

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

United States History

College Prep
Advanced College Prep
Honors
Social Studies Department

2016

(Last Revised 2003)

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

TRUMBULL HIGH SCHOOL CORE VALUES AND BELIEFS STATEMENT

Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Student will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION

United States History is a course offered by the Social Studies Department of Trumbull High School. Students will earn (1) general credit upon successful completion of the two-semester course. The course is mandatory toward fulfilling the Social Studies three-credit requirement for graduation.

This course examines the history of the United States, beginning with the period of industrialization to the present era. This is a change from the 2003 curriculum guide, in which the sequence began with the colonial period. This new sequence is aligned with the newly-approved Connecticut Social Studies Frameworks for the high school level, which allows for a more-in-depth study of the modern era. Engaging a range of approaches, we will consider political, economic, cultural, and social histories while paying particular attention to gender, race, sexuality, class, region, nation, and shifting global contexts. We will explore the ways in which we learn and narrate stories of America's past, individually and collectively, and address the profound consequences this holds not only for general historical understanding and practice, but also for analyzing the nation's present, its future, and the wider workings of power. This class draws upon a variety of texts, including narrative history, journalism, government documents, legal decisions, visual culture, fiction, music, material culture, and documentary and feature film.

Throughout the entire revised course will be an increased emphasis on improving students' reading comprehension, critical thinking, verbal expression, and writing skills. Insightful and respectful debate will be encouraged. Building on the new Connecticut Frameworks for Social Studies, an increased emphasis will be placed on developing questions and planning inquiry, applying disciplinary concepts and tools, evaluating sources and using evidence, and communicating conclusions and taking informed action. Another component of the new Social Studies Framework is to explore the role that Connecticut played in U.S. History, where applicable. The new curriculum also emphasizes literacy in history/social studies, and technology competency standards, both of which prepare students for college and career opportunities.

PHILOSOPHY

The main purpose of studying United States History is to develop a competent citizenry through the knowledge of our heritage and institutions. With this goal in mind, it is imperative to expose students to an extensive scope and sequence of the United States experience. It is, therefore, the philosophy that the course curriculum include an emphasis on the significant events, policies, and personalities in United States History from past to present, and more specifically how they relate to the world we live in today. Since the purpose of Social Studies is to prepare students for effective and responsible citizenship, the content of the course must also reflect upon the United States and its connection to the global community as it continues to evolve. This United States History course is, therefore, geared toward creating the awareness of the need to be informed coupled with the ability to function as a citizen of an independent nation within an increasingly interdependent world.

COURSE DESCRIPTION

Course Name, Level

United States History

Course Credit

1 Social Studies

Prerequisites

Placement will be based on past performance literacy profiles and teacher recommendation.

General Description of the Course Content

This course provides a college-level experience for students committed to academic excellence. This course examines the history of the United States, beginning with the period of industrialization to the present era. This sequence is aligned with the newly-approved Connecticut Social Studies Frameworks for the high school level. Students taking this course should possess strong reading, writing, and analytical skills and have a willingness to dedicate significant study time to this class and to preparation for a cumulative exam. This course places great importance on developing critical thinking skills, essay writing, and understanding and interpretation of primary source documents including charts, graphs, cartoons, and photographs. The course is divided by time periods and focuses on key themes including, but not limited to, the development and growth of an American identity, American diversity and a multicultural society, the development and growth of political institutions, economic trends and transformations, social reform movements, and U.S. actions on the world stage. Excerpts from the writings of major historians are also included in the reading assignments and class discussions.

Major Projects

Assignments for each semester will include research projects, student presentations, writing assessments, class participation, simulations, debates, technology-based activities, and conventional examinations.

Primary Course Text:

Honors - Goldfield, D., Abbott, C., DeJohn Anderson, V., Argersinger, J., Argersinger, P., Barney, W., & Weir, R. (2011). *The American Journey: A History of the United States 6th Edition*. Upper Saddle River, New Jersey: Pearson Education, Inc., 2011.

ACP - Appleby, J., Brinkley, A., Broussard, A., McPherson, J., & Ritchie, D. (2010). *The American Vision*. Columbus, Ohio: Glencoe/McGraw Hill, 2010.

CP - Danzer, Gerald, et al. (2012) *The Americans*. Orlando: Holt McDougal/Houghton Mifflin Harcourt, 2012.

Assessments

Assessments will be both informal in nature to help guide student learning and formal in nature to assess the student's level of mastery of knowledge and skills. Formal assessments will be various and will include, but not be limited to, research projects, student presentations, writing assessments, class participation, simulations, debates, technology-based activities, and conventional examinations.

Other Resources:

Various additional resources will be used throughout the course of this class to supplement material being covered. These include but are not limited to: selected handouts, web-based resources, guest speakers, and videos/documentaries. Some material will be provided to students in class; other material will be available electronically. Detailed information will be outlined in each unit syllabus.

GOALS

Upon completion of this course, students will:

- Gather, analyze, and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses
- Demonstrate an understanding of the ways in which different cultures interacted in pre-modern and modern times, and how they have shaped new identities and ways of life
- Initiate questions and hypotheses about historic events they are studying
- Describe the multiple intersecting causes of events
- Describe, explain, and analyze political, economic and social consequences that came about as the resolution of a conflict
- Evaluate the roles and contributions of individuals and groups
- Analyze the connections and interactions of people over time and space
- Develop critical thinking skills by inquiry, research, and organizing information
- Describe and analyze, using historical data and understandings, the options that are available to parties involved in contemporary conflicts of decision making
- Evaluate whether and/or when their obligations as citizens require that their personal desires, beliefs, and interests be subordinated to the public good
- Demonstrate an understanding of political concepts of power, authority, governance and law
- Apply critical thinking skills in determining the degrees of interdependence of economic, political, and social systems throughout the world
- Support and defend oral presentations and writing prompts by evaluating a variety of resources
- Incorporate technology by researching topics related to the curriculum
- Describe relationships between historical subject matter and other subjects they study, current issues, and personal concerns

CONNECTICUT SOCIAL STUDIES FRAMEWORKS

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions:

It is expected that students in high school U. S. History will work individually and with others to:

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions:

- INQ 9-12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9-12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9-12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 9-12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
- INQ 9-12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

History is supported through an interdisciplinary approach that includes civics, economics, and geography.

Change, Continuity and Context

- HIST 9-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9-12.2 Analyze change and continuity in historical eras.

Perspectives

- HIST 9-12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- HIST 9-12.4 Analyze how historical contexts shaped and continue to shape people's perspectives. (e.g., immigration, labor, the role of women).
- HIST 9-12.5 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
- HIST 9-12.6 Explain how the perspectives of people in the present shape interpretations of the past.
- HIST 9-12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Historical Sources and Evidence

- HIST 9-12.8 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- HIST 9-12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- HIST 9-12.10 Critique the appropriateness of the historical sources used in a secondary interpretation.

Causation and Argumentation

- HIST 9-12.11 Analyze multiple and complex causes and effects of events in the past.
- HIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Civic and Political Institutions

- CIV 9-12.1 Analyze the role of citizens in the U. S. political system, and the theory and practice of democracy in America.
- CIV 9-12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.

Participation and Deliberation

- CIV 9-12.3 Evaluate how social and political systems in the U. S. promote civic virtues and democratic principles across different contexts, times, and places.

Processes, Rules, and Laws

- CIV 9-12.4 Analyze how public policies promote changes, intended and unintended, in society.
- CIV 9-12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights.

Economic Decision Making

- ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Exchange and Markets

- ECO 9-12.2 Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
- ECO 9-12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

National Economy

- ECO 9-12.4 Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
- ECO 9-12.5 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

Global Economy

- ECO 9-12.6 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

Geographic Representations: Spatial Views of the World

GEO 9-12.1 Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

Human-Environment Interaction: Places, Regions, and Culture

GEO 9-12.2 Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

Human Population: Spatial Patterns and Movement

GEO 9-12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

Global Interconnections

GEO 9-12.4 Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

It is expected that students will work individually and with others to:

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the source.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claims while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

It is expected that students will work individually and with others to:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

- INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.
- INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Grades 6-12 Literacy in History/Social Studies

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.9-10.1

[\(\[HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/RH/9-10/1\]\(http://www.corestandards.org/ELA-LITERACY/RH/9-10/1\)\)](http://www.corestandards.org/ELA-LITERACY/RH/9-10/1)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Instructional Teaching Strategies

Anticipation Guides, Brainstorming, Comprehension Questions based on class readings, Case Studies, Categorizing, Clustering, Comparing and Contrasting, Cuing Expected Behavior, Debates, Direct Instruction, Discussion Groups (small & large groups), Editing and Revising, Essays, Encouraging Students to Clarify & Expand Ideas, Graphic Organizers, Group Projects, Guided Notes, Heterogeneous & Homogenous Grouping, Narrated Reading, Needs-Based Grouping, Peer Editing, Peer Modeling, Reflections, Persuasive Writing, Question & Answer Sessions, Refocusing Students, Research using Technology, Restating & Rephrasing Key Concepts, Role-Playing Scenarios, Student Presentations, Study Groups, Study Guides, Wait Time

Technology Competency Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Unit One - Industrialization and Urban America

Industrialization (CT Social Studies Frameworks 2015)

- Analyze how technology, the factory system, and mass production provided opportunities for economic growth, but also negatively affected some people's quality of life.
- Evaluate the benefits and challenges of a changing standard of living for Americans.
- Analyze the ways that early industrialization altered the role of men and women in the workplace.

Movements of People (immigration and migration) (CT Social Studies Frameworks 2015)

- Analyze the main reasons for immigration to the United States from different world regions, and assess the impact of immigration on society.
- Analyze the impact that immigrants had on Connecticut during this era.
- Explore how immigration to the U.S. influenced ideas about national unity and cultural diversity.
- Analyze why people migrated from one area of the U.S. to another.
- Evaluate the impact of migrations on politics, social movements, and economic conditions, including from farms to cities, from South to North, and others.

The Impact of Geography on History (CT Social Studies Frameworks 2015)

- Analyze the movement and settlement patterns of people who immigrated to the United States or migrated within the country.
- Evaluate the decisions of people to use land, other resources, and the overall environment to meet human needs.
- Analyze geographic and cultural forces that have resulted in conflict and cooperation within and among countries.

The Role of Connecticut in U.S. History (CT Social Studies Frameworks 2015)

- Explore the history of individual Connecticut cities and towns.
- Explore how Connecticut contributed to various key events in United States history.
- Evaluate whether Connecticut history is representative of the larger historical context.
- Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies.

Rise of Organized Labor (CT Social Studies Frameworks 2015)

- Analyze how labor movements affected working conditions, influenced the political process, and shaped the concept of the U. S. as a land of opportunity.
- Analyze the causes and effects of labor conflict in various industries and geographic regions.
- Analyze the rise and decline of organized labor from the late 19th century to today.

Essential Questions:

- Was the growth of industry in the late 1800s primarily detrimental or beneficial to American politics, economics, and society?
- To what extent were Americans divided over changes brought about by the growth of industry in the late 1800s?

Focus Questions:

- Why were the political times so prone to political corruption in the post-Civil War Era?

- What were the biggest challenges facing the post-Reconstruction South?
- What were the main principles of the Gospel of Wealth and Social Darwinism? In what ways did they attempt to deal with (and justify) the concentration of wealth?
- What were some of the main ways in which the government tried to deal with the trusts? How did the Interstate Commerce Act and the Sherman Anti-Trust Act deal with monopolies? Were they successful?
- What were some of the biggest challenges facing labor in the second half of the nineteenth century?
- What kinds of communities did new immigrants create in America?
- How did the new cities help create the new middle class?
- What were the major challenges faced by the increased urban population?
- How did parties shape late-nineteenth-century politics?
- How effective was government in addressing the problems of America's industrializing economy?

Content:

Political Corruption
 Urbanization
 Immigration
 Industry
 Organized Labor
 The New South
 African Americans

Assured Experiences:

- Students will participate in a classroom debate answering the prompt: Were the 19th century industrialists Robber Barons or Captains of Industry? Students will bring forth their arguments supported by historical detail in order to engage in a mature, thoughtful, and orderly debate on the topic.
- “Booker T. Washington and W.E.B. DuBois offered different strategies for dealing with the problems of poverty and discrimination faced by African Americans at the end of the nineteenth century and beginning of the twentieth century. Assess the effectiveness of each of these strategies.” Students will write an essay answering the statement in a persuasive and articulate manner using primary and secondary sources as well as their knowledge of historical detail of the time.
- Students will analyze a pictorial graph of Waves of Immigrants between 1820-1920 to determine immigration trends and how they affected United States society.
<https://drive.google.com/open?id=0B-GhtYnAkNhNVVFrTVY2bWpETTQ>

Resources:

Teachers may use some or all of the activities based on the individual needs of the students.

- Rise of industrial America:
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/city/>
- Urban growth in America:
<http://www.discoveryeducation.com/teachers/free-lesson-plans/urban-growth-in-america.cfm>

- The Industrial Revolution:

http://www.socialstudieshelp.com/USRA_Workers_Lives.htm

<http://education.seattlepi.com/extent-did-industrial-revolution-change-american-social-economic-political-life-6960.html>

<http://learningtogive.org/papers/paper54.html>

Unit Two - The Progressives

The Gilded Age (CT Social Studies Frameworks 2015)

- Analyze how economic and political forces affected the distribution of income and wealth during the period.
- Assess the advantages and disadvantages of laissez-faire capitalism on the production and consumption of goods.

Progressivism (CT Social Studies Framework 2015)

- Analyze how economic, political, and social conditions of the late 19th and early 20th century helped or hurt different groups of people.
- Evaluate the successes and failures of the Progressives in achieving economic, political, and social reforms during the period.

The Role of Connecticut in U.S. History (CT Social Studies Frameworks 2015)

- Explore the history of individual Connecticut cities and towns.
- Explore how Connecticut contributed to various key events in United States history.
- Evaluate whether Connecticut history is representative of the larger historical context.
- Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies.

Rise of Organized Labor (CT Social Studies Frameworks 2015)

- Analyze how labor movements affected working conditions, influenced the political process, and shaped the concept of the U. S. as a land of opportunity.
- Analyze the causes and effects of labor conflict in various industries and geographic regions.
- Analyze the rise and decline of organized labor from the late 19th century to today.

Essential Questions:

- Who were the Progressives?
- Were the Progressives successful in making government more responsive to the people?

Focus Questions:

- What were the roots of the Progressive movement in the United States?
- What values and beliefs bound Progressives together?
- How did Progressives change American politics and government?
- What role did the muckrakers play in the Progressive Era?
- What were the differences between Taft and Roosevelt? How did this difference split the Republican Party in the election of 1912?
- What were the main issues in the election of 1912 and how was Woodrow Wilson a minority president?

Content:

Political Corruption
The Progressives
Election of 1912
Reform
“New Nationalism”

“New Freedom”

Muckrakers

Women

African Americans

Consumer Issues

Environmental Issues

Big Business

Progressive Presidents

Progressive Amendments

Assured Experiences:

- Students will engage in a classroom debate answering the prompt: Which was the more realistic response to industrialization – Roosevelt’s New Nationalism or Wilson’s New Freedom programs? Students will bring forth their arguments supported by historical detail in order to engage in a mature, thoughtful, and orderly debate on the topic.
- How successful were progressive reforms during the period of 1890-1915 with respect to two of the following: industrial conditions, urban life, and politics? Students will write an essay answering the question in a persuasive and articulate manner using primary and secondary sources as well as their knowledge of historical detail of the time.
- Students will view and analyze relevant political cartoons. A variety of activities and modalities for exploration are included in this site.

<http://www.archives.gov/education/lessons/election-cartoons/activities.html>

Resources:

- Editorial cartoons of the Progressive Era:
<http://www.archives.gov/education/lessons/election-cartoons/activities.html>
- Teaching American History: <http://teachingamericanhistory.org/library/progressive/>
- Gilder Lehrman Center: <http://www.gilderlehrman.org/history-by-era/politics-reform/resources/reform-movements-progressive-era>

Unit Three - Becoming a World Power

The Role of the United States in World Affairs (CT Social Studies Frameworks 2015)

- Evaluate the role of the United States in preventing and responding to global human rights issues.
- Evaluate the effectiveness of America’s foreign policies that have been based on military intervention, diplomacy, and/or participation in a multilateral response (in conjunction with the United Nations, NATO, or other group).

Imperialism/U.S. Foreign Policy (CT Social Studies Frameworks 2015)

- Analyze the changing role of the U.S. in different world regions during the late 1800s and early 1900s.
- Evaluate cases in which U.S. foreign policy supported or compromised the ideals of freedom, justice, and opportunity.

The Role of Connecticut in U.S. History (CT Social Studies Frameworks 2015)

- Explore the history of individual Connecticut cities and towns.
- Explore how Connecticut contributed to various key events in United States history.
- Evaluate whether Connecticut history is representative of the larger historical context.
- Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies.

Essential Question:

- Was American expansion overseas justified?

Focus Questions:

- What were the main reasons for America turning outward?
- What arguments were made for and against American expansion in the late nineteenth century?
- How was Wilson’s foreign policy different from that of Roosevelt and Taft?

Content:

Imperialism
Spanish American War
Philippines
Latin America
“Dollar Diplomacy”
“Moral Diplomacy”

Assured Experiences:

- Students will listen to and annotate “The War Prayer” by Mark Twain and analyze Twain’s response by responding to guided questions.
- Mapping activity of an Overseas Empire: Students will identify American expansion into the Pacific Ocean and other geographical areas of interest during the era of imperialism.
- Mapping activity of the Spanish American War: Students will identify cities/locations, battles, territories gained and lost, as well as other geographical areas of interest during the Spanish American War.

- Although the sinking of the *Maine* provided an immediate trigger for the Spanish-American War, long-term US military and economic interests provide a more nuanced context for the US invasion of Cuba. Students will watch a documentary video, read a telegram describing Spanish treatment of Cubans, and examine an American campaign speech to explore the long-term reasons for why the US invaded Cuba in 1898. Central Historical Question: Why did the U.S. invade Cuba? <https://sheg.stanford.edu/spanish-american-war>

Resources:

- American Empire:
 - <http://harvardmagazine.com/2002/11/an-american-empire.html>
 - <http://www.theatlantic.com/magazine/archive/2014/04/in-defense-of-empire/358645/>
 - <http://foreignpolicy.com/2012/02/14/the-rise-or-fall-of-the-american-empire/>
 - <http://www.foreignaffairs.com/articles/59727/g-john-ikenberry/illusions-of-empire-defining-the-new-american-order>
- US Interventionism v. Isolationism:
 - <http://debatewise.org/debates/3021-united-states-foreign-policy-isolationism-vs-interventionism/>
 - <http://edsitement.neh.gov/lesson-plan/great-debate-internationalists-vs-isolationists>
 - <http://www.americanforeignrelations.com/E-N/Isolationism-Interventionism-and-isolationism.html>
 - <http://www.heritage.org/research/reports/2011/07/neither-isolationist-nor-noninterventionist-the-right-way-to-think-about-foreign-policy>

Unit Four - World War I and the Aftermath

Global Wars (World War I and World War II) (CT Social Studies Frameworks 2015)

- Analyze how World War I and World War II contributed to changing roles for women and underrepresented groups in society.
- Analyze turning points in the global wars and the role of the United States in the conduct of these wars.
- Analyze how the global wars affected the American identity.

The Role of the United States in World Affairs (CT Social Studies Frameworks 2015)

- Evaluate the role of the United States in preventing and responding to global human rights issues.
- Evaluate the effectiveness of America's foreign policies that have been based on military intervention, diplomacy, and/or participation in a multilateral response (in conjunction with the United Nations, NATO, or other group).

The Role of Connecticut in U.S. History (CT Social Studies Frameworks 2015)

- Explore the history of individual Connecticut cities and towns.
- Explore how Connecticut contributed to various key events in United States history.
- Evaluate whether Connecticut history is representative of the larger historical context.
- Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies.

Rise of Organized Labor (CT Social Studies Frameworks 2015)

- Analyze how labor movements affected working conditions, influenced the political process, and shaped the concept of the U. S. as a land of opportunity.
- Analyze the causes and effects of labor conflict in various industries and geographic regions.
- Analyze the rise and decline of organized labor from the late 19th century to today.

Essential Question:

- How and why does a nation decide to go to war?

Focus Questions:

- What were the circumstances surrounding Wilson's reelection in 1916? What major challenges did the president face as Europe entered World War I?
- What were the steps that led America to enter World War I?
- After his campaign promise of keeping America out of the war in 1916, how did Wilson garner support for the war?
- How did America convert from a peacetime economy to a wartime economy?
- How did the war effort threaten civil liberties?
- What were the reasons for the failure of both the League of Nations and the Treaty of Versailles?
- What challenges did America face in the aftermath of the war?

Content:

World War I

Espionage and Sedition Acts

Women
The Home Front
Treaty of Versailles
Fourteen Points
Impact of War

Assured Experiences:

- Students will consider whether critics of the First World War were anti-American as they read anti-war documents from prominent socialist leaders Eugene Debs and Charles Schenck, as well as excerpts from the Sedition Act and a Supreme Court ruling upholding the act.

Students will complete a journal reflection answering the prompt: Were critics of World War I anti-American? Students will express their own personal opinions using their knowledge of historical detail as supporting evidence. This information will be used in a classroom debate.

- Students will act as a Senator for the State of Connecticut in 1919 and prepare a speech to present to the United States Senate answering whether or not they support joining the League of Nations. Students will write an essay answering the question in a persuasive and articulate manner using primary and secondary sources as well as their knowledge of historical detail of the time.
- Mapping activity of World War I. Students will identify countries/locations, alliances formed, and other geographical areas of interest during World War I.
- Students will create a World War 1 propaganda poster using online Glogster.

Resources:

- World War I:
<http://www.debate.org/opinions/should-the-u-s-have-entered-ww1>
<https://history.state.gov/milestones/1914-1920/wwi>
<http://www.wsj.com/articles/SB10001424052702304632204579337012650058546>
<http://historynewsnetwork.org/article/1531>
<http://nationalinterest.org/feature/how-germany-could-have-won-world-war-i-10398>

Unit Five – The Jazz Age

Cultural Diversity and an American National Identity (CT Social Studies Framework 2015)

- Analyze factors that contributed to cultural diversity in the United States.
- Examine different forms of, purposes for, and impact of cultural expression, including art, literature, music, film, dance and other forms of fine and performing arts.
- Evaluate how the media has influenced cultural diversity and an American national identity.

The Roaring 1920s and the Great Depression (CT Social Studies Framework 2015)

- Analyze cultural changes that occurred during the 1920s, and responses to these changes.
- Compare and contrast the role of government in the lives of Americans during the 1920s and 1930s.

Suffrage Movements (CT Social Studies Framework 2015)

- Analyze the methods and effectiveness of late 19th and early 20th century women’s suffrage movements.

Gender Roles in Economic, Political, and Social Life (CT Social Studies Frameworks 2015)

- Analyze the role of women and men in key events, such as the women’s suffrage and temperance movements, World War II, civil rights movement, etc.
- Evaluate how the role of women and men in American society changed over time.

Movements of People (immigration and migration) (CT Social Studies Frameworks 2015)

- Analyze the main reasons for immigration to the United States from different world regions, and assess the impact of immigration on society.
- Analyze the impact that immigrants had on Connecticut during this era.
- Explore how immigration to the U.S. influenced ideas about national unity and cultural diversity.
- Analyze why people migrated from one area of the U.S. to another.
- Evaluate the impact of migrations on politics, social movements, and economic conditions, including from farms to cities, from South to North, and others.

The Role of Connecticut in U.S. History (CT Social Studies Frameworks 2015)

- Explore the history of individual Connecticut cities and towns.
- Explore how Connecticut contributed to various key events in United States history.
- Evaluate whether Connecticut history is representative of the larger historical context.
- Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies.

Essential Question:

- How did the changes that occurred during the 1920s affect American values?

Focus Questions:

- What was it about the 1920s that made it Roaring?
- What contributed to the economic boom of the 1920s?
- What fueled the culture wars of the 1920s?
- How did the Red Scare translate into the Ku Klux Klan and the anti-immigrant movements in American society?

- What were the arguments both for and against Prohibition and what were its consequences? How did the Eighteenth Amendment come about?
- Who were some of the major literary figures and how did the literature reflect the mood of the 1920s?
- What was the economic philosophy of the Republican presidents of the 1920s?
- How did new systems of distribution, marketing and mass communication shape American culture?
- What role did the United States play in international diplomacy in the decade after World War I?

Content:

Red Scare
 Sacco and Vanzetti
 Ku Klux Klan
 Immigration
 Scopes Trial
 Jazz Age Culture
 Harlem Renaissance
 Prohibition
 Organized Crime
 New Technologies
 Mass Media
 Automobiles
 Women
 Presidential Scandals
 “Trickle Down” Economics
 Big Business
 Boom and Bust
 The Stock Market

Assured Experiences:

- 1920s Menu Project: Students will research food and prices, and use slang expressions from the 1920s to create a menu.
- Students will design a poster (online or poster board) to tell the story of the main events of the 1920s.
- The 18th Amendment, which prohibited the sale of alcohol, is the only amendment to the U.S. Constitution to have been entirely repealed. Students will consider the 18th Amendment within the historical context of the Progressive era to address the question: Why was the 18th Amendment adopted? <https://sheg.stanford.edu/prohibition>
- The Palmer Raids were aimed at arresting and deporting leftists and radicals following the First World War. Students will explore the causes of the Palmer Raids by comparing writings from A. Mitchell Palmer and Emma Goldman and considering them within the historical context of the United States in 1919. Central Historical Question: What caused the Palmer Raids? <https://sheg.stanford.edu/palmer-raids>

Resources:

- The Gilder Lehrman Institute of American History- resources and activities on the Roaring Twenties: <http://www.gilderlehrman.org/history-by-era/progressive-era-new-era-1900-1929/roaring-twenties>
- History of American jazz: <http://www.pbs.org/jazz/time/>
- Early Days of Jazz: https://www.humanities.uci.edu/history/ucihp/resources/11th%20grade%20for%20website/11.5%20HOT%20Early_Days_of_Jazz.pdf

Unit Six – The Great Depression and the New Deal

The Roaring 1920s and the Great Depression (CT Social Studies Frameworks (2015))

- Analyze cultural changes that occurred during the 1920s, and responses to these changes.
- Compare and contrast the role of government in the lives of Americans during the 1920s and 1930s.
- Analyze the causes of the Great Depression in the United States.
- Analyze how the Great Depression affected different groups of Americans.
- Evaluate the impact of the New Deal on various groups from that group’s perspective, including the views of men, women, children, underrepresented groups, industrial workers, farmers, and the elderly.

Economic Prosperity and Equity (CT Social Studies Frameworks 2015)

- Analyze the causes and effects of downturns in the economy, such as the Panic of 1907, the Great Depression of the 1930s, and the Great Recession of 2007.
- Evaluate government policies and programs designed to restore stability to the economy, such as monetary and fiscal policies.
- Evaluate economic policies and reforms designed to promote fairness, security, and growth to the economy, such as the creation of the Federal Reserve System and the implementation of New Deal reforms (Social Security, Fair Labor Standards Act, Wagner Act).

The Role of Connecticut in U.S. History (CT Social Studies Frameworks 2015)

- Explore the history of individual Connecticut cities and towns.
- Explore how Connecticut contributed to various key events in United States history.
- Evaluate whether Connecticut history is representative of the larger historical context.
- Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies.

Rise of Organized Labor (CT Social Studies Frameworks 2015)

- Analyze how labor movements affected working conditions, influenced the political process, and shaped the concept of the U. S. as a land of opportunity.
- Analyze the causes and effects of labor conflict in various industries and geographic regions.
- Analyze the rise and decline of organized labor from the late 19th century to today.

Essential Questions:

- Was the Great Depression inevitable?
- Was the New Deal an effective response to the Great Depression?

Focus Questions:

- What were the causes of the Great Depression? How did Herbert Hoover respond to the depression? Why did his policies fail?
- What were the differences between Hoover and Roosevelt, both personally and politically?
- What were Roosevelt’s goals of relief, recovery, and reform to help America get America out of the Great Depression?

- What were the main criticisms, from both the left and the right, of Roosevelt’s New Deal program?
- What were the long-term and short-term effects of Roosevelt’s New Deal?
- Why did the New Deal lose momentum after 1936?
- How did Roosevelt respond to the rise of fascism in Europe?

Content:

The Great Depression
 The First New Deal
 The Second New Deal
 Critics of the New Deal
 Supreme Court
 Organized Labor
 Impact of New Deal
 Recession
 Keynesian Economics

Assured Experiences:

- Students will analyze the social, political and economic implication behind New Deal cartoons by decoding details and answering prompts regarding each artist’s intended meaning.
- Historians have offered varied interpretations on the successes and shortcomings of the New Deal. In a structured academic controversy, students will analyze different types of evidence, take sides, and attempt to reach consensus on whether or not the New Deal was a success. Central Historical Question: Was the New Deal a success or failure?
<https://sheg.stanford.edu/new-deal>
- Was Social Security revolutionary or a program designed to appease Americans who wanted more profound change? Students will address this question as they analyze historical documents and evaluate competing interpretations by two historians. Topics discussed include the role of government in social welfare services, taxes, business interests, and race. Central Historical Question: Which historical account of Social Security is more accurate? <https://sheg.stanford.edu/social-security>
- Students will listen to FDR’s First Inaugural speech and write an essay to answer: How did FDR challenge, motivate, and implore the American people in his March 4, 1933 speech? What did he ask them to do?

Resources:

- Library of Congress: <http://www.loc.gov/teachers/classroommaterials/themes/great-depression/>
- New Deal Network: <http://newdeal.feri.org/>
- PBS: <http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/dustbowl-teacher-resource/>

Unit Seven - World War II

Global Wars (World War I and World War II) (CT Social Studies Frameworks 2015)

- Analyze how World War I and World War II contributed to changing roles for women and underrepresented groups in society.
- Analyze turning points in the global wars and the role of the United States in the conduct of these wars.
- Analyze how the global wars affected the American identity.
- Evaluate the role of the United States during the Holocaust.

The Role of the United States in World Affairs (CT Social Studies Frameworks 2015)

- Evaluate the role of the United States in preventing and responding to global human rights issues.
- Evaluate the effectiveness of America's foreign policies that have been based on military intervention, diplomacy, and/or participation in a multilateral response (in conjunction with the United Nations, NATO, or other group).

The Role of Connecticut in U.S. History (CT Social Studies Frameworks 2015)

- Explore the history of individual Connecticut cities and towns.
- Explore how Connecticut contributed to various key events in United States history.
- Evaluate whether Connecticut history is representative of the larger historical context.
- Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies.

Essential Questions:

- How and why does a nation decide to go to war?
- How did treaties, alliances, and political structures contribute to World War II?

Focus Questions:

- How did Roosevelt respond to the rise of fascism in Europe?
- What were the main characteristics of Roosevelt's foreign policy and why was the American public bent on isolationism during the 1930s?
- What were the steps that America took to try to remain neutral as Europe headed into World War II?
- What steps did Germany and Japan take to lead America into the European conflict?
- How was America transformed from a peacetime to a wartime economy? What were the steps that America took to mobilize for their war with the Axis powers?
- What was the impact of the war on domestic America?
- What was America's strategy for winning the war against the Axis powers?
- What turned the tide of the war in the Pacific for American troops?
- How did World War II end and what were the terms of the settlement?

Content:

Washington Conference
Kellogg-Briand Pact
Good Neighbor Policy

Nye Committee
Neutrality Acts
Appeasement
Arsenal of Democracy
Pearl Harbor
Allied Strategies
Wartime Conferences
The Atomic Bomb
Japanese Relocation
The Home Front
Mobilization
The Impact of War

Assured Experiences:

- Students will assume the persona of a World War II American. Students will research and present their person and findings to the class using technology.
- For decades historians have debated the morality and necessity of the atomic bombings of Hiroshima and Nagasaki. Students will read four different accounts of the bombings and must decide for themselves how we should remember the dropping of the atomic bomb. Central Historical Question: How should we remember the dropping of the atomic bomb?
<https://sheg.stanford.edu/atomic-bomb>
- In 1942, over 100,000 individuals of Japanese origin or descent were displaced from their homes and forced into internment camps. Their detention was federally mandated. However, a federal investigation in the early 1980s concluded that Japanese Americans posed no military threat. Students will investigate a series of primary documents to address the question: Why were Japanese Americans interned during World War II?
<https://sheg.stanford.edu/japanese-internment>
- Mapping activity of World War II. Students will identify countries/locations, alliances formed, and other geographical areas of interest during World War II.

Resources:

- PBS resources on World War II: https://www.pbs.org/thewar/edu_lesson_plan.htm
- Activity on Waterbury, CT during the war:
https://www.pbs.org/thewar/the_witnesses_towns_waterbury.htm
- Primary sources on the D-Day invasion:
<http://www.archives.gov/research/military/ww2/d-day.html>

Unit Eight - The Cold War

The Cold War (CT Social Studies Frameworks 2015)

- Analyze the role of nuclear power during the Cold War.
- Compare and contrast the Cold War policies of various U.S. presidents.
- Analyze how the Cold War influenced public attitudes and views.
- Analyze the effectiveness of the U.S. policy of containment.
- Explain regional conflicts in the context of U.S. foreign policy (Korean War, Vietnam War).

The Role of the United States in World Affairs (CT Social Studies Frameworks 2015)

- Evaluate the role of the United States in preventing and responding to global human rights issues.
- Evaluate the effectiveness of America's foreign policies that have been based on military intervention, diplomacy, and/or participation in a multilateral response (in conjunction with the United Nations, NATO, or other group).

The Role of Connecticut in U.S. History (CT Social Studies Frameworks 2015)

- Explore the history of individual Connecticut cities and towns.
- Explore how Connecticut contributed to various key events in United States history.
- Evaluate whether Connecticut history is representative of the larger historical context.
- Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies.

Essential Questions:

- How and why did the American-Soviet relationship change following World War II?
- How did the policy toward communism under Truman compare and/or differ to that of Eisenhower?

Focus Questions:

- What were the origins of the Cold War?
- What were the reasons for the standoff between the United States and the Soviet Union?
- What role did each of the following play with regard to the Cold War: Berlin airlift, containment policy, Marshall Plan, Truman Doctrine, NATO, and the Korean War?
- What domestic concerns were brought about as a result of the Cold War?
- What were the differences between Eisenhower's foreign policy and those of his predecessors in the battle of the Cold War?
- What were the major issues facing Eisenhower in Europe and Asia?

Content:

The United Nations
Occupation of Germany
Communism
Containment
Truman Doctrine
Marshall Plan

“Iron Curtain”
National Security Act
NATO
Korea
“New Look”
“Peaceful Coexistence”
The Domino Theory
Eisenhower Doctrine
U2 Incident

Assured Experiences:

- Students will analyze the social, political, and economic implication behind Cold War cartoons by decoding details and answering prompts regarding each artist’s intended meaning.
- Historians have offered vastly different interpretations of the origins of the Cold War over the past 5 decades. Few historical events have been subject to such an array of revisionist and neo-revisionist accounts. Students will enter the fray through exploring a variety of documents highlighting various issues and perspectives that led to the Cold War and address the question: Who was primarily responsible for the Cold War, the United States or the Soviet Union? <https://sheg.stanford.edu/the-cold-war>
- Textbooks from different countries often present different accounts of the same historical events. How do we reconcile such conflicting narratives? Students will read excerpts from a South Korean textbook and a North Korean textbook to try to determine which country started the Korean War. Central Historical Question: Who started the Korean War? <https://sheg.stanford.edu/korean-war>
- Mapping activity of the Korean War. Students will identify countries/locations, alliances formed, and other geographical areas of interest during the Korean War.

Resources:

- History Channel: resources on the Cold War
<http://www.history.com/topics/cold-war/cold-war-history>
- Truman Library:
http://www.trumanlibrary.org/whistlestop/study_collections/coldwar/index.php?action=lessons

Unit Nine - Post-War Domestic Issues

The Role of the United States in World Affairs (CT Social Studies Frameworks 2015)

- Evaluate the role of the United States in preventing and responding to global human rights issues.
- Evaluate the effectiveness of America's foreign policies that have been based on military intervention, diplomacy, and/or participation in a multilateral response (in conjunction with the United Nations, NATO, or other group).

The Cold War (CT Social Studies Frameworks 2015)

- Compare and contrast the Cold War policies of various U.S. presidents.
- Analyze how the Cold War influenced public attitudes and views.

Gender Roles in Economic, Political, and Social Life (CT Social Studies Frameworks 2015)

- Analyze the role of women and men in key events, such as the women's suffrage and temperance movements, World War II, civil rights movement, etc.
- Evaluate how the role of women and men in American society changed over time.

The Role of Connecticut in U.S. History (CT Social Studies Frameworks 2015)

- Explore the history of individual Connecticut cities and towns.
- Explore how Connecticut contributed to various key events in United States history.
- Evaluate whether Connecticut history is representative of the larger historical context.
- Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies.

Essential Questions:

- How did the fear of communism come to grip the nation?
- In what ways, and for whom, was America a land of opportunity in the 1950s?

Focus Questions:

- What domestic concerns were brought about as a result of the Cold War?
- What was the driving force behind the affluence and the consumer culture of the 1950s?
- How did the literature reflect the attitudes and feelings during the 1950s?

Content:

Fair Deal
Desegregation
GI Bill
Taft-Hartley Act
Election of 1948
Loyalty Review Board
McCarthyism
Interstate Highway
Suburbs
Conformity

Assured Experiences:

- Students will compare the actions taken by the government during the McCarthy era with those taken during the Red Scare of 1919-1920 and prepare an in-class debate. What did the actions have in common? How did they differ?
- The happy housewife is a common image of the 1950s. The lives of most women at this time, however, did not resemble this image because of economic and racial barriers. For those who were housewives, was this ideal a fulfilling reality? Students will consider economic and social conditions in the 1950s and question the happy housewife stereotype. Central Historical Question: Is the image of the happy 1950s housewife accurate? <https://sheg.stanford.edu/women-1950s>

Resources:

- Library of Congress: <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/postwar/>
- PBS: <http://www.pbs.org/wgbh/americanexperience/features/general-article/tupperware-work/>
- Independence Hall Association: <http://www.ushistory.org/us/52f.asp>

Unit Ten – The New Frontier and the Great Society

The Cold War (CT Social Studies Frameworks 2015)

- Compare and contrast the Cold War policies of various U.S. presidents.
- Analyze how the Cold War influenced public attitudes and views.
- Analyze the effectiveness of the U.S. policy of containment.
- Explain regional conflicts in the context of U.S. foreign policy (Korean War, Vietnam War).

The Role of Connecticut in U.S. History (CT Social Studies Frameworks 2015)

- Explore the history of individual Connecticut cities and towns.
- Explore how Connecticut contributed to various key events in United States history.
- Evaluate whether Connecticut history is representative of the larger historical context.
- Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies.

Essential Questions:

- Did the Democratic presidents of the 1960s create the renewed interest in liberal government, or did the social events and atmosphere of the time influence the presidents to create that change?
- Did the Great Society programs of the 1960s improve the lives of the poor in America?

Focus Questions:

- What was Kennedy's New Frontier?
- How did Kennedy and Johnson deal with the civil rights issue? What were their goals, and were these goals actualized by the end of the decade?
- What were the major goals of Johnson's Great Society? How successful were they?
- Were government interventions of the Great Society the fairest and most efficient way to address poverty in America during the 1960's and beyond?

Content:

Warren Court
Women
Civil Rights Movement
War on Poverty
Great Society
Counterculture

Assured Experiences:

- President Lyndon B. Johnson's Great Society aimed to end poverty and racial injustice. The effectiveness of the program is the subject of ongoing debate. Students will consider the impact of Great Society programs by comparing a speech delivered by Johnson in 1964 with two recent commentaries. Central Historical Question: Was the Great Society successful? <https://sheg.stanford.edu/great-society>

- The Cuban Missile Crisis of October 1962 pushed the United States and the Soviet Union to the brink of nuclear war. Students will examine letters between President Kennedy and Soviet Chairman Khrushchev and a cable from Russian Ambassador Dobrynin to address the question: Why did the Russians pull their missiles out of Cuba?
<https://sheg.stanford.edu/cuban-missile-crisis>
- The Vietnam War divided the United States, leaving cultural scars that persist today. As the war raged, protests erupted at hundreds of college campuses, and tens of thousands of people marched on Washington, demanding an end to the conflict. What made the Vietnam War so contentious? Students will investigate images of the war, study a timeline of opposition to it, and read anti-war speeches to determine why so many Americans opposed the war in Vietnam. Central Historical Question: Why did many Americans oppose the war in Vietnam? <https://sheg.stanford.edu/anti-vietnam-war-movement>
- Mapping activity of the Vietnam War. Students will identify countries/locations, alliances formed, and other geographical areas of interest during the Vietnam War.
- Students will create an iMovie linking music of the 1960s-1990s to an issue or event that occurred during this time period.

Resources:

- JFK Museum resources on the Cold War and his legacy
<http://www.jfklibrary.org/JFK/JFK-in-History/The-Cold-War.aspx>
- Discovery Education: <http://www.discoveryeducation.com/teachers/free-lesson-plans/views-of-jfk.cfm>
- LBJ Library - resources on his life and legacy
<http://www.lbjlibrary.org/>
- Miller Center, University of Virginia:
http://millercenter.org/academic/dgs/primaryresources/great_society
- CNN The Sixties: <http://www.cnn.com/shows/the-sixties>

Unit Eleven - Civil Rights (1954 - Present)

The Struggle for Freedom, Equality, and Social Justice (CT Social Studies Frameworks 2015)

- Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggle for freedom, equality, and social justice.
- Analyze how the concept of the “American dream” has changed and how various groups have endeavored to reach this goal over time.

Civil Rights Movements and Reforms (from the late 1800s to 1950) (CT Social Studies Frameworks 2015)

- Analyze the role of the federal government in supporting and inhibiting various 20th century civil rights movements.
- Investigate the occurrence of racial and religious conflict in different regions such as the Chinese Exclusion Act, lynching in the South, discrimination against Catholics and Jews, relocation and treatment of indigenous peoples, internment of Japanese Americans during World War II.
- Analyze the role of women of color in the women’s rights movement.

The Civil Rights Movement (1950s and 1960s) and other Reform Movements since the 1950s (CT Social Studies Frameworks 2015)

- Analyze the causes and the methods of the civil rights movement of the 1950s and 1960s.
- Evaluate the effectiveness of the civil rights movement in improving political, economic, and social conditions for African Americans in the United States.
- Analyze other social reform movements since the 1950s including those dealing with the rights and opportunities for women, racial and ethnic minorities, the disabled, LGBTQ community, and other underrepresented groups; and movements related to peace, the environment, and consumer rights.

The Role of Connecticut in U.S. History (CT Social Studies Frameworks 2015)

- Explore the history of individual Connecticut cities and towns.
- Explore how Connecticut contributed to various key events in United States history.
- Evaluate whether Connecticut history is representative of the larger historical context.
- Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies.

Essential Questions:

- Did the civil rights movement of the 1950s and 1960s cause a change in the government’s role in promoting freedom and equality for Americans?
- In what ways is the story of the civil rights movements in the United States one of progress?

Focus Questions:

- What type of economic, social, and political opportunities were available or denied to different groups of people such as African Americans, Latinos, indigenous peoples, and women?
- How did the Brown decision and the confrontation in Little Rock set the stage for the civil rights movement of the 1950s?
- How did Kennedy and Johnson deal with the civil rights issue? What were their goals, and were these goals actualized by the end of the decade?

- What was the civil rights movement of the 1950s and the 1960s?
- What were the main goals of the civil rights movement?
- Which goals were aimed at guaranteeing freedom and equality for all Americans?
- Did the civil rights movement cause a change in the power of state governments or the power of the federal government, both, or neither?
- Did the civil rights movement instigate a change in the role of government in guaranteeing freedom and equality for Americans?
- How did various civil rights movements (e.g., those of African American, women, labor, LGBTQ rights) affect opportunities and progress for Americans? How did advertising and popular culture during the 20th century reinforce or contradict the perception of progress made by civil rights movements?
- Are the freedoms and liberties of traditionally underrepresented groups protected in contemporary America? How did civil rights movements affect progress for various groups? What challenges to equality exist today?
- What role did the government play in supporting or hindering civil rights movements?

Content:

Brown v Board of Education

Warren Court

Movements (African Americans, Women, Hispanics, Native Americans, LGBTQ)

Assured Experiences:

- Journal Reflection: Students will write a newspaper editorial regarding the Supreme Court's decision in *Brown v Board of Education*.
- Timeline Activity: Students will create a detailed multimedia timeline of the Civil Rights movement from the end of World War II until the current day. Students will include dates, titles, historical detail, as well as graphics with captions, to express the evolution of the movement since World War II.
- Students will discuss the different methods/strategies that groups use to gain equality. Which strategy is the most successful? Least successful?
- The Montgomery Bus Boycott was one of the first successful mass actions of the African-American Civil Rights Movement. The boycott is often understood in overly-simplified terms -- the result of Rosa Parks refusing to give up her seat. Students will build a more complex understanding of the causes and context of the boycott as they analyze four historical documents. Central Historical Question: Why was the Montgomery Bus Boycott successful? <https://sheg.stanford.edu/montgomery-bus-boycott>
- President John F. Kennedy is remembered as a firm advocate for the Civil Rights movement. Students will consider the depth of Kennedy's commitment to civil rights by comparing two speeches, one from Kennedy and another from SNCC leader John Lewis delivered during the March on Washington. Central Historical Question: Was JFK a strong supporter of Civil Rights? <https://sheg.stanford.edu/civil-rights-act-1964>
- Students will listen to Dr. Martin Luther King, Jr.'s "I Have a Dream" and write an essay to answer the question: How would Dr. Martin Luther King, Jr. feel about life in America today? Would he feel that his dream was realized?

- Students will view the movie *Selma*, and write an essay about the struggles that occurred during this time period. Using information from research and the film, students will include in the essay a response to two questions: How has our country progressed in the area of civil rights? What else needs to be done to secure equality for all?

Resources:

- Timeline for the Civil Rights Movement:
<http://www.infoplease.com/spot/civilrightstimeline1.html>
- Civil Rights Teaching: <http://civilrightsteaching.org/resources/>
- Library of Congress:
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/civil-rights/>

Unit Twelve – The Unsettled 70s

Contemporary Global Issues and Challenges (1970s–Present) (CT Social Studies Frameworks 2015)

- Analyze the impact of the Cold War on America’s foreign policy during the 1970s, 1980s, and early 1990s.
- Analyze the causes and effects of global terrorism in the post-9/11 world.
- Evaluate America’s response to terrorism.
- Analyze America’s involvement in regional conflicts (First Gulf War, Afghanistan, Iraq).
- Evaluate the effects of globalization on national sovereignty.

The Role of Connecticut in U.S. History (CT Social Studies Frameworks 2015)

- Explore the history of individual Connecticut cities and towns.
- Explore how Connecticut contributed to various key events in United States history.
- Evaluate whether Connecticut history is representative of the larger historical context.
- Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies.

Suffrage Movements (CT Social Studies Frameworks 2015)

- Evaluate whether the failure to adopt the Equal Rights Amendment has affected the status of women in contemporary America.

Contemporary Domestic Issues and Challenges (1970s-Present) (CT Social Studies Frameworks 2015)

- Analyze the causes and effects of domestic economic problems (energy crises such as the oil price shocks and embargo of 1973; major recessions of 1973-75, 1980-82, the Great Recession; persistent trade imbalances; a growing national debt; income inequality and poverty; and the changing role of government in the economy).
- Evaluate the causes, effects, and perceptions of political polarization (issues such as gun control, immigration and immigration reform, health care, equity in educational and economic opportunities, privacy rights, and states’ right v. federalism).

Essential Question:

- To what extent did the Civil Rights movement, the Vietnam War, and Watergate change American politics?

Focus Questions:

- What were the causes of economic stagnation during the 1970s?
- What changes did women, Hispanics, and Native Americans bring about in the 1970s?
- How did Richard Nixon’s triumphs as President end in scandal and disgrace?
- How did Presidents Ford and Carter try to restore public confidence in the government and its leaders?

Content:

Watergate
Environmental Awareness
Women’s Rights
Economic Concerns

Racial Unrest
Politics

Assured Experiences:

- Student will research what women had to gain and lose by the passage of the Equal Rights Amendment, and prepare for a debate. Students present their argument and reasons for supporting or opposing the passage of the Amendment to a student legislative body.
- Students will respond to the following question: “Why did so many protest movements emerge during the 1960s and 1970s”?

Resources:

- Nixon Presidential Library: <http://nixonlibrary.gov/forteachers/index.php>
- Discovery Education: <http://www.discoveryeducation.com/teachers/free-lesson-plans/watergate.cfm>
- Ford Presidential Library: <http://teachingamericanhistory.org/library/ford/>
- Carter Presidential Library: <http://www.jimmycarterlibrary.gov/education/resources.phtml>
- CNN – the Seventies: <http://www.cnn.com/shows/the-seventies>

Unit Thirteen - Conservatism (1980 - 1992)

Contemporary Global Issues and Challenges (1970s–Present) (CT Social Studies Frameworks 2015)

- Analyze the impact of the Cold War on America’s foreign policy during the 1970s, 1980s, and early 1990s.
- Analyze the causes and effects of global terrorism in the post-9/11 world.
- Evaluate America’s response to terrorism.
- Analyze America’s involvement in regional conflicts (First Gulf War, Afghanistan, Iraq).
- Evaluate the effects of globalization on national sovereignty.

The Role of the United States in World Affairs (CT Social Studies Frameworks 2015)

- Evaluate the role of the United States in preventing and responding to global human rights issues.
- Evaluate the effectiveness of America’s foreign policies that have been based on military intervention, diplomacy, and/or participation in a multilateral response (in conjunction with the United Nations, NATO, or other group).

The Role of Connecticut in U.S. History (CT Social Studies Frameworks 2015)

- Explore the history of individual Connecticut cities and towns.
- Explore how Connecticut contributed to various key events in United States history.
- Evaluate whether Connecticut history is representative of the larger historical context.
- Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies.

Contemporary Domestic Issues and Challenges (1970s-Present) (CT Social Studies Frameworks 2015)

- Analyze the causes and effects of domestic economic problems (energy crises such as the oil price shocks and embargo of 1973; major recessions of 1973-75, 1980-82, the Great Recession; persistent trade imbalances; a growing national debt; income inequality and poverty; and the changing role of government in the economy).
- Evaluate the causes, effects, and perceptions of political polarization (issues such as gun control, immigration and immigration reform, health care, equity in educational and economic opportunities, privacy rights, and states’ right v. federalism).

Essential Question:

- To what extent did the policies of the Reagan Administration constitute a “revolution” in American politics?

Focus Questions:

- What political changes following World War II supported the growth of political conservatism?
- Are American politics characterized by conflict or cooperation?
- What are the greatest social problems in the United States today?
- What were the domestic goals of the Reagan administration, and was Reagan successful in achieving these goals?
- What were the goals of Reagan’s foreign policy?
- What challenges faced George H. W. Bush, and why did he lose his bid for reelection?

Content:

Conservative Movement
Reaganomics
Strategic Defense Initiative
Iran-Contra Affair
End of the Cold War
Persian Gulf War

Assured Experiences:

- Students will contrast Clinton’s and Bush’s views of their roles and the role of government in general.
- President Reagan believed that a “government that governs least, governs best.” Students will support or refute that statement.
- Students will answer the following: “How did Ronald Reagan influence the ending of the Cold War during his term in office?”
- In groups, students will research the presidential elections of the 1970s, 1980s and 1990s to analyze why certain groups of people vote and why others do not. Also, students will evaluate the impact of voting blocs on politicians and their campaigns.
- Students will debate whether the U.S. was justified in its assistance to Kuwait in 1990 based upon past military intervention? Students will review previous military invasions of the 20th century (World War II - Germany, Italy, Japan; Korean War; Vietnam War) to prepare an argument for or against intervention.
- Mapping activity of Operation Desert Storm. Students will identify countries/locations, alliances formed, and other geographical areas of interest during Operation Desert Storm.

Resources:

- PBS (Reagan): <http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/reagan-guide/>
- Reagan Foundation: <http://www.reaganfoundation.org/lesson-plans-overview.aspx>
- Teaching American History: <http://teachingamericanhistory.org/library/reagan/>
- PBS (G.H.W. Bush): <http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/bush-teachers-guide/>
- Apples for the Teacher: <http://www.apples4theteacher.com/holidays/presidents-day/george-h-w-bush/>
- Gilder Lehrman Center: <http://www.gilderlehrman.org/history-by-era/facing-new-millennium/essays/technology-persian-gulf-war-1991>

Unit Fourteen - Time of Change (1990-2000)

Contemporary Global Issues and Challenges (1970s–Present) (CT Social Studies Frameworks 2015)

- Analyze the impact of the Cold War on America’s foreign policy during the 1970s, 1980s, and early 1990s.
- Analyze the causes and effects of global terrorism in the post-9/11 world.
- Evaluate America’s response to terrorism.
- Analyze America’s involvement in regional conflicts (First Gulf War, Afghanistan, Iraq).
- Evaluate the effects of globalization on national sovereignty.

Globalization and Economic Interdependence (CT Social Studies Frameworks 2015)

- Analyze how changes in transportation and information and communication technologies have affected U.S. trade, investment, and financial dealings in the global economy.
- Analyze the causes and effects of global economic and financial crises.

The Impact of Science and Technology on Society (CT Social Studies Frameworks 2015)

- Evaluate how science and technology changed everyday life for Americans.
- Analyze how society reacted to environmental challenges over the past century.
- Evaluate the benefits and challenges of science and technological change from the 20th century to the 21st century.

The Role of Connecticut in U.S. History (CT Social Studies Frameworks 2015)

- Explore the history of individual Connecticut cities and towns.
- Explore how Connecticut contributed to various key events in United States history.
- Evaluate whether Connecticut history is representative of the larger historical context.
- Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies.

Contemporary Domestic Issues and Challenges (1970s-Present) (CT Social Studies Frameworks 2015)

- Analyze the causes and effects of domestic economic problems (energy crises such as the oil price shocks and embargo of 1973; major recessions of 1973-75, 1980-82, the Great Recession; persistent trade imbalances; a growing national debt; income inequality and poverty; and the changing role of government in the economy).
- Evaluate the causes, effects, and perceptions of political polarization (issues such as gun control, immigration and immigration reform, health care, equity in educational and economic opportunities, privacy rights, and states’ right v. federalism).

Essential Question:

- To what extent did the policies of the Clinton Administration constitute a “Third Way” in government’s approach to creating economic prosperity?

Focus Questions:

- What were the main causes of economic prosperity of the 1990s under Clinton’s administration?
- What effect did the election of 2000 have on the American political scene?
- How did the technological revolution change American society?

- What were the successes and shortcomings of the Clinton administration?
- How did new immigration laws change American society?
- Why did the world become more interdependent in the 1990s?

Content:

North Atlantic Free Trade Agreement (NAFTA)

Brady Bill

Oklahoma City Bombing

Clinton Impeachment

Globalization

Technology boom

Distribution of wealth

Assured Experiences:

- Art Show: Students will gather images of events from 1980 to 2000 to see what themes develop. Students will then decide on 10 images, information to include about the images, and how to hang them to create an art show of the time period.
- Should the presidential oath of office change with the times? Students will read the presidential oath of office as well as the duties of the president as spelled out in the Constitution. Students will compile a list of duties from the two sources and add any other duties they feel the president is responsible for and rewrite the presidential oath of office to evolve with the times.

Resources:

- PBS: <http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/clinton-guide/>
- Bill of Rights Center: <http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/clinton-impeachment/>

Unit Fifteen - New Century Begins (2001- Present)

Contemporary Global Issues and Challenges (1970s–Present) (CT Social Studies Frameworks 2015)

- Analyze the impact of the Cold War on America’s foreign policy during the 1970s, 1980s, and early 1990s.
- Analyze the causes and effects of global terrorism in the post-9/11 world.
- Evaluate America’s response to terrorism.
- Analyze America’s involvement in regional conflicts (First Gulf War, Afghanistan, Iraq).
- Evaluate the effects of globalization on national sovereignty.

Globalization and Economic Interdependence (CT Social Studies Frameworks 2015)

- Analyze how changes in transportation and information and communication technologies have affected U.S. trade, investment, and financial dealings in the global economy.
- Analyze the causes and effects of global economic and financial crises.

The Role of the United States in World Affairs (CT Social Studies Frameworks 2015)

- Evaluate the role of the United States in preventing and responding to global human rights issues.
- Evaluate the effectiveness of America’s foreign policies that have been based on military intervention, diplomacy, and/or participation in a multilateral response (in conjunction with the United Nations, NATO, or other group).

The Role of Connecticut in U.S. History (CT Social Studies Frameworks 2015)

- Explore the history of individual Connecticut cities and towns.
- Explore how Connecticut contributed to various key events in United States history.
- Evaluate whether Connecticut history is representative of the larger historical context.
- Evaluate the political, economic, and social impact of key Connecticut industries on the state and national economies.

Contemporary Domestic Issues and Challenges (1970s-Present) (CT Social Studies Frameworks 2015)

- Analyze the causes and effects of domestic economic problems (energy crises such as the oil price shocks and embargo of 1973; major recessions of 1973-75, 1980-82, the Great Recession; persistent trade imbalances; a growing national debt; income inequality and poverty; and the changing role of government in the economy).
- Evaluate the causes, effects, and perceptions of political polarization (issues such as gun control, immigration and immigration reform, health care, equity in educational and economic opportunities, privacy rights, and states’ right v. federalism).

Essential Question:

- What is the current role of the United States in world affairs?

Focus Questions:

- How did the attack of 9/11 affect the country both politically and spiritually?
- What were the successes and failures of George W. Bush’s administration? How did these affect the outcome of the election of 2008?
- When an election’s results are uncertain or disputed, how should the problem be resolved?

- What challenges might governments face in fighting terrorism?
- How does the United States carry out its foreign policy?
- How might unexpected events affect a country's politics and government?
- How do global economic factors affect America's position in the world?
- How are external threats to U.S. security affecting its decisions to enter global and regional conflicts today?
- What values has America traditionally defended in the global arena? Have these values been compromised in dealing with some countries?
- How does America's participation in multilateral organizations such as the United Nations, North Atlantic Treaty Organization, the World Bank, and the International Monetary Fund affect its current policies or actions?
- How did World War II reposition the United States in world affairs in a way that still influences foreign policy today?
- In what ways has American popular culture (music, film, television) influenced other cultures and perceptions of the United States by people in other countries?

Content:

No Child Left Behind
 War on Terrorism
 Al-Qaeda
 September 11 attacks
 Department of Homeland Security
 Operation Iraqi Freedom
 Great Recession
 Roberts Court

Assured Experiences:

- Students will compare and contrast the 9/11 attacks to another attack against the United States. What similarities and differences exist? What is the reaction by the American people? The world?
- Geography: Using an outline map of Afghanistan, students will create a series of maps depicting the progress of the North Alliance against the Taliban forces. Each map should include key cities and important geographical features. The maps should also include the approximate areas controlled by each group. The first map should be October 7, 2001. Maps can be displayed in chronological order about the classroom.
- Response: How has technology changed the way people get information?
- Mapping activity of the War on Terror. Students will identify countries/locations, alliances formed, and other geographical areas of interest during the War on Terror.

Resources:

- George W. Bush Presidential Library: <http://www.georgewbushlibrary.sm.edu/en/Teachers/Classroom-Resources.aspx>
- 9/11 Memorial: <http://www.911memorial.org/teach-learn>
- U.S. Department of Education: <http://www.ed.gov/911anniversary>
- Ed Tech Teacher: <http://besthistorysites.net/modern-history/terrorism-911/>
- New York Times: http://www.nytimes.com/learning/issues_in_depth/election2008.html

QUICK CONTENT GUIDE

The following is an overview of the content that should be covered in each unit of study.

Marking Period One (10 weeks)

Unit 1 Industrialization and Urban America

- Political Corruption
- Urbanization
- Immigration
- Industry
- Organized Labor
- The New South
- African Americans

Unit 2 The Progressives

- Political Corruption
- The Progressives
- Election of 1912
- Reform
- “New Nationalism”
- “New Freedom”
- Muckrakers
- Women
- African Americans
- Consumer Issues
- Environmental Issues
- Big Business
- Progressive Presidents
- Progressive Amendments

Unit 3 Becoming a World Power

- Imperialism
- Spanish American War
- Philippines
- Latin America
- “Dollar Diplomacy”
- “Moral Diplomacy”

Unit 4 World War I and the Aftermath

- World War I
- Espionage and Sedition Acts
- Women
- The Homefront
- Treaty of Versailles
- Fourteen Points
- Impact of War

Marking Period Two (10 weeks)

Unit 5 The Jazz Age

- Red Scare
- Sacco and Vanzetti
- Ku Klux Klan
- Immigration
- Scopes Trial
- Jazz Age Culture
- Harlem Renaissance
- Prohibition
- Organized Crime
- New Technologies
- Mass Media
- Automobiles
- Women
- Presidential Scandals
- “Trickle Down” Economics
- Big Business
- Boom and Bust
- The Stock Market

Unit 6 The Great Depression and the New Deal

- The Great Depression
- The First New Deal
- The Second New Deal
- Critics of the New Deal
- Supreme Court
- Organized Labor
- Impact of New Deal
- Recession
- Keynesian Economics

Unit 7 World War II

- Washington Conference
- Kellogg-Briand Pact
- Good Neighbor Policy
- Nye Committee
- Neutrality Acts
- Appeasement
- Arsenal of Democracy
- Pearl Harbor
- Allied Strategies
- Wartime Conferences
- The Atomic Bomb
- Japanese Relocation
- The Home Front
- Mobilization
- The Impact of War

Marking Period Three (10 Weeks)

Unit 8 The Cold War

- The United Nations
- Occupation of Germany
- Communism
- Containment
- Truman Doctrine
- Marshall Plan
- “Iron Curtain”
- National Security Act
- NATO
- Korea
- “New Look”
- “Peaceful Coexistence”
- The Domino Theory
- Eisenhower Doctrine
- U2 Incident

Unit 9 Post-War Domestic Issues

- Fair Deal
- Desegregation
- GI Bill
- Taft-Hartley Act
- Election of 1948
- Loyalty Review Board
- McCarthyism
- Interstate Highway
- Suburbs
- Conformity

Unit 10 The New Frontier and the Great Society

- Warren Court
- Women
- Civil Rights Movement
- War on Poverty
- Great Society
- Counterculture

Unit 11 Civil Rights (1954-Present)

- Brown v Board of Education
- Warren Court
- Movements (African Americans, Women, Hispanics, Native Americans, LGBT)

Marking Period Four (10 weeks)

Unit 12 The Unsettled 70s

- Watergate
- Environmental Awareness
- Women's Rights
- Economic Concerns
- Racial Unrest
- Politics

Unit 13 Conservatism (1980-1992)

- Conservative Movement
- Reaganomics
- Strategic Defense Initiative
- Iran-Contra Affair
- End of the Cold War
- Persian Gulf War

Unit 14 Time of Change (1990-2000)

- North Atlantic Free Trade Agreement (NAFTA)
- Brady Bill
- Oklahoma City Bombing
- Clinton Impeachment
- Globalization
- Technology boom
- Distribution of wealth

Unit 15 A New Century Begins (2001-Present)

- No Child Left Behind
- War on Terrorism
- Al-Qaeda
- September 11 attacks
- Department of Homeland Security
- Operation Iraqi Freedom
- Great Recession
- Roberts Court

SCHOOL WIDE RUBRICS

Rubric 1: Read Effectively

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straight-forward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> Partially identifying the purpose of the text Providing initial reaction somewhat supported by text Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> Not identifying the purpose of the text Providing initial reaction not supported by text Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text 	Demonstrates ability to interpret text by: <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text Actively interpreting text by raising questions and looking for answers in text 	Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some of the main ideas of text Guided interpretation of text by locating answers to given questions in text 	Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> Struggle to implement guided reflection and/or revision of initial understanding Struggle to summarize any main ideas of text Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates specific connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates general connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Struggles to make connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text Synthesis of text Expression of a personal opinion 	Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to form a conclusion from the text Thoughtful judgments about the quality of the text Evaluation of text to express personal opinion(s) 	Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> Formulation of a superficial conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s) 	Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> Formulation of a conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s)

Rubric 2: Writes Effectively

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> · Establishes and maintains a clear purpose · Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> · Establishes and maintains a purpose · Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> · Establishes a purpose · Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> · Does not establish a clear purpose · Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> · Reflects sophisticated organization throughout · Demonstrates logical progression of ideas · Maintains a clear focus · Utilizes effective transitions 	<ul style="list-style-type: none"> · Reflects organization throughout · Demonstrates logical progression of ideas · Maintains a focus · Utilizes transitions 	<ul style="list-style-type: none"> · Reflects some organization throughout · Demonstrates logical progression of ideas at times · Maintains a vague focus · May utilize some ineffective transitions 	<ul style="list-style-type: none"> · Reflects little/no organization · Lacks logical progression of ideas · Maintains little/no focus · Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> · Is accurate, explicit, and vivid · Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> · Is accurate and relevant · Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> · May contain some inaccuracies · Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> · Is inaccurate and unclear · Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> · Demonstrates excellent use of language · Demonstrates a highly effective use of standard writing that enhances communication · Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> · Demonstrates competent use of language · Demonstrates effective use of standard writing conventions · Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> · Demonstrates use of language · Demonstrates use of standard writing conventions · Contains errors that detract from meaning 	<ul style="list-style-type: none"> · Demonstrates limited competency in use of language · Demonstrates limited use of standard writing conventions · Contains errors that make it difficult to determine meaning

Rubric 3 - Problem Solving through Critical Thinking

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	Student demonstrates clear understanding of the problem and the complexities of the task	Student demonstrates sufficient understanding of the problem and most of the complexities of the task	Student demonstrates some understanding of the problem but requires assistance to complete the task	Student demonstrates limited or no understanding of the fundamental problem after assistance with the task
Research X_____	Student gathers compelling information from multiple sources including digital, print, and interpersonal	Student gathers sufficient information from multiple sources including digital, print, and interpersonal	Student gathers some information from few sources including digital, print, and interpersonal	Student gathers limited or no information
Reasoning and Strategies X_____	Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies	Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies	Student demonstrates some critical thinking skills to develop a plan integrating some strategies	Student demonstrates limited or no critical thinking skills and no plan
Final Product and/or Presentation X_____	Solution shows deep understanding of the problem and its components. Solution shows extensive use of 21st Century Technology Skills.	Solution shows sufficient understanding of the problem and its components. Solution shows sufficient use of 21st Century Technology Skills.	Solution shows some understanding of the problem and its components. Solution shows some use of 21st Century Technology Skills.	Solution shows limited or no understanding of the problem and its components. Solution shows limited or no use of 21st Century Technology Skills.

Rubric 4 – Social and Civic Expectations

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self X_____	Highly self-directed: consistently displays ethical conduct in the classroom and on campus	Self-directed: displays ethical conduct in the classroom and on campus	Occasionally self-directed: at times displays ethical conduct in the classroom and on campus	Rarely self-directed: seldom displays ethical conduct in the classroom and on campus
Respects others X_____	Sensitive and considerate to others	Considerate to others	At times considerate to others	Insensitive to others
Practices Interpersonal Skills X_____	Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner.	Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted.	At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions.	Demonstrates intolerance and lacks social interaction skills.
Cultural Understanding X_____	Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.

Rubric 5: Independent Learners And Thinkers

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	<p>Presentation shows compelling evidence of an independent learner and thinker.</p> <p>Solution shows deep understanding of the problem and its components.</p> <p>Solution shows extensive and appropriate application of 21st Century Skills.</p>	<p>Presentation shows clear evidence of an independent learner and thinker.</p> <p>Solution shows adequate understanding of the problem and its components.</p> <p>Solution shows adequate application of 21st Century Skills.</p>	<p>Presentation shows some evidence of an independent learner and thinker.</p> <p>Solution shows some understanding of the problem and its components.</p> <p>Solution shows some application of 21st Century Skills.</p>	<p>Presentation shows limited or no evidence of an independent learner and thinker.</p> <p>Solution shows limited or no understanding of the problem.</p> <p>Solution shows limited or no application of 21st Century Skills.</p>

Current References

Common Core State Standards – 6 through 12 Literacy in History/Social Studies
<http://www.corestandards.org/ELA-Literacy/RH/11-12>

Connecticut State Frameworks for Social Studies
http://www.ctsocialstudies.org/wp-content/uploads/2014/10/SSFrameworks_DRAFT_1023.pdf

Technology Competency Standards
<http://www.iste.org/standards/nets-for-students/nets-student-standards-2007>