



Academic U.S. History / 11th Grade / Unit 1

| Subject | Grade | Unit | Suggested Timeline |
|-----------------------|-------|-----------------------|--------------------|
| Academic U.S. History | 11th | 1 – Western Expansion | 2 Weeks |

Grade Level Summary

The academic level of the United States history course will concentrate on America from 1880 to the present. The academic level is college preparatory and will challenge students to acquire a comprehensive understanding of characters and events that are significant to American history. Students will go beyond the acquisition of facts. The course will challenge students to comprehend perspective, assign meaning to specific historical eras or decades, and connect events from the past to the present. The course will take a balanced approach to the study of history, acknowledging America's mistakes, in an effort to prevent their repetition, and celebrating America's exceptionalism, in an effort to promote pride in and appreciation for the freedom and blessings provided by the "Great American Experiment." Students will be encouraged to consider how the history of the United States has impacted their individual lives, thoughts, and circumstances. The course will begin with Western Expansion and progress through the Obama administration.

Grade Level Units

Unit 1 – Western Expansion

Unit 2 – Age of Industrialization

Unit 3 – American Imperialism

Unit 4 – Progressive Era

Unit 5 – World War I

Unit 6 – The Roaring Twenties

Unit 7 – The Great Depression

Unit 8 – World War II

Unit 9 – Happy Days (1950's)

Unit 10 – Turbulent Sixties and Seventies

Unit 11 – Conservative Resurgence to Present

Unit Title

Western Expansion

Unit Overview

Expansion of American settlement beyond the Mississippi River produced economic opportunities and the establishment of functioning communities. Expansion west strengthened America's economic and political influence in the Western hemisphere and beyond. It also provided economic opportunity for individuals and families and created a new blending of cultures distinctive from the blending of races, religions, and cultural norms east of the Mississippi. It also resulted in the destruction and reorganization of Native American societies. Western migration had a significant impact on native people groups, who already lived in western states and territories. Western settlers established a self-sustaining economy, expanding American capitalism and free markets, however, western migration also led to cultural, economic, and moral conflict.

| Unit Essential Questions | Key Understandings |
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| <ol style="list-style-type: none"> 1. What were the challenges of those migrating West? 2. How did western expansion affect the Native American population? 3. What were the primary career opportunities for western settlers? | <ol style="list-style-type: none"> 1. Hardships and struggles unexpectedly awaited those migrating west, yet most survived and some prospered via individual efforts and community building. 2. Western expansion led to an attempted assimilation of Native Americans and confined them to reservations throughout the west. 3. The core elements of the western economy were farming, mining, and ranching, which transformed and expanded the national economy as a whole. |

| Focus Standards Addressed in the Unit | |
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| 8.1.U.B. | Evaluate the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships. |
| 8.3.U.A. | Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. |
| 8.3.U.D. | Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. |

| Important Standards Addressed in the Unit | |
|--|---|
| 8.1.U.A. | Evaluate patterns of continuity and change over time, applying context of events . |
| 8.1.U.C. | Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. |

| Misconceptions | Proper Conceptions |
|--|--|
| Western migration is the story of a technologically advanced culture, with like values, exploiting and dominating a more primitive society with opposing values. | Western migration had both negative and positive effects on America, culminating in the mixing of many diverse cultures and value systems to form its own unique “western” society within America. |

| Concepts | Competencies | Vocabulary |
|---|--|--|
| <ol style="list-style-type: none"> 1. Migration 2. People of the Plains 3. Western Vocations | <ol style="list-style-type: none"> 1. Students will compare and contrast the negative and positive impact western migration had on the settlers. 2. Students will analyze how western migration affected Native Americans. 3. Students will examine the western economy, focusing on, but not limited to, the mining, ranching, and farming industries. | Immigrant, Homestead, Speculator, Sod Buster, Prairie, Community, Exoduster, Squatter, Confiscation, Treaty, Reservation, Culture, Assimilate, Sooner, Boomer, Dry |

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| | | Farming, Bonanza, Placer Mining, Corporate Mining, Long Drive, Open Range |
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Assessments

- Tests and quizzes
- Reading assignments from text and primary sources, leading to class discussion and debate
- Essays to provide relevance and connection of historical information and analysis to the present
- Old West Resume to separate fact from fiction
- Notebook check

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction, coordinated lectures, power points, group activities, class discussion and technology will be used by the instructor to engage all students with varied learning styles.

3b *Questioning/discussion techniques* – Classroom debate of controversial issues, small group discussion, and problem solving activities will be guided by the instructor to assign relevance to all topics.

3c *Engaging students in learning* – Varied activities, teacher mobility enthusiasm, consistency, and active student involvement in lessons and units of instruction will be used to engage all learners.

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class and out of class writing assignments, quizzes, tests, informal assessment utilizing creative questioning skills, and project based assessments will be used to provide a comprehensive check for understanding and application.

3e *Flexibility and responsiveness* – Acquisition of new information, connecting previously learned information, a willingness to guide student led discussion and activities, a preparedness to answer student questions and problem solve, and the readiness to follow alternate plans due to unforeseen circumstances will allow for quality instruction on a daily basis.

Differentiation:

- Interactive power points
- Youtube/DVD clips
- Small group work
- Classroom debate
- Maps and charts analysis
- Role plays
- Group discussion
- Reinforcement activities
- Use of graphic organizers

Interdisciplinary Connections:

Science – Environmental conditions in the west

English – Old West Resume

Math – Statistical analysis

Additional Resources:

- Text: *America: Pathways to the Present*, Prentice Hall
- *The Way West* DVD series, History Chanel
- NBC's *The Real West*
- Time period photos and primary documents
- Chrome books for research purposes

Created By:

Marc S. Anderson



Academic U.S. History / 11th Grade / Unit 2

| Subject | Grade | Unit | Suggested Timeline |
|-----------------------|-------|---------------------|--------------------|
| Academic U.S. History | 11th | 2 – Age of Industry | 3 Weeks |

Grade Level Summary

The academic level of the United States history course will concentrate on America from 1880 to the present. The academic level is college preparatory and will challenge students to acquire a comprehensive understanding of characters and events that are significant to American history. Students will go beyond the acquisition of facts. The course will challenge students to comprehend perspective, assign meaning to specific historical eras or decades, and connect events from the past to the present. The course will take a balanced approach to the study of history, acknowledging America's mistakes, in an effort to prevent their repetition, and celebrating America's exceptionalism, in an effort to promote pride in and appreciation for the freedom and blessings provided by the "Great American Experiment." Students will be encouraged to consider how the history of the United States has impacted their individual lives, thoughts, and circumstances. The course will begin with Western Expansion and progress through the Obama administration.

Grade Level Units

Unit 1 – Western Expansion

Unit 2 – Age of Industrialization

Unit 3 – American Imperialism

Unit 4 – Progressive Era

Unit 5 – World War I

Unit 6 – The Roaring Twenties

Unit 7 – The Great Depression

Unit 8 – World War II

Unit 9 – Happy Days (1950's)

Unit 10 – Turbulent Sixties and Seventies

Unit 11 – Conservative Resurgence to Present

Unit Title

Age of Industry

Unit Overview

The transfer of America's economy from agrarian to industrial promoted innovation and created tremendous wealth, increasing America's strength and influence in the world community, yet this strength and wealth was not always recognized or experienced by ordinary citizens. The "titans" of innovation, industry, and investment commanded an extraordinary expansion of the American economy, creating unprecedented wealth and power. However, many Americans, especially those among the exploding immigrant population, did not experience the economic benefits of the 'robber' barons, causing conflict between socio-economic classes. Ultimately, the Industrial Age initiated America's economic dominance in the world, but it came with a price.

Unit Essential Questions

1. What impact did technology and innovation have on the 20th Century?
2. How did the establishment of "big business"

Key Understandings

1. Modernization and technology exploded due to inventors like Bell, Edison, and Westinghouse. Innovative thinking

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| <p>change the American economy?</p> <p>3. What impact did America's second industrial revolution have on the common worker?</p> <p>4. What impact did immigration have on the Age of Industry?</p> | <p>expanded business and improved life for America's citizenry.</p> <p>2. Industrialists expanded the economy, provided opportunity, and participated in philanthropy, but they also exploited workers, eliminated competition and corrupted politics.</p> <p>3. Workers were often at the will of the industrialists, causing resentment and conflict. Unionizing became the most common tool used by workers to empower themselves.</p> <p>4. Immigrants, primarily from Southern and Eastern Europe, provided a plentiful workforce and grew American cities. With rapid growth came emerging problems and conflict with urban centers.</p> |
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Focus Standards Addressed in the Unit

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| 8.3.U.A. | Compare the role groups and individuals played in the social , political , cultural, and economic development of the U.S. |
| 8.3.U.C. | Evaluate how continuity and change have impacted the United States. |
| 8.3.U.D. | Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. |

Important Standards Addressed in the Unit

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| 8.2.U.A. | Evaluate the role groups and individuals from Pennsylvania played in the social , political , cultural, and economic development of the U.S. |
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Misconceptions

All of the industrialists, investors and innovators of the age were either "titans of industry" who provided jobs, funded schools and public improvements, and increased America's power and influence, or they were all "robber barons" who exploited all workers, promoted greed, and corrupted politics.

Proper Conceptions

The men who originated and grew America's modern economy and established America's industrial foundation improved American society in many ways, yet they also sought unchallenged economic and political power, threatening capitalism and democracy in America.

Concepts

1. Innovation
2. Big Business
3. Workers
4. Immigration

Competencies

1. Students will evaluate how innovation progressed throughout the Age of Industry and analyze how it shaped our modern day way of life. Students will focus on transportation, communications, and energy.
2. Students will identify the primary industrialists of the age and examine their impact on business practices, the consolidation of

Vocabulary

Industrialism, Patent, Ingenuity, Productivity, Transcontinental, Bessemer Process, Robber Baron, Captains of Industry, Philanthropy,

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| | <p>wealth, and America's free market economy.</p> <p>3. Students will analyze the conditions and perspective for the common laborer during the Age of Industry and the conflict that developed between employers and employees.</p> <p>4. Students will compare and contrast new and old immigration to include the conflicts which arose between immigrants and nativists over jobs, racial bias, and cultural divisions</p> | <p>Monopoly, Social Darwinism, Cartel, Trust, Horizontal Integration, Vertical Integration, Capitalism, Socialism, Organized Labor, Collective Bargaining, Strike, Scab, Anarchy, Immigrant, Ghetto, Tenement, Political Machine, Social Gospel, Settlement House</p> |
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Assessments

- Tests and quizzes
- Reading assignments from text and primary sources, leading to class discussion and debate
- Essays to provide relevance and connection of historical information and analysis to the present
- Innovation and marketing project
- Notebook check

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction, coordinated lectures, power points, group activities, class discussion and technology will be used by the instructor to engage all students with varied learning styles.

3b *Questioning/discussion techniques* – Classroom debate of controversial issues, small group discussion, and problem solving activities will be guided by the instructor to assign relevance to all topics.

3c *Engaging students in learning* – Varied activities, teacher mobility enthusiasm, consistency, and active student involvement in lessons and units of instruction will be used to engage all learners.

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class and out of class writing assignments, quizzes, tests, informal assessment utilizing creative questioning skills, and project based assessments will be used to provide a comprehensive check for understanding and application.

3e *Flexibility and responsiveness* – Acquisition of new information, connecting previously learned information, a willingness to guide student led discussion and activities, a preparedness to answer student questions and problem solve, and the readiness to follow alternate plans due to unforeseen circumstances will allow for quality instruction on a daily basis.

Differentiation:

- Interactive power points
- Youtube/DVD clips
- Small group work

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- Classroom debate
 - Maps and charts analysis
 - Role plays
 - Group discussion
 - Create and market a product or service
 - Reinforcement activities
 - Use of graphic organizers
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Interdisciplinary Connections:

Marketing – Innovation project

Economics – Systems and policy

Science – Social Darwinism

Additional Resources:

- Text: *America: Pathways to the Present*, Prentice Hall
 - *Far and Away* (film on immigrant experiences in an industrial city and the frontier)
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
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Created By:

Marc S. Anderson



Academic U.S. History / 11th Grade / Unit 3

| Subject | Grade | Unit | Suggested Timeline |
|-----------------------|------------------|------------------------|--------------------|
| Academic U.S. History | 11 th | 3 – Age of Imperialism | 3 weeks |

Grade Level Summary

The academic level of the United States history course will concentrate on America from 1880 to the present. The academic level is college preparatory and will challenge students to acquire a comprehensive understanding of characters and events that are significant to American history. Students will go beyond the acquisition of facts. The course will challenge students to comprehend perspective, assign meaning to specific historical eras or decades, and connect events from the past to the present. The course will take a balanced approach to the study of history, acknowledging America's mistakes, in an effort to prevent their repetition, and celebrating America's exceptionalism, in an effort to promote pride in and appreciation for the freedom and blessings provided by the "Great American Experiment." Students will be encouraged to consider how the history of the United States has impacted their individual lives, thoughts, and circumstances. The course will begin with Western Expansion and progress through the Obama administration.

Grade Level Units

Unit 1 – Western Expansion

Unit 2 – Age of Industrialization

Unit 3 – American Imperialism

Unit 4 – Progressive Era

Unit 5 – World War I

Unit 6 – The Roaring Twenties

Unit 7 – The Great Depression

Unit 8 – World War II

Unit 9 – Happy Days (1950's)

Unit 10 – Turbulent Sixties and Seventies

Unit 11 – Conservative Resurgence to Present

Unit Title

Age of Imperialism

Unit Overview

The Age of Imperialism in American history brought about both gain and loss. America's imperialistic pursuits expanded U.S. territory, influence, and economic prosperity, yet was a source of conflict with other nations and territories around the world. Economic considerations, nationalism, and a desire to influence eventually altered America's traditional, isolationist foreign policy. Under aggressive leaders like Teddy Roosevelt, America acquired interests around the globe and established control over the western hemisphere. The Spanish American War was central to America's acquisitions and establishing itself as the unchallenged leader of North, Central, and South America. Following WWI, the United States attempted to return to its isolationist foreign policy, but America had already established itself as a world power with significant economic, political, and military influence around the globe.

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| Unit Essential Questions <ol style="list-style-type: none"> 1. What caused the growth of American imperialism? 2. What were the causes and effects of the Spanish American War? 3. What was Teddy Roosevelt's impact on American foreign policy? | Key Understandings <ol style="list-style-type: none"> 1. The desire for conquest, territory, and influence led Americans to join European nations in the race for empire. 2. The call for war with Spain started as a cause to liberate Cuba, but ultimately allowed America to acquire territories around the world and establish control over the western hemisphere. 3. As a firm believer in manifest destiny and the Monroe Doctrine, Teddy Roosevelt drove America's expansionist foreign policy during the age of imperialism and changed America's foreign policy from isolationist to interventionist. |
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| Focus Standards Addressed in the Unit | |
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| 8.1.U.A. | Evaluate patterns of continuity and change over time, applying context of events . |
| 8.1.U.B. | Evaluate the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships |
| 8.3.U.C. | Evaluate how continuity and change have impacted the United States. |

| Important Standards Addressed in the Unit | |
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| 8.3.U.A. | Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. |

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| Misconceptions America's imperialistic expansion was the result of a desire to conquer, exploit, and dominate other nations and people groups, or America's expansionist foreign policy was the benevolent desire to spread the blessings of democracy and economic freedom to those in need. | | Proper Conceptions American imperialism violated the core values of the United States, however, the motives of those who supported expansion were varied. Imperialism had both positive and negative effects on the United States and other nations. |
| Concepts <ol style="list-style-type: none"> 1. Beginning of Conquest 2. Spanish American War 3. Theodore Roosevelt | Competencies <ol style="list-style-type: none"> 1. Students will define imperialism and analyze the causes and effects of American imperialism at the turn of the century. Students will identify those who most aggressively promoted expansion and the arguments in favor of an imperialistic foreign policy. 2. Students will discover the causes of the Spanish American War, evaluate the results of | Vocabulary Imperialism, Nationalism, Hemisphere, Annex, Banana Republic, Expansionist, Social Darwinism, Yellow Journalism, Jingoism, |

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| | <p>the war, and analyze whether the war was justified.</p> <p>3. Students will analyze Teddy Roosevelt's role in the imperialistic age and discover how he affected politics, conflict, and policies on a global scale. Students will also assess how Roosevelt altered American foreign policy for the future.</p> | <p>Protectorate, Open Door Policy, Concession, Gun Boat Diplomacy, Roosevelt Corollary, Bad Neighbor Policies, Dollar Diplomacy</p> |
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Assessments

- Tests and quizzes
- Reading assignments from text and primary sources, leading to class discussion and debate
- Essays to provide relevance and connection of historical information and analysis to the present
- Spanish American War timeline project
- Roosevelt vs Bush foreign policy analysis
- Panama Canal "then and now" analysis
- Notebook check

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction, coordinated lectures, power points, group activities, class discussion and technology will be used by the instructor to engage all students with varied learning styles.

3b *Questioning/discussion techniques* – Classroom debate of controversial issues, small group discussion, and problem solving activities will be guided by the instructor to assign relevance to all topics.

3c *Engaging students in learning* – Varied activities, teacher mobility enthusiasm, consistency, and active student involvement in lessons and units of instruction will be used to engage all learners.

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class and out of class writing assignments, quizzes, tests, informal assessment utilizing creative questioning skills, and project based assessments will be used to provide a comprehensive check for understanding and application.

3e *Flexibility and responsiveness* – Acquisition of new information, connecting previously learned information, a willingness to guide student led discussion and activities, a preparedness to answer student questions and problem solve, and the readiness to follow alternate plans due to unforeseen circumstances will allow for quality instruction on a daily basis.

Differentiation:

- Interactive power points
- Youtube/DVD clips
- Research projects
- Small group work
- Classroom debate
- Maps and charts analysis
- Role plays

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- District 3 imperialism simulation
 - Timeline project
 - Reinforcement activities
 - Use of graphic organizers
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Interdisciplinary Connections:

Art – Spanish American War timeline graphics

Geography – Analysis of changes to world map from 1880 to 1920

Math – Statistical analysis of gains and losses associated with Spanish American War

English – Compare and contrast essays

Additional Resources:

- Text: *America: Pathways to the Present*, Prentice Hall
 - Imperialism Simulation game
 - History Channel's *Panama Canal*
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
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Created By:

Marc S. Anderson



Academic U.S. History / Grade 11 / Unit 4

| Subject | Grade | Unit | Suggested Timeline |
|------------------------|------------------|-------------------------|--------------------|
| Academic U. S. History | 11 th | 4 – The Progressive Era | 2.5 Weeks |

Grade Level Summary

The academic level of the United States history course will concentrate on America from 1880 to the present. The academic level is college preparatory and will challenge students to acquire a comprehensive understanding of characters and events that are significant to American history. Students will go beyond the acquisition of facts. The course will challenge students to comprehend perspective, assign meaning to specific historical eras or decades, and connect events from the past to the present. The course will take a balanced approach to the study of history, acknowledging America's mistakes, in an effort to prevent their repetition, and celebrating America's exceptionalism, in an effort to promote pride in and appreciation for the freedom and blessings provided by the "Great American Experiment." Students will be encouraged to consider how the history of the United States has impacted their individual lives, thoughts, and circumstances. The course will begin with Western Expansion and progress through the Obama administration.

Grade Level Units

Unit 1 – Western Expansion

Unit 2 – Age of Industrialization

Unit 3 – American Imperialism

Unit 4 – Progressive Era

Unit 5 – World War I

Unit 6 – The Roaring Twenties

Unit 7 – The Great Depression

Unit 8 – World War II

Unit 9 – Happy Days (1950's)

Unit 10 – Turbulent Sixties and Seventies

Unit 11 – Conservative Resurgence to Present

Unit Title

The Progressive Era

Unit Overview

The Progressive Era was a time of unprecedented political, social, and economic reform. It primarily addressed the problems of urban centers on the east coast and in the mid-west but eventually impacted most American communities. Many events, policies, laws, issues, and figures would be used to define progressivism. The rapid growth of American industry and the flood of immigration at the turn of the century led to social unrest, political corruption, public health concerns, and cultural conflict throughout America. A reform movement spread to address poverty, sanitation, crime, and education concerns within urban centers. At the heart of progressivism was the belief that responsible government could solve societal, cultural, and economic problems. The era would significantly change and expand the government's role in American society.

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| Unit Essential Questions <ol style="list-style-type: none"> 1. What were the origins of Progressivism? 2. What role did the government play in the Progressive movement, specifically the Roosevelt administration? 3. How did Taft and Wilson build upon the reforms initiated by Teddy Roosevelt? | Key Understandings <ol style="list-style-type: none"> 1. Public awareness of political, economic, and social problems rapidly expanded with the advent of investigative journalism, single-issue reform movements, and faith-based outreach. 2. Roosevelt aggressively used the federal government to address public health concerns, political corruption, corporate abuse, and conservation. 3. Taft and Wilson expanded progressive reform, specifically economic reform. The influence of the federal government was increased and the electorate was transformed. |
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| Focus Standards Addressed in the Unit | |
|---------------------------------------|--|
| 8.1.U.A | Evaluate patterns of continuity and change over time, applying context of events. |
| 8.3.U.A | Compare the role groups and individuals played in the social , political , cultural, and economic development of the U.S. |
| 8.3.U.C | Evaluate how continuity and change have impacted the United States. |

| Important Standards Addressed in the Unit | |
|---|---|
| 8.1.U.B | Evaluate the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships |
| 8.3.U.D | Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. |

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| Misconceptions Progressives and Conservatives of the early 20 th Century can be compared to Liberals and Conservatives of our modern day political environment, with similar philosophies about governing and issues of concern. | Proper Conceptions When a serious consideration is given to a changing American society and historical context, one cannot neatly form a clear correlation between political parties and philosophies of 1900-1920 and the political parties and philosophies of modern day. |
| Concepts <ol style="list-style-type: none"> 1. Progressive Origins 2. Roosevelt and the Role of Government 3. Taft and Wilson | Competencies <ol style="list-style-type: none"> 1. Students will identify social, cultural, economic, and political problems at the turn of the century and examine the solutions put forth by those who promoted reform. 2. Students will identify and analyze the effectiveness of reforms initiated by Roosevelt and the impact of these reforms on the nation and local communities. |
| | Vocabulary Progressive, Speculation, Single Tax, Socialism, Muckraking, Regulation, Referendum, Initiative, Direct Primary, |

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| | 3. Students will identify and analyze reforms promoted by Taft and Wilson, focusing on economic policies and suffrage. | Recall, Electorate, Income Tax, Conservation, Prohibition, Tariff, Federal Reserve, Welfare, Suffrage, Temperance |
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Assessments

- Tests and quizzes
- Reading assignments from text and primary sources, leading to class discussion and debate
- Essays to provide relevance and connection of historical information and analysis to the present
- Comparative chart of Roosevelt Progressivism, Taft Progressivism, and Wilson Progressivism
- Critique of modern day progressivism
- Notebook check

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

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3e *Flexibility and responsiveness* – Acquisition of new information, connecting previously learned information, a willingness to guide student led discussion and activities, a preparedness to answer student questions and problem solve, and the readiness to follow alternate plans due to unforeseen circumstances will allow for quality instruction on a daily basis.

Differentiation:

- Interactive power points
- Youtube/DVD clips
- Small group work
- Classroom debate
- Maps and charts analysis
- Role plays
- Reinforcement activities

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- Group discussion
 - Use of Graphic organizers
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Interdisciplinary Connections:

English – Progressivism critique

Government/Civics – Debate on the role of government

Sociology – Discovery of what humans do to solve human problems

Additional Resources:

- Text: *America: Pathways to the Present*, Prentice Hall
 - A& E documentaries on Roosevelt and Wilson
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
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Created By:

Marc S. Anderson



Academic U.S. History / 11th Grade / Unit 5

| Subject | Grade | Unit | Suggested Timeline |
|-----------------------|-------|-----------------|--------------------|
| Academic U.S. History | 11th | 5 – World War I | 3 Weeks |

Grade Level Summary

The academic level of the United States history course will concentrate on America from 1880 to the present. The academic level is college preparatory and will challenge students to acquire a comprehensive understanding of characters and events that are significant to American history. Students will go beyond the acquisition of facts. The course will challenge students to comprehend perspective, assign meaning to specific historical eras or decades, and connect events from the past to the present. The course will take a balanced approach to the study of history, acknowledging America's mistakes, in an effort to prevent their repetition, and celebrating America's exceptionalism, in an effort to promote pride in and appreciation for the freedom and blessings provided by the "Great American Experiment." Students will be encouraged to consider how the history of the United States has impacted their individual lives, thoughts, and circumstances. The course will begin with Western Expansion and progress through the Obama administration.

Grade Level Units

Unit 1 – Western Expansion

Unit 2 – Age of Industrialization

Unit 3 – American Imperialism

Unit 4 – Progressive Era

Unit 5 – World War I

Unit 6 – The Roaring Twenties

Unit 7 – The Great Depression

Unit 8 – World War II

Unit 9 – Happy Days (1950's)

Unit 10 – Turbulent Sixties and Seventies

Unit 11 – Conservative Resurgence to Present

Unit Title

World War I

Unit Overview

The general causes for WWI developed over time, leading to a specific set of circumstances and string of events that sparked an international crisis. The war itself produced events and characters that would permanently alter human history across the globe. Throughout the Age of Imperialism, intense rivalries were created throughout Europe. The greatest powers of the world aggressively built up their militaries and formed alliances in preparation for possible conflicts. An isolated incident sparked a military conflict between two smaller nations in Europe, and obligations, in accordance with established alliances, went into effect. Within weeks, the entire continent was engulfed in war. The United States enacted a policy of neutrality, which would eventually give way to active involvement on the side of Great Britain and France. The United States turned the tide of the war and established America as a legitimate world power.

Unit Essential Questions

1. What were the pre-existing conditions in Europe, setting the stage for a world war?

Key Understandings

1. Imperialism, militarism, alliances, and nationalism set the stage for WWI.

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| 2. What led to America's involvement in the war and how did they affect the outcome? 3. What steps were taken by Americans to support the war effort at home? 4. What steps were taken to settle the dispute in Europe and what part did America play? | 2. America entered the war on the basis of economics, politics, and traditional alliances, providing fresh troops, modern weapons systems, and limitless supplies to the allied war effort. 3. Massive cooperation between government and business was necessary to build and supply a sufficient military force. Volunteerism and sacrifice were required by citizens to support and win the war. 4. The Treaty of Versailles, crafted primarily by the French and British, punished Germany. America rejected the treaty and returned to an isolationist foreign policy. |
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Focus Standards Addressed in the Unit

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|---------|---|
| 8.1.U.A | Evaluate patterns of continuity and change over time, applying context of events . |
| 8.3.U.A | Evaluate the role groups and individuals played in the social, political, cultural, and economic development of the U.S. |
| 8.3.U.B | Compare the impact of historical documents, artifacts, and places which are critical to the U.S. |

Important Standards Addressed in the Unit

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| 8.2.U.C | Evaluate continuity and change in Pennsylvania are interrelated in the U.S. |
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Misconceptions

The United States automatically and decisively entered WWI on the side of the allies out of duty to justice, democracy, and freedom.

Proper Conceptions

The United States government and citizenry overwhelmingly supported isolation but were drawn into the war for economic and obligatory reasons.

| Concepts | Competencies | Vocabulary |
|---|---|---|
| 1. Pre-existing Conditions 2. Enter America 3. The Homefront 4. Aftermath of War | 1. Students will identify the pre-existing conditions that existed before WWI, the spark, which caused the initial conflict between Serbia and Austria-Hungary, and the source of American isolationism at the onset of war. 2. Students will examine why America entered the war on the side of the allies, recognize significant battles, characters and strategies of WWI, and analyze America's battlefield contributions to the war effort. 3. Students will appreciate the sacrifice and volunteerism necessary for America to unite and succeed and will critically analyze the "necessary evils" (propaganda, suspended | Imperialism, Militarism, Alliances, Nationalism, Mobilization, Selective Service, American Expeditionary Force, Convoy System, U-boat, Bolsheviks, Autocrat, Counter Offensive, Armistice, War Bond, Propaganda, Espionage, Sedition, |

| | | |
|--|---|--|
| | individual rights, government control over the free market, etc.) people will accept during war. 4. Students will compare and contrast the arguments of Wilson, the irreconcilable senate, and European leaders regarding a post-war plan for peace. | Fourteen Points, Reparations, Irreconcilables, Reservationists |
|--|---|--|

Assessments

- Tests and quizzes
- Reading assignments from text and primary sources, leading to class discussion and debate
- Essays to provide relevance and connection of historical information and analysis to the present
- Analysis and relevance of *All Quiet on the Western Front*
- Propaganda poster and explanation
- Soldier's journal
- Notebook check

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction, coordinated lectures, power points, group activities, class discussion and technology will be used by the instructor to engage all students with varied learning styles.

3b *Questioning/discussion techniques* – Classroom debate of controversial issues, small group discussion, and problem solving activities will be guided by the instructor to assign relevance to all topics.

3c *Engaging students in learning* – Varied activities, teacher mobility enthusiasm, consistency, and active student involvement in lessons and units of instruction will be used to engage all learners.

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class and out of class writing assignments, quizzes, tests, informal assessment utilizing creative questioning skills, and project based assessments will be used to provide a comprehensive check for understanding and application.

3e *Flexibility and responsiveness* – Acquisition of new information, connecting previously learned information, a willingness to guide student led discussion and activities, a preparedness to answer student questions and problem solve, and the readiness to follow alternate plans due to unforeseen circumstances will allow for quality instruction on a daily basis.

Differentiation:

- Interactive power points
- Youtube/DVD clips
- Small group work
- Classroom debate
- Maps and charts analysis
- Role plays
- WWI simulation game (role play)
- Group discussion
- Reinforcement activities

-
- Use of graphic organizers
-

Interdisciplinary Connections:

English – Journal entries

Art – Propaganda poster

Math – Statistical analysis and “numbers game” in simulation

Science – Consideration of terrain and environment

Geography – Map studies

Additional Resources:

- Text: *America: Pathways to the Present*, Prentice Hall
 - *All Quiet on the Western Front*
 - WWI Simulation game
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
-

Created By:

Marc S. Anderson



Academic U.S. History / 11th Grade / Unit 6

| Subject | Grade | Unit | Suggested Timeline |
|-----------------------|-------|----------------------|--------------------|
| Academic U.S. History | 11th | 6 – Roaring Twenties | 3 Weeks |

Grade Level Summary

The academic level of the United States history course will concentrate on America from 1880 to the present. The academic level is college preparatory and will challenge students to acquire a comprehensive understanding of characters and events that are significant to American history. Students will go beyond the acquisition of facts. The course will challenge students to comprehend perspective, assign meaning to specific historical eras or decades, and connect events from the past to the present. The course will take a balanced approach to the study of history, acknowledging America's mistakes, in an effort to prevent their repetition, and celebrating America's exceptionalism, in an effort to promote pride in and appreciation for the freedom and blessings provided by the "Great American Experiment." Students will be encouraged to consider how the history of the United States has impacted their individual lives, thoughts, and circumstances. The course will begin with Western Expansion and progress through the Obama administration.

Grade Level Units

Unit 1 – Western Expansion

Unit 2 – Age of Industrialization

Unit 3 – American Imperialism

Unit 4 – Progressive Era

Unit 5 – World War I

Unit 6 – The Roaring Twenties

Unit 7 – The Great Depression

Unit 8 – World War II

Unit 9 – Happy Days (1950's)

Unit 10 – Turbulent Sixties and Seventies

Unit 11 – Conservative Resurgence to Present

Unit Title

The Roaring Twenties

Unit Overview

The 1920s was a time period of radical, cultural change, which included an increased focus on individual leisure, an explosion of the arts and entertainment, and a youthful rebellion of traditional norms. The economy of the 1920s included widespread, peacetime prosperity, and a new conservative form of governing. The Roaring Twenties were filled with social unrest, economic prosperity, new innovations, cultural change, and a reversal of the progressive policies that dominated the pre-WWI generation. Young Americans were determined to challenge the traditional values of their parents, women were politically empowered, and communism was public enemy number one. Americans enjoyed a higher standard of living, allowing time for increased leisure activity. The arts and entertainment industry flourished, deeming the 20's as a golden age of film and the Jazz Age. As a reaction to progressivism, conservative policies dominated the era, specifically in the form of laissez faire economics.

| Unit Essential Questions | Key Understandings |
|--|--|
| <ol style="list-style-type: none"> 1. How did the Republican administrations of the 1920's shape America's foreign and domestic policies? 2. How did industrial growth, innovation, and free enterprise shape the American economy in the 1920's? 3. How did America's culture change in the 1920's? 4. What social conflicts existed in the 1920's, and how did these conflicts affect society? | <ol style="list-style-type: none"> 1. Republicans of the 1920's reversed the progressive ideology of Roosevelt and Wilson. 2. The laissez faire policies of the 1920's resulted in economic prosperity, as well as, economic instability. Modern advertising created "wants-based" consumers in addition to "needs-based" consumers. 3. Sports, Hollywood, music, radio, automobiles, and automobiles made leisure a higher priority than ever before. Young people drove the culture of the 1920's, challenging the social norms of their parents. 4. Suffrage, communism, prohibition, and segregation were, among other things, sources of tension, disunity, and conflict among Americans in the 1920's. |

| Focus Standards Addressed in the Unit | |
|--|---|
| 8.1.U.A | Evaluate the role groups and individuals played in the social, political, cultural, and economic development of the U.S. |
| 8.3.U.C | Evaluate how continuity and change have impacted the United States. |
| 8.3.U.D | Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S. |

| Important Standards Addressed in the Unit | |
|--|--|
| 8.3.U.B | Compare the impact of historical documents, artifacts, and places which are critical to the U.S. |

| | | |
|--|---|--|
| Misconceptions The Roaring Twenties was a glorious time of flappers, jazz, and heroes on the radio, field, and silver screen. It was a national party for one and all. | | Proper Conceptions Flappers, jazz, and heroes have come to represent the romanticized twenties. However, the decade was really defined by social strife, economic instability, and cultural tension. |
| Concepts <ol style="list-style-type: none"> 1. Political Atmosphere 2. Economy and Innovation 3. Culture 4. Conflict | Competencies <ol style="list-style-type: none"> 1. Students will compare and contrast the Harding and Coolidge administrations focusing on the threat of Communism, immigration reform, laissez faire economics and the integrity of the executive branch. 2. Students will compare and contrast the economy and innovations of the 1920's with the past and present. Students will focus on automobiles, investment, and the advent of | Vocabulary Communism, Red Scare. Anarchy, Isolationism, Disarmament, Tariff, Nativism, Graft, Laissez Fair, Consumer, Installment, Advertising, |

| | | |
|--|---|--|
| | <p>modern advertising.</p> <p>3. Students will recognize how the cultural shifts in entertainment, literature, music, and fashion of the 1920's impact on modern day culture.</p> <p>4. Students will analyze the primary domestic conflicts of the 1920's, focusing on prohibition, secularism, and racial tensions.</p> | <p>Assembly Line, Flapper, Demographics, Mass Media, Harlem Renaissance, Prohibition, Bootlegger, Speakeasy, Organized Crime, Racketeering, Fundamentalism, Jim Crow, Civil Rights, Discrimination</p> |
|--|---|--|

Assessments

- Tests and quizzes
- Reading assignments from text and primary sources, leading to class discussion and debate
- Essays to provide relevance and connection of historical information and analysis to the present
- Twenties movie poster
- Notebook check

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction, coordinated lectures, power points, group activities, class discussion and technology will be used by the instructor to engage all students with varied learning styles.

3b *Questioning/discussion techniques* – Classroom debate of controversial issues, small group discussion, and problem solving activities will be guided by the instructor to assign relevance to all topics.

3c *Engaging students in learning* – Varied activities, teacher mobility enthusiasm, consistency, and active student involvement in lessons and units of instruction will be used to engage all learners.

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class and out of class writing assignments, quizzes, tests, informal assessment utilizing creative questioning skills, and project based assessments will be used to provide a comprehensive check for understanding and application.

3e *Flexibility and responsiveness* – Acquisition of new information, connecting previously learned information, a willingness to guide student led discussion and activities, a preparedness to answer student questions and problem solve, and the readiness to follow alternate plans due to unforeseen circumstances will allow for quality instruction on a daily basis.

Differentiation:

- Interactive power points
- Youtube/DVD clips
- Small group work
- Classroom debate
- Maps and charts analysis

-
- Role plays
 - Power of advertising simulation
 - Group discussion
 - Reinforcement activities
- Use of graphic organizers
-

Interdisciplinary Connections:

Economics – Assessment of economic policies, past and present

Sociology – Compare and contrast time period cultures

Art – Movie poster

Additional Resources:

- Text: *America: Pathways to the Present*, Prentice Hall
 - United Streaming - *The Roaring Twenties*
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
-

Created By:

Marc S. Anderson



Academic U.S. History / 11th Grade / Unit 7

| Subject | Grade | Unit | Suggested Timeline |
|-----------------------|-------|--------------------------|--------------------|
| Academic U.S. History | 11th | 7 – The Great Depression | 3 Weeks |

Grade Level Summary

The academic level of the United States history course will concentrate on America from 1880 to the present. The academic level is college preparatory and will challenge students to acquire a comprehensive understanding of characters and events that are significant to American history. Students will go beyond the acquisition of facts. The course will challenge students to comprehend perspective, assign meaning to specific historical eras or decades, and connect events from the past to the present. The course will take a balanced approach to the study of history, acknowledging America's mistakes, in an effort to prevent their repetition, and celebrating America's exceptionalism, in an effort to promote pride in and appreciation for the freedom and blessings provided by the "Great American Experiment." Students will be encouraged to consider how the history of the United States has impacted their individual lives, thoughts, and circumstances. The course will begin with Western Expansion and progress through the Obama administration.

Grade Level Units

Unit 1 – Western Expansion

Unit 2 – Age of Industrialization

Unit 3 – American Imperialism

Unit 4 – Progressive Era

Unit 5 – World War I

Unit 6 – The Roaring Twenties

Unit 7 – The Great Depression

Unit 8 – World War II

Unit 9 – Happy Days (1950's)

Unit 10 – Turbulent Sixties and Seventies

Unit 11 – Conservative Resurgence to Present

Unit Title

The Great Depression

Unit Overview

The 1920's were followed by a decade of unprecedented economic strife for the American people. The economic prosperity of the twenties came to a sudden end with the total collapse of the stock market. The crash sent America's economy into a downward spiral affecting American banking, manufacturing, small business, and millions of individual citizens. Solutions came slowly until the election of Franklin Roosevelt, who pushed massive amounts of legislation to solve the woes of banks, business and individuals. FDR's New Deal attempted to create immediate relief, lasting recovery, and permanent reform. However, no solution was comprehensive enough to solve all the problems and distress of the largest depression in American history. FDR's plans had numerous critics, and New Deal reforms have had lasting effects. Ultimately, the Depression would continue until WWII when massive defense and war effort spending would finally pull America out of the Great Depression.

| Unit Essential Questions | Key Understandings |
|--|--|
| <ol style="list-style-type: none"> 1. What were the causes of the Great Depression and the results of the stock market crash? 2. What were the long-term realities of the Depression on people and organizations? 3. What were the key elements and criticisms of the New Deal? | <ol style="list-style-type: none"> 1. The Stock Market Crash, caused by the unstable economy and lack of restraint in the 1920's, sent every aspect of America's economy into a tailspin. The crash negatively impacting banking, business, American citizens and the world economy. 2. The Great Depression resulted in the closing of 5000 banks, thousands of bankrupted businesses, 25% unemployment, property foreclosures, and massive homelessness. Millions of families and thousands of communities were broken financially, emotionally, and even physically. 3. FDR believed in progressivism and the use of governmental power to solve economic and societal problems. FDR used his power to first, secure America's banking system, and second, provide jobs for American citizens. Key elements of the New Deal included employment programs, financial reforms, home and property protections, and business reforms. FDR's critics feared government was becoming too powerful and intrusive. |

| Focus Standards Addressed in the Unit | |
|---------------------------------------|--|
| 8.1.U.A | Evaluate patterns of continuity and change over time, applying context of events . |
| 8.1.U.B | Evaluate the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships. |
| 8.3.U.C. | Evaluate how continuity and change have impacted the United States. |

| Important Standards Addressed in the Unit | |
|---|--|
| 8.3.U.A. | Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. |

| Misconceptions | Proper Conceptions |
|--|--|
| The New Deal implemented by the Roosevelt administration ended the Great Depression and brought prosperity and security for all Americans. | The New Deal brought relief and hope to many Americans but did little for the plight of many more, especially among minority groups. The end of the Great Depression was the result of spending during WWII. |

| | | |
|---|---|---|
| Concepts 1. Immediate Effects 2. Long Term Effects 3. Solutions | Competencies 1. Students will examine the initial causes and effects of the Stock Market Crash and how it impacted individuals. 2. Students will analyze the total breakdown of America's financial foundations and the decade long impact it had on families and communities. 3. Students will identify FDR's initial response to the Depression and his top priorities, analyze criticisms of FDR and the New Deal, and examine the lasting effects on America's economy and society, specifically as it relates to the role of government. | Vocabulary Consumption, Welfare Capitalism, Prosperity, Buying on Margin, Stocks, Supply and Demand, Dow Jones, GNP, Depression, Hooverilles, Dust Bowl, Rugged Individualism, New Deal, Keynesian Economics, Bank Holiday, Fire Side Chats, Demagogue, Public Works, Economic Stimulus, Social Security, Judicial Review |
|---|---|---|

Assessments

- Tests and quizzes
- Reading assignments from text and primary sources, leading to class discussion and debate
- Essays to provide relevance and connection of historical information and analysis to the present
- Photographic analysis
- Notebook check

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a Communicating with students – Direct instruction, coordinated lectures, power points, group activities, class discussion and technology will be used by the instructor to engage all students with varied learning styles.

3b Questioning/discussion techniques – Classroom debate of controversial issues, small group discussion, and problem solving activities will be guided by the instructor to assign relevance to all topics.

3c Engaging students in learning – Varied activities, teacher mobility enthusiasm, consistency, and active student involvement in lessons and units of instruction will be used to engage all learners.

3d Using assessment in instruction – Interpretation of photos, maps, and other visuals, in-class and out of class writing assignments, quizzes, tests, informal assessment utilizing creative questioning skills, and project based assessments will be used to provide a comprehensive check for understanding and application.

3e Flexibility and responsiveness – Acquisition of new information, connecting previously learned information, a willingness to guide student led discussion and activities, a preparedness to answer student questions and problem solve, and the readiness to follow alternate plans due to unforeseen circumstances will allow for quality instruction on a daily basis.

Differentiation:

- Interactive power points
 - Youtube/DVD clips
 - Creative writing assignments
 - Small group work
 - Classroom debate
 - Maps and charts analysis
 - Role play
 - Group discussion
 - Reinforcement activities
 - Use of graphic organizers
-

Interdisciplinary Connections:

English – Essays

Economics – Keynesian vs. Laissez faire economics debate

Math – Stock market calculations and statistical analysis

Sociology – Family dynamics of the Great Depression

Additional Resources:

- Text: *America: Pathways to the Present*, Prentice Hall
 - *The Grapes of Wrath*
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
-

Created By:

Marc S. Anderson



Academic U.S. History / 11th Grade / Unit 8

| Subject | Grade | Unit | Suggested Timeline |
|-----------------------|-------|------------------|--------------------|
| Academic U.S. History | 11th | 8 – World War II | 3.5 Weeks |

Grade Level Summary

The academic level of the United States history course will concentrate on America from 1880 to the present. The academic level is college preparatory and will challenge students to acquire a comprehensive understanding of characters and events that are significant to American history. Students will go beyond the acquisition of facts. The course will challenge students to comprehend perspective, assign meaning to specific historical eras or decades, and connect events from the past to the present. The course will take a balanced approach to the study of history, acknowledging America's mistakes, in an effort to prevent their repetition, and celebrating America's exceptionalism, in an effort to promote pride in and appreciation for the freedom and blessings provided by the "Great American Experiment." Students will be encouraged to consider how the history of the United States has impacted their individual lives, thoughts, and circumstances. The course will begin with Western Expansion and progress through the Obama administration.

Grade Level Units

- Unit 1 – Western Expansion
- Unit 2 – Age of Industrialization
- Unit 3 – American Imperialism
- Unit 4 – Progressive Era
- Unit 5 – World War I
- Unit 6 – The Roaring Twenties
- Unit 7 – The Great Depression

Unit 8 – World War II

- Unit 9 – Happy Days (1950's)
- Unit 10 – Turbulent Sixties and Seventies
- Unit 11 – Conservative Resurgence to Present

Unit Title

World War II

Unit Overview

The people and events of the WWII Era would shape the history of America and the world for the remainder of the 20th Century. The war resulted in great loss and firmly established America as the undisputed leader of the free world. The WWII generation demonstrated patriotism even though it came with a tremendous personal and collective cost. The personal sacrifice and dedication of the "Greatest Generation" set the standard for all future generations to follow. The loss of 60-80 million lives was the result of unwise post-WWI policies motivated by revenge and the world's inability and unwillingness to immediately recognize and confront evil throughout the 1930's. Instead the world chose a policy of appeasement, which empowered nations and individuals with bad intentions. Fortunately, the allied nations of the world came together and confronted the Nazi quest for world domination and "purification" of the races. The citizens of the United States played the key role to preserve freedom and democracy around the world.

| Unit Essential Questions | Key Understandings |
|---|---|
| <ol style="list-style-type: none"> 1. What were the origins of WWII, and how did America become involved? 2. What was life like “at home” throughout the war, and how did non-combatants impact the war? 3. What were the key events and who were the main characters that impacted the outcome of the war, in Europe? 4. What were the key events and who were the main characters that impacted the outcome of the war, in the Pacific? 5. What was the aftermath of WWII, and how would it affect the future? | <ol style="list-style-type: none"> 1. The revengeful provisions within the Versailles Treaty set off an extensive and lasting economic and emotional depression in Germany that would eventually lead to extreme nationalism. Japan’s attack on Pearl Harbor forced America into the war as an active participant. 2. Sacrifice and service describes life in America from 1941-1946. Americans provided a large, technologically advanced military force and an unparalleled manufacturing base, earning the U.S. the nickname “arsenal of democracy.” 3. Allied political leaders like FDR, Churchill, and Stalin relied on commanders like Eisenhower, Patton, and Montgomery as they faced Axis leaders Hitler and Mussolini and their commanders like Rommel and Gehring in Europe. Decisive events in the European Theatre included the Battle of Britain, D-Day, and The Battle of the Bulge. 4. The United States was primarily on its own in the Pacific relying heavily on MacArthur and Nimitz. America’s “island hopping” strategy led to decisive conflicts at Midway, Iwo Jima, and Okinawa, but atomic bombs on Hiroshima and Nagasaki were the determining factor in the Pacific Theatre. 5. The horror of the holocaust was realized as allied troops moved towards Berlin. America moved quickly to stabilize democratic governments because a new challenge was emerging. The Soviet Union and China both participated in an aggressive land grab, to which America responded with containment. |

| Focus Standards Addressed in the Unit | |
|---------------------------------------|--|
| 8.1.U.A | Evaluate patterns of continuity and change over time, applying context of events . |
| 8.1.U.B | Evaluate the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships. |
| 8.3.U.A. | Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. |
| 8.3.U.D. | Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. |

Important Standards Addressed in the Unit

| | |
|----------|---|
| 8.2.U.D | Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S. |
| 8.3.U.C. | Evaluate how continuity and change have impacted the United States. |

Misconceptions

WWII was completely unavoidable. It was only a matter of time until political and philosophical differences between nations would explode into global conflict.

Proper Conceptions

It cannot be clearly determined whether or not WWII was avoidable, but evidence exists to make a case that if governments would have acted more wisely and decisively, WWII may never have occurred or would have been limited to a smaller, less destructive conflict.

Concepts

1. Prelude to War
2. The Homefront
3. The European Theatre
4. The Pacific Theatre
5. The Aftermath

Competencies

1. Students will examine the causes of WWII, question whether or not it could have been avoided, and discover what drew the United States into the war.
2. Students will identify and internalize the sacrifice and service displayed by the WWII generation and then reflect upon their own individual and collective dedication to their country and community.
3. Students will identify major figures, places, and events of the European Theatre and assess their impact on the outcome of WWII.
4. Students will identify major figures, places, and events of the Pacific Theatre and assess their impact on the outcome of WWII.
5. Students will discover the reality and horror of war and focusing on the holocaust.

Vocabulary

Totalitarianism, Fascism, Appeasement, Allies, Axis Powers, Dictatorship, Isolationism, Neutrality, Blitzkrieg, Conscription, Lend-Lease, Arsenal of Democracy, Rationing, Civil Defense, Internment, Mobilization, GI, WAVE, WAC, Rosie the Riveter Blockade, Scorched Earth, Assault D-Day, Liberate, Campaign, Carpet Bombing, Manhattan Project, Holocaust, Anti-Semitism, Genocide, Einsatzgruppen, Concentration Camp, Code Talker, Island Hopping, Kamikaze, Unconditional Surrender

Assessments

- Tests and quizzes
 - Reading assignments from text and primary sources, leading to class discussion and debate
 - Essays to provide relevance and connection of historical information and analysis to the
-

present

- Adolf Hitler speech analysis
 - Specific essay on lessons learned from WWII
 - Notebook check
-

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction, coordinated lectures, power points, group activities, class discussion and technology will be used by the instructor to engage all students with varied learning styles.

3b *Questioning/discussion techniques* – Classroom debate of controversial issues, small group discussion, and problem solving activities will be guided by the instructor to assign relevance to all topics.

3c *Engaging students in learning* – Varied activities, teacher mobility enthusiasm, consistency, and active student involvement in lessons and units of instruction will be used to engage all learners.

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class and out of class writing assignments, quizzes, tests, informal assessment utilizing creative questioning skills, and project based assessments will be used to provide a comprehensive check for understanding and application.

3e *Flexibility and responsiveness* – Acquisition of new information, connecting previously learned information, a willingness to guide student led discussion and activities, a preparedness to answer student questions and problem solve, and the readiness to follow alternate plans due to unforeseen circumstances will allow for quality instruction on a daily basis.

Differentiation:

- Interactive power points
 - Youtube/DVD clips
 - Small group work
 - Classroom debate
 - Propaganda analysis
 - Maps and charts analysis
 - Role plays
 - Group discussion
 - Reinforcement activities
 - Use of graphic organizers
-

Interdisciplinary Connections:

English – Lessons learned essay

Geography – Map studies

Math – Statistical analysis

Science – Explanation on nuclear energy and reaction

Additional Resources:

- Text: *America: Pathways to the Present*, Prentice Hall
 - *The Rise of Evil*
 - *The Greatest Generation*
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
-



Academic U.S. History / 11th Grade / Unit 9

| Subject | Grade | Unit | Suggested Timeline |
|-----------------------|-------|------------------------|--------------------|
| Academic U.S. History | 11th | 9 – Happy Days: 1950's | 2 Weeks |

Grade Level Summary

The academic level of the United States history course will concentrate on America from 1880 to the present. The academic level is college preparatory and will challenge students to acquire a comprehensive understanding of characters and events that are significant to American history. Students will go beyond the acquisition of facts. The course will challenge students to comprehend perspective, assign meaning to specific historical eras or decades, and connect events from the past to the present. The course will take a balanced approach to the study of history, acknowledging America's mistakes, in an effort to prevent their repetition, and celebrating America's exceptionalism, in an effort to promote pride in and appreciation for the freedom and blessings provided by the "Great American Experiment." Students will be encouraged to consider how the history of the United States has impacted their individual lives, thoughts, and circumstances. The course will begin with Western Expansion and progress through the Obama administration.

Grade Level Units

- Unit 1 – Western Expansion
- Unit 2 – Age of Industrialization
- Unit 3 – American Imperialism
- Unit 4 – Progressive Era
- Unit 5 – World War I
- Unit 6 – The Roaring Twenties
- Unit 7 – The Great Depression
- Unit 8 – World War II

Unit 9 – Happy Days (1950's)

- Unit 10 – Turbulent Sixties and Seventies
- Unit 11 – Conservative Resurgence to Present

Unit Title

Happy Days (1950's)

Unit Overview

After WWII the rapid advance of Communism in Eastern Europe and Asia emerged as the greatest threat to America and free democracies around the globe. The United States introduced a foreign policy of containing Communism by any means necessary. America would use the strength of its economy, manufacturing base, technological superiority, and "peace through strength" mentality to fight and win the 45-year "cold war." However, the Cold War was not bloodless. The Korean Conflict was the first major armed engagement, resulting from the ideological and societal differences between East and West, and served as a test of America's containment policy. Communism was contained to North Korea but came with a cost of 54,000 American lives. Regardless of the global tension, most Americans enjoyed relative peace and prosperity throughout the 1950's; however, significant domestic conflict and unrest would emerge over civil rights, specifically in the South.

| Unit Essential Questions | Key Understandings |
|--|--|
| <ol style="list-style-type: none"> 1. How and why did the Cold War develop in the years following WWII? 2. Why was the Korean War fought, what were the results, and was it necessary? 3. Why are the 1950's referred to as the "happy days", and was this description accurate? 4. How did the Civil Rights Movement gain momentum in the 1950's? | <ol style="list-style-type: none"> 1. The Cold war was the result of the opposing political, philosophical, and economic systems of western and eastern civilizations. The advance of Communism was viewed as a threat to America as a nation and Americans as individuals. 2. The Korean War was America's response to North Korea and China attempting to spread Communism to South Korea. America responded by defending South Korea and fulfilling the pledge to contain Communism. 3. The 1950's are remembered as a time of peace and prosperity. This was generally true for most Americans, but it was not the experience of all Americans, specifically minorities and those personally affected by the Korean War. 4. Attitudes about race began to change due to sacrifices and contributions of African Americans in WWII. Throughout the Fifties, courageous individuals like Rosa Parks, the Little Rock Nine, and Martin Luther King, Jr continued to challenge the "system" that denied civil rights to all Americans. |

| Focus Standards Addressed in the Unit | |
|---------------------------------------|--|
| 8.1.U.A | Evaluate patterns of continuity and change over time, applying context of events . |
| 8.3.U.A. | Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. |
| 8.3.U.D. | Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. |

| Important Standards Addressed in the Unit | |
|---|--|
| 8.1.U.B | Evaluate the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships. |
| 8.3.U.C. | Evaluate how continuity and change have impacted the United States. |

| Misconceptions | Proper Conceptions |
|--|---|
| The 1950s was a decade of complete peace, prosperity, and happiness for all Americans. | Referring to the 1950s as the "happy days" may be accurate for some, but not for all Americans who lived through the decade. Happy Days is more nostalgic than realistic. |

| Concepts | Competencies | |
|---|--|--|
| 1. The Cold War 2. Korean War 3. Domestic Policy and Culture 4. Civil Rights | 1. Students will examine the rise of Communism throughout the world and analyze America's response in the years following WWII. 2. Students will assess whether or not America should have been involved in Korea and compare and contrast America's successes in Korea with the losses in Korea. 3. Students will identify the successes and failures of the Eisenhower administration and assess how the culture of the 1950's has impacted culture in the present. 4. Students will analyze the contributions and sacrifices of those involved in the Civil Rights Movement and will compare and contrast race relations in the 1950's with the present. | Communism, Satellite Nations, Iron Curtain, Containment, NATO, Warsaw Pact, Superpower, Cease Fire, McCarthyism, Franchise, Conglomerates, Gross National Product, Per Capita Income, Suburbs, Demographics, Sprawl, Separate But Equal, Civil Rights, Boycott, Desegregation, Racism, Prejudice, Civil Disobedience |

Assessments

- Test and quizzes
- Self-guided study project to create a unit of study for the 1950's
- Group power point presentation on one of the concepts above

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction, coordinated lectures, power points, group activities, class discussion and technology will be used by the instructor to engage all students with varied learning styles.

3b *Questioning/discussion techniques* – Classroom debate of controversial issues, small group discussion, and problem solving activities will be guided by the instructor to assign relevance to all topics.

3c *Engaging students in learning* – Varied activities, teacher mobility enthusiasm, consistency, and active student involvement in lessons and units of instruction will be used to engage all learners.

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class and out of class writing assignments, quizzes, tests, informal assessment utilizing creative questioning skills, and project based assessments will be used to provide a comprehensive check for understanding and application.

3e *Flexibility and responsiveness* – Acquisition of new information, connecting previously learned information, a willingness to guide student led discussion and activities, a preparedness to answer student questions and problem solve, and the readiness to follow alternate plans due to unforeseen circumstances will allow for quality instruction on a daily basis.

Differentiation:

- Interactive power points
- Youtube/DVD clips
- Small group work

-
- Classroom debate
 - Maps and charts analysis
 - Student created presentation
-

Interdisciplinary Connections:

Computer – Creating an interactive power point

Speech – Group presentation

Art – Incorporate paintings, images, music, etc. into presentation

English – Writing and research for power point

Additional Resources:

- Text: *America: Pathways to the Present*, Prentice Hall
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
-

Created By:

Marc S. Anderson



Academic U.S. History / 11th Grade / Unit 10

| Subject | Grade | Unit | Suggested Timeline |
|-----------------------|-------|--------------------------------------|--------------------|
| Academic U.S. History | 11th | 10 – Turbulent Sixties and Seventies | 3 Weeks |

Grade Level Summary

The academic level of the United States history course will concentrate on America from 1880 to the present. The academic level is college preparatory and will challenge students to acquire a comprehensive understanding of characters and events that are significant to American history. Students will go beyond the acquisition of facts. The course will challenge students to comprehend perspective, assign meaning to specific historical eras or decades, and connect events from the past to the present. The course will take a balanced approach to the study of history, acknowledging America's mistakes, in an effort to prevent their repetition, and celebrating America's exceptionalism, in an effort to promote pride in and appreciation for the freedom and blessings provided by the "Great American Experiment." Students will be encouraged to consider how the history of the United States has impacted their individual lives, thoughts, and circumstances. The course will begin with Western Expansion and progress through the Obama administration.

Grade Level Units

Unit 1 – Western Expansion

Unit 2 – Age of Industrialization

Unit 3 – American Imperialism

Unit 4 – Progressive Era

Unit 5 – World War I

Unit 6 – The Roaring Twenties

Unit 7 – The Great Depression

Unit 8 – World War II

Unit 9 – Happy Days (1950's)

Unit 10 – Turbulent Sixties and Seventies

Unit 11 – Conservative Resurgence to Present

Unit Title

Turbulent Sixties and Seventies

Unit Overview

The presidential administrations of the 1960's were all significant but for different reasons. The Kennedy administration had an impact on the American people due to JFK's idealism and ability to inspire and provide hope for a better tomorrow. The administrations of Johnson and Nixon were more pragmatic and dedicated to actively using the power of the federal government to implement change. Ultimately, Nixon's accomplishments and policies would be forgotten in the shadow of the Watergate scandal, which would set a negative tone for the rest of the 1970's. Like the Roaring Twenties, the turbulent Sixties and Seventies were decades dominated by societal shifts and change in regards to civil rights, gender equality, and challenges to traditional norms and values. The Vietnam War raged on throughout the Sixties and into the Seventies, becoming the most unpopular and unsuccessful war in American history. Vietnam was a blow to America's status and reputation as the leader of the free world. The 1970's ended with external

and internal doubts about whether or not American exceptionalism had run its course.

Unit Essential Questions

1. How did the presidential administrations of the 1960's shape the entire decade and beyond?
2. Why was the Vietnam War the most unpopular war in American history?
3. How did the issues of the 1960's contribute to social unrest?
4. Why was Nixon's presidency considered a failure?

Key Understandings

1. John F. Kennedy changed the image of the Presidency. His impact was more about hope and possibilities than actual policies. Lyndon Johnson attempted to cure domestic problems via legislation and foreign issues via executive orders, significantly increasing the power and influence of the federal government.
2. Vietnam was America's first failure to contain Communism. The costs associated with Vietnam were great, and the outcome had significant consequences for America, internally and externally.
3. The 1960s was a decade cultural shifts in many areas to include civil rights, feminism, the anti-war movement, and environmentalism. Traditional norms within these movements were generally challenged by progressives and defended by conservatives.
4. Richard Nixon's administration was politically moderate and popular with the American people, but his presidency would collapse with the Watergate scandal, increasing America's distrust of their own government.

Focus Standards Addressed in the Unit

| | |
|----------|--|
| 8.1.U.A | Evaluate patterns of continuity and change over time, applying context of events . |
| 8.1.U.B | Evaluate the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships. |
| 8.3.U.A. | Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. |

Important Standards Addressed in the Unit

| | |
|----------|--|
| 8.3.U.C. | Evaluate how continuity and change have impacted the United States. |
| 8.3.U.D. | Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. |

Misconceptions

The Sixties and Seventies were decades of

Proper Conceptions

The Sixties and Seventies were decades of

| | |
|--|---|
| tremendous change and turbulence in all aspects of American society. This change was both completely good and positive, or it was completely bad and negative for America. | tremendous change and turbulence in all aspects of American society. This change was neither both completely good and positive, nor was it completely bad and negative for America. The era produced positive reforms but also had negative consequences. |
|--|---|

| | | |
|--|---|---|
| Concepts <ol style="list-style-type: none"> 1. Kennedy and Johnson 2. Vietnam 3. Social Unrest 4. Nixon | Competencies <ol style="list-style-type: none"> 1. Students will compare and contrast the Kennedy administration and the Johnson administration, focusing on JFK's idealism and LBJ's pragmatism. 2. Students will examine the Vietnam War, to include an analysis of why America entered the war, why public support decreased for the war, and the lasting consequences of the war. 3. Students will examine the social and cultural "movements" of the 60's and 70's to determine the positive impacts and negative consequences. 4. Students will compare and contrast Nixon's successes and failures and assess the damage done by the Watergate scandal and Nixon's resignation. | Vocabulary <p>Camelot, New Frontier, Idealism, The Great Society, Entitlement, Viet Cong, Tonkin Resolution, Guerilla Warfare, Saturation Bombing, Pentagon Papers, Vietnamization, New Left, Counterculture, Feminism, Civil Disobedience, Environmentalism, Inflation, Embargo, Realpolitik, Detente, Proliferation, Watergate</p> |
|--|---|---|

Assessments

- Tests and quizzes
- Reading assignments from text and primary sources, leading to class discussion and debate
- Essays to provide relevance and connection of historical information and analysis to the present
- Kennedy-Johnson-Nixon "Back to the Future" Project
- Notebook check

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction, coordinated lectures, power points, group activities, class discussion and technology will be used by the instructor to engage all students with varied learning styles.

3b *Questioning/discussion techniques* – Classroom debate of controversial issues, small group discussion, and problem solving activities will be guided by the instructor to assign relevance to all topics.

3c *Engaging students in learning* – Varied activities, teacher mobility enthusiasm, consistency, and active student involvement in lessons and units of instruction will be used to engage all learners.

3d *Using assessment in instruction* – Interpretation of photos, maps, and other visuals, in-class and out of class writing assignments, quizzes, tests, informal assessment utilizing creative

questioning skills, and project based assessments will be used to provide a comprehensive check for understanding and application.

3e *Flexibility and responsiveness* – Acquisition of new information, connecting previously learned information, a willingness to guide student led discussion and activities, a preparedness to answer student questions and problem solve, and the readiness to follow alternate plans due to unforeseen circumstances will allow for quality instruction on a daily basis.

Differentiation:

- Interactive power points
 - Youtube/DVD clips
 - Small group work
 - Classroom debate
 - Maps and charts analysis
 - Role plays
 - Group discussion
 - Reinforcement activities
 - Use of graphic organizers
-

Interdisciplinary Connections:

English – Essays

Civics – Comparative presidential administrations project

Science – Environmental movement and policy

World Cultures – Contrasting American culture with Southeast Asian culture

Additional Resources:

- Text: *America: Pathways to the Present*, Prentice Hall
 - Guest Speaker on the Vietnam War
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
-

Created By:

Marc S. Anderson



Academic U.S. History / 11th Grade / Unit 11

| Subject | Grade | Unit | Suggested Timeline |
|-----------------------|-------|--|--------------------|
| Academic U.S. History | 11th | 11 – Conservative Resurgence to Present | 3 Weeks |

Grade Level Summary

The academic level of the United States history course will concentrate on America from 1880 to the present. The academic level is college preparatory and will challenge students to acquire a comprehensive understanding of characters and events that are significant to American history. Students will go beyond the acquisition of facts. The course will challenge students to comprehend perspective, assign meaning to specific historical eras or decades, and connect events from the past to the present. The course will take a balanced approach to the study of history, acknowledging America's mistakes, in an effort to prevent their repetition, and celebrating America's exceptionalism, in an effort to promote pride in and appreciation for the freedom and blessings provided by the "Great American Experiment." Students will be encouraged to consider how the history of the United States has impacted their individual lives, thoughts, and circumstances. The course will begin with Western Expansion and progress through the Obama administration.

Grade Level Units

- Unit 1 – Western Expansion
- Unit 2 – Age of Industrialization
- Unit 3 – American Imperialism
- Unit 4 – Progressive Era
- Unit 5 – World War I
- Unit 6 – The Roaring Twenties
- Unit 7 – The Great Depression
- Unit 8 – World War II
- Unit 9 – Happy Days (1950's)
- Unit 10 – Turbulent Sixties and Seventies
- Unit 11 – Conservative Resurgence to Present**

Unit Title

Conservative Resurgence to Present

Unit Overview.

Jimmy Carter had the task of "renewing" America, but the country would remain in a funk throughout the 1970's. As the culture of the 1970's continued to challenge traditional thought and social mores, a movement promoting a return to traditional American values and smaller government began to emerge. The conservatism of the 1980's was a reaction to the societal changes and economic downturns of the previous two decades, with Ronald Reagan as the movement's undisputed conservative leader. Reagan oversaw a return to economic growth and stability and re-established America as the credible, unchallenged leader of the free world. The Bush presidency, which followed Reagan, was defined by the fall of the USSR, war in the Middle East, and the end of Reaganomics. The conservative revolution ended with Bush, and a new era began with the election of a Southern moderate, Bill Clinton. Clinton's ideology and policy positions were pragmatic and in many cases successful, however, his administration was

plagued by scandal and will always be defined by Clinton's personal indiscretions. An attempt was made to redefine fiscal conservatism with the election of George W. Bush, but his administration would be consumed by foreign policy and a return to war, resulting from the 9/11 attacks. The seesaw that is American politics would again return to a more progressive, activist government state of mind with the election of Barak Obama.

Unit Essential Questions

1. What propelled Ronald Reagan into the presidency, and how did he restore America?
2. What were the challenges faced by the United States after Reagan?
3. What impact did Bill Clinton's presidency have on America and the world?
4. How did the events of 9/11 change America, and how did domestic debates sharply divide Americans along ideological lines?

Key Understandings

1. Like Kennedy, Ronald Reagan inspired the American people by offering hope, representing strength, and supporting effective policies.
2. The Bush administration continued Reagan's legacy of leading the free world against tyranny but did not continue Reagan's supply side economic policies.
3. The Clinton administration brought America's focus back to domestic issues and policies, to include domestic terrorism, social issues, and pragmatic economic policies.
4. 9/11 would significantly impact American foreign policy and dominate George W. Bush's presidency. Barak Obama would continue to have foreign policy challenges but would primarily focus on progressive, domestic policy changes.

Focus Standards Addressed in the Unit

| | |
|----------|--|
| 8.1.U.A | Evaluate patterns of continuity and change over time, applying context of events . |
| 8.1.U.B | Evaluate the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships. |
| 8.3.U.A. | Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. |
| 8.3.U.C. | Evaluate how continuity and change have impacted the United States. |

Important Standards Addressed in the Unit

| | |
|----------|--|
| 8.3.U.D. | Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. |
| | |

Misconceptions

There was a significant ideological shift to the left from the Reagan administration to the Clinton administration, back to the right with the election of George W. Bush, and then another

Proper Conceptions

There was minimal ideological and policy change from Ronald Reagan through George W. Bush, however, there was a sharp move to the left with the election of Barak Obama.

leftward shift with the election of Barak Obama.

Concepts

1. Reagan Conservatism
2. After Reagan
3. The Clintons
4. Bush and Obama

Competencies

1. Students will examine the Reagan administration's impact on the mood, economy, and reputation of America, comparing and contrasting Reagan with previous administrations.
2. Students will analyze the challenges faced by America in a post-cold war world, primarily focusing on problems in the Middle East.
3. Students will compare and contrast the first four years of the Clinton administration with the second four years and will analyze the political pragmatism of Bill Clinton.
4. Students will examine how the events of and response to 9/11 changed America and changed the political priorities of George W. Bush. Students will analyze the progressive shift in domestic policy with the election of Barak Obama.

Vocabulary

Conservatism, Deregulation, Supply Side Economics, Trickle-down, "Evil Empire", Moral Majority, Solidarity, Marxism, Apartheid, Coalition, Security Council, Desert Storm, Baby-boomer, National Healthcare, Moderate, Domestic Terrorism, Contract with America, NAFTA, Federal Reserve, Impeachment, Terrorism, Jihad, Weapons of Mass Destruction, Progressivism, Obamacare, Illegal Immigration

Assessments

- Tests and quizzes
- Reading assignments from text and primary sources, leading to class discussion and debate
- Essays to provide relevance and connection of historical information and analysis to the present
- Reagan/Kennedy vs. Johnson/Nixon campaign project
- Cold War and Jihad threat analysis
- Notebook check

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a *Communicating with students* – Direct instruction, coordinated lectures, power points, group activities, class discussion and technology will be used by the instructor to engage all students with varied learning styles.

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3e *Flexibility and responsiveness* – Acquisition of new information, connecting previously learned information, a willingness to guide student led discussion and activities, a preparedness to answer student questions and problem solve, and the readiness to follow alternate plans due to unforeseen circumstances will allow for quality instruction on a daily basis.

Differentiation:

- Interactive power points
 - Youtube/DVD clips
 - Small group work
 - Classroom debate
 - Political ideological exercise
 - Maps and charts analysis
 - Role plays
 - Group discussion
 - Reinforcement activities
 - Use of graphic organizers
-

Interdisciplinary Connections:

English – Essays

Science – Global Warming debate

World Cultures – Examination of Islam

Political Science – “Where do you fall on the ideological scale?”

Additional Resources:

- Text: *America: Pathways to the Present*, Prentice Hall
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
-

Created By:

Marc S. Anderson
