economic challenges by limiting government regulation, taxation, and spending. While some grew rich as a result, the number of Americans living in poverty increased and the national debt rose during this time, causing significant debate about the efficacy of these approaches. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. Unit Exam 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> Students will have previously evaluated the success of the United States government's approach to social and economic challenges in Unit 3. In that unit, students evaluate the extent to which the New Deal improved the lives of Americans. This unit asks students to make a similar judgment regarding the impact of Conservatism during the 1980s. 	<ul style="list-style-type: none">
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> 9 classes, 4 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to 	<ul style="list-style-type: none"> Textbook

facilitate drafting, feedback, collaboration, and revision.	<ul style="list-style-type: none"> • Primary/secondary sources listed below
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> • CHECKPOINT 6.4 Enhance capacity for monitoring progress 	Teacher Actions: <ul style="list-style-type: none"> • Narrate patterns in student thinking to prompt reflection relative to targets and success criteria • Show representations of progress, such as early written work compared to written work demonstrating growth in focus areas • Prompt learners to identify the type of feedback or advice that they are seeking • Use templates that guide self-reflection on quality and completeness • Use of assessment checklists, scoring rubrics, and multiple examples of annotated student work/performance examples
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> <ul style="list-style-type: none"> • 9-12.6 An EL can . . . analyze and critique the arguments of others orally and in writing. 	Learning Targets: <ul style="list-style-type: none"> • Level 1: With prompting and supports, identify a point an author makes about the success of the conservative policies in the 1980's. • Level 2: With prompting and supports, identify the main argument an author makes regarding the success of the conservative policies in the 1980's. • Level 3: With guidance and supports, explain the reasons an author gives to support a claim regarding the success of conservative policies in the 1980's. • Level 4: Analyze the reasoning and determine whether the evidence is sufficient to support a claim regarding the success of conservative policies in the 1980's. • Level 5: Analyze and evaluate the reasoning and determine whether the evidence is sufficient to support a claim regarding the success of conservative policies in the 1980's.

Unit 7: The New Conservatism

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1-EQ1	<ul style="list-style-type: none"> Cultural tensions and changes of the 1970s and 1980s. 	Teddi Holt on Feminism Jerry Falwell on Culture	Counterculture New Right Moral Majority Talk Radio/Cable Television Equal Rights Amendment	Admonish
2-EQ1	<ul style="list-style-type: none"> Comparing Regan's social policies to those of his predecessors. 	Regan's First Inaugural Address Johnson Great Society Speech	Liberal Conservative War on Drugs AIDS Epidemic Medicare Medicaid	
3-EQ2	<ul style="list-style-type: none"> Comparing Regan's economic policies to those of his predecessors. 	First Inaugural Address Johnson Great Society Speech Reaganomics SHEG Docs	Supply Side/Reaganomics Tax Cuts Budget Deficits National Debt Private Sector Clearinghouse on Corporate Responsibility?	
4	<ul style="list-style-type: none"> Evaluate the degree to which American foreign policy changed under Regan. 	Berlin Speech Kennedy Berlin Speech	Gorbachev Space Program	
5-EQ2	<ul style="list-style-type: none"> I can compare and corroborate historical perspectives regarding the success of Reagan's policies. 			
6	<ul style="list-style-type: none"> I can participate in a seminar discussion with my peers to evaluate the extent to which the Conservative movement of the 1980s improved the lives of the American people. I can draft a thesis and outline an argument 			

	in response to a summative prompt.			
7	<ul style="list-style-type: none"> I can draft a document based essay supporting a historical argument. 			
8	<ul style="list-style-type: none"> Assess/flex 			
9	<ul style="list-style-type: none"> Flex 			

Unit 8: National Identity in a Digital Age

Overview

Relevant Standards: **Bold indicates priority**

- US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).
- US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.
- US.His.14.f. Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy.
- US.His.5.c. Analyze how the September 11th attacks shaped perspectives in the United States (e.g., views of Muslims and Sikhs, Department of Homeland Security, Transportation Security Administration, Patriot Act).
- US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline).
- US.Eco.8.b. Describe domestic economic policies in terms of market outcomes (e.g., North American Free Trade Agreement, Electronic Benefit Transfer, Great Recession, Dodd-Frank Wall Street Reform and Consumer Protection Act, Puerto Rico Oversight, Management, and Economic Stability Act).
- US.Geo.12.a. Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration in the United States (e.g., Hurricane Katrina, Flint water crisis, Deepwater Horizon oil spill, climate change, investments in green technology).
- US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).

Overview

The final unit of the course examines questions of national identity since the 2000 election. The unit allows students to enter a national conversation regarding division and polarization in American society by examining the elections of three presidents and a major crisis each of them faced during their presidency. Students begin by learning about the elections of George Bush, Barack Obama, and Donald Trump, including each candidate's performance across multiple demographics in the popular vote, as well as the electoral college. Students then explore how each administration, and the public at large, reacted to a significant crisis. Students conclude by considering the impact of technology and social media in further uniting or dividing the country, equipping them to participate in the democratic process as critical consumers of information.

Essential Question(s):	
<ul style="list-style-type: none"> ● Has America grown more united since 2000? <ul style="list-style-type: none"> a. How have presidential elections united and divided American society? b. How have national crises united and divided American society? c. How has technology united and divided American society? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> ● EQ1 - Elections since 2000 have been incredibly close and fiercely contested, often illustrating significant divisions in American society. Despite these divisions, American institutions have consistently upheld the democratic process. ● EQ2 - American society has faced a number of significant challenges since the year 2000. Oftentimes Americans have banded together in response to threats or challenges, but in doing so have also sometimes highlighted divisions in American society, reinforcing “we/they” dynamics and excluding those deemed to be less American. The government has typically intervened in response to these challenges, but those interventions have been contentious in their own right. ● EQ3 - The rise of social media promised to/and allows for unprecedented connection across society. In many ways, Americans are more technologically connected than ever, but the 24 hour news cycle and social media have also created echo chambers that have further divided Americans with differing political allegiances/identities. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> ● Write an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. ● Unit Exam 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> ● Students will have considered the theme of national unity twice in 8th grade. In that course, summative inquiries ask students to evaluate the extent to which the Constitution and the Civil War united the country. ● Students will have previously studied the impact of threats and challenges on national unity in Unit 4. In that unit, students study ways in which the attack on Pearl Harbor, and WWII as a whole, impacted a shared sense of national identity. 	<ul style="list-style-type: none"> ●
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● 10 classes, 4 weeks

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> • Textbook • Primary/secondary sources listed below
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> • CHECKPOINT 3.4 Maximize transfer and generalization 	Teacher Actions: <ul style="list-style-type: none"> • Provide scaffolds that connect new information/texts to prior knowledge and anchor texts studied over the course of the year • Embed new ideas/texts in familiar ideas and contexts studied throughout the year • Provide explicit, supported opportunities to generalize learning to new situations by reflecting on essential questions over the duration of the course • Offer opportunities over time to revisit key ideas and linkages between texts
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> <ul style="list-style-type: none"> • 9-12.9 An EL can . . . create clear and coherent grade-appropriate speech and text. 	Learning Targets: <ul style="list-style-type: none"> • Level 1: With prompting and supports, communicate basic information about elections since 2000. • Level 2: With prompting and supports, introduce and explain a sequence of elections since 2000, providing facts about the popular vote • Level 3: With guidance and supports, introduce and explain a sequence of elections since 2000, providing facts about the popular vote and using common transitional phrases • Level 4: Introduce and develop a detailed account of elections since 2000, using a variety of complex transitions to link major sections of the text. • Level 5: Introduce and effectively develop a detailed account of elections since 2000, using a variety of complex transitions to link major sections of the text and clarify relationships between ideas..

Unit 8: National Identity in a Digital Age

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1-EQ1	<ul style="list-style-type: none"> Determine what presidential election results since 2000 indicate about national identity. 	Popular vote counts Electoral college results Demographic breakdowns Op Ed Articles	Bush v Gore (2000) Obama v McCain (2008) Trump v Clinton (2016)	
2-EQ2	<ul style="list-style-type: none"> I can describe the causes of the September 11th attacks, the government's response, and evaluate the impact on American society. 	Bush approval ratings Polling Op Ed Articles	War in Afghanistan Invasion of Iraq Views of Muslims and Sikhs Dept. of Homeland Security Patriot Act	
3-EQ2	<ul style="list-style-type: none"> I can describe the Great Recession, the government's response, and evaluate the impact on American society. 	Obama approval ratings Polling Op Ed Articles	Great Recession Dodd-Frank Wall Street Reform Consumer Protection Act Affordable Care Act	
4-EQ2	<ul style="list-style-type: none"> I can describe the Coronavirus Pandemic, the government's response, and evaluate the impact on American society. 	Trump approval ratings Polling Op Ed Articles	Vaccination Quarantine Restrictions Executive Order 13769	
5-EQ3	<ul style="list-style-type: none"> I can analyze the impact of multimedia on American politics and public discourse 		24-hour news cycle Echo chambers Social media algorithms	
6	<ul style="list-style-type: none"> I can participate in a seminar discussion with my peers to evaluate whether American Society has grown more divided since the 2000 election. I can draft a thesis and outline an argument in response to a summative prompt. 			
7	<ul style="list-style-type: none"> I can draft a document based essay 			

	supporting a historical argument.			
8	<ul style="list-style-type: none"> I can revise a prior essay to strengthen my historical argument. 			
9	<ul style="list-style-type: none"> Assess/flex 			
10	<ul style="list-style-type: none"> Flex 			

Standard Matrix

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
US.Inq.1.a.	Explain how compelling and supporting questions reflect an enduring issue in United States History.	S	S	S	S	S	S	S	S
US.Inq.1.b.	Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions merge when engaging sources that represent varied perspectives.	S	S	S	S	S	S	S	S
US.Inq.1.c.	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	S	S	S	S	S	S	S	S
US.Inq.2.a.	Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.	P	P	P	P	P	P	P	P
US.Inq.3.a.	Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.	P	P	P	P	P	P	P	P
US.Inq.3.b.	Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).	P	P	P	P	P	P	P	P
US.Inq.3.c.	Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).	P	P	P	P	P	P	P	P
US.Inq.4.a.	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	P	P	P	P	P	P	P	P
US.Inq.4.b.	Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).	S	S	S	S	S	S	S	S
US.Inq.4.c.	Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).			S				S	

US.Inq.4.d.	Present arguments and explanations that feature evocative ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.								
US.Inq.4.e.	Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens.			S				S	S
US.Inq.4.f.	Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.								
US.His.16.a	Analyze the political, economic, and social agency demonstrated by Black Americans throughout the period of Reconstruction using evidence from multiple relevant historical sources (e.g., Black Republicans, Historically Black Colleges and Universities, Edisto Island).								
US.Civ.13.a	Evaluate intended and unintended outcomes of Reconstruction plans and policies in terms of rebuilding a shared national identity (e.g., moderate and radical Republicans, Compromise of 1877, Freedmen’s Bureau, Reconstruction Treaties).								
US.Civ.5.a.	Evaluate the effectiveness of state and federal government in upholding the Reconstruction Amendments (e.g., Black Codes, Enforcement Acts, Jim Crow laws).								
US.Civ.14.a.	Analyze the historical context of racism, racial violence, and challenges to reconciliation between the United States and the former Confederacy.								
US.His.7.a.	Explain how contemporary perspectives of Reconstruction are shaped by political and social attitudes.								
US.His.4.a.	Analyze complex and interacting factors that influenced the strategies for Black social and economic progress in the late 19th and early 20th centuries (e.g., Booker T. Washington, W. E. B. Du Bois, Ida B. Wells, Mary Townsend Seymour).	P							
US.His.12.a.	Develop questions about the rise of nativism and assimilation efforts of immigrants and Indigenous peoples (e.g., Punjabi Migration, Indian Boarding Schools, Chinese Exclusion Act, Rock Spring Massacre, 1907 Bellingham Riots, Immigration Act of 1917).	P							
US.Eco.12.a.	Evaluate the impact of laissez-faire economic policies regarding corporate decision making, labor conditions, and public advocacy in the Gilded Age (e.g., monopoly, captains of industry, muckrakers, social Darwinism, labor unions).	P							
US.His.10.a.	Describe how individual and group perspectives about gender and sexuality in the late 19th and early 20th centuries are documented in historical records while noting possible limitations (e.g., We’wha, Vaudeville, bicycles, women’s suffrage and education).	P							
US.His.1.a.	Evaluate how the Progressive Era is a result of immigration and industrialization (e.g., anti-lynching, Settlement House Movement, improved working conditions, childrens’ rights).	P							

US.Civ.12.a.	Analyze how people in the Progressive Era used and challenged laws to advance social, political, economic, and environmental reforms (e.g., Populist Party, B'nai B'rith, National Woman Suffrage Movement, Sierra Club, Niagara Movement, Socialist Party of America).	P							
US.His.1.b.	Evaluate the role of the media in shaping public opinions and debates about America's emergence as an imperial power (e.g., muckrakers, yellow journalism, propaganda).		P						
US.His.4.b.	Analyze how economic and cultural hegemony influenced American perspectives of imperialism at the end of the 19th century (e.g. Cuba, Puerto Rico, Spanish American War, Annexation of Hawaii and Philippines, dispossession of Latino American lands in the American West).		P						
US.His.14.a.	Analyze the causes and effects of United States involvement in WWI (e.g., threats to United States neutrality, support for democracy, suppression of civil liberties, debate over the League of Nations and the United States role in global affairs).		P						
US.His.14.b.	Analyze how advancements in warfare impacted military personnel and civilians (e.g., aircraft, artillery, chemical weapons, land mines, trench warfare, shell shock).		S						
US.His.16.b.	Evaluate the juxtaposition between celebration of wartime service in World War I and the discrimination faced by individuals and groups using evidence from multiple historical sources (e.g., European, Latino, Indigenous, and Black service members, Thind v. United States).		P						
US.His.4.c.	Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy (e.g., Red Summer, Sacco Vanzetti, eugenics movement, immigration acts in the 1920s, Angel Island, Ku Klux Klan).		P	P					
US.His.4.d.	Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s (e.g., Scopes Trial, Jazz, flappers, Immigration Act of 1924, Marcus Garvey, mass media and advertising).			P					
US.Civ.2.a.	Analyze the role of citizens in advocating for and ratifying the 19th Amendment to the United States Constitution (e.g., Ida B. Wells, Alice Paul, Anna Bernard Shaw, Helena Hill Weed, Frank B. Brandegee).	P							
US.His.14.c.	Analyze the causes and effects of the Great Migration (e.g., Jim Crow laws, racial terrorism, emergence of urban Black cultural centers, resurgence of Islam).			P					
US.His.6.a.	Analyze how authors, artists, and musicians documented perspectives and experiences of individuals and groups throughout the interwar period (e.g., Jacob Lawrence, Dorothea Lange, Langston Hughes, Billie Holiday, Yasuo Kuniyoshi, Magdalena Carmen Frida Kahlo y Calderón).			S					
US.His.12.b.	Develop questions to investigate the causes and effects of the Great Depression using multiple historical sources.			P					

US.Eco.3.a.	Analyze the ways in which government incentives and personal motivation influenced production and distribution under New Deal policies (e.g., Agricultural Adjustment Act, Tennessee Valley Authority Act, Civilian Conservation Corps, Federal Housing Administration).			P					
US.Eco.6.a.	Explain potential approaches to stabilize markets in response to the Great Depression (e.g., plans by Herbert Hoover, Franklin D. Roosevelt, Huey Long, and the American Communist Party).			P					
US.Eco.8.a.	Describe the possible consequences, both intended and unintended, of government policies to address social and economic problems during the Great Depression (e.g., role of the Federal government, banking practices, inequitable access to benefits, migration, environmental impacts, social safety net).			P					
US.His.1.c.	Evaluate the role of economic and political developments that created the conditions leading to WWII and the Holocaust (e.g., Great Depression, nationalism, militarism).				P				
US.His.16.c.	Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese- American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military).				P				
US.His.16.d.	Describe the achievements and contributions of diverse individuals and groups during World War II using evidence from historical sources (e.g., Women Accepted for Volunteer Emergency Service, Tuskegee Airman, Navajo Code Talkers, 442 Japanese-American regiment, 158th Regimental Combat Team).				P				
US.His.1.d.	Evaluate how the demand for labor on homefront in World War II shaped gender roles (e.g., mobilization, victory gardens, rationing, War Production Board).				P				
US.His.1.e	Evaluate the United States government's complex responses to the Holocaust while recognizing the history of antisemitism in both historical and contemporary contexts (e.g., Voyage of the St. Louis, lack of response to the Final Solution, Nuremberg Trials).					S			
US.His.14.d.	Analyze the multiple and complex causes and effects of the nuclear age (e.g., Manhattan Project, Hiroshima, Nagasaki, Operation Paperclip, nuclear proliferation, Strategic Arms Limitations Treaties, atomic culture, Three Mile Island accident).					P			
US.His.14.e.	Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam).					P			
US.His.1.f.	Evaluate how the Korean and Vietnam Wars were products of the geopolitical contexts of the Cold War.					P			
US.His.5.a.	Analyze how heightened domestic tensions and claims about perceived threats to democratic values led to widespread civil rights violations (e.g., House Un-American Activities Committee,					P			

	Hollywood Ten, Lavender Scare, treatment of Civil Rights and anti-Vietnam War activists, televised news).								
US.Eco.13.a.	Explain why investments in infrastructure and industry expanded consumer culture and increased standards of living in the United States (e.g., housing access, mass production, urbanization, utilities).				P				
US.His.16.e.	Develop a reasoned argument about the role of the United States government in providing access to fair and open housing using multiple relevant sources (e.g., Federal Housing Administration, Servicemen's Readjustment Act of 1944, Levittown, redlining, Interstate Highway System).				P				
US.His.5.b.	Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era (e.g., Beat Generation, Rock and Roll, Motown, Jazz, Hippies, television sitcoms, Hollywood films).						P		
US.His.15.a.	Identify both long term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement (e.g., Southern Christian Leadership Conference, Black Panther Party, Student Nonviolent Coordinating Committee, American Jewish Congress, American Indian Movement, United Farm Workers, Congress of Racial Equality).						P		
US.Civ.5.b.	Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access).						P		
US.Civ.5.c.	Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., Hernandez v. Texas, Executive Order 10450, Loving v. Virginia, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, Roe v. Wade).						P		
US.His.11.a.	Determine the usefulness of historical sources to support an inquiry about the causes, escalation, and public reaction to the Vietnam War based on their maker, origin, intended audience, and purpose (e.g., art, ephemera, film, government reports, media, music).						P		
US.His.1.g.	Evaluate whether the conservative ascendancy of the 1980s was a reaction to social and economic change and to what extent it was consistent with broader historical trends (e.g., New Right, Watergate, energy crisis, Reaganomics).							P	
US.His.1.h.	Evaluate how popular culture in the 1970s and 1980s promoted and reflected hyper-consumerism, racial tension, women's empowerment, and the Cold War.							P	
US.His.2.a	Analyze how innovations in the application of technology contributed to cultural and political diffusion (e.g., televangelism, Music Television, personal computing, Hip Hop music, cable television, political talk radio).							P	

US.His.15.b.	Develop an argument about the long-term causes and triggering events of United States foreign policies designed to contain and dismantle communism (e.g., Iran Hostage Crisis, El Salvador, Nicaragua, Iran-Contra, Afghanistan).								P	
US.Geo.3.a.	Analyze changing spatial patterns of cultural enclaves within and among United States regions using paper-based and electronic graphic techniques (e.g., Jamaican, Puerto Rican, Bosnian, Vietnamese, Sikh, Mexican, Cuban, Muslim).								S	
US.Civ.13.b.	Evaluate United States policies to address public safety in terms of intended and unintended outcomes, and related consequences (e.g., War on Drugs, “America Responds to AIDS” public information campaign, Immigration Reform and Control Act).								P	
US.His.2.b.	Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).									S
US.His.2.c.	Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.									S
US.His.14.f.	Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy.									P
US.His.5.c.	Analyze how the September 11th attacks shaped perspectives in the United States (e.g., views of Muslims and Sikhs, Department of Homeland Security, Transportation Security Administration, Patriot Act).									P
US.Eco.8.b.	Describe domestic economic policies in terms of market outcomes (e.g., North American Free Trade Agreement, Electronic Benefit Transfer, Great Recession, Dodd-Frank Wall Street Reform and Consumer Protection Act, Puerto Rico Oversight, Management, and Economic Stability Act).									P
US.Geo.12.a	Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration in the United States (e.g., Hurricane Katrina, Flint water crisis, Deepwater Horizon oil spill, climate change, investments in green technology).									S
US.Civ.10.a.	Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline).									P
US.Civ.14.b.	Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).									P