



UNITED STATES HISTORY II

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: APRIL 20, 2023

COURSE OVERVIEW

Title:	United States History II
Grade Level:	Grade 9
Level:	Option I, Option II, Honors
Length:	Full Year
Duration:	85 Minute Periods
Frequency:	90 Days
Pre-Requisites:	None
Credit:	1 credit
Description:	The course is a continuation of United States History offered in the eighth grade. It examines the political, economic, social, and international issues that shaped our nation from the bridge to the twentieth century to the new millennium. Units of study include: A Bridge to the Twentieth Century, Imperialism, Progress of the New Century, World War I, Roaring Twenties, The Great Depression and New Deal, World War II, Beginning of the Cold War, Civil Rights and the Struggle for Equality, Vietnam and the Counterculture, and the End of the Cold War and the New Millennium.

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	A Bridge to the 20th Century	<ul style="list-style-type: none"> • Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. • The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. • The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies. 	10 Days
2	Imperialism	<ul style="list-style-type: none"> • In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world. 	6 Days
3	Progress in the New Century	<ul style="list-style-type: none"> • Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. • In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures. 	8 Days
4	World War I	<ul style="list-style-type: none"> • Participation in a series of global conflicts propelled the United States into a position of international power while renewing debates over the nation’s proper role in the world. • Word War I and its aftermath intensified ongoing debates about the nation’s role in the world and how best to achieve national security and pursue American interests. 	8 Days

5	The Roaring Twenties	<ul style="list-style-type: none"> • Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. • Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity. • Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants. 	9 Days
6	The Great Depression and New Deal	<ul style="list-style-type: none"> • Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system. • During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism. 	8 Days
7	World War II	<ul style="list-style-type: none"> • Mass mobilization of American society helped end the Great Depression, and the country's strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops. • U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership. 	10 Days

8	1950s and Beginning of the Cold War	<ul style="list-style-type: none"> • The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. • United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system. 	8 Days
9	Civil Rights Movement	<ul style="list-style-type: none"> • New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. • Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow. 	9 Days
10	Vietnam and the Counterculture of the 1960s and 70s	<ul style="list-style-type: none"> • Although anticommunist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate antiwar protests that became more numerous as the war escalated and sometimes led to violence. • Americans debated the merits of a large nuclear arsenal, the military-industrial complex, and the appropriate power of the executive branch in conducting foreign and military policy. • Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment. 	8 Days

11	The End of the Cold War and the New Millennium	<ul style="list-style-type: none">• Liberalism influenced postwar politics and court decisions, but came under increasing attack from the left as well as from a resurgent conservative movement.• A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.• Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.• Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.	6 Days
----	--	--	--------

DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY SKILLS/PRACTICE	DESCRIPTION
Develop a research paper	Write an appropriate introduction, body and conclusions, create a bibliography with five sources (only one encyclopedia), utilize proper citations, use primary and secondary sources.
Write a thesis essay	Craft a position paper, developed from in-class sources and readings.
Write arguments	Write arguments to support claims based on valid reasoning and evidence.
Give an oral presentation	Acquire information that is correct and well organized, use visual aids (if deemed necessary), stay within assigned timeframes, maintain good eye contact, posture, projection and enunciation.
Read critically from a variety of sources	Comparing and contrasting, distinguishing fact from fiction, recognizing cause and effect, making and proving generalizations, drawing conclusions / making inferences, analyzing context clues for unfamiliar vocabulary.
Make connections	Make connections from the past to the present and to oneself.
Work effectively in cooperative learning groups	Ask questions of and share information with partner(s), set and accomplish individual and group goals, set and complete apportioned tasks, support, assist, and encourage other group members, complete group project, maintain involvement in allotted time.
Take notes from oral presentations	Organize key ideas from a presentation and from critical listening, ask pertinent questions to facilitate understanding.
Develop charts / outlines	Organize material for oral and written presentations, organize material from reading for assessment purposes.

UNIT 1

Unit Title	A Bridge to the Twentieth Century		
Unit Description	In this unit, students will examine how the economic and demographic nature of the United States changed as a result of industrialization, immigration, and urbanization.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How did the factors of industrial growth give the U.S. an advantage in the emerging global economy?</p> <p>2 Days</p>	<input type="checkbox"/> Understand that advancing technology, an abundance of natural resources, and an influx of workers created a unique opportunity for industrial growth. <input type="checkbox"/> Analyze how individuals and factors have contributed to industrial growth.	<p>Documents: <i>Struggling Upward</i></p> <p>People: Edwin Drake, Henry Bessemer, William Kelly, Thomas Edison</p> <p>Places: Titusville, PA, Pittsburgh, PA</p> <p>Events: Edwin Drake drills for oil, mass production of steel</p> <p>Explicit Vocabulary: natural resource, technology, economy</p>	<p>8.3.9.C Analyze how continuity and change have impacted the United States (commerce and industry, technology, physical and human geography).</p>

<p>How did entrepreneurs, who became industrial giants controlling powerful corporations, both benefit and harm American progress in the late 1800s?</p> <p>2 Days</p>	<p><input type="checkbox"/> Understand that corporations, headed by American entrepreneurs, grew as a result of unchecked capitalism.</p> <p><input type="checkbox"/> Compare the role entrepreneurs played in the economic development of the U.S.</p> <p><input type="checkbox"/> Understand that the unequal distribution of wealth fostered new political, economic, and social ideas in American society.</p> <p><input type="checkbox"/> Evaluate the positive and negative consequences of America’s rapid industrial growth.</p> <p><input type="checkbox"/> Examine government attempts to regulate business.</p>	<p>Documents: <i>The Gospel of Wealth</i></p> <p>People: Andrew Carnegie, John Rockefeller, Eugene Debs, Herbert Spencer, The Vanderbilts</p> <p>Places: Homestead, PA, Haymarket Square</p> <p>Events: Homestead Strike, Haymarket Square Riot, Pullman Strike</p> <p>Explicit Vocabulary: entrepreneur, corporation, monopoly, capitalism, Social Darwinism, vertical integration, horizontal integration</p>	<p>8.3.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p>6.3.9 B Examine how and why the government acts to regulate and stabilize the state and national economy.</p>
<p>How did a dramatic rise in immigration in the late 19th Century change the social and cultural fabric of America?</p> <p>2 Days</p>	<p><input type="checkbox"/> Understand that a new wave of immigration changed the demographic nature of the United States.</p> <p><input type="checkbox"/> Analyze the push and pull factors that led to the turn of the century immigration boom.</p> <p><input type="checkbox"/> Evaluate the changing role, organization, and response of government in regards to the dramatic rise in immigration.</p> <p><input type="checkbox"/> Compare the process, experience, and impact of immigrants throughout history and modern-day.</p>	<p>Documents: The Chinese Exclusion Act, The Gentlemen’s Agreement</p> <p>Places: Ellis Island, Angel Island</p> <p>Explicit Vocabulary: assimilation, nativism</p>	<p>8.1.U.A Evaluate patterns of continuity and change over time, applying context of events.</p>

<p>What were the challenges created by a huge movement of people into America's cities in the late 19th Century and how were these challenges addressed?</p> <p>2 Days</p>	<p><input type="checkbox"/> Understand that American cities grew at such a rapid and unprecedented rate that many challenges arose.</p> <p><input type="checkbox"/> Identify and explain the challenges created by a huge movement of people into America's cities at the turn of the century.</p> <p><input type="checkbox"/> Analyze government attempts to address the challenges associated with rapidly growing cities.</p>	<p>Documents: <i>The Shame of the Cities</i></p> <p>People: Jane Addams, Boss Tweed</p> <p>Places: Hull House, Lower East Side</p> <p>Events: Triangle Shirtwaist Factory Fire</p> <p>Explicit Vocabulary: urban sprawl, tenements, mass transit, graft, patronage</p>	<p>8.3.9.C</p> <p>Analyze how continuity and change have impacted the United States (politics and government, physical and human geography, social organizations).</p>
---	--	---	--

UNIT 2

Unit Title	Imperialism		
Unit Description	In this unit, students will examine how the United States committed itself to increasing its power through imperial means.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How and why did the United States begin to increase its power and influence throughout the world in the late 19th Century?</p> <p>3 Days</p>	<p><input type="checkbox"/> Understand that powerful nations abroad created a climate of global competition, and the United States joined in.</p> <p><input type="checkbox"/> Identify and explain the motives for American expansion during the mid to late 1800's.</p> <p><input type="checkbox"/> Understand that for a variety of reasons, the U.S. went to war with Spain in 1898.</p> <p><input type="checkbox"/> Explain how the Spanish-American War advanced America's self-interests.</p>	<p>Documents: The Monroe Doctrine, The de Lomé Letter</p> <p>People: William Seward, Theodore Roosevelt, George Dewey, Alfred Thayer Mahan, Jose Marti, General Weyler</p> <p>Places: Alaska, Pearl Harbor, Guam, Midway Island, Santiago (Cuba)</p> <p>Events: The explosion of the <i>U.S.S. Maine</i>, The Battle of Manila Bay, The Battle of San Juan Hill</p> <p>Explicit Vocabulary: foreign policy, imperialism, yellow journalism</p>	<p>5.4.9.B</p> <p>Explain why and how different foreign policy tools are used to advance a nation's self-interest (e.g., diplomacy, economic aid, military aid, sanctions, and treaties).</p>

<p>In what ways did the U.S. debate the costs and benefits of becoming an imperial power?</p> <p>3 Days</p>	<p><input type="checkbox"/> Understand that the United States debated the moral, social, economic, and political implications of becoming an imperial power.</p> <p><input type="checkbox"/> Understand that the U.S. acquired the following territories: Alaska, Hawaii, Philippines, Guam, Guantanamo Bay, and Puerto Rico.</p> <p><input type="checkbox"/> Explain and analyze how imperialism impacted the growth and development of the U.S.</p>	<p>Documents: The Platt Amendment, The Foraker Act</p> <p>People: Emiliano Aguinaldo, Mark Twain, Andrew Carnegie, Imperialists, Anti-imperialists</p> <p>Places: Philippines, Guantanamo Bay</p> <p>Events: Philippine-American War</p> <p>Explicit Vocabulary: commonwealth, protectorate, territory</p>	<p>6.3.U.D</p> <p>Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the United States (ethnicity and race, military conflict, economic stability).</p>
<p>How did the U.S. increase its power and influence throughout the Caribbean, Asia, and the Pacific Ocean in the early 20th Century?</p> <p>3 Days</p>	<p><input type="checkbox"/> Understand that after America's success in the Spanish-American War, the United States was emboldened to engage in continued acts of imperialism, in Central and South America and East Asia.</p> <p><input type="checkbox"/> Compare the imperialistic role the U.S. played, politically and economically, in Panama and China.</p>	<p>Documents: The Roosevelt Corollary, Hay-Bunau-Varilla Treaty</p> <p>People: John Hay</p> <p>Places: Panama Canal, Nicaragua</p> <p>Events: Panamanian Independence, Open Door Policy (China)</p> <p>Explicit Vocabulary: dollar diplomacy, spheres of influence</p>	<p>6.4.U.C</p> <p>Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p>

UNIT 3

Unit Title	The Progressive Era		
Unit Description	In this unit, students will examine how Americans recognized moral, economic, social, and political problems in society and initiated change at the turn of the century.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>Why did America experience the Progressive Era?</p> <p>2 Days</p>	<input type="checkbox"/> Understand that after conflicts and expansion abroad, America turned attention inward and the need for domestic change was evident. <input type="checkbox"/> Identify and explain Progressive Era amendments to the Constitution. <input type="checkbox"/> Examine political reforms made to give the public more opportunity to participate in the political process. <input type="checkbox"/> Analyze the 1902 PA Coal Miners' Strike. <input type="checkbox"/> Compare President Theodore Roosevelt's reform measures under the Square Deal.	<p>Documents: U.S. Constitution</p> <p>People: Theodore Roosevelt</p> <p>Events: PA Coal Miners' Strike</p> <p>Explicit Vocabulary: progressivism, amendment, prohibition</p>	<p>6.1.U.B Analyze how conflict and cooperation among groups (Progressives) and organizations (U.S. government) have impacted the control of limited resources in the United States.</p>

<p>How did investigative journalists help to expose problems in society?</p> <p>2 Days</p>	<p><input type="checkbox"/> Understand that muckraking journalists exposed myriad problems within American society.</p> <p><input type="checkbox"/> Analyze the impact of the work of muckraking journalists.</p> <p><input type="checkbox"/> Evaluate the importance of freedom of the press and the political influence of mass media.</p> <p><input type="checkbox"/> Investigate a current social issue today and construct a solution.</p>	<p>Documents: <i>The Jungle</i> (novel)</p> <p>People: Upton Sinclair, Jacob Riis, Ida Tarbell</p> <p>Places: New York City</p> <p>Events: Standard Oil (monopoly break), passage of Pure Food and Drug Act</p> <p>Explicit Vocabulary: muckrakers</p>	<p>5.3.9.H</p> <p>Evaluate the importance of freedom of the press and the political influence of mass media.</p>
<p>What does a vote for women mean - then and now?</p> <p>2 Days</p>	<p><input type="checkbox"/> Understand that the fight for women’s suffrage in America pre-dates the Progressive Era.</p> <p><input type="checkbox"/> Understand that women’s suffrage didn’t end the struggle for women’s equality.</p> <p><input type="checkbox"/> Analyze, in terms of cause and effect, the “factors” (the climate of the Progressive Era, the enfranchisement of women in Britain, the wartime contributions of American women, and the actions of the NWP and its leadership) that led to the passage of the 19th Amendment.</p> <p><input type="checkbox"/> Evaluate the equality of women in America 100+ years after nationwide suffrage.</p>	<p>Documents: U.S. Constitution</p> <p>People: Alice Paul, Woodrow Wilson</p> <p>Places: Washington, DC</p> <p>Events: Women’s March</p> <p>Explicit Vocabulary: suffrage, equality</p>	<p>8.1.U.A</p> <p>Evaluate patterns of continuity and change over time, applying context of events. (events that led up to the passage of the 19th Amendment and an evaluation of where American women are today).</p>

<p>What role did civil rights leaders and U.S. presidents play in promoting change during the Progressive Era?</p> <p>2 Days</p>	<p><input type="checkbox"/> Compare the ideologies of civil rights leaders (Booker T. Washington and W.E.B. DuBois) in the Progressive Era.</p> <p><input type="checkbox"/> Compare the domestic agendas of Progressive Era presidents.</p> <p><input type="checkbox"/> Evaluate how progressive the Progressive Era presidents were in terms of civil rights.</p>	<p>Documents: 13th, 14th, 15th Amendments</p> <p>People: Booker T. Washington, W.E.B. DuBois, Ida B. Wells</p> <p>Places: Howard University, Tuskegee Institute</p> <p>Events: Booker T. Washington visit the White House</p> <p>Explicit Vocabulary: civil rights, Jim Crow Era, segregation</p>	<p>8.1.9.A Compare patterns of continuity and change over time, applying context of events.</p>
---	--	--	---

UNIT 4

Unit Title	World War I		
Unit Description	In this unit, students will examine why the U.S. intervened in World War I, and how this decision drastically impacted the United States at home and abroad.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What were the causes of World War I and how did the nature of warfare change during this time?</p> <p>2 Days</p>	<input type="checkbox"/> Understand that due to various factors, Europe was on the brink of conflict in the early 1900s; however, the U.S. remained neutral. <input type="checkbox"/> Analyze the relationship between and impact of geography, imperialism, and nationalism on the outbreak of war. <input type="checkbox"/> Describe how the changing tactics and technology of war added to the devastating effects of war.	<p>Documents: Imperial Proclamation [Germany] of 1871</p> <p>People: Woodrow Wilson, Franz Ferdinand, Gavrilo Princip, Czar Nicholas II, Kaiser Wilhelm II</p> <p>Places: France, Great Britain, Belgium, German Empire, Austro-Hungarian Empire, Ottoman Empire, Russian Empire</p> <p>Events: assassination of Franz Ferdinand</p> <p>Explicit Vocabulary: alliances, nationalism, militarism, imperialism</p>	<p>8.3.9.D Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. (military conflict)</p>

<p>Why did the U.S. enter the war in Europe and what was the American (the government and people) response?</p> <p>2-3 Days</p>	<p><input type="checkbox"/> Understand that for a variety of reasons, the United States declared war on Germany and their allies.</p> <p><input type="checkbox"/> Describe the contrasting ideologies of those who did and did not want to go to war.</p> <p><input type="checkbox"/> Evaluate the roles of women and minority groups on the home front/in the military.</p> <p><input type="checkbox"/> Describe the effects of the war in Europe on American life.</p> <p><input type="checkbox"/> Analyze how individual rights were curtailed as a result of the Espionage and Sedition Acts.</p> <p><input type="checkbox"/> Evaluate the effects of propaganda on the war effort.</p>	<p>Documents: Zimmermann Note, Request for War, Alien and Sedition Acts, Schenck vs. U.S., various war posters</p> <p>People: Charles Schenck</p> <p>Events: sinking of <i>Lusitania</i>, declaration of war, fall of Czar Nicholas II</p> <p>Explicit Vocabulary: neutrality, pacifism, isolationism, democracy/dictatorship, propaganda</p>	<p>6.3.U.D Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the United States.</p>
<p>What role did the U.S. play in an Allied victory and post-war negotiations?</p> <p>3 Days</p>	<p><input type="checkbox"/> Understand that the U.S. aided in an Allied victory in World War I, and hoped to play a role in the post-war negotiations.</p> <p><input type="checkbox"/> Describe the events leading to the end of war.</p> <p><input type="checkbox"/> Analyze the varying interests of nations after the war.</p> <p><input type="checkbox"/> Analyze (compare) Wilson's Fourteen Points with the Treaty of Versailles and draw a conclusion about peace in the post-war era.</p>	<p>Documents: Fourteen Points, Treaty of Versailles</p> <p>People: John Pershing, Woodrow Wilson, Henry Cabot Lodge</p> <p>Places: Argonne Forest, Versailles Palace</p> <p>Events: Lost Battalion, Armistice</p> <p>Explicit Vocabulary: armistice, treaty</p>	<p>5.2.9B Analyze strategies used to resolve conflicts in society and government.</p>

UNIT 5

Unit Title	The Roaring Twenties		
Unit Description	In this unit students will examine how Americans escaped the war and its aftermath, challenged societal norms, and spent their way into an economic collapse.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How did America react to changing groups and ideologies in the 1920s?</p> <p>3-4 Days</p>	<input type="checkbox"/> Understand that the economic prosperity of the early 1920s was coupled with a period of uncertainty, fear, and paranoia. <input type="checkbox"/> Analyze the effects of America’s fear of socialism, communism, and anarchism. <input type="checkbox"/> Explain and identify examples of the reemergence of nativism in the post war era. <input type="checkbox"/> Explain and evaluate the “Noble Experiment” (18th Amendment). <input type="checkbox"/> Analyze the Scopes Trial and its effects on modern education.	<p>Documents: The U.S. Constitution</p> <p>People: Sacco & Vanzetti, A. Mitchell Palmer</p> <p>Places: Dayton, TN, Boston, MA, Chicago, IL</p> <p>Events: Scopes Trial, prohibition, re-emergence of KKK</p> <p>Explicit Vocabulary: prohibition, evolution, creationism, socialism, communism, anarchism</p>	<p>5.3.9.C Explain how government agencies create, amend and enforce policies in local, state, and national governments.</p> <p>8.3.U.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.U.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.</p>

<p>How did the 1920s affect the lives of African Americans and how did African Americans affect the 1920s?</p> <p>2 Days</p>	<p><input type="checkbox"/> Understand that marginalized groups experienced new opportunities and new prejudices during the 1920s.</p> <p><input type="checkbox"/> Assess the impact of the African-American contributions, through the Harlem Renaissance, to popular culture.</p> <p><input type="checkbox"/> Understand that the arts of the decade reflected the attitudes of Americans and the post-war culture.</p>	<p>Documents: <i>When the Negro was in Vogue</i></p> <p>People: Langston Hughes, Louis Armstrong, Billie Holiday, Zora Neale Hurston</p> <p>Places: Harlem, NY, Tulsa, OK</p> <p>Events: Harlem Renaissance, Black Wall Street Crash, Tulsa Massacre, Great Migration</p> <p>Explicit Vocabulary: migration, renaissance</p>	<p>8.3.U.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.U.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.</p>
<p>How did consumerism and reckless investing lead to an economic disaster?</p> <p>1-2 Days</p>	<p><input type="checkbox"/> Understand that during the 1920s, the United States government supported pro-business policies and an isolationist stance in world affairs.</p> <p><input type="checkbox"/> Understand that marketing and consumerism rose during the decade.</p> <p><input type="checkbox"/> Explain how prosperity during the 1920s was superficial (uneven distribution of wealth, credit, buying on the margin) and led to economic disaster.</p>	<p>Documents: 1920s Sears and Roebuck catalog</p> <p>People: Calvin Coolidge, Herbert Hoover</p> <p>Places: Wall Street</p> <p>Events: Black Tuesday</p> <p>Explicit Vocabulary: stock market, consumerism, laissez faire, economic depression, buying on the margin</p>	<p>6.3.9.D Explain why governments limit or promote international trade.</p> <p>6.2.U.C Evaluate the impact of advertising and media on individual and group behavior throughout United States history.</p> <p>6.2.9.E Analyze the characteristics of economic expansion, recession, and depression.</p>

UNIT 6

Unit Title	The Great Depression and New Deal		
Unit Description	In this unit, students will examine the severe economic depression of the 1930s and how this merited government intervention, with mixed results.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How did the Great Depression affect Americans?</p> <p>4-5 Days</p>	<input type="checkbox"/> Explain causes of the Great Depression (crisis in the farm sector, overproduction, crash of the stock market, superficial prosperity). <input type="checkbox"/> Analyze the effects of the Great Depression on the average American. <input type="checkbox"/> Evaluate the causes, impact, and significance of the Dust Bowl on farming and the economy at large.	<p>People: Herbert Hoover</p> <p>Places: Anacostia Flats Midwest (Dust Bowl region)</p> <p>Events: stock market crash, bank run, Bonus Army</p> <p>Explicit Vocabulary: depression, recession, relief, Hooverville, unemployment</p>	<p>6.2.9.E Analyze the characteristics of economic expansion, recession, and depression.</p> <p>6.2.9.D Explain the laws of supply and demand and how these affect the prices of goods and services.</p>

<p>How did the government attempt to resolve the problems created by the Great Depression?</p> <p>3-4 Days</p>	<p><input type="checkbox"/> Understand that FDR defeated Hoover in a landslide victory for the presidency, and ushered in a New Deal for the American people.</p> <p><input type="checkbox"/> Identify and explain various New Deal programs.</p> <p><input type="checkbox"/> Compare the presidential responses to the Great Depression.</p> <p><input type="checkbox"/> Explain how Franklin D. Roosevelt communicated and comforted Americans during the Depression.</p> <p><input type="checkbox"/> Explain the current role of the United States government in preventing a similar economic depression.</p>	<p>Documents: Fireside Chats, FDR's First Inaugural Address</p> <p>People: Herbert Hoover, Franklin D. Roosevelt</p> <p>Places: Tennessee Valley, Oklahoma, California</p> <p>Events: New Deal Era</p> <p>Explicit Vocabulary: recovery</p>	<p>6.3.9.B Examine how and why the government acts to regulate and stabilize the state and national economy.</p> <p>8.3.U.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p>
<p>What is the legacy of the New Deal?</p> <p>2-3 Days</p>	<p><input type="checkbox"/> Compare differing perspectives in opposition to the New Deal.</p> <p><input type="checkbox"/> Evaluate the effectiveness of New Deal programs to lessen the impact of the Great Depression on the economy and the American people.</p> <p><input type="checkbox"/> Describe events that led to the end of the Great Depression.</p>	<p>Documents: Fireside Chat #2</p> <p>People: Liberty League, Father Coughlin, Huey Long, Charles Evans Hughes</p> <p>Places: Tennessee Valley, Great Plains</p> <p>Events: Election of 1936</p> <p>Explicit Vocabulary: reform, welfare</p>	<p>8.3.U.A Analyze the characteristics of economic expansion, recession, and depression.</p> <p>8.3.9.C Analyze how continuity and change have impacted the United States. (politics and government)</p>

UNIT 7

Unit Title	World War II		
Unit Description	In this unit, students will examine how the Second World War was a turning point for America in world affairs as intervention into the war in Africa, Europe, and the Pacific resulted in the emergence of two superpowers and the onset of the Cold War.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How were certain nations expanding during the interwar years (1919-1938)?</p> <p>2 Days</p>	<input type="checkbox"/> Understand that certain nations, such as Soviet Union, Italy, Germany, Spain, and Japan were expanding during the interwar years. <input type="checkbox"/> Understand that the policy of appeasement, championed by France and Britain, failed to prevent war. <input type="checkbox"/> Break down the expansion of each state (Soviet Union, Italy, Germany, Japan, and Spain) and compare the similarities and differences of each. <input type="checkbox"/> Make inferences as to why the League of Nations failed to act in the expansion of the Soviet Union, Italy, Germany, and Japan.	<p>Documents: <i>Kellogg-Briand Pact, Munich Pact</i></p> <p>People: Benito Mussolini, Adolf Hitler, Hideki Tojo, Emperor Hirohito, Francisco Franco</p> <p>Places: Rhineland</p> <p>Events: The Munich Conference</p> <p>Explicit Vocabulary: interwar years, dictator, totalitarianism, communism, fascism, Nazism, militarism, isolationism, propaganda, appeasement</p>	<p>8.4.9.D Analyze how conflict and cooperation among groups (nations) and organizations (League of Nations) have influenced the history and development of the world. (Military conflicts).</p>

<p>What was the U.S. response to the outbreak of World War II?</p> <p>3 Days</p>	<p><input type="checkbox"/> Understand that the American attempt at avoiding another “WWI” actually aided dictators through remaining neutral (Neutrality Acts of 1935 and 1937).</p> <p><input type="checkbox"/> Explain how the U.S. aided the Allies.</p> <p><input type="checkbox"/> Analyze (cause and effect) how the United States moved closer to war with the Axis Powers.</p> <p><input type="checkbox"/> Analyze Franklin D. Roosevelt’s “The Day that will Live in Infamy” speech that he gave in reaction to the attack on Pearl Harbor.</p>	<p>Documents: FDR Speech to Congress (Declaration of War - Dec. 8, 1941)</p> <p>People: Franklin D. Roosevelt, Joseph Stalin</p> <p>Places: Warsaw, Battleship Row</p> <p>Events: Japanese attack on Pearl Harbor (Dec. 7, 1941)</p> <p>Explicit Vocabulary: Axis Powers, Allied Powers, blitzkrieg, neutrality</p>	<p>5.4.9.B Explain why and how different foreign policy tools (congressional legislation) are used to advance a nation’s self-interest (e.g., diplomacy, economic aid, military aid, sanctions, and treaties).</p> <p>8.3.9.B Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p>
---	---	--	--

<p>How did American military strategies lead to victory in WWII?</p> <p>2 Days</p>	<p><input type="checkbox"/> Analyze the major battles/conflicts that the U.S. engaged with against the Axis Powers and determine the impact on the overall course of the war.</p> <p><input type="checkbox"/> Compare and contrast two major battles (D-Day versus Midway).</p>	<p>Documents: Eisenhower’s D-Day Speech to Troops</p> <p>People: Douglas MacArthur, Dwight D. Eisenhower, George S. Patton</p> <p>Places: Normandy, Pont du Hoc, Berlin, Midway Island, Iwo Jima, Okinawa, Tokyo</p> <p>Events: European (D-Day, Battle of the Bulge) and Pacific (Doolittle Raid, Battle of Midway, Iwo Jima) Theaters</p> <p>Explicit Vocabulary: island-hopping</p>	<p>8.4.9.D</p> <p>Analyze how conflict (American engagement in WWII) and cooperation among groups (Allied forces) and organizations have influenced the history (outcome of the war) and development of the world.</p>
---	---	---	--

UNIT 8

Unit Title	Cold War		
Unit Description	In this unit, students will examine how in an uncertain and unstable world the United States actively maintained a position of global leadership with consequences abroad and at home. Following World War II, the United States and the Soviet Union competed ideologically and technologically for control around the world.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How did the U.S. create a foreign policy agenda which reflected its role as one of two superpowers after WWII?</p> <p>3 Days</p>	<input type="checkbox"/> Understand that decisions reached at Yalta and Potsdam set the tone for United States and Soviet relations. <input type="checkbox"/> Explain the intent and impact of the Truman Doctrine. <input type="checkbox"/> Compare and contrast the ideological differences of the superpowers.	<p>Documents: <i>Marshall Plan, Truman Doctrine, Iron Curtain Speech</i></p> <p>People: George Marshall, Harry S. Truman, John Foster Dulles</p> <p>Places: Brandenburg Gate</p> <p>Events: Inchon Landing, Tet Offensive</p> <p>Explicit Vocabulary: Containment, Domino Theory</p>	<p>5.4.9.B Explain why and how different foreign policy tools are used to advance a nation’s self-interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).</p> <p>5.4.U.A Explain how United States foreign policy is developed.</p> <p>6.2.U.G Compare and contrast various economic systems.</p>

<p>How did the U.S. and USSR engage in global competition and indirect conflict?</p> <p>3 Days</p>	<p><input type="checkbox"/> Understand that the Cold War alliances of NATO and the Warsaw Pact acted as instruments of United States and Soviet foreign policies respectively.</p> <p><input type="checkbox"/> Explain the significance of the main Cold War struggles, such as the partitioning of Germany, Berlin airlift, Berlin Wall, arms race, and the space race.</p> <p><input type="checkbox"/> Understand that the Korean War taught the United States valuable lessons about the limits of international organizations as tools of American foreign policy.</p>	<p>Documents: <i>United Nations Charter</i></p> <p>People: John F. Kennedy, Nikita Krushchev</p> <p>Places: Berlin</p> <p>Events: Berlin Airlift</p> <p>Explicit Vocabulary: proliferation, brinkmanship, ICBM, MAD, START, SALT</p>	<p>5.4.9.C Identify the role of international organizations.</p> <p>5.4.9.B Explain why and how different foreign policy tools are used to advance a nation’s self-interest (e.g., diplomacy, economic aid, military aid, sanctions, and treaties).</p>
<p>How did a post-war world affect the way of life at home for Americans?</p> <p>3 Days</p>	<p><input type="checkbox"/> Understand that nuclear proliferation increased tensions between world superpowers.</p> <p><input type="checkbox"/> Understand that the Soviet Union and the United States never fought a direct confrontation (because of Mutually Assured Destruction).</p> <p><input type="checkbox"/> Analyze (cause and effect) the changes at home during the post-war era.</p>	<p>Documents: <i>The Fair Deal, The New Frontier</i></p> <p>People: The Rosenbergs, Jackie Robinson</p> <p>Places: Levittowns</p> <p>Events: Sputnik</p> <p>Explicit Vocabulary: McCarthyism, Baby Boom, Beatniks</p>	<p>5.4.U.A. Explain how United States foreign policy is developed.</p> <p>8.3.9.C Analyze how continuity and change have impacted the United States.</p>

UNIT 9

Unit Title	Civil Rights Era		
Unit Description	In this unit, students will examine how marginalized groups experienced an expansion of their rights through increased public awareness, protest, legislation, and Supreme Court decisions.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How did the decades following the Civil War affect African American rights? 2 Days	<input type="checkbox"/> Explain how Reconstruction efforts in the 1860s and 1870s failed and led to a segregated society in America. <input type="checkbox"/> Describe the effects of Jim Crow on American society and culture.	People: Homer Plessy Events: Plessy v. Ferguson Explicit Vocabulary: Jim Crow, segregation	8.1.U.A Evaluate patterns of continuity and change over time, applying context of events. 5.1.U.C Analyze the principles and ideals that shape the United States government.

<p>How did schools handle desegregation following the Brown decision?</p> <p>2 Days</p>	<p><input type="checkbox"/> Explain how Brown v. Board of Education changed American school systems.</p> <p><input type="checkbox"/> Describe the perseverance through resistance to desegregation.</p>	<p>Documents: Majority opinion of Brown</p> <p>People: Thurgood Marshall, Little Rock Nine, Ruby Bridges</p> <p>Places: Topeka, KS</p> <p>Events: Brown v. Board of Ed</p> <p>Explicit Vocabulary: desegregation</p>	<p>5.3.9.F Explain the Supreme Court's role in interpreting the United States Constitution.</p> <p>5.2.9.B Analyze strategies used to resolve conflicts in society and government.</p>
--	---	---	--

<p>How did leaders and activists fight for equality in the streets and in Congress?</p> <p>5 Days</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand that during the late 1950s and through the 1960s, the Civil Rights Movement gained momentum. <input type="checkbox"/> Identify various leaders and activists who fought for equality. <input type="checkbox"/> Compare various methods of fighting for equality. <input type="checkbox"/> Detail acts of civil disobedience to bring desegregation to all of society. 	<p>Documents: <i>Letter from a Birmingham Jail, The Ballot or the Bullet</i></p> <p>People: John F. Kennedy, Lyndon B. Johnson, Martin Luther King, Malcolm X</p> <p>Places: Birmingham, AL, Greensboro, NC, Washington, DC</p> <p>Events: March on Washington, Children’s March, Greensboro Sit-In, Freedom Ride, Civil Rights Act of 1964, Voting Rights Act of 1965</p> <p>Explicit Vocabulary: civil disobedience</p>	<p>5.2.9.D</p> <p>Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.</p>
--	--	--	---

UNIT 10

Unit Title	Vietnam and the Counterculture of the 1960s and 1970s		
Unit Description	In this unit, students will understand that in order to prevent the spread of Communism during the Cold War, the United States intervened in the conflict between North and South Vietnam. This led to heightened political, social, and cultural unrest at home.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What were the forces that fueled the Vietnam War?</p> <p>3 Days</p>	<input type="checkbox"/> Understand that the Cold War provided the backdrop for the Vietnam War. <input type="checkbox"/> Assess the decision of the U.S. to take over for the French in Indochina. <input type="checkbox"/> Analyze how the “domino theory” played into the U.S. effort to prevent the spread of communism in Vietnam. <input type="checkbox"/> Explain how the Gulf of Tonkin Resolution and “Operation Rolling Thunder” led to combat involvement in Vietnam.	<p>Documents: <i>The Gulf of Tonkin Resolution</i></p> <p>People: Ho Chi Minh</p> <p>Places: French Indochina, Gulf of Tonkin, Mekong Delta</p> <p>Events: The Battle of Dien Bien Phu</p> <p>Explicit Vocabulary: hawks and doves</p>	<p>5.4.9.B Explain why and how different foreign policy tools are used to advance a nation’s self-interest (e.g., diplomacy, economic aid, military aid, sanctions, and treaties).</p> <p>5.4.U.A Explain how United States foreign policy is developed.</p>

<p>How did the war escalate in Vietnam and at home?</p> <p>3 Days</p>	<p><input type="checkbox"/> Understand that in 1965, President Johnson made the decision to increase troop involvement in Vietnam.</p> <p><input type="checkbox"/> Examine the impact, at home and abroad, of increased troop involvement in order to fulfill the policy of containment.</p> <p><input type="checkbox"/> Explain why the war in Vietnam turned into a stalemate.</p>	<p>People: Lyndon B. Johnson</p> <p>Places: Ho Chi Minh Trail, Khe Sahn</p> <p>Events: The Tet Offensive</p> <p>Explicit Vocabulary: escalation, Napalm</p>	<p>8.4.9.D</p> <p>Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.</p>
<p>Why and how did the United States end the war in Vietnam?</p> <p>2 Days</p>	<p><input type="checkbox"/> Understand that the Vietnam War became increasingly unpopular with the American people.</p> <p><input type="checkbox"/> Determine the leading factors that led to the eventual withdrawal of U.S. troops from Vietnam.</p> <p><input type="checkbox"/> Evaluate the impact of the Vietnam War on the U.S.</p>	<p>Documents: <i>The Pentagon Papers</i></p> <p>People: Richard M. Nixon</p> <p>Places: Saigon, Cambodia</p> <p>Events: Watergate, My Lai Massacre, Tet Offensive</p> <p>Explicit Vocabulary: Vietnamization</p>	<p>8.3.U.D</p> <p>Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.</p>

UNIT 11

Unit Title	The End of the Cold War and the New Millennium		
Unit Description	In this unit, students will understand that with the end of the Cold War the United States found itself as the lone superpower and de facto guarantor of international peace and security.		
Unit Assessment	Common unit assessment		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How did U.S. foreign policy change towards the former Soviet Union and other nations following the Cold War?</p> <p>2 Days</p>	<input type="checkbox"/> Understand that leaders of the United States and the USSR brought an end to the Cold War after decades of tensions and diplomacy. <input type="checkbox"/> Understand that the scale-down of nuclear proliferation paved the way for an ending of Cold War tensions. <input type="checkbox"/> Analyze the role of the United States as a major broker of peace throughout the world with events like the Camp David Accords, Somalia, Balkan intervention, etc.	<p>People: Jimmy Carter, Begin (Israel), Sadat (Egypt)</p> <p>Places: Soviet Union, Berlin, Somalia, Balkans</p> <p>Events: Camp David Accords</p>	<p>5.4.9.B</p> <p>Explain why and how different foreign policy tools are used to advance a nation's self-interest (e.g., diplomacy, economic aid, military aid, sanctions, and treaties).</p>

<p>How was the U.S. affected both domestically and internationally by 9/11?</p> <p>2 Days</p>	<p><input type="checkbox"/> Understand that the al-Qaeda attacks of September 11th, 2001 led to a lengthy War on Terror with multiple nations, terrorist organizations, and insurgent groups.</p> <p><input type="checkbox"/> Explain how American foreign policy changed in the wake of September 11th terror attacks.</p> <p><input type="checkbox"/> Examine the effect of the September 11th terror attacks on domestic policy.</p>	<p>Documents: UN Resolution 1441</p> <p>People: Osama bin Laden</p> <p>Places: New York City, Washington D.C., Shanksville, Pa., Iraq, Afghanistan</p> <p>Events: 9/11</p> <p>Explicit Vocabulary: terrorism, foreign policy, domestic policy</p>	<p>5.4.U.A Explain how United States foreign policy is developed.</p>
<p>What were the reasons why the U.S. entered the wars in Afghanistan and Iraq?</p> <p>2 Days</p>	<p><input type="checkbox"/> Understand that following the attacks on 9/11, the U.S. launched invasions in Afghanistan (2001) and Iraq (2003).</p> <p><input type="checkbox"/> Compare the administrations of Presidents George W. Bush and Barack Obama, in terms of the War on Terror.</p> <p><input type="checkbox"/> Explain how the War on Terror impacted the U.S.</p>	<p>People: George W. Bush, Barack Obama, Saddam Hussein, al-Qaeda</p> <p>Places: Iraq, Afghanistan</p> <p>Events: “Mission Accomplished,” Osama Bin Laden killed, troop withdrawal from Afghanistan</p> <p>Explicit Vocabulary: weapons of mass destruction (WMD), War on Terror, shock and awe</p>	<p>8.3.U.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p>

ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)