

Belleville Public Schools

Curriculum Guide

AP United States History

Prepared by:

Nicholas Riggi

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Title of Unit	Exploration/Colonization	Grade Level	11-12
Curriculum Area	Social Studies	Time Frame	1-2 weeks
Developed By	Riggi, Hurta		
Desired Results (Stage 1)			
Established Goals			
<p>6.1.12.A.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</p> <p>6.1.12.A.1.b: Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.B.1.a: Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.</p> <p>6.1.12.C.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this period.</p> <p>6.1.12.C.1.b: Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.</p>			
Primary Interdisciplinary Connections			
<p>RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>			

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on *discipline-specific content*.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.2.12.C.2 Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.

9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**

☐ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1: Read, comprehend, analyze and critique everyday texts

T2: Understand and apply written and oral conventions to everyday interactions

T3: Become active readers, good listeners, critical thinkers, in everyday situations

T4: Understand, participate, and solve issues as an active citizen in the global community

Meaning

Understandings

Students will understand that...

U1: Early European exploration changes the "New World"

U2: Native American culture is permanently altered by European expansion in North America

U3: 1588 marks a defining year in World History and how the English colonies will grow thereafter.

U4: English colonization is highly regional and disorderly.

U5: Colonial life sets the basis for many of the ideas and values the United States still holds dear.

U6: Mercantilism and economic pressures exacerbate the problems of sectionalism and slavery in the early colonial period.

U7: The idea of self government comes quickly in the New World and English colonies out of necessity

Essential Questions

Students will keep considering...

Q1: Why does European exploration and expansion change life for Native Americans permanently?

Q2: Why is 1588 a "watershed" year in American History despite being 188 years prior to the signing of the declaration of Independence?

Q3: Why do the English colonies form so differently over a period of 150 years?

Q4: How and where are American democratic values and institutions present in early colonial life?

Q5: Are the colonies successful in forming an early "American" culture?

Q6: What will naturally arise from the pressures of a Mercantile economy?

	Q7: How is self government necessary to survive for the colonists?
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
K1: Selected vocabulary from the text K2: How to compare and contrast the past and the present K3: The relationship between cause and effect	S1: Analyze visual information pertaining to the material S2: Discuss American values that are evident during the colonial period, such as Freedom of Speech, Freedom of Religion S3: Find the main idea in reading passages in the unit S4: Use primary documents to understand key points of the unit

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Q1-7 U1-7 T1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<u>Transfer Tasks</u> <u>Formative</u> Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of presented information. Six Simple Words: At the end of each lesson students will be asked to sum up the lesson in six simple words. They must evaluate what was the most important thing that they learned in this unit. Role playing/ Simulation
		<u>Other Assessments</u> <u>Summative</u> Test Notebook
S1-4 K1-3	Critical Thinking Applying Responding Reflection	<u>Formative</u> Pre-assessment Informal Observation
		<u>Summative</u> Writing Projects

Learning Plan (Stage 3)

**Checks for alignment
and best practice**

Summary of Key Learning Events and Instruction
The teaching and learning needed to achieve the unit goals.

Q1-7	Required Activities	Required Resources
U1-7	Define relevant vocabulary including but not limited to: Elizabeth I, Henry Hudson, John Smith, Roger Williams, Great Awakening	Primary Source readings from <i>American Spirit Vol. I</i>
T1-4		Use of maps, both current and from the era
S1-4		Graphic organizers to clearly delineate opposing points of view
K1-3	Read primary and secondary sources.	Questions from <i>American Spirit</i> , and from teacher based on topic
	Suggested Activities	Suggested Resources
	Create their own colony where they establish a government and set up a list of laws that reflect American values and self-government	Teacher guide sheet/rubric
	Advertise for a section of the colonies to attract settlers to a particular region, including both political and economic factors	Graphic organizer showing the history of slavery
	Trace the timeline of slavery from West Africa to the American coast	Constitution of the United States
	Put students into Mercantile groups that represent a country in the world where they must trade and colonize to acquire necessary resources	<i>Out of Many</i> text book
	List the 5 freedoms of the first amendment and order them according to their significance. Afterwards debate.	
	Chart where the 5 freedoms guaranteed by the first amendment find their roots in colonial America	

Strategies for Differentiation	
Students below Target	Students Meeting or Exceeding Target
Time extensions	Tiered Products /Activities
Advance notice of assignments	Test modifications
Teach organizational skills	Independent Study
Learning Buddies	Multisensory Learning Instruction
Highlighting of key information	Internet Based Mini Lessons
Visual cues found on worksheets and in the power points	
Chunking and grouping of material	
Provide copies of notes for student with visual problems	

Title of Unit	Revolutionary War	Grade Level	11-12
Curriculum Area	Social Sciences	Time Frame	2-3 weeks
Developed By	Riggi, Hurta		
Desired Results (Stage 1)			
Established Goals			
<p>6.1.12.C.2.a: Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.</p> <p>6.1.12.D.2.a: Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolutionary War era.</p> <p>6.1.12.D.2.b: Explain why American ideals put forth in the Constitution (i.e., rule of law, due process, separation of powers, limited government, and individual rights) have been denied to different groups of people throughout time.</p> <p>6.1.12.D.2.c: Relate European wars and movements to the development of American trade and foreign policies and to the precipitation of domestic issues.</p> <p>6.1.12.B.2.a: Analyze how the United States has balanced regional tensions and the desire to develop an American identity.</p>			
Primary Interdisciplinary Connections			
<p>RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims,</p>			

reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on *discipline-specific content*.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.2.12.C.2 Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.

9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Financial, economic, business, and entrepreneurial literacy**

☒ **Civic Literacy**

☐ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1: Read, comprehend, analyze and critique everyday texts.

T2: Understand and apply written and oral conventions to everyday interactions.

T3: Become active readers, good listeners, and critical thinkers, in everyday situations.

T4: Understand, participate, and solve issues as an active citizen in the global community.

Meaning

Understandings

Students will understand that...

U1: British fight a series of wars with other European powers nations and with natives for control of North America.

U2: Countries go into debt to fight wars.

U3: F/I War debt leaves Britain in a tremendous hole and with a problem.

U4: Colonies rebel against taxation without representation

U5: The Revolution was both a popular uprising and a revolution of elites

U6: The US won the war with help from Europe, Alliance, Geography, and leadership

U7: The Creation of the US was dependent on the founding Fathers.

U8: The Treaty of Paris 1783 sets up a new world order where old friends are now rivals.

Essential Questions

Students will keep considering...

Q1: Why does Britain fight for domination of North America?

Q2: Why does the F/I War cause Britain's debt and erodes the colonists' confidence in Britain?

Q3: Why and how do the British try to recoup that debt?

Q4: What is colonial reaction to British taxation?

Q5: Why do the British taxes make revolution more likely?

Q6: What is a popular revolution? How is the American Revolution both popular and elitist? What's the difference?

Q7: Who had greater advantages in fighting the Revolution?

Q8: Why was the Declaration of Independence a Revolutionary document?

Q9: What was unique about the "Founding fathers" and their role in the Revolution?

Q10: Was the Treaty of Paris 1783 a successful endeavor for the United States and Europe?

Acquisition

Knowledge

Students will know...

K1: Selected vocabulary from the text

K2: How to compare and contrast the past and the present

K3: The relationship between cause and effect

Skills

Students will be able to...

S1: Analyze visual information pertaining to the material

S2: Determine how and why countries have a national deficit and national debt

S3: To find the main idea in reading passages in the unit

S4: Use primary documents to understand key points of the unit

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Q1-10 U1-10 T1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<u>Transfer Tasks</u> <u>Formative</u> Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of presented information. Six Simple Words: At the end of each lesson students will be asked to sum up the lesson in six simple words. They must evaluate what was the most important thing that they learned in this unit.
		<u>Other Assessments</u> <u>Summative</u> Test Notebook
S1-4 K1-3	Critical Thinking Applying Responding Reflection	<u>Formative</u> Pre-assessment Informal Observation
		<u>Summative</u> Writing Projects

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
Q1-10 U1-10 T1-4 S1-4 K1-3	Required Activities	Required Resources
	Define relevant vocabulary including but not limited to: Thomas Paine, Henry Knox, Ethan Allen, <i>Common Sense</i> , Treaty of Paris 1783	Primary Source readings from <i>American Spirit Vol. I</i>
	Create a timeline of events showing the progression of events leading up to the Revolutionary War.	Use of maps, both current and from the era
	Read primary and secondary sources.	Graphic organizers to clearly delineate opposing points of view
	Compare and contrast to other historical events and modern historical events a timeline of events.	Questions from <i>American Spirit</i> , and from teacher based on topic
		Declaration of Independence
	Suggested Activities	Suggested Resources
	List the acts of Parliament to control the colonies and rank them in order from most constricting to least constrictive	Teacher guide sheet/rubric
	In cooperative groups create a propaganda campaign either for or against the loyalists and Patriots, including an oral presentation	Graphic organizer
	Interpret several political cartoons from various view points, followed by an assignment to create their own Revolutionary cartoon	Teacher guide sheet/rubric
	Class debates on: Are debts necessary to running a modern government? Are the Native Americans now "doomed" under a new America government/ What is more important liberty or security	
	Recreate the Treaty of Paris breaking the class into various groups representing different countries of Europe involved in the war	

Strategies for Differentiation	
Students below Target	Students Meeting or Exceeding Target
Time extensions	Tiered Products /Activities
Advance notice of assignments	Test modifications
Teach organizational skills	Independent Study
Learning Buddies	Multisensory Learning Instruction
Highlighting of key information	Internet Based Mini Lessons
Visual cues found on worksheets and in the power points	
Chunking and grouping of material	
Provide copies of notes for student with visual problems	

Title of Unit	US Constitution	Grade Level	11-12
Curriculum Area	Social Studies	Time Frame	1-2 weeks
Developed By	Riggi, Hurta		
Desired Results (Stage 1)			
Established Goals			
6.1.12.A.2.a : Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.			
6.1.12.A.2.b: Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.			
6.1.12.A.2.c: Analyze state constitutions, including New Jersey's 1776 Constitution, compare and contrast them with the United States Constitution, and relate them to the development of the principles of American constitutional government.			
6.1.12.A.2.d: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.			
6.1.12.B.2.a: Analyze how the United States has balanced regional tensions and the desire to develop an American identity.			
6.1.12.B.2.b: Evaluate the effectiveness of the Northwest Ordinance.			
Primary Interdisciplinary Connections			
RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.			
RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.			
RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.			
RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).			
RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims,			

reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on *discipline-specific content*.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.2.12.C.2 Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.

9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

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Transfer	
<p>Students will be able to independently use their learning to...</p> <p>T1: read, comprehend, analyze and critique everyday texts</p> <p>T2: understand and apply written and oral conventions to everyday interactions</p> <p>T3: become active readers, good listeners, critical thinkers, in everyday situations</p> <p>T4: understand, participate, and solve issues as an active citizen in the global community</p>	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: The Articles of Confederation were ineffective due to several problems with administration and sovereignty.</p> <p>U2: The US constitution was made by a series of compromises by the Founding fathers</p> <p>U3: Passage of the Constitution included an exercise in early American campaigning.</p> <p>U4: Americans basic rights are listed in the American Constitution, especially in the Bill of Rights.</p> <p>U5: The Constitution is still a living, debated document with many different interpretations</p> <p>U6: The Constitution sets up our democratic form of government and acts as a <i>LIMIT</i> to government power not just an explanation of it</p> <p>U7: The Constitution has a built in system of checks and balances that protect the country from usurpation by a certain branch.</p>	<p>Q1: What were the main problems with the Articles of Confederation? How were they addressed?</p> <p>Q2: Which of the compromises embedded in the Constitution was most important to its passage?</p> <p>Q3: What were some of the main difficulties faced in passing the Constitution? How were they overcome?</p> <p>Q4: What are the main amendments included in the Bill of Rights? Which is most essential to continuing our way of life</p> <p>Q5: What were the two views of the constitution that were/are debated? Which side do you support?</p> <p>Q6: Why our government sometimes is called the "perfect union"?</p> <p>Q7: Are checks and balances essential to creating our democracy?</p>

Acquisition

Knowledge

Students will know...

K1: Selected vocabulary from the text

K2: How to compare and contrast the past and the present

K3: The relationship between cause and effect

Skills

Students will be able to...

S1: Analyze visual information pertaining to the material

S2: Argue a broad versus a narrow interpretation of the Constitution

S3: To find the main idea in reading passages in the unit

S4: Use primary documents to understand key points of the unit

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Q1-7 U1-7 T1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<u>Transfer Task(s)</u> <u>Formative</u> Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of presented information. Six Simple Words: At the end of each lesson students will be asked to sum up the lesson in six simple words. They must evaluate what was the most important thing that they learned in this unit. Role playing/simulation
		<u>Summative</u> Test Notebook
		<u>Other Evidence</u> <u>Formative</u> Pre-assessment Informal Observation
S1-4 K1-3	Critical Thinking Applying Responding Reflection	<u>Summative</u> Writing Project

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
Q1-7 U1-7 T1-4 S1-4 K1-3	Required Activities	Required Resources
	Define relevant vocabulary including but not limited to: Federalism, Separation of Powers, Checks and Balances, "Elastic Clause", Bill of Rights	Primary Source readings from <i>American Spirit Vol. I</i>
	Debate opposing viewpoints on whether the Constitution should be read narrowly or broadly.	Use of maps, both current and from the era
	Read primary and secondary sources.	Graphic organizers to clearly delineate opposing points of view
	Compare and contrast to other historical events and modern historical events.	Questions from <i>American Spirit</i> , and from teacher based on topic
		Declaration of Independence
	Suggested Activities	Suggested Resources
	Create and run your own state separate from the constraints of the American Constitution. Interact with other sovereign states? What problems and solutions did you find?	Teacher guide sheet/rubric
	Read the Constitution and remove any five (5) of the Bill of Rights. What have you done to the document? How will it work now?	Graphic organizer
	Hand out a list of 15 different scenarios and make the students determine which Amendment is effective for each scenario	Teacher guide sheet/rubric
	Create Five new Amendments to be added to the Bill of rights. Explain in oral presentation to the class	
	Create and run your own state separate from the constraints of the American Constitution. Interact with other sovereign states? What problems and solutions did you find?	

Strategies for Differentiation	
Students below Target	Students Meeting or Exceeding Target
Time extensions	Tiered Products /Activities
Advance notice of assignments	Test modifications
Teach organizational skills	Independent Study
Learning Buddies	Multisensory Learning Instruction
Highlighting of key information	Internet Based Mini Lessons
Visual cues found on worksheets and in the power points	
Chunking and grouping of material	
Provide copies of notes for student with visual problems	

Title of Unit	Federalist Era	Grade Level	11-12
Curriculum Area	Social Sciences	Time Frame	1-2 Weeks
Developed By	Riggi, Hurta		
Desired Results (Stage 1)			
Established Goals			
<p>6.1.12.A.2.d: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.</p> <p>6.1.12.A.2.e: Explain how judicial review has made the Supreme Court an influential branch of government and assess its continuing impact today.</p> <p>6.1.12.A.2.f: Trace the emergence of political parties, examine their early views on centralized government and foreign affairs, and compare and contrast these views to those of current political parties.</p>			
Primary Interdisciplinary Connections			
<p>RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea</p>			

or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on *discipline-specific content*.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

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8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.2.12.C.2 Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.

9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

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☒ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**
☐ **Health Literacy**

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T3: become active readers, good listeners, critical thinkers, in everyday situations

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Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: The Washington presidency set many precedents for other Presidents to follow.</p> <p>U2: There was a basic division in the Washington Administration that fundamentally altered American (party) politics</p> <p>U3: Washington's farewell address gave advice on many areas form the young republic.</p> <p>U4: John Adams struggled to follow Washington's lead in the Presidency.</p> <p>U5: Adams was reactionary in criticism of his administration.</p> <p>U6: John Marshall influenced American law/society for two generations.</p>	<p>Q1: What crisis did Washington face that led to him making crucial decisions in office?</p> <p>Q2: Was Washington appropriate in his vision of the use of federal power?</p> <p>Q3: Were American political parties inevitable? How did they face?</p> <p>Q4: In what ways was John Adams challenged differently than Washington?</p> <p>Q5: Did John Adam's violate the Constitution?</p> <p>Q6: Was John Marshall the most important man in America for over 50 years? Why? Why not?</p>

Acquisition

Knowledge

Students will know...

K1: Selected vocabulary from the text

K2: How to compare and contrast the past and the present

K3: The relationship between cause and effect

Skills

Students will be able to...

S1: Analyze visual information pertaining to the material

S2: Decide if an executive's actions violate the Constitution.

S3: To find the main idea in reading passages in the unit

S4: Use primary documents to understand key points of the unit

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Q1-6 U1-6 T1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<u>Transfer Task(s)</u> <u>Formative</u> Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of presented information. Six Simple Words: At the end of each lesson students will be asked to sum up the lesson in six simple words. They must evaluate what was the most important thing that they learned in this unit. Role playing/simulation
		<u>Summative</u> Test Notebook
S1-4 K1-3	Critical Thinking Applying Responding Reflection	<u>Other Evidence</u> <u>Formative</u> Pre-assessment Informal Observation
		<u>Summative</u> Writing Project

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
Q1-6 U1-6 T1-4 S1-4 K1-3	Required Activities	Required Resources
	Define relevant vocabulary including but not limited to: Jay's Treaty, Pickney's Treaty, Whiskey Rebellion, Farewell Address, National Bank	Primary Source readings from <i>American Spirit Vol. I</i>
	Debate opposing viewpoints on when a president should be impeached.	Use of maps, both current and from the era
	Trace the rise of political parties.	Graphic organizers to clearly delineate opposing points of view
	Read primary and secondary sources.	Questions from <i>American Spirit</i> , and from teacher based on topic
	Compare and contrast to other historical events and modern historical events.	US Constitution
	Suggested Activities	Suggested Resources
	Set up a debate between Jefferson and Hamilton and choose sides before writing an "op-ed" piece for <i>The New York Times</i> .	Teacher guide sheet/rubric
	Discuss the limits of the Presidency and decide if Washington and/or Adams violated the Constitution.	Graphic organizer
	Read and discuss Marshall's decision in <i>Marbury v. Madison</i> and retry the case.	Teacher guide sheet/rubric
	Compare Adams foreign and domestic policies using a graphic organizer. In what areas was he more effective	Op-ed page of <i>The New York Times</i>
	In groups create their own political party including a party platform and advertising	
	Set up a debate between Jefferson and Hamilton and choose sides before writing an "op-ed" piece for <i>The New York Times</i> .	

Strategies for Differentiation	
Students below Target	Students Meeting or Exceeding Target
Time extensions	Tiered Products /Activities
Advance notice of assignments	Test modifications
Teach organizational skills	Independent Study
Learning Buddies	Multisensory Learning Instruction
Highlighting of key information	Internet Based Mini Lessons
Visual cues found on worksheets and in the power points	
Chunking and grouping of material	
Provide copies of notes for student with visual problems	

Title of Unit	Age of Jefferson	Grade Level	11-12
Curriculum Area	Social Sciences	Time Frame	1 week
Developed By	Riggi, Hurta		
Desired Results (Stage 1)			
Established Goals			
<p>6.1.12.A.3.b: Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the war with Mexico, and Native American removal) was influenced by perceived national interest.</p> <p>6.1.12.A.3.c: Assess the role of geopolitics in the development of American foreign relations during this period.</p> <p>6.1.12.A.3.d: Describe how the Supreme Court increased the power of the federal government and promoted national economic growth during this era.</p>			
Primary Interdisciplinary Connections			
<p>RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea</p>			

or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on *discipline-specific content*.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.2.12.C.2 Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.

9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**
☒ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**
☐ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1: read, comprehend, analyze and critique everyday texts

T2: understand and apply written and oral conventions to everyday interactions

T3: become active readers, good listeners, critical thinkers, in everyday situations

T4: understand, participate, and solve issues as an active citizen in the global community

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: The election of 1800 represented a revolution to American political life.</p> <p>U2: Thomas Jefferson put into place many rules and standards regarding the Presidency that we still adhere to today.</p> <p>U3: The Democratic-Republican party remade American politics for years to come,</p> <p>U4: The War of 1812 is often considered the second war of independence with Britain, and destroys the Federalist Party.</p> <p>U5: The Monroe Presidency is one of the more historic Presidencies in American history.</p> <p>U6: The Monroe Doctrine was the first clear statement of a consistent US foreign policy in American history.</p> <p>U7: The Missouri Compromise legally and officially divided the United States long before the Civil War.</p>	<p>Q1: Why is the election of 1800 often considered the "Revolution of 1800"?</p> <p>Q2: How did The Jefferson presidency fundamentally changed the office of the President forever?</p> <p>Q3: Why are political parties effective?</p> <p>Q4: Was the War of 1812 one of the more important wars in the history of the United States?</p> <p>Q5: Was the "era of good feelings" so good?</p> <p>Q6: Was the issuing of the Monroe doctrine an intelligent statement of American foreign policy?</p> <p>Q7: Why was the Missouri Compromise a good solution to the sectional problem that the United States faced in the early part of the 19th century?</p>

Acquisition

Knowledge

Students will know...

K1: Selected vocabulary from the text

K2: How to compare and contrast the past and the present

K3: The relationship between cause and effect

Skills

Students will be able to...

S1: Analyze visual information pertaining to the material

S2: To compare and contrast effective and ineffective policies in both the domestic and foreign affairs areas.

S3: To find the main idea in reading passages in the unit

S4: Use primary documents to understand key points of the unit

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Q1-7 U1-7 T1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<u>Transfer Task(s)</u> <u>Formative</u> Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of presented information. Six Simple Words: At the end of each lesson students will be asked to sum up the lesson in six simple words. They must evaluate what was the most important thing that they learned in this unit. Role playing/simulation
		<u>Summative</u> Test Notebook
S1-4 K1-3	Critical Thinking Applying Responding Reflection	<u>Other Evidence</u> <u>Formative</u> Pre-assessment Informal Observation
		<u>Summative</u> Writing Project

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
Q1-7 U1-7 T1-4 S1-4 K1-3	Required Activities	Required Resources
	Define relevant vocabulary including but not limited to: Louisiana Purchase, <i>Marbury v. Madison</i> , <i>McCullough v. Maryland</i> , War of 1812, Era of Good Feelings	Primary Source readings from <i>American Spirit Vol. I</i>
	Create a timeline of events showing how America increased in size.	Use of maps, both current and from the era
	Read primary and secondary sources.	Graphic organizers to clearly delineate opposing points of view
	Compare and contrast to other historical events and modern historical events.	Questions from <i>American Spirit</i> , and from teacher based on topic
		Monroe Doctrine and Map of Missouri Compromise
	Suggested Activities	Suggested Resources
	Present students with several different scenarios faced by Jefferson era Presidents (Alien and Sedition Acts- <i>USS. Chesapeake</i>) and ask students to redo those decisions without knowing what Jefferson did.	Teacher guide sheet/rubric
	Trace the coming of the War of 1812 from the Treaty of Paris to Jay's treaty to Treaty of Ghent 1815	Graphic organizer
	Have students break into groups and hold a <i>Meet the Press</i> show including both the President and his Secretary of State.	Teacher guide sheet/rubric
	Hold a mock congressional debate with party leaders, Congressional leaders, formal rules, and debate the passage of the Missouri Compromise and Monroe Doctrine.	

Strategies for Differentiation	
Students below Target	Students Meeting or Exceeding Target
Time extensions	Tiered Products /Activities
Advance notice of assignments	Test modifications
Teach organizational skills	Independent Study
Learning Buddies	Multisensory Learning Instruction
Highlighting of key information	Internet Based Mini Lessons
Visual cues found on worksheets and in the power points	
Chunking and grouping of material	
Provide copies of notes for student with visual problems	

Title of Unit	Jacksonian America	Grade Level	11-12
Curriculum Area	Social Sciences	Time Frame	1 week
Developed By	Riggi, Hurta		
Desired Results (Stage 1)			
Established Goals			
<p>6.1.12.D.3.a: Determine how expansion created opportunity for some and hardship for others by considering the perspectives of different groups.</p> <p>6.1.12.D.3.b: Explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity.</p> <p>6.1.12.C.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.</p> <p>6.1.12.C.3.b: Relate the wealth of natural resources to the economic development of the United States and the quality of life of individuals.</p> <p>6.1.12.A.3.g: Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.</p> <p>6.1.12.A.3.h: Analyze the rationale provided as a justification for slavery.</p> <p>6.1.12.A.3.i: Relate the impact of the Supreme Court decision regarding the <i>Amistad</i> to the antislavery.</p> <p>6.1.12.A.3.c: Assess the role of geopolitics in the development of American foreign relations during this period.</p> <p>6.1.12.A.3.d: Describe how the Supreme Court increased the power of the federal government and promoted national economic growth during this era.</p> <p>6.1.12.A.3.e: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p>			

Primary Interdisciplinary Connections

RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on *discipline-specific content*.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.2.12.C.2 Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and

maintenance of a chosen product.

9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Financial, economic, business, and entrepreneurial literacy**

☒ **Civic Literacy**

☐ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1: read, comprehend, analyze and critique everyday texts

T2: understand and apply written and oral conventions to everyday interactions

T3: become active readers, good listeners, critical thinkers, in everyday situations

T4: understand, participate, and solve issues as an active citizen in the global community

Meaning

Understandings

Essential Questions

Students will understand that...

Students will keep considering...

U1: Andrew Jackson forever changed the American Presidency.

Q1: How strong should the American president be?

U2: Some Presidents are very strong and define their times; others allow their presidencies to be determined by Congress, and Circumstance.

Q2: Which President (regardless of his popularity) charted a definite path for the United States? Which were steered by his times?

U3: Political parties change and split over time

Q3: How are Political parties living things that change with the times?

U4: Controversial elections are part of American life/society

Q4: Should balancing the federal budget be a goal of every President?

U5: Balancing the federal budget is difficult with the many constituencies represented, and programs involved.

Q5: What parts of society are most successful in moving their

<p>U6: American social life undergoes a dramatic upheaval in the early to mid part of the 19th century.</p> <p>U7: Jackson's Presidency remains one of the most controversial American history.</p>	<p>objectives forward early in the 1800's?</p> <p>Q6: Was Andrew Jackson a criminal in his actions against the Native Americans and the National Bank? in</p>
Acquisition	
<p>Knowledge Students will know...</p> <p>K1: Selected vocabulary from the text</p> <p>K2: How to compare and contrast the past and the present</p> <p>K3: The relationship between cause and effect</p>	<p>Skills Students will be able to...</p> <p>S1: Analyze visual information pertaining to the material</p> <p>S2: Trace the changing attitudes in American society and analyze their impact on us today.</p> <p>S3: To find the main idea in reading passages in the unit</p> <p>S4: Use primary documents to understand key points of the unit</p>

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Q1-6 U1-7 T1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<u>Transfer Task(s)</u> <u>Formative</u> Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of presented information. Six Simple Words: At the end of each lesson students will be asked to sum up the lesson in six simple words. They must evaluate what was the most important thing that they learned in this unit. Role playing/simulation
		<u>Summative</u> Test Notebook
S1-4 K1-3	Critical Thinking Applying Responding Reflection	<u>Other Evidence</u> <u>Formative</u> Pre-assessment Informal Observation
		<u>Summative</u> Writing Project

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
Q1-6 U1-7 T1-4 S1-4 K1-3	Required Activities	Required Resources
	Define relevant vocabulary including but not limited to: Pet Banks, Specie Circular, Trail of Tears, Whigs, American System	Primary Source readings from <i>American Spirit Vol. I</i>
	Read primary and secondary sources.	Use of maps, both current and from the era
	Compare and contrast to other historical events and modern historical events.	Graphic organizers to clearly delineate opposing points of view
		Questions from <i>American Spirit</i> , and from teacher based on topic
		Testimonials of former slaves, early women suffrage advocates, and Transcendentalists
	Suggested Activities	Suggested Resources
	Create a blind "mock" election. Give students descriptions of political candidates without names, race or , gender and ask them to support a candidate based totally upon what they have in from of them.	Teacher guide sheet/rubric
	Use a chart to create a Venn diagram of all the various social movements and their goals. Where is there overlap? Which is most successful?	Graphic organizer
	Provide the students with an itemized federal budget and an amount of money based on a fictional tax rate (flat tax so the activity isn't too complicated) then have them balance the federal budget.	
	Debate Jackson's Indian removal policies. Is there a rational justification for his actions as President? Did his view s represent the view of the common man of the era?	

Strategies for Differentiation	
Students below Target	Students Meeting or Exceeding Target
Time extensions	Tiered Products /Activities
Advance notice of assignments	Test modifications
Teach organizational skills	Independent Study
Learning Buddies	Multisensory Learning Instruction
Highlighting of key information	Internet Based Mini Lessons
Visual cues found on worksheets and in the power points	
Chunking and grouping of material	
Provide copies of notes for student with visual problems	

Title of Unit	Expansion and Reform	Grade Level	11-12
Curriculum Area	Social Sciences	Time Frame	1 Week
Developed By	Riggi, Hurta		
Desired Results (Stage 1)			
Established Goals			
<p>6.1.12.A.3.a: Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</p> <p>6.1.12.A.3.b: Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the war with Mexico, and Native American removal) was influenced by perceived national interest.</p> <p>6.1.12.A.3.b: Assess the role of geopolitics in the development of American foreign relations.</p>			
Primary Interdisciplinary Connections			
<p>RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>			

WHST.11-12.1: Write arguments focused on *discipline-specific content*.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.2.12.C.2 Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.

9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Financial, economic, business, and entrepreneurial literacy**

☒ **Civic Literacy**

☐ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1: read, comprehend, analyze and critique everyday texts

T2: understand and apply written and oral conventions to everyday interactions

T3: become active readers, good listeners, critical thinkers, in everyday situations

T4: understand, participate, and solve issues as an active citizen in the global community

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: Manifest Destiny is an American ideal that lasts well over 100 years and impacts policies for years.</p> <p>U2: Manifest Destiny is both a domestic and foreign policy that has far reaching unintended consequences for the United states.</p> <p>U3: The Mexican American war is simply an extension of Manifest Destiny.</p> <p>U4: The extension of slavery into the Mexican cession land fundamentally alters the United States political environment.</p> <p>U5: Slavery becomes THE issue in American life moving into the 1850's with various events all based upon slavery.</p> <p>U6: Weak, ineffective Presidents are unable to deal with America's slave and sectional issues moving forward.</p>	<p>Q1: Was American expansion inevitable?</p> <p>Q2: Was American Expansion morally justifiable?</p> <p>Q3: What should have been done with additional land in the United states after the Mexican cession?</p> <p>Q4: Is loyalty to one's country more important than ones loyalty to their way of life?</p> <p>Q5: During the 1850's what were the indications that America was on the brink of disaster.</p> <p>Q6: Could an American president have dealt with the slavery issue to the satisfaction of all parties in America?</p>
Acquisition	
<p>Knowledge Students will know...</p> <p>K1: Selected vocabulary from the text</p> <p>K2: How to compare and contrast the past and the present</p> <p>K3: The relationship between cause and effect</p>	<p>Skills Students will be able to...</p> <p>S1: Analyze visual information pertaining to the material</p> <p>S2: Determine the problems that some Presidents have in managing, and controlling office of the Presidency.</p> <p>S3: To find the main idea in reading passages in the unit</p> <p>S4: Use primary documents to understand key points of the unit</p>

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Q1-6 U1-6 T1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<u>Transfer Task(s)</u> <u>Formative</u> Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of presented information. Six Simple Words: At the end of each lesson students will be asked to sum up the lesson in six simple words. They must evaluate what was the most important thing that they learned in this unit. Role playing/simulation
		<u>Summative</u> Test Notebook
S1-4 K1-3	Critical Thinking Applying Responding Reflection	<u>Other Evidence</u> <u>Formative</u> Pre-assessment Informal Observation
		<u>Summative</u> Writing Project

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
Q1-6 U1-6 T1-4 S1-4 K1-3	Required Activities	Required Resources
	Define relevant vocabulary including but not limited to: Manifest Destiny, "54/40 or fight", Mexican American War, Compromise of 1850, Fugitive Slave Act	Primary Source readings from <i>American Spirit Vol. I</i>
	Create a timeline of events showing how America increased in size.	Use of maps, both current and from the era
	Plot on a map the territory gained from the Mexican American war.	Graphic organizers to clearly delineate opposing points of view
	Read primary and secondary sources.	Questions from <i>American Spirit</i> , and from teacher based on topic
	Compare and contrast to other historical events and modern historical events.	Testimonials of former slaves, early women suffrage advocates, and Transcendentalists
		Fugitive Slave Law from Compromise of 1850
	Suggested Activities	Suggested Resources
	Discussion on Manifest Destiny and if it was morally right for the United States to get involved in the Mexican-American war	Teacher guide sheet/rubric
	Break students into groups and ask them to write a speech promoting a point of view on the land gained from the Mexican cession, have the class vote on the winner.	Graphic organizer
	Create a new American map showing the newly gained land and outlining solutions for each territory (free, slave, or popular sovereignty)	
	Develop a compromise that could prevent the coming of the American Civil War	
	Have students create a journal of a member of the American military involved in different areas of the Mexican American war.	

Strategies for Differentiation	
Students below Target	Students Meeting or Exceeding Target
Time extensions	Tiered Products /Activities
Advance notice of assignments	Test modifications
Teach organizational skills	Independent Study
Learning Buddies	Multisensory Learning Instruction
Highlighting of key information	Internet Based Mini Lessons
Visual cues found on worksheets and in the power points	
Chunking and grouping of material	
Provide copies of notes for student with visual problems	

Title of Unit	Civil War and Reconstruction	Grade Level	11-12
Curriculum Area	Social Sciences	Time Frame	2-3 weeks
Developed By	Riggi, Hurta		
Desired Results (Stage 1)			
Established Goals			
<p>6.1.12.A.4.a: Analyze prevailing attitudes, socio-economic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) that led to the Civil War.</p> <p>6.1.12.A.4.b: Judge the importance of the fundamental ideas found in documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) in demanding equality for all.</p> <p>6.1.12.A.4.c: Evaluate how political and military leadership affected the outcome of the Civil War.</p> <p>6.1.12.A.4.d: Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p> <p>6.1.12.C.4.a: Assess the role that economics played in enabling the North and South to wage war.</p> <p>6.1.12.C.4.b: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p>6.1.12.C.4.c: Explain why the Civil War was more costly to America than previous conflicts were.</p> <p>6.1.12.B.4.a: Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.</p> <p>6.1.12.B.4.b: Analyze the impact of population shifts and migration patterns during the Reconstruction period.</p> <p>6.1.12.D.4.a: Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.</p> <p>6.1.12.D.4.b: Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.</p>			

6.1.12.D.4.c: Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

6.1.12.D.4.e: Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

Primary Interdisciplinary Connections

RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on *discipline-specific content*.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as

resources for lifelong learning

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.2.12.C.2 Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.

9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**
☒ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**
☐ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1: read, comprehend, analyze and critique everyday texts

T2: understand and apply written and oral conventions to everyday interactions

T3: become active readers, good listeners, critical thinkers, in everyday situations

T4: understand, participate, and solve issues as an active citizen in the global community

Meaning

Understandings

Essential Questions

Students will understand that...

Students will keep considering...

U1: Polarization of American beliefs and values from North to South caused further division and fracture of the nation.

Q1: What were the difference between the north and the south that led to the Civil War?

U2: There was a logical progression to the start of Civil War, with roots that reach back to the colonial era of history.

Q2: How much evidence was there of provocation on both sides in the years leading up to the war?

U3: The issues of Slavery, Tariffs, State's rights, and Sovereignty were at the core of the Civil War.

Q3: What role did location and geography play in the war? Both in how and where it was fought over a long period?

U4: The Union had fundamental advantages that the South could never overcome in a long war (production, population, etc.)

U5: Total War is used by the Union against the CSA during the war.

U6: Reconstruction was a complex and inconsistent system, marked by control of various groups with different agendas.

U7: The "Radical Republicans" eventually took control of Reconstruction and offered enhanced Civil Rights to freed slaves.

U8: African-Americans played a vital role in reconstruction, until the redemptive phase where the South pulled back.

U9: 3 new Amendments were added to the Constitution to deal with the various impacts of emancipation.

Q4: Which issue was most responsible for the coming of the Civil War?

Q5: How is total war different from "normal" war?

Q6: Was Reconstruction successful? Based on What?

Q7: What was the role of African-American and women both in the war and during Reconstruction?

Q8: Which phase of Reconstruction lasted the longest? What marked the beginning and end of that phase.

Q9: Is America better off because of Reconstruction?

Q10: Is the 14th amendment necessary?

Acquisition

Knowledge

Students will know...

K1: Selected vocabulary from the text

K2: How to compare and contrast the past and the present

K3: The relationship between cause and effect

Skills

Students will be able to...

S1: Analyze visual information pertaining to the material

S2: Create a plan of Reconstruction that would be fair to both sides of the issue.

S3: To find the main idea in reading passages in the unit

S4: Use primary documents to understand key points of the unit

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Q1-10 U1-9 T1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<u>Transfer Task(s)</u> <u>Formative</u> Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of presented information. Six Simple Words: At the end of each lesson students will be asked to sum up the lesson in six simple words. They must evaluate what was the most important thing that they learned in this unit. Role playing/simulation
		<u>Summative</u> Test Notebook
S1-4 K1-3	Critical Thinking Applying Responding Reflection	<u>Other Evidence</u> <u>Formative</u> Pre-assessment Informal Observation
		<u>Summative</u> Writing Project

Learning Plan (Stage 3)

Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
Q1-10 U1-9 T1-4 S1-4 K1-3	Required Activities	Required Resources
	Define relevant vocabulary including but not limited to: Civil War, Abraham Lincoln, Emancipation Proclamation, Confederate States of America, Radical Reconstruction	Primary Source readings from <i>American Spirit Vol. I</i>
	Debate opposing viewpoints on desired goals at the end of the Civil War.	Use of maps, both current and from the era
	Create a timeline of events showing the chronology of the Reconstruction period.	Graphic organizers to clearly delineate opposing points of view
	Motivate and provide background on how Reconstruction led to America becoming a technological society.	Questions from <i>American Spirit</i> , and from teacher based on topic
	Read primary and secondary sources.	Excerpts from <i>Uncle Tom's Cabin</i> and "Black" codes of the Reconstruction South
	Compare and contrast to other historical events and modern historical events.	Emancipation Proclamation and the Constitution of the United States
	Suggested Activities	Suggested Resources
	Students will create a Battle chart outlining all the pivotal battles and generals of the civil war. They will then take three battles and write in further detail about why those battles had the results they did.	Teacher guide sheet/rubric
	Students will make a "tale of the tape" showing the strengths and weaknesses of the two sides in the Civil War. Based upon their "tale" they will come up with 3 hypotheses about the war that they can later test.	Graphic organizer
	In cooperative groups have the students represent either the wealthy or poor (freed	Rule sheet for the Quiz/essay

Title of Unit	Reconstruction	Grade Level	11-12
Curriculum Area	Social Sciences	Time Frame	1.5 weeks
Developed By	Riggi, Hurta		
Desired Results (Stage 1)			
Established Goals			
<p>6.1.12.C.4.b: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p>6.1.12.D.4.c: Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p>6.1.12.D.4.e: Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.</p>			
Primary Interdisciplinary Connections			
<p>RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea</p>			

or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on *discipline-specific content*.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.2.12.C.2 Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.

9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**
☒ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**
☐ **Health Literacy**

Transfer

~~Students will be able to independently use their learning to...~~

T1: Read, comprehend, analyze and critique everyday texts

T2: Understand and apply written and oral conventions to everyday interactions

T3: Become active readers, good listeners, critical thinkers, in everyday situations

T4: Understand, participate, and solve issues as an active citizen in the global community

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: The Reconstruction era revealed deep divisions in the nation regarding the return of the former Confederate states to the Union.</p> <p>U2: Reconstruction greatly redefined the place of African Americans in American society.</p> <p>U3: Reconstruction led to a period of Republican dominance in national politics, which continued until the early 20th century.</p>	<p>Q1: What lasting social and economic changes occurred in the South during and as a result of Reconstruction?</p> <p>Q2: How did Reconstruction change life for African Americans?</p> <p>Q3: What results of the Reconstruction era are evident in later U.S. history and in modern-day America?</p>
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
<p>K1: Selected vocabulary from the text</p> <p>K2: How to compare and contrast the past and the present</p> <p>K3: The relationship between cause and effect</p>	<p>S1: Analyze visual information pertaining to the material</p> <p>S2: Create a plan of Reconstruction that would be fair to both sides of the issue.</p> <p>S3: To find the main idea in reading passages in the unit</p> <p>S4: Use primary documents to understand key points of the unit</p>

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Q1-3 U1-3 T1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<u>Transfer Tasks</u> <u>Formative</u> Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of presented information. Six Simple Words: At the end of each lesson students will be asked to sum up the lesson in six simple words. They must evaluate what was the most important thing that they learned in this unit.
		<u>Other Assessments</u> <u>Summative</u> Test Notebook
S1-4 K1-3	Critical Thinking Applying Responding Reflection	<u>Formative</u> Pre-assessment Informal Observation
		<u>Summative</u> Reconstruction Debate Reconstruction DBQ

Learning Plan (Stage 3)

**Checks for alignment
and best practice**

Summary of Key Learning Events and Instruction
The teaching and learning needed to achieve the unit goals.

Q1-7	Required Activities	Required Resources
U1-7	Debate opposing viewpoints on desired goals at the end of the Civil War.	Course Textbook
T1-4	Create a timeline of events showing the chronology of the Reconstruction period.	John F. Kennedy's <i>Profiles in Courage</i>
S1-4	Motivate and provide background on how Reconstruction led to America becoming a technological society.	James McPhearson's <i>Ordeal by Fire: The Civil War and Reconstruction</i>
K1-3	Read primary and secondary sources.	Kenneth Stampp's <i>The Era of Reconstruction: 1865-1877</i>
	Compare and contrast to other historical events and modern historical events.	C. Vann Woodward's <i>The Strange Career of Jim Crow</i>
		Frederick Jackson Turner's <i>The Significance of the Frontier in American History</i>
	Suggested Activities	Suggested Resources
	Debate on how to reunite the country after the Civil War	The Gettysburg Address
	Venn diagram comparing the Compromise of 1877 and the end of Reconstruction	Lincoln's Second Inaugural Address
	Research the politics in the New South, White and African Americans in the New South, and the Subordination of freed slaves	Selected footage on Reconstruction from <i>Gone with the Wind</i>
	Analyze the Southern economy; colonial status of the South, sharecropping and Industrial stirrings	Selected footage from Reconstruction on <i>The Birth of a Nation</i>
	Reconstruction DBQ (1996)	Selected footage from <i>The West</i> (PBS, Directed by Ken Burns)
		W.E.B. DuBois' <i>The Souls of Black Folks</i>
		Henry W. Grady's <i>New South Speech</i>
		Booker T. Washington's <i>The Atlanta Compromise Speech</i>
		<i>Plessy vs. Ferguson</i> and Dissent

Strategies for Differentiation	
Students below Target	Students Meeting or Exceeding Target
Time extensions	Tiered Products /Activities
Advance notice of assignments	Test modifications
Teach organizational skills	Independent Study
Learning Buddies	Multisensory Learning Instruction
Highlighting of key information	Internet Based Mini Lessons
Visual cues found on worksheets and in the power points	
Chunking and grouping of material	
Provide copies of notes for student with visual problems	

Title of Unit	The Gilded Age	Grade Level	11-12
Curriculum Area	Social Sciences	Time Frame	1 week
Developed By	Riggi, Hurta		
Desired Results (Stage 1)			
Established Goals			
<p>6.1.12.C.5.a: Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.</p> <p>6.1.12.D.5.d: Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>6.1.12.B.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.</p> <p>6.1.12.A.6.a: Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p>			
Primary Interdisciplinary Connections			
<p>RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually,</p>			

quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on *discipline-specific content*.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.2.12.C.2 Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.

9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**
☒ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**
☐ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1: Read, comprehend, analyze and critique everyday texts

T2: Understand and apply written and oral conventions to everyday interactions

T3: Become active readers, good listeners, critical thinkers, in everyday situations

T4: Understand, participate, and solve issues as an active citizen in the global community

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: The Industrial Revolution radically changed the way Americans live and made the country a technological society.</p> <p>U2: Although America is a land of immigrants, many believe immigration should be limited.</p> <p>U3: The two major political parties in America support opposing views on welfare.</p> <p>U4: There is extreme inequality of wealth in America.</p>	<p>Q1: How has rapid industrial growth been both a blessing and a curse for America?</p> <p>Q2: Should the U.S. limit immigration?</p> <p>Q3: Is America a land of opportunity?</p> <p>Q4: Do Americans have a responsibility to help others?</p>
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
<p>K1: Selected vocabulary from the text</p> <p>K2: How to compare and contrast the past and the present</p> <p>K3: The relationship between cause and effect</p>	<p>S1: Analyze visual information pertaining to the material</p> <p>S2: To compare and contrast immigration from the past to today</p> <p>S3: To find the main idea in reading passages in the unit</p> <p>S4: Use primary documents to understand key points of the unit</p>

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Q1-4 U1-4 T1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<u>Transfer Tasks</u> <u>Formative</u> Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of presented information. Six Simple Words: At the end of each lesson students will be asked to sum up the lesson in six simple words. They must evaluate what was the most important thing that they learned in this unit.
		<u>Other Assessments</u> <u>Summative</u> Test Notebook
S1-4 K1-3	Critical Thinking Applying Responding Reflection	<u>Formative</u> Pre-assessment Informal Observation
		<u>Summative</u> Illegal Immigration Debate Immigration Scrapbook Gilded Age DBQ

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
Q1-4 U1-4 T1-4 S1-4 K1-3	Required Activities	Required Resources
	Define relevant vocabulary including but not limited to: Gilded Age, Corporations, Monopolies, Progressivism	Course Textbook
	Debate opposing viewpoints on whether the Industrial Revolution helped or hurt the country more.	Matthew Johnson's <i>The Robber Barons: The Great American Capitalists, 1861-1901</i>
	Read primary and secondary sources.	Andrew Carnegie's <i>The Gospel of Wealth</i>
	Compare and contrast to other historical events and modern historical events.	Oscar Handlin's <i>The Uprooted</i>
		Political Cartoons of Thomas Nast (Library of Congress-American Memory Collections)
		Jacob Riis' <i>How the other Half Lives</i>
		Upton Sinclair's <i>The Jungle</i>
		Ida Tarbell's <i>History of the Standard Oil Company</i>
	Suggested Activities	Suggested Resources
	Create a scrapbook documenting the journey to America and beginning life in a new country	Photographs of immigrants' journey to America
	Debate on whether America should limit immigration	Emma Lazarus <i>The New Colossus</i>
	Research the union movement, the Knights of Labor and American Federation of Labor and Haymarket, Homestead, and Pullman	Excerpts from biographies of Carnegie, Edison, and Rockefeller
	DBQ on why this period was called The Gilded Age	Selected footage on Rockefeller, Carnegie, and the Homestead Strike from <i>The American Experience, PBS</i>
	Union vs. Bosses Negotiations Activity	Excerpts from biographies of Jane Addams and Horatio Alger Jr.
		Selected footage from <i>The Gilded Age: American Visions, PBS</i>

		Selected footage from <i>New York: Triangle Shirtwaist Fire</i> and <i>Jacob Riis. PBS</i>
		Richard Hofstadter's <i>The Age of Reform</i>

Strategies for Differentiation	
Students below Target	Students Meeting or Exceeding Target
Time extensions	Tiered Products /Activities
Advance notice of assignments	Test modifications
Teach organizational skills	Independent Study
Learning Buddies	Multisensory Learning Instruction
Highlighting of key information	Internet Based Mini Lessons
Visual cues found on worksheets and in the power points	
Chunking and grouping of material	
Provide copies of notes for student with visual problems	

Title of Unit	The Emergence of America as a World Power	Grade Level	11-12
Curriculum Area	Social Sciences	Time Frame	2 weeks
Developed By	Riggi, Hurta		
Desired Results (Stage 1)			
Established Goals			
<p>6.1.12.B.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.</p> <p>6.1.12.D.6.b: Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.</p> <p>6.1.12.A.7.a: Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.</p> <p>6.1.12.A.7.c: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p> <p>6.1.12.C.7.a: Determine how technological advancements affected the nature of World War I on land, on water, and in the air.</p> <p>6.1.12.D.7.a: Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.</p>			
Primary Interdisciplinary Connections			
<p>RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses</p>			

and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on *discipline-specific content*.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.2.12.C.2 Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.

9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**
☒ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**
☐ **Health Literacy**

Transfer	
<p>Students will be able to independently use their learning to...</p> <p>T1: read, comprehend, analyze and critique everyday texts</p> <p>T2: understand and apply written and oral conventions to everyday interactions</p> <p>T3: become active readers, good listeners, critical thinkers, in everyday situations</p> <p>T4: understand, participate, and solve issues as an active citizen in the global community</p>	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: Muckraking is used today to expose social injustices.</p> <p>U2: Sometimes countries need to enter wars to preserve world peace.</p> <p>U3: During times of wars, security often overrides liberty.</p> <p>U4: Americans are often split on whether America should intervene in foreign countries for the benefit of their citizens.</p>	<p>Q1: Is muckraking an effective tool to reform politics and society?</p> <p>Q2: When is conflict a good thing?</p> <p>Q3: Can we have both liberty and security?</p> <p>Q4: Should the U.S. pursue a foreign policy of isolationism or interventionism?</p>
Acquisition	
<p>Knowledge</p> <p>Students will know...</p> <p>K1: Selected vocabulary from the text</p> <p>K2: How to compare and contrast the past and the present</p> <p>K3: The relationship between cause and effect</p>	<p>Skills</p> <p>Students will be able to...</p> <p>S1: Analyze visual information pertaining to the material</p> <p>S2: To decide whether America should pursue a foreign aggressive policy</p> <p>S3: To find the main idea in reading passages in the unit</p> <p>S4: Use primary documents to understand key points of the unit</p>

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Q1-4 U1-4 T1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<u>Transfer Task(s)</u> <u>Formative</u> Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of presented information. Six Simple Words: At the end of each lesson students will be asked to sum up the lesson in six simple words. They must evaluate what was the most important thing that they learned in this unit.
		<u>Summative</u> Test Notebook
S1-4 K1-3	Critical Thinking Applying Responding Reflection	<u>Other Evidence</u> <u>Formative</u> Pre-assessment Informal Observation
		<u>Summative</u> Liberty versus Security Debate Isolationism versus Interventionism Debate World Power DBQ

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
Q1-4 U1-4 T1-4 S1-4 K1-3	Required Activities	Required Resources
	Define relevant vocabulary including but not limited to: Conservation, No Man's Land, Treaty of Versailles, League of Nations	Course Textbook
	Create a timeline of events to show the progression of America becoming a world power.	Margaret MacMillan's <i>Paris (1919)</i>
	Identify the major WWI powers on a map.	Barbara Tuchman's <i>Ghost of August</i>
	Read primary and secondary sources.	David M. Kennedy's <i>Over Here: The First World War and American Society</i>
	Compare and contrast to other historical events and modern historical events.	Rudyard Kipling's <i>The White Man's Burden</i>
	Suggested Activities	Suggested Resources
	Trace the rise of the U.S. to its role as a world power in the 20 century	Selected footage from <i>Teddy Roosevelt: The American Experience</i> , PBS
	Create WWI Alliance Political Cartoons	<i>Crucible of Empire: The Spanish-American War</i> , PBS
	Compare and contrast the League of Nations and Treaty of Versailles	<i>A Man, A Plan, A Canal</i> - NOVA
	Wartime Liberty versus Security Debate	<i>Erich Maria Remarque's All Quiet on the Western Front</i>
	Isolationism versus Interventionism Debate	The Fourteen Points
	World Power DBQ (1994)	Propaganda Posters (American Memory Collection: Library in Congress)
		George M. Cohan's <i>Over There</i>
		Gene Smith's <i>When the Cheering Stopped</i>

Strategies for Differentiation	
Students below Target	Students Meeting or Exceeding Target
Time extensions	Tiered Products /Activities
Advance notice of assignments	Test modifications
Teach organizational skills	Independent Study
Learning Buddies	Multisensory Learning Instruction
Highlighting of key information	Internet Based Mini Lessons
Visual cues found on worksheets and in the power points	
Chunking and grouping of material	
Provide copies of notes for student with visual problems	

Title of Unit	Boom and Bust	Grade Level	11-12
Curriculum Area	Social Sciences	Time Frame	2 weeks
Developed By	Riggi, Hurta		
Desired Results (Stage 1)			
Established Goals			
<p>6.1.12.A.8.a: Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.</p> <p>6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.</p> <p>6.1.12.C.9.d: Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.</p> <p>6.1.12.D.9.b: Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p> <p>6.1.12.A.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.</p> <p>6.1.12.D.10.b: Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.</p>			
Primary Interdisciplinary Connections			
<p>RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>			

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on *discipline-specific content*.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.2.12.C.2 Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.

9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

21st Century Interdisciplinary Themes:

☒ Global Awareness
☒ Civic Literacy

☒ Financial, economic, business, and entrepreneurial literacy
☐ Health Literacy

Transfer	
<p>Students will be able to independently use their learning to...</p> <p>T1: read, comprehend, analyze and critique everyday texts</p> <p>T2: understand and apply written and oral conventions to everyday interactions</p> <p>T3: become active readers, good listeners, critical thinkers, in everyday situations</p> <p>T4: understand, participate, and solve issues as an active citizen in the global community</p>	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: The Roaring Twenties was a period of dramatic change due to America's economic prosperity.</p> <p>U2: The 1920s was a period of advances in technology which had an impact on societal roles, lifestyles, and culture.</p> <p>U3: Often, during recessions, the president takes more power for themselves to try to fix the economy.</p>	<p>Q1: In what ways did American life change during the 1920s?</p> <p>Q2: Why are the 1920s known as the "Roaring Twenties?"</p> <p>Q3: How powerful should the national government be?</p>
Acquisition	
<p>Knowledge</p> <p>Students will know...</p> <p>K1: Selected vocabulary from the text</p> <p>K2: How to compare and contrast the past and the present</p> <p>K3: The relationship between cause and effect</p>	<p>Skills</p> <p>Students will be able to...</p> <p>S1: Analyze visual information pertaining to the material</p> <p>S2: To compare and contrast the current economy to past economies.</p> <p>S3: To find the main idea in reading passages in the unit</p> <p>S4: Use primary documents to understand key points of the unit</p>

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Q1-3 U1-3 T1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none"> – Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of presented information. – Six Simple Words: At the end of each lesson students will be asked to sum up the lesson in six simple words. They must evaluate what was the most important thing that they learned in this unit.
		Summative <ul style="list-style-type: none"> – Test – Notebook
S1-4 K1-3	Critical Thinking Applying Responding Reflection	<u>Other Evidence</u> Formative <ul style="list-style-type: none"> – Pre-assessment – Informal Observation
		Summative <ul style="list-style-type: none"> – Stock Market Project – Lange's photo prompt writing piece – Great Depression/New Deal DBQ

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
Q1-3 U1-3 T1-4 S1-4 K1-3	Required Activities	Required Resources
	Define relevant vocabulary including but not limited to: Great Depression, New Deal, FDIC, Social Security, SEC	Course Textbook
	Create a chart illustrating the desired and actual outcomes of the New Deal policies.	Frederick Lewis Allen's <i>Only Yesterday</i>
	Read primary and secondary sources.	John Kenneth Galbraith's <i>The Great Crash</i>
	Compare and contrast to other historical events and modern historical events.	Henry Steele Commager's <i>The American Mercury</i> , April 1945
	Suggested Activities	Suggested Resources
	Research current and past stock trends	Dorothy Lange's Great Depression Photograph Series
	Analyze the Depression economy	The Century, Vol. 1, Chapter 3
	Research Franklin D. Roosevelt's New Deal	FDR'S First Inaugural Speech
	Lange's photo prompt writing piece	Huey Long's <i>Share our Wealth</i> Speech
	Great Depression/ New Deal DBQ (1986)	Selections from John Steinbeck's <i>The Grapes of Wrath</i>
		Studs Terkel's <i>Hard Times</i>
		Political Cartoons of the New Deal

Strategies for Differentiation	
Students below Target	Students Meeting or Exceeding Target
Time extensions	Tiered Products /Activities
Advance notice of assignments	Test modifications
Teach organizational skills.	Independent Study
Learning Buddies	Multisensory Learning Instruction
Highlighting of key information.	Internet Based Mini Lessons
Visual cues found on worksheets and in the power points.	
Chunking and grouping of material	
Provide copies of notes for student with visual problems.	

Title of Unit	WWII	Grade Level	11
Curriculum Area	Social Sciences	Time Frame	2-3 weeks
Developed By	Riggi, Hurta		
Desired Results (Stage 1)			
Established Goals			
<p>6.1.12.D.7.c: Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.</p> <p>6.1.12.A.11.b: Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.</p> <p>6.1.12.A.11.c: Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.</p> <p>6.1.12.A.11.d: Analyze the decision to use the atomic bomb and the consequences of doing so.</p> <p>6.1.12.A.11.e: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>6.1.12.D.11.a: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</p>			
Primary Interdisciplinary Connections			
<p>RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses</p>			

and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on *discipline-specific content*.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.2.12.C.2 Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.

9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

21st Century Interdisciplinary Themes:

☒ Global Awareness
☒ Civic Literacy

☒ Financial, economic, business, and entrepreneurial literacy
☐ Health Literacy

Transfer	
<p>Students will be able to independently use their learning to...</p> <p>T1: read, comprehend, analyze and critique everyday texts</p> <p>T2: understand and apply written and oral conventions to everyday interactions</p> <p>T3: become active readers, good listeners, critical thinkers, in everyday situations</p> <p>T4: understand, participate, and solve issues as an active citizen in the global community</p>	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: Sometimes countries need to enter wars.</p> <p>U2: Security often overrides liberty.</p> <p>U3: Americans are often split on whether America should intervene in foreign countries for the benefit of their citizens.</p> <p>U4: America has fought in many wars to protect human rights in other countries.</p>	<p>Q1: When is conflict a good thing?</p> <p>Q2: Can we have both liberty and security?</p> <p>Q3: Should the U.S. pursue a foreign policy of isolationism or interventionism?</p> <p>Q4: Should human rights and morality be the cornerstones of U.S. foreign policy?</p>

Acquisition

Knowledge

Students will know...

K1: Selected vocabulary from the text

K2: How to compare and contrast the past and the present

K3: The relationship between cause and effect

Skills

Students will be able to...

S1: Analyze visual information pertaining to the material

S2: Decide whether America should pursue an aggressive foreign policy.

S3: Find the main idea in reading passages in the unit

S4: Use primary documents to understand key points of the unit

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Q1-4 U1-4 T1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<p><u>Transfer Task(s)</u></p> <p><u>Formative</u> Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of presented information.</p> <p>Six Simple Words: At the end of each lesson students will be asked to sum up the lesson in six simple words. They must evaluate what was the most important thing that they learned in this unit.</p> <p><u>Summative</u></p> <ul style="list-style-type: none"> - Test - Notebook
S1-4 K1-3	Critical Thinking Applying Responding Reflection	<p><u>Other Evidence</u></p> <p><u>Formative</u></p> <ul style="list-style-type: none"> - Pre-assessment - Informal Observation <p><u>Summative</u></p> <ul style="list-style-type: none"> - Holocaust Blame Activity - Atomic Bomb Debate - Diplomacy and WWII DBQ

Learning Plan (Stage 3)

**Checks for alignment
and best practice**

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

Q1-4 U1-4 T1-4 S1-4 K1-3	Required Activities	Required Resources
	Suggested Activities	Suggested Resources
	Define relevant vocabulary including but not limited to: Blitzkrieg, Hiroshima, Nagasaki, Holocaust, United Nations	Course Textbook
	Create a timeline of events explaining why America dropped the atomic bombs.	
	Identify relevant WWII battles on maps.	
	Read primary and secondary sources.	
	Compare and contrast to other historical events and modern historical events.	
	Holocaust Blame Worksheet	Michael Beschloss's <i>The Conquerors: Roosevelt, Truman, and the Destruction of Hitler's Germany, 1941- 1945</i>
	WWII Battles Chart	John Hersey's <i>Hiroshima</i>
	Should America use Atomic Bombs Today? Debate	William Manchester's <i>American Caesar</i>
	Diplomacy and WWII DBQ (1988)	Selected footage from <i>Between the Wars</i> , PBS
		Selected footage from <i>Saving Private Ryan</i>
		<i>Truman and the Bomb</i>
		<i>Paper Clips</i>
		William Harris' <i>Keeping the Faith: A. Philip Randolph, Milton Webster, and the Brotherhood of Sleeping Car Porters</i>
		Selected footage from <i>The Century</i> , Vol. 3 "Home Front"
		Selected footage from <i>The Movies go to War</i>
		Margaret Mead's <i>Women and War</i>
		Monica Sone's <i>Nisei Daughter</i>

Strategies for Differentiation	
Students below Target	Students Meeting or Exceeding Target
Time extensions	Tiered Products /Activities
Advance notice of assignments	Test modifications
Teach organizational skills.	Independent Study
Learning Buddies	Multisensory Learning Instruction
Highlighting of key information.	Internet Based Mini Lessons
Visual cues found on worksheets and in the power points.	
Chunking and grouping of material	
Provide copies of notes for student with visual problems.	

Title of Unit	Postwar America	Grade Level	11-12
Curriculum Area	Social Sciences	Time Frame	3 weeks
Developed By	Riggi, Hurta		
Desired Results (Stage 1)			
Established Goals			
<p>6.1.12.A.12.a: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</p> <p>6.1.12.C.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.</p> <p>6.1.12.D.12.b: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</p> <p>6.1.12.A.13.b: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.B.13.a: Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</p> <p>6.1.12.C.13.c: Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.</p> <p>6.1.12.D.13.a: Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p> <p>6.1.12.D.13.d: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.</p> <p>6.1.12.D.13.f: Relate the changing role of women in the labor force to changes in family structure.</p>			

Primary Interdisciplinary Connections

RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on *discipline-specific content*.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.2.12.C.2 Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and

maintenance of a chosen product.

9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**
☒ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**
☐ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1: read, comprehend, analyze and critique everyday texts

T2: understand and apply written and oral conventions to everyday interactions

T3: become active readers, good listeners, critical thinkers, in everyday situations

T4: understand, participate, and solve issues as an active citizen in the global community

Meaning

Understandings

Students will understand that...

U1: Dropping the atomic bomb allowed America to achieve superpower status.

U2: Many are split on whether America should fight in foreign countries to spread democracy.

U3: By teaching about events like the Civil Rights Movement, the idea of tolerance can spread.

Essential Questions

Students will keep considering...

Q1: Why did America emerge into the post-WWII era as a superpower?

Q2: Should the U.S. fight in wars to make the world safe for democracy?

Q3: How can tolerance be taught?

Acquisition

Knowledge

Students will know...

K1: Selected vocabulary from the text

K2: How to compare and contrast the past and the present

K3: The relationship between cause and effect

Skills

Students will be able to...

S1: Analyze visual information pertaining to the material

S2: Decide whether America should pursue a foreign aggressive policy.

S3: Find the main idea in reading passages in the unit

S4: Use primary documents to understand key points of the unit

Evidence (Stage 2)

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Q1-4 U1-4 T1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none"> – Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of presented information. – Six Simple Words: At the end of each lesson students will be asked to sum up the lesson in six simple words. They must evaluate what was the most important thing that they learned in this unit.
		Summative <ul style="list-style-type: none"> – Test – Notebook
S1-4 K1-3	Critical Thinking Applying Responding Reflection	<u>Other Evidence</u> Formative <ul style="list-style-type: none"> – Pre-assessment – Informal Observation
		Summative <ul style="list-style-type: none"> – Society and Postwar America DBQ – Cold War DBQ

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
Q1-4 U1-4 T1-4 S1-4 K1-3	Required Activities	Required Resources
	Define relevant vocabulary including but not limited to: Interstate Act, Brown v. Board of Education, Freedom Riders, Affirmative Action, McCarthyism, The Cuban Missile Crisis, The New Frontier, The Great Society	Primary documents pertaining to material
	Motivate and provide background on differences between the U.S. and the Soviet Union that led to the Cold War.	Course Textbook
	Identify similarities and differences between Capitalism and Communism.	
	Read primary and secondary sources.	
	Compare and contrast to other historical events and modern historical events.	
	Suggested Activities	Suggested Resources
	Compare and contrast capitalism and communism	John Lewis Gaddis' <i>The United States and the Origins of the Cold War</i>
	Research the Civil Rights Movement	Dwight D. Eisenhower's <i>Farewell Address</i> (Voices of the American Past)
	Society and Postwar America DBQ (1988)	Joseph McCarthy's Speeches (Voices of the American Past)
	Cold War DBQ (2001)	Arthur Miller's <i>The Crucible</i>
		The Century, Vol. 4 (Truman and Containment, Truman and the Korean War)
		Herblock's Political Cartoons of the Cold War
		Selected footage from <i>The Manchurian Candidate</i>

		David Halberstam's <i>The Fifties</i>
		Betty Friedan's <i>The Feminine Mystique</i>
		Selected music from the 1950s
		Selected footage from October Sky
		<i>Brown vs. Board of Education</i>
		Aldon Morris' <i>The Origins of the Civil Rights Movement</i>
		Selected footage from the Army- McCarthy Hearings
		<i>Brown vs. Board of Education</i>
		Aldon Morris' <i>The Origins of the Civil Rights Movement</i>
		Selected footage from the Army- McCarthy Hearings
		Michael Harrington's <i>The Other America</i>

Strategies for Differentiation	
Students below Target	Students Meeting or Exceeding Target
Time extensions	Tiered Products /Activities
Advance notice of assignments	Test modifications
Teach organizational skills.	Independent Study
Learning Buddies	Multisensory Learning Instruction
Highlighting of key information.	Internet Based Mini Lessons
Visual cues found on worksheets and in the power points.	
Chunking and grouping of material	
Provide copies of notes for student with visual problems.	

Title of Unit	Modern History	Grade Level	11-12
Curriculum Area	Social Sciences	Time Frame	2 weeks
Developed By	Riggi, Hurta		
Desired Results (Stage 1)			
Established Goals			
6.1.12.D.12.d: Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.			
6.1.12.A.14.c: Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.			
6.1.12.C.14.b: Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.			
6.1.12.D.14.a: Determine the relationship between United States domestic and foreign policies.			
6.1.12.D.14.d: Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.			
6.1.12.D.14.f: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.			
6.1.12.A.15.b: Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.			
6.1.12.A.15.f: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.			
6.1.12.C.15.a: Relate the role of America's dependence on foreign oil to its economy and foreign policy.			
6.1.12.D.15.d: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.			

Primary Interdisciplinary Connections

RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on *discipline-specific content*.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.2.12.C.2 Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and

maintenance of a chosen product.

9.4.12.J.(2).1 Increase awareness of applicable services in this pathway by identifying and articulating how individuals receive information in various individual, social, historical, economic, and cultural contexts.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Financial, economic, business, and entrepreneurial literacy**

☒ **Civic Literacy**

☐ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1: read, comprehend, analyze and critique everyday texts

T2: understand and apply written and oral conventions to everyday interactions

T3: become active readers, good listeners, critical thinkers, in everyday situations

T4: understand, participate, and solve issues as an active citizen in the global community

Meaning

Understandings

Essential Questions

Students will understand that...

Students will keep considering...

U1: Many are split on whether America should fight in foreign countries to spread democracy.

Q1: Should the U.S. fight in wars to make the world safe for democracy?

U2: Past and present events can show where the future of America is heading towards.

Q2: Should Americans be optimistic about the future?

Acquisition

Knowledge

Students will know...

K1: Selected vocabulary from the text

K2: How to compare and contrast the past and the present

K3: The relationship between cause and effect

Skills

Students will be able to...

S1: Analyze visual information pertaining to the material

S2: Decide whether America should pursue a foreign aggressive policy.

S3: Find the main idea in reading passages in the unit

S4: Use primary documents to understand key points of the unit

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
Q1-2 U1-2 T1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<u>Transfer Task(s)</u> <u>Formative</u> Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of presented information. Six Simple Words: At the end of each lesson students will be asked to sum up the lesson in six simple words. They must evaluate what was the most important thing that they learned in this unit.
		<u>Summative</u> Test Notebook
S1-4 K1-3	Critical Thinking Applying Responding Reflection	<u>Other Evidence</u> <u>Formative</u> Pre-assessment Informal Observation
		<u>Summative</u> Modern History Time Capsule Activity US Since 1974 DBQ

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
Q1-2 U1-2 T1-4 S1-4 K1-3	Required Activities	Required Resources
	Define relevant vocabulary including but not limited to: Reagonomics, Pentagon Papers, War on Terror, Universal Health Care	Primary documents pertaining to material
	Discuss historical controversies on when a president should be impeached.	Course Textbook
	Identify relevant Middle Eastern countries on a map to help explain the War on Terror.	
	Read primary and secondary sources.	
	Compare and contrast to other historical events and modern historical events.	
	Suggested Activities	Suggested Resources
	Create a time capsule for the biggest stories of the last fifteen years.	Selected footage from the Kennedy-Nixon Debates
	US Since 1974 DBQ (1995)	Kennedy's Inaugural Address- January 1961
		M.L.K.'s <i>I have a Dream Speech</i> (1963)
		<i>The American President</i> , PBS
		Doris Kearns Goodwin's <i>Lyndon Johnson and the American Dream</i>
		David Halberstam's <i>The Making of a Quagmire</i>
		Selected footage from <i>Thirteen Days</i>
		Selected songs of the Civil Rights Movement
		Robert F. Kennedy's <i>To Seek a Newer World</i>
		Pentagon Papers
		Woodward and Bernstein's <i>All the President's Men</i>

		Nixon's Resignation Speech- August 1974
		Reagan's Inaugural Address- January 1981
		Thomas J. Hailstones' <i>A Guide to Supply-Side Economics</i>
		Bureau of the Census
		David Reimers' <i>Still the Golden Door: The Third World Comes to America</i>
		<i>Robot Revolution</i> (National Geographic, July 1997)
		<i>Tex-Mex Border</i> (National Geographic, Feb. 1996)

Strategies for Differentiation	
Students below Target	Students Meeting or Exceeding Target
Time extensions	Tiered Products /Activities
Advance notice of assignments	Test modifications
Teach organizational skills.	Independent Study
Learning Buddies	Multisensory Learning Instruction
Highlighting of key information.	Internet Based Mini Lessons
Visual cues found on worksheets and in the power points.	
Chunking and grouping of material	
Provide copies of notes for student with visual problems.	