

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

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

Grade Level Summary

The honors level United States history course will concentrate on American history from 1880 to present. The students will examine the major historical, political, social, and economic events from each decade and/or era. Students will examine and evaluate key events in the growth of America throughout the 20th century. 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." There will be a specific focus on how historical events and figures have influenced and shaped the present age. Students will be encouraged to analyze 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

1. How did western migration affect native people groups?

Key Understandings

1. Failed resistance to expansion led to an attempted assimilation of Native Americans

2. What drove the western economy, and how did western industry affect the American economy as a whole?	and confined them to reservations throughout the west.
3. How did conflict in the west establish a unique western culture?	2. The core elements of the western economy were farming, mining, and ranching which transformed and expanded the national economy as a whole. 3. Social, economic, and legal conflicts emerged in a lawless west, which gave rise to populist political movements, promoting justice and equality.

Focus 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.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

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

Western migration is the story of a technologically advanced culture, with like values, exploiting and dominating a more primitive society with opposing values.

Proper Conceptions

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

1. Effect of Western Migration on Native Americans
2. The Western Economy
3. Conflicts in the West

Competencies

1. Students will compare and contrast the negative and positive impact western migration had on the culture and society of Native Americans, to include resistance to expansion, military conflicts, the reservation system, and assimilation.
2. Students will examine the western economy and western industry and evaluate how it impacted the American economy, focusing on, but not limited to, the mining, ranching, and farming industries.

Vocabulary

Culture, Migration, Assimilation, Exploitation, Massacre, Reservation, Domesticate, Forty-niners, Boomtown, Vigilante, Folklore, Long drive, Homestead, Sodbusters,

	3. Students will identify the conflicts of western society and analyze how these conflicts affected the social, legal, and political fabric of America, with a concretion on the rise of Populism within western farming communities.	Community, Cash crop, Bonanza, Grange, Speculation, Romanticism, Deflation, Populism
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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
- Research project on populism as it relates to modern politics
- 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
- Forensic research presentation on western events
- Small group work
- Classroom debate
- Maps and charts analysis
- Role plays
- Group discussion
- Reinforcement activities
- Use of graphic organizers

Interdisciplinary Connections:

Science – Topography and forensic research

English – Research project, persuasive essay

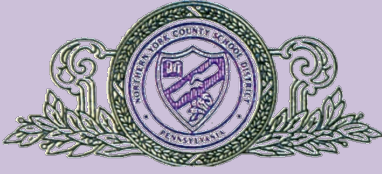
Math – Statistical analysis

Additional Resources:

- Text: *The American Pageant*, Cengage
 - *The Way West* DVD series, History Chanel
 - Time period photos and primary documents
 - Re-enactment of the Battle of Little Bighorn in cooperation with PBS and the National park Service
 - Chrome books for research purposes
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Created By:

Marc S. Anderson



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

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

Grade Level Summary

The honors level United States history course will concentrate on American history from 1880 to present. The students will examine the major historical, political, social, and economic events from each decade and/or era. Students will examine and evaluate key events in the growth of America throughout the 20th century. 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." There will be a specific focus on how historical events and figures have influenced and shaped the present age. Students will be encouraged to analyze 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 and reshaped American culture, specifically in regards to diversity and urban expansion.

Unit Essential Questions

1. How did the Industrial Age originate, and who were the major "players"?
2. What or who was to blame for the conflict of

Key Understandings

1. Modernization exploded due to men of business, like Vanderbilt, Rockefeller, and Carnegie, while creators like Bell and

the Industrial Era, and why did it occur?	Edison provided the innovation.
3. What impact did immigration have on the Age of Industry?	2. Industrialists often exploited workers, eliminated competition and corrupted politics, sparking a reaction among labor that threatened capitalism and democracy.
4. How did industry and innovation impact American culture throughout the Gilded Age?	3. Immigrants, primarily from Southern and Eastern Europe, provided a plentiful workforce and grew American cities. The new immigrants willingly assimilated but preserved their unique cultural norms.
	4. Political systems and religious beliefs were altered by Gilded Age society. Education gained value, the entertainment industry emerged, and charitable organizations responded to urban challenges.

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.
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.C	Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
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.

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. Industrialists and Innovators
2. Class Warfare: Opposition and Conflict

Competencies

1. Students will evaluate how business practices and innovation progressed throughout the Age of Industry and analyze how it shaped our modern day economy. Students will focus their study in the areas of transportation, building,

Vocabulary

Industrialism, Patent, Ingenuity, Transcontinental, Commerce, Philanthropy,

3. New Immigration 4. Gilded Age Culture	<p>energy, finance, and technology.</p> <p>2. Students will identify industrialism's influence on individuals and evaluate the conflict, cooperation, and interdependence between industry and labor in reference to business practices, the consolidation of wealth, and the labor movement.</p> <p>3. 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. Students will analyze how most Americans were able to look past their differences to create a truly diverse culture unlike any in history.</p> <p>4. Students will analyze Gilded Age culture and determine its relevance to modern America's modern culture in reference to religion, entertainment, media, families, science, and education.</p>	Monopoly, Trust, Consolidation, Innovation, Horizontal integration, Vertical Integration, Social Darwinism, Capitalism, Organized Labor, Arbitration, Socialism, Urbanization, Anglo-Saxon, Protestant, Assimilation, Immigrant, Social Gospel, Fundamentalism, Secular, Suffrage, Prohibition
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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
- Group innovation and marketing project
- Research and presentation on individual and community heritage
- 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
 - Film analysis: *Far and Away*
 - Classroom debate
 - Small group work
 - Maps and charts analysis
 - Group project to create and market a product, service, or business
 - NHS cafeteria case study (city in 1900)
 - Role play
 - Reinforcement activities
 - Use of graphic organizers
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Interdisciplinary Connections:

English – Persuasive essay

Marketing – Innovation project

Sociology – Case study on cultural norms and human tendencies

Economics – Systems and policy

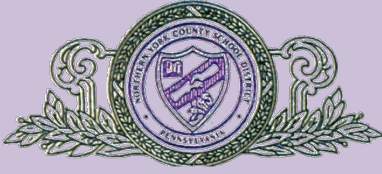
Science – Social Darwinism

Additional Resources:

- Text: *The American Pageant*, Cengage
 - *Far and Away* (film on immigration)
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
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Created By:

Marc S. Anderson



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

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

Grade Level Summary

The honors level United States history course will concentrate on American history from 1880 to present. The students will examine the major historical, political, social, and economic events from each decade and/or era. Students will examine and evaluate key events in the growth of America throughout the 20th century. 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." There will be a specific focus on how historical events and figures have influenced and shaped the present age. Students will be encouraged to analyze 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. In the late 19th and early 20th century the powers of Europe aggressively sought empire around the world. The United States originally rejected imperial pursuits believing empire was contrary to America's fundamental values. However, 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. Following WWI, America attempted to return to its isolationist foreign policy, but the United States had already established itself as a world power with significant economic, political, and military influence around the globe.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> 1. How did American foreign policy develop into a policy of expansionism? 2. How did the Spanish-American War affect the imperial age and America's foreign policy? 3. What were the challenges of maintaining control over conquered territories, and how did imperial pursuits alter America's status among world powers? 4. How did Teddy Roosevelt influence America's imperialistic pursuits and alter American foreign policy? 	<ol style="list-style-type: none"> 1. America's foreign policy shifted from isolation to expansion for economic and political influence and was supported due to a strong sense of nationalism. 2. The Spanish-American War allowed America to acquire territories around the world and establish control over the western hemisphere. 3. Controlling acquired territories proved more difficult than anticipated, stretching America's resources and political influence, but America was now recognized as a legitimate world power. 4. 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.

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	Proper Conceptions
<p>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.</p>	<p>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.</p>

Concepts	Competencies	Vocabulary
<ol style="list-style-type: none"> Origins of Imperialism Spanish American War Aftermath of Spanish American War Imperialism Politics 	<ol style="list-style-type: none"> 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. Students will discover the causes of the Spanish American War, evaluate the results of the war, and analyze whether the war was justified. Students will identify evidence of American imperialism after the Spanish American War and evaluate the political and military difficulties of empire. Students will also assess anti-imperial arguments and identify how the Age of American imperialism affects the present. 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. 	Imperialism, Hemisphere, Monroe Doctrine, Expansionist, Reconciliation, Annex, Insurrection, Atrocities, Yellow Journalism, Diplomacy, Protectorate, Infrastructure, Americanize, Open Door Policy, Spheres of Influence, Terrorism, Campaign, Moralism, Roosevelt Corollary, Negotiations, Bad Neighbor Policy, Treaty

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
- Formal debate justifying or repudiating American imperialism
- Theodore Roosevelt foreign policy research project
- Mount Rushmore "through the ages" 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
 - Reinforcement activities
 - Use of graphic organizers
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Interdisciplinary Connections:

English – Spanish American War justification essay and debate

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

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

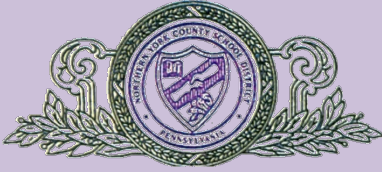
Journalism – Assessment of America's journalistic goals and methods

Additional Resources:

- Text: *The American Pageant*, Cengage
 - 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



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

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

Grade Level Summary

The honors level United States history course will concentrate on American history from 1880 to present. The students will examine the major historical, political, social, and economic events from each decade and/or era. Students will examine and evaluate key events in the growth of America throughout the 20th century. 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." There will be a specific focus on how historical events and figures have influenced and shaped the present age. Students will be encouraged to analyze 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 developed from the political populism in mid-western agrarian communities and 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 Progressive Era started as a reform movement within local communities, and then expanded to the state and federal level. The era would significantly change and expand the government's role in American society.

Unit Essential Questions	Key Understandings
<ol style="list-style-type: none"> 1. What were the origins of progressivism, and how did it evolve into a movement that would shape the 20th Century? 2. How did Republican reformers, specifically Theodore Roosevelt, change American society, and how did Roosevelt and Taft impact modern society? 3. What steps did Woodrow Wilson take to carry on and expand progressive reform, and how did the Progressive Era come to an end? 	<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 populist political figures. 2. Roosevelt aggressively used the federal government to address public health concerns, political corruption, corporate abuse, and conservation. Both he and Taft permanently expanded the power of the federal government. 3. Wilson expanded progressive reform, specifically economic reform, forever, altering how America conducted business; however, the era abruptly came to an end with America's entrance into WWI.

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.
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.A	Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
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.B	Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

Misconceptions	Proper Conceptions
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.	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. Many

of the problems, issues, and circumstances, to include the extent of the problems, issues, and circumstances, in the early 20th century are very different than the challenges of the 21st Century.

Concepts 1. Progressive Roots 2. Republican Reforms 3. Woodrow Wilson and the End	Competencies 1. Students will define progressivism in the context of 1900-1920, to include origins, motives, issues, and solutions, then compare and contrast it to modern liberalism. Students will focus on the increasing complexity of both local and national issues and conflicting philosophies about the role of government as a solution, interferer, or creator of societal problems. 2. Students will identify and analyze the effectiveness of reforms initiated by Roosevelt and Taft to include both the immediate and permanent impact on society and governmental responsibilities. 3. Students will identify and analyze reforms promoted by Wilson, focusing on economic policies and the relationship between government and business. Students will compare and contrast the progressive reformers and explain why the progressive era came to an end.	Vocabulary Progressivism, Populism, Social Justice, Graft, Muckraker, Initiative, Referendum, Recall, Direct Primary, Socialism, Suffrage, Regulation, Square Deal, Conservation, Moralism, Idealism, Dollar Diplomacy, New Nationalism, Pragmatism, Graduated Tax, Interlocking Directorates, Price Fixing, Labor Union, Corporation, Commerce, Infrastructure
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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
- Formal debate: Liberalism vs. Conservatism
- Comparative analysis of Roosevelt Progressivism and Taft Progressivism.
- Political cartoon to capture the essence of the Progressive Era
- Newspaper editorial on the Wilson administration
- 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
 - Reinforcement activities
 - Analysis of current regulation
 - Group discussion
 - Use of Graphic organizers
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Interdisciplinary Connections:

English – comparative analysis essay and newspaper editorial

Government/Civics – Political debate

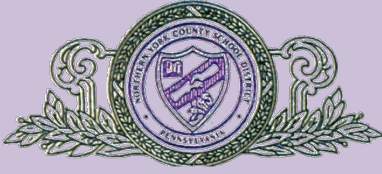
Art – Political cartoon

Additional Resources:

- Text: *The American Pageant*, Cengage
 - 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



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

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

Grade Level Summary

The honors level United States history course will concentrate on American history from 1880 to present. The students will examine the major historical, political, social, and economic events from each decade and/or era. Students will examine and evaluate key events in the growth of America throughout the 20th century. 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." There will be a specific focus on how historical events and figures have influenced and shaped the present age. Students will be encouraged to analyze 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	Key Understandings
<ol style="list-style-type: none"> 1. What were the pre-existing conditions in Europe and abroad that led to the war, and how did the U.S. become involved? 2. What did the government, citizens, business, and military have to do to prepare for entrance into the war? 3. How did America change the tide of the war and secure victory for the allies? 4. How did the Treaty of Versailles lead to WWII, and how did it affect the political landscape in America? 	<ol style="list-style-type: none"> 1. Imperialism, militarism, alliances, and nationalism set the stage for WWI. America attempted to remain neutral but eventually had to choose sides, and did so on the basis of economics, politics, and traditional alliances. 2. 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. 3. The United States provided well trained and fresh troops, modern weapons systems, and limitless supplies to the allied war effort. 4. The Treaty of Versailles punished Germany, intensifying ill will between European nations, and led to intense and extreme nationalism in Germany and Austria.

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	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	
8.1.U.C	Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
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.
8.2.U.C	Evaluate continuity and change in Pennsylvania are interrelated in the U.S.

Misconceptions	Proper Conceptions
The United States automatically and decisively entered WWI on the side of the allies out of duty to justice, democracy, and freedom.	The United States government and citizenry overwhelmingly supported isolation but were drawn into the war for economic and obligatory

reasons.

Concepts

1. The Beginning of the War
2. Preparing for War
3. The Fight
4. The End of the War

Competencies

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 what drew the United States into the war. Students will also analyze how specific political positions and circumstances may lead to involuntary conflict.
2. Students will appreciate the sacrifice and volunteerism necessary for America to unite and succeed and will critically analyze the “necessary evils” (propaganda, suspended individual rights, government control over the free market, etc.) people will accept during war.
3. Students will recognize significant battles, characters and strategies of WWI. In addition, students will compare and contrast the horror of war and the romanticism of war.
4. Students will compare and contrast the arguments of Wilson, the irreconcilable senate, and European leaders regarding a post-war plan and determine how the Treaty of Versailles led directly to WWII.

Vocabulary

Imperialism, Militarism, Alliances, Nationalism, Assassination, Autocrat, Revolution, Atrocities, Fourteen Points, Self-determination, Protectorate, Propaganda, Sedition, Volunteerism, Espionage, Preparedness, Conscription, Armaments, Convoy, Counter Offensive, Unconditional Surrender, Casualties, Armistice, Reparations, Irreconcilables, Sovereignty, Concession, Isolationism, Treaty of Versailles

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*
 - Comprehensive group project (Propaganda poster, editorial against the war, soldier's journal, and industrial want ad)
 - 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)
 - Comprehensive project
 - Group discussion
 - Reinforcement activities
 - Use of graphic organizers
-

Interdisciplinary Connections:

English – Journal entries, essay, and editorials

Art – Propaganda poster

Math – Statistical analysis and “numbers game” in simulation

Science – Consideration of terrain and environment

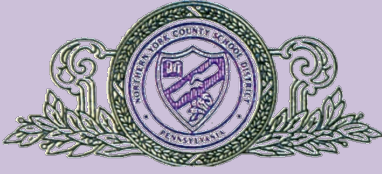
Geography – Map studies

Additional Resources:

- Text: *The American Pageant*, Cengage
 - *All Quiet on the Western Front*
 - WWI Simulation game
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
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Created By:

Marc S. Anderson



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

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

Grade Level Summary

The honors level United States history course will concentrate on American history from 1880 to present. The students will examine the major historical, political, social, and economic events from each decade and/or era. Students will examine and evaluate key events in the growth of America throughout the 20th century. 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." There will be a specific focus on how historical events and figures have influenced and shaped the present age. Students will be encouraged to analyze 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 1920's 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 1920's included wide-spread, peace-time 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 social unrest of the 1920's affect American society and individual citizens? 2. How did the U.S. economy change in the 1920's, and what impact did the changes have then, and now? 3. How did the culture of the 1920's shape American society within the decade and thereafter? 4. How did the Republican administrations of the 1920's impact decade and beyond? 	<ol style="list-style-type: none"> 1. Suffrage, communism, prohibition, and segregation were, among other things, sources of tension, disunity, and conflict among Americans in the 1920's. 2. The laissez faire policies of the 1920's resulted in economic prosperity as well as economic instability, leading to governmental safeguards to protect against depressions. 3. Sports, Hollywood, music, radio, architecture, automobiles, vacation resorts, and music flourished in the twenties, providing leisure and entertainment for individuals, increasing profits for businesses, and creating a whole new industry. 4. Republicans of the 1920's reversed the progressive ideology of Roosevelt and Wilson and laid the foundation for the modern conservative movement.

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	Proper Conceptions	
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.	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	Competencies	Vocabulary
<ol style="list-style-type: none"> 1. Social Unrest 2. Economy and Innovation 3. Culture 4. Republican Politics 	<ol style="list-style-type: none"> 1. Students will analyze the major conflicts of the 1920's to include the Red Scare , immigration reform and the Nativist Movement, the rise of fundamentalism as a response to secularism, and the establishment of organized crime, resulting from Prohibition. 2. Students will compare and contrast the 	Communism, Socialist, Anarchy, Nativist, Prohibition, Speakeasy, Organized Crime, Bootlegging, Racketeering,

	<p>economy and innovations of the 1920's with economies and innovations before and after the 1920's. Students will focus on automobiles, investment, and the advent of modern advertising.</p> <p>3. Students will recognize how the cultural shifts in entertainment, literature, music, and fashion of the 1920's impacted modern day culture.</p> <p>4. Students will compare and contrast the conservative administrations of the 1920's, focusing on economic philosophies, and determine the impact on the nation and individuals.</p>	<p>Fundamentalism, Advertising, Consumer, Installments, Mass Production, Consumption, Laissez Faire, Bull Market, Buying on Margin, Nickelodeon, Feminism, Flapper, Harlem Renaissance Conservatism, Deregulation, Depression, Hooverville</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
- Economic policy plan
- 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:

Speech – Formal debate on economics

Economics – Assessment of economic policies, past and present

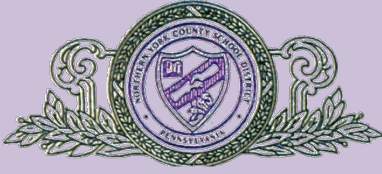
Sociology – Compare and contrast time period cultures

Additional Resources:

- Text: *The American Pageant*, Cengage
 - United Streaming's *The Roaring Twenties*
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
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Created By:

Marc S. Anderson



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

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

Grade Level Summary

The honors level United States history course will concentrate on American history from 1880 to present. The students will examine the major historical, political, social, and economic events from each decade and/or era. Students will examine and evaluate key events in the growth of America throughout the 20th century. 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." There will be a specific focus on how historical events and figures have influenced and shaped the present age. Students will be encouraged to analyze 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. The Great Depression would lag on for a decade with short periods of modest recovery followed by sudden downward turns. 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 the success of his New Deal is still debated. 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 economic circumstances surrounding the Hoover administration, and how did he react to them? 2. What was FDR's philosophy regarding governmental responsibilities, and what immediate steps did FDR take to ease the pain caused by the Depression? 3. What were the key elements and criticisms of the New Deal, and how effective was its implementation? 4. What were the primary elements of the Second New Deal and was it successful? 	<ol style="list-style-type: none"> 1. The Stock Market Crash sent every aspect of America's economy into a tail spin. Hoover refused to directly use the federal government to mend the economy but chose to rely on the free market for solutions to America's economic woes. 2. 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. 3. Key elements of the New Deal included employment programs like the TVA and WPA, financial reforms like SSA and SEC, home and property protections like the AAA and FHA, and business reforms like the NRA. FDR's. His critics feared government was becoming too powerful and intrusive. Implementation efforts were relatively successful, but the courts questioned their constitutionality and citizens questioned the results 4. The Second New Deal focused primarily on more permanent solutions like social security and labor reforms. Success or failure of the Second New Deal is still debated.

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.
8.1.U.C	Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
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.
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Misconceptions The New Deal implemented by the Roosevelt administration ended the Great Depression and brought prosperity and security for all Americans.		Proper Conceptions 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. Hoover's Circumstances 2. Enter FDR 3. Criticism and Long-term Solutions 4. New Deal Twilight	Competencies 1. Students will examine the initial affects of the Stock Market Crash and how it impacted individuals, then assess whether or not Hoover's response to the Depression was appropriate. 2. Students will identify FDR's initial response to the Depression and his top priorities and compare and contrast his philosophy of government's role with Hoover's. 3. Students will analyze criticisms of FDR and the New Deal in the context of his time and in the context of lasting effects on America's economy and society, specifically as it relates to the role of government. 4. Students will examine the end of the New Deal and assess whether it was a success or failure.	Vocabulary Stocks, Trickle Down Economics, Recession, Depression, Rugged Individualism, New Deal, Inflation Solvency, Fire Side Chats, Demagogue, Public Works, Securities and Exchange, Economic Stimulus, Social Security, Keynesian Economics, Collective Bargaining, 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
- Journaling 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
 - 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 – Journal entry project

Economics – Keynesian vs Laissez faire economics debate

Math – Stock market calculations and statistical analysis

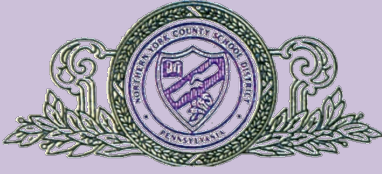
Sociology – Family dynamics of the Great Depression

Additional Resources:

- Text: *The American Pageant*, Cengage
 - *The Grapes of Wrath*
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
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Created By:

Marc S. Anderson



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

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

Grade Level Summary

The honors level United States history course will concentrate on American history from 1880 to present. The students will examine the major historical, political, social, and economic events from each decade and/or era. Students will examine and evaluate key events in the growth of America throughout the 20th century. 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." There will be a specific focus on how historical events and figures have influenced and shaped the present age. Students will be encouraged to analyze 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, but the world would soon face another threat to freedom in the form of Soviet Communism. Along with the United States, the Soviets were empowered by their decisive role in the outcome of the war. America had learned its lesson. After the conclusion of the WWII, American foreign policy

became globally focused, empowering nations with economic, military, and humanitarian aid, including aid to Germany and Japan. American foreign policy has been debated since WWII, but it succeeded in limiting and isolating threats to freedom and democracy in the post-WWII world.

Unit Essential Questions

1. How was WWII a continuation of WWI, and could it have been avoided?
2. Why did America enter the war, and why did it take so long?
3. What was life like “at home” throughout the war, and what did American civilians do to help the war effort?
4. What were the key events and who were the main characters of the European and Pacific Theatres that impacted the outcome of the war?
5. What was the aftermath of WWII, and how would it affect the future?

Key Understandings

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. Adolf Hitler played on these circumstances and the appeasement policies of the world community to initiate conflict in Europe.
2. America’s foreign policy on the eve of WWII was primarily isolationism due to American’s being consumed by problems at home; America would eventually enter the war when it was directly attacked by Japan.
3. 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.”
4. 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. The United States was primarily on their own in the Pacific relying heavily on MacArthur and Nimitz.
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.
8.1.U.C	Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn

	from research.
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.B	Compare the impact of historical documents, artifacts, and places which are critical to 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. Road to War
2. Enter America
3. The Homefront
4. Armed Conflict
5. The Aftermath

Competencies

1. Students will examine the causes of WWII and question whether or not it could have been avoided. Students will apply their conclusions to current world events.
2. Students will analyze why the United States entered the war, and use the analysis to determine what America's foreign policy should be today.
3. 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.
4. Students will identify major figures, places, and events of WWII and assess their impact on the outcome and thereafter.
5. Students will discover the reality and horror of war and examine how service people and civilians are affected.

Vocabulary

Totalitarianism, Fascism, Appeasement, Allies, Axis Powers, Dictatorship, Isolationism, Neutrality, Blitzkrieg, Conscription, Lend-Lease, Arsenal, Charter, Internment, Mobilization, GI, WAVE, WAC, Rosie the Riveter, Code Talker, Tactician, Island Hopping, Blockade, Scorched Earth, Assault D-Day, Liberate, Campaign, Manhattan Project, Holocaust, Anti-Semitism, Genocide, Einsatzgruppen, Concentration Camp,

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 debate on what justifies a commitment to war
 - 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

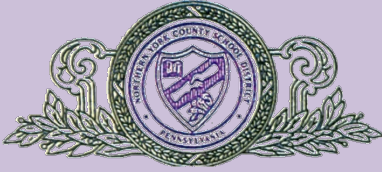
Science – Explanation on nuclear energy and reaction

Additional Resources:

- Text: *The American Pageant*, Cengage
 - *The Rise of Evil*
 - *The Greatest Generation*
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
-

Created By:

Marc S. Anderson



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

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

Grade Level Summary

The honors level United States history course will concentrate on American history from 1880 to present. The students will examine the major historical, political, social, and economic events from each decade and/or era. Students will examine and evaluate key events in the growth of America throughout the 20th century. 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." There will be a specific focus on how historical events and figures have influenced and shaped the present age. Students will be encouraged to analyze 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 1950's was a decade of complete peace, prosperity, and happiness for all Americans.	Referring to the 1950's as the "happy Days" may be accurate for some, but not 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

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- Classroom debate
 - Maps and charts analysis
 - Student created presentation
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Interdisciplinary Connections:

Computer – Creating an interactive power point

Speech – Group presentation

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

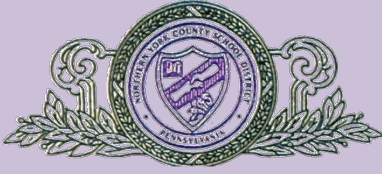
English – Writing and research for power point

Additional Resources:

- Text: *The American Pageant*, Cengage
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
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Created By:

Marc S. Anderson



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

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

Grade Level Summary

The honors level United States history course will concentrate on American history from 1880 to present. The students will examine the major historical, political, social, and economic events from each decade and/or era. Students will examine and evaluate key events in the growth of America throughout the 20th century. 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." There will be a specific focus on how historical events and figures have influenced and shaped the present age. Students will be encouraged to analyze 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 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 <ol style="list-style-type: none"> 1. Why is Kennedy considered by many to be one of the best presidents in American history? 2. How did Lyndon Johnson expand the power and influence of the federal government, and did his policies work? 3. Why was the United States unsuccessful in Vietnam, and what was the lasting effect of the war? 4. What were the successes of the Nixon administration, and how did his failures impact the 1970's? 	Key Understandings <ol style="list-style-type: none"> 1. John F. Kennedy changed the image of the Presidency. He was young, vibrant, and captured the idealism of his generation. His impact was more about hope and possibilities than actual policies. 2. Lyndon Johnson increased the role of the federal government in an attempt to cure domestic problems via legislation and foreign issues via executive orders. The debate continues whether his administration had a positive or negative impact. 3. 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. 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.
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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 .
8.1.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 tremendous change and turbulence in all aspects of American society. This change was either completely good and positive, or it was completely bad and negative for America.	Proper Conceptions The Sixties and Seventies were decades of tremendous change and turbulence in all aspects of American society. This change was neither completely good nor positive nor was it completely bad nor negative for America. The era produced positive reforms but also had
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negative consequences.

Concepts

1. The Kennedy Administration
2. The Johnson Administration
3. Vietnam
4. The Nixon Administration

Competencies

1. Students will compare and contrast the Kennedy administration and the Johnson administration, concentrating on the impact of Kennedy's ability to inspire Americans to act and provide a sense of hope for the future.
2. Students will compare and contrast the Kennedy administration and the Johnson administration, concentrating on Johnson's ability to legislate and implement policies. Students will analyze Johnson's landmark legislative victories.
3. 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.
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

Camelot, Social Justice, Mandate, The Great Society, Welfare, Activist Court, Interracial, Protest, Segregation, Feminism, Ethnicity, Environmentalism, Escalation, Destabilize, Guerilla Warfare, Conscientious Objector, Counterculture, OPEC, Deficit, Embargo, Realpolitik,

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
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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
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Interdisciplinary Connections:

English – Essays

Civics – Comparative presidential administrations project

Science – Environmental movement and policy

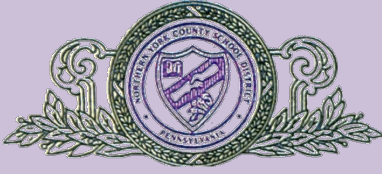
World Cultures – Contrasting American culture with Southeast Asian culture

Additional Resources:

- Text: *The American Pageant*, Cengage
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
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Created By:

Marc S. Anderson



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

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

Grade Level Summary

The honors level United States history course will concentrate on American history from 1880 to present. The students will examine the major historical, political, social, and economic events from each decade and/or era. Students will examine and evaluate key events in the growth of America throughout the 20th century. 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." There will be a specific focus on how historical events and figures have influenced and shaped the present age. Students will be encouraged to analyze 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.
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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 leftward shift with the election of Barak Obama.

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.

Concepts	Competencies	Vocabulary
<ol style="list-style-type: none"> 1. Reagan Conservatism 2. After Reagan 3. The Clintons 4. Bush and Obama 	<ol style="list-style-type: none"> 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. 	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

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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
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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: *The American Pageant*, Cengage
 - Time period photos and primary documents
 - Audio and video equipment
 - Chrome books for research purposes
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