

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



AP US History

June 2017

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Note: The *Understandings* and *Student Skills* in this curriculum were adapted from the “Conceptual Outline” created by the College Board as a guide for teaching the Advanced Placement U.S. History course with the goal of helping prepare students to pass the exam offered by the College Board.

Grade 11: AP US History
Pacing Calendar 2017-2018
 Submitted by Terri Sokaitis

Unit	Timeline
Unit 1 33,000 B.C. – 1775 Pre-Columbian through the Road to Revolution ~3 weeks Chapters 1-7	8/30/17 to 9/20/17 Performance Assessment at beginning of Unit Summative Assessment ~9/22/17
Unit 2 1776– 1800 American Revolution through Constitution Period ~3 weeks Chapters 8-10	9/25/17 to 10/16/17 Performance Assessment during Ch. 9 Summative Assessment ~10/18/17
Unit 3 1800-1840 Jeffersonian Republic through Reform Movements of 1840s ~4 weeks Chapters 11-15	10/20/17 to 11/17/17 Performance Assessment during Ch.11,13, & 15 Summative Assessment ~11/21/17
Unit 4 1840-1861 Manifest Destiny, Slavery, & Prelude to Civil War ~3 weeks Chapters 16-19	11/27/17 to 12/19/17 Performance Assessment during Ch. 19 Summative Assessment ~12/21/17
***** CHRISTMAS BREAK *****	***** CHRISTMAS BREAK *****
Unit 5 1861-1877 Civil War & Reconstruction ~2 weeks Chapters 20-22	1/2/18 to 1/12/18 Performance Assessment end of unit essay Summative Assessment: Part of Mid-Term Exam
***** Mid-Term Exam *****	***** Mid-Term Exam *****
Unit 6 1877-1898 Gilded Age, 2 nd Industrial Revolution, & Settling the West ~3 Weeks Chapters 23-26	1/22/18 to 2/9/18 Performance Assessment during 23 & 26 Summative Assessment ~2/13/18

continue

<i>Unit 7</i> <i>1890-1945</i> Progressive Reforms through WWII ~4 Weeks Chapters 27-34	2/15/18 to 3/15/18 Performance Assessment midway through Unit Summative Assessment ~3/19/18
<i>Unit 8</i> <i>1945-1980</i> Post WWII, the Cold War to 1980 ~3 weeks Chapters 35-38	3/21/18 to 4/11/18 Summative Assessment ~ 4/13/18
<i>Unit 9</i> <i>1980-2001</i> Reagan Conservatism to September 11, 2001 ~2 Weeks Chapters 39-40	4/23/18 to 5/3/18 Summative Assessment ~5/17/18 (after the AP Exam on May 11 th)

continue

Stage 1 Desired Results

ESTABLISHED GOALS

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

CCSS.ELA-Literacy.RH.11.12.4 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

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

CCSS.ELA Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Transfer

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

- recognize the evolving nature of the American National Identity over time.
- apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.
- apply concepts and systems of economics to participate in a global economy.
- understand the impact of human action on the environment and how geography determines social, political, and economic developments.
- understand how the roles of ideas, beliefs, social mores, and creative expression have played in shaping the United States.
- understand how the movement of peoples both within and to the United States continue to change American society.
- apply historical knowledge to understand America's place in the world today and make informed decisions as participants in a democratic-republic.

(The above capabilities are derived from the seven course themes developed by the College Board for the AP US History course)

Meaning

UNDERSTANDINGS

Students will understand that...

different native societies in the Americas adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.

the Columbian Exchange and development of the

ESSENTIAL QUESTIONS

In what ways did contact among Europeans, Native Americans and Africans impact three continents?

Given the history of world development, were European explorers justified in their land acquisitions in the "New World?"

What is the cultural legacy of colonialism in the Americas by Europeans?

<p>CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><i>AP US History</i> Analyzing Historical Evidence, Content and Sourcing: describe, select, and evaluate relevant evidence about the past from diverse sources.</p> <p><i>AP US History</i> Interpretation: describe, analyze, and evaluate the different ways historians interpret the past.</p> <p><i>AP US History</i> Contextualization: describe an accurate historical context for a specific historical development or process.</p> <p><i>AP US History</i> Comparison: identify, compare, and evaluate multiple perspectives on a given historical event.</p> <p><i>AP US History</i> Causation: identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and short term.</p> <p><i>AP US History</i> Change and Continuity Over Time: describe patterns of continuity and/or change over time.</p>	<p>Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes on three continents.</p> <p>that Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.</p> <p>in the 17th century, early British colonies developed along the Atlantic coast, with significant regional differences that reflected various environmental, economic, cultural, and demographic factors.</p> <p>competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.</p> <p>the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.</p>	<p>Could the “New World” be built without slave labor? If so, why did slavery exist?</p> <p>Is the idea of liberty incongruent with the reality in the British colonies of North America in the 18th century?</p>
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Acquisition	
<i>Students will know that...</i>	<i>Students will be skilled at...</i>
Native Peoples of the Americas had a variety of lifestyles dependent on the environment and geography in which they lived.	reading the textbook and taking notes using guided reading questions.
European nations of Spain, England, France, and the Netherlands had a variety of goals and reasons for exploration and conquering the New World.	classroom discussions that will allow students to offer ideas, and ask questions to enhance their understanding of the topic at hand.
the Columbian Exchange impacted the continents of the Americas, Europe, and Africa in positive and negative ways.	analyzing primary source documents that support ideas learned in the textbook. This will require close reading and deconstruction.
the impact of the Spanish colonization on the native populations of the Americas included the encomienda system, caste system, and drastic loss of life.	deconstructing charts and reading maps to search for evidence to support or dispute claims.
European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas.	using the seven themes of the course to begin to understand history as a continuum.
the relationships between European colonizers and American Indians varied.	using historical thinking skills such as chronological reasoning, causation and compare and contrast to help them understand the impact and connections of events in history.
the impact of regional geographic differences in the British colonies in North America led to distinct economic, social, cultural, and political differences.	create a defensible historical argument using primary source evidence to support an assertion.
the impact of "salutary neglect" on the development of independent minded colonists.	
there were instances of American Indian rebellion against European invaders.	

	<p>the presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange.</p> <p>the impact of the British mercantile system on her colonies in North America.</p> <p>colonists' resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.</p> <p>all colonies were involved to varying degrees in the slave trade.</p> <p>as chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.</p> <p>enslaved Africans developed both overt and covert means to resist the dehumanizing aspects of slavery and maintain their family and gender systems, culture, and religion.</p>	
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M, A, T	CB Rubric	PERFORMANCE TASK(S): Students will write a compare and contrast essay about differences that developed between colonial regions of New England and the Chesapeake Bay as they are first established.
M, A, T	Graded for content accuracy and analysis	Students will complete a Unit test that includes short answer analytical questions. The style of question is a requirement on the AP Exam that students are preparing to take. Note: A <i>stimulated multiple-choice question</i> involves some sort of stimulus such as a primary or secondary source excerpt, political cartoon, map, chart, or other type of visual that students must analyze in order to correctly answer the question. The answers to these questions are not necessarily found in the stimulus as students must bring outside knowledge to successfully answer most of these questions. The <i>short answer style question</i> is part recall but also requires students to analyze information to successfully and fully answer these questions. Usually there are three parts to each set of short answers that are in some way related. Both of these style questions were additions to the AP US History Redesigned test as of 2015. Also included on the AP Exam are the more traditional Long Essay question and the Document Based Essay question .
M, A	Class Discussion	OTHER EVIDENCE: Students will read and analyze chapter 9 of <i>The Unending Frontier</i> , by John F. Richards (or other similar reading). Guided reading questions will be assigned.
M, A, T	Graded for accuracy	Portion of the Unit test that includes stimulated multiple choice questions.
M, A	Graded for accuracy	Students will read primary source documents to highlight varying Spanish response to Native Americans (Suggested readings in the American Spirit by Sepulveda & Las Casas)
M, A, T	Graded for quality of analysis	Over the summer students will read the first three chapters of a secondary study of the American Revolution and complete an assignment that aligns with the reading. Suggested reading: Edward Countryman's <i>The American Revolution</i> and guided reading questions.

Stage 3 – Learning Plan

Code M, A, T	<i>Pre-Assessment</i>	
	Pre-assessment will be in the form of a whole class discussion to engage students interests and to see what past knowledge they possess with regard to the current unit. This pre-assessment discussion will include an opportunity to discuss the impact the events learned in this unit will have on later events, always trying to draw student thinking forward to present day to understand the continuum of American and world history.	
M, A, T	Summary of Key Learning Events and Instruction	Progress Monitoring
	Students will read chapters 1-5 of the American Pageant over the summer creating an outline for each chapter.	This summer assignment will be checked for completeness.
	Student will read chapters 6 & 7 of the American Pageant and complete guided reading questions for each chapter.	Will be graded for accuracy
	<i>Question of the Day</i> to practice stimulated multiple-choice in a whole group setting.	Whole class discussion
	Students will complete a graphic organizer to highlight differences of the three colonial regions	Will be graded for accuracy
	Students will read a variety of primary source documents to highlight Colonial American society. This is analysis practice in preparation for DBQ essay writing.	Shared discussion
	Using notes on writing a DBQ students will analyze primary source documents in groups, organize the documents, and develop a thesis statement	Group discussion
M, A, T	Reading Varying Viewpoints students will consider the idea of historiography answering the question “Whose Revolution?”	Group discussion

Suggested Reading Sources:

The American Spirit by Thomas A. Bailey and David M. Kennedy
The Unending Frontier, by John F. Richards (ch. 9)
 Excerpt from John Winthrop’s *a City Upon a Hill*

Stage 1 Desired Results

ESTABLISHED GOALS

CCSS.ELA-Literacy.RH.11-12.1

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

CCSS.ELA-Literacy.RH.11.12.2

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

CCSS.ELA-Literacy.RH.11.12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (E.G. how Madison defines faction in Federalist No. 10)

CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-Literacy.RH.11-12.6

Evaluate authors' differing point of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Transfer

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

- recognize the evolving nature of the American National Identity over time.
- apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.
- apply concepts and systems of economics to participate in a global economy.
- understand the impact of human action on the environment and how geography determines social, political, and economic developments.
- understand how the roles of ideas, beliefs, social mores, and creative expression have played in shaping the United States.
- understand how the movement of peoples both within and to the United States continue to change American society.
- apply historical knowledge to understand America's place in the world today and make informed decisions as participants in a democratic-republic.

(The above capabilities are derived from the seven course themes developed by the College Board for the AP US History course)

Meaning

UNDERSTANDINGS

Students will understand that...

the competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Year's War (French & Indian War), in which Britain defeated France and allied American Indians.

the desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.

ESSENTIAL QUESTIONS

How was the American Revolution a reflection of the ideals of the Enlightenment?

Was the nature of the American Revolution political, social, or both?

Was the American Revolution a spark for an Arc of Revolutions throughout the world?

To what extent has the Declaration of Independence formed the cornerstone of the American historical experience?

<p>CCSS.ELA-Literacy.RH.11-7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually , quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><i>CCSS.ELA-Literacy.RH.11-12.8</i> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><i>CCSS.ELA-Literacy.RH.11-12.9</i> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><i>AP US History</i> Analyzing Historical Evidence, Content and Sourcing: describe, select, and evaluate relevant evidence about the past from diverse sources.</p>	<p>the ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.</p> <p>after declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.</p> <p>new forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.</p> <p>in the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.</p>	<p>Is a republican form of government enduring or as many feared, is it subject to loyalty to faction and eventual failure?</p> <p>Is civic virtue a requirement of a republican form of government?</p> <p>Why was slavery allowed to continue after the successful Revolution based on liberty?</p>
Acquisition		
<p><i>AP US History</i> Analyzing Historical Evidence, Content and Sourcing: describe, select, and evaluate relevant evidence about the past from diverse sources.</p> <p><i>AP US History</i> Interpretation: describe, analyze, and evaluate the different ways historians interpret the past.</p> <p><i>AP US History</i> Comparison: identify, compare, and evaluate multiple perspectives on a given historical event.</p> <p><i>AP US History</i> Contextualization: connect historical events and</p>	<p><i>Students will know...</i></p> <p>colonial rivalry intensified between Britain and France in the mid-18th century leading to the French & Indian War.</p> <p>Britain achieved a major victory over France allowing the British to expand into the Ohio Valley.</p> <p>following the F&I War British attempts to raise revenues in the colonies and to limit colonial westward movement without direct colonial representation led to strong resistance by the</p>	<p><i>Students will be skilled at...</i></p> <p>reading the textbook and taking notes using guided reading questions.</p> <p>classroom discussions that will allow students to offer ideas, and ask questions to enhance their understanding of the topic at hand.</p> <p>analyzing primary source documents that support the ideas learned in the textbook. This will require close reading and deconstruction.</p>

<p>processes to specific circumstances of time and place as well as broader regional, national, or global processes.</p> <p><i>AP US History</i> Synthesis: develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines.</p> <p><i>AP US History</i> Causation: identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and short term.</p> <p><i>AP US History</i> Patterns of Continuity and change over time: recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.</p> <p><i>AP US History</i> Periodization: describe, analyze, and evaluate different ways that historians divide history into discrete and definable periods.</p> <p><i>AP US History</i> Argumentation: to create an argument and support it using relevant historical evidence.</p>	<p>colonials. rights of British subjects formed the basis for opposition by colonial leaders such as Benjamin Franklin, George Washington, and John Adams.</p> <p>colonies united to provide material and financial support for the Patriot movement led groups such as the Sons of Liberty.</p> <p>despite considerable loyalist opposition as well as Great Britain's apparently overwhelming military and financial advantages, the Patriot cause succeeded.</p> <p>Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege.</p> <p>the colonists belief in the superiority of republican forms of government formed the basis for the Declaration of Independence.</p> <p>ideals set forth by the revolution increased awareness of inequalities in American society for women and slaves.</p> <p>the ideals of the American Revolution sparked an arc of revolutions that continues to inspire independence movements even today.</p> <p>fear of centralized authority led to state constitutions and the Articles of Confederation that placed power in the legislative branch.</p> <p>weaknesses of the Articles of Confederation led to a call to reform the government.</p> <p>two successes of the AOC were the Land Ordinance of 1785 and the Northwest Ordinance</p>	<p>deconstructing charts and reading maps to search for evidence to support or dispute claims.</p> <p>using the seven themes of the course to begin to understand history as a continuum.</p> <p>using historical thinking skills such as chronological reasoning, causation and compare and contrast to help them understand the impact and connections of events in history.</p> <p>create a defensible historical argument using primary source evidence to support an assertions.</p> <p>understanding perspective by participating in a roleplay simulation.</p>
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	<p>of 1787. the Constitution created a more centralized government that took power back from the states and the legislative branch through compromise and negotiation.</p> <p>debates over the ratification of the Constitution led to the first political parties; the Federalist led by Alexander Hamilton and Anti-Federalists led by Thomas Jefferson.</p> <p>as slavery died out in the northern States it expanded in the southern states and adjacent western states creating greater regional differences.</p> <p>as increasing numbers of migrants from North America moved west into American Indian territory an ambiguous relationship with the federal government contributed to problems regarding treaties and seizure of American Indian lands.</p>	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A, T	Quality of analysis and representation.	PERFORMANCE TASK(S): Students will participate in a Constitutional Convention in which they will represent a variety of perspectives using actual quotes from the participants of the 1789 convention.
M, A, T	CB Rubric	Students will write an argumentative essay determining which document was more conservative, the Articles of Confederation or the Constitution?
M, A, T	CB Rubric	a portion of the Unit test that is free response and includes one of the following: the Long Essay, Short Answer, or Document Based Essay.
M, A, T	Graded for quality of analysis	OTHER EVIDENCE: Students will read James Madison's Federalist #10 and create a 50 word sentence to summarize its meaning.
M, A, T	Graded for accuracy	a portion of the Unit Test that includes stimulated multiple choice questions.

Stage 3 – Learning Plan

Code	Pre-Assessment Pre-assessment will be in the form of a whole class discussion to engage students interests and to see what past knowledge they possess with regard to the current unit. This pre-assessment discussion will include an opportunity to discuss the impact the events learned in this unit will have on later events, always trying to draw student thinking forward to present day to understand the continuum of American and world history.	
M, A, T	Summary of Key Learning Events and Instruction	Progress Monitoring
	Students will read Chapters 8-10 of the American Pageant guided reading questions in preparation for class discussion.	Graded for accuracy
	Students will read Thomas Paine's Common Sense and answer questions for class discussion.	Graded for quality of analysis
M, A, T	In groups students will read excerpts from John Locke's Second Treatise on Government and look for the roots of the Declaration of Independence.	Teacher will circulate around the room to monitor progress and then lead a full class discussion.

Suggested Reading Sources:

Federalists #10, The Federalist Papers

Excerpt from Thomas Paine's *Common Sense*

Excerpts from the Constitutional Convention, *The Choices Program* from Brown University

Education of Republican Women, Documents for America's History

Excerpts from *Second Treatise of Government*, by John Locke

Subject/Course: AP US History

Unit 3: Jeffersonian Republic through Reform Movements of the 1840s

Grade: 11

Stage 1 Desired Results

ESTABLISHED GOALS

CCSS.ELA-Literacy.RH.11-12.1

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

CCSS.ELA-Literacy.RH.11.12.3

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

CCSS.ELA Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA Literacy.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9

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

AP US History

Analyzing Historical Evidence, Content and Sourcing: describe, select, and evaluate relevant

Transfer

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

- recognize the evolving nature of the American National Identity over time.
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- understand the impact of human action on the environment and how geography determines social, political, and economic developments.
- understand how the roles of ideas, beliefs, social mores, and creative expression have played in shaping the United States.
- understand how the movement of peoples both within and to the United States continue to change American society.
- apply historical knowledge to understand America's place in the world today and make informed decisions as participants in a democratic-republic.

(The above capabilities are derived from the seven course themes developed by the College Board for the AP US History course.)

Meaning

UNDERSTANDINGS

Students will understand that...

universal white manhood suffrage reflects a more participatory democracy.

struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and to promote foreign trade.

frontier settlers tended to champion expansion efforts at the expense of American Indian

ESSENTIAL QUESTIONS

Why was the War of 1812 called the "Second War for Independence?"

Was Jacksonian Democracy an inevitable development of the U.S. Constitution?

Was the idea of Manifest Destiny justification for the U.S. expansion westward?

What was the impact of slavery as an economic, social and political reality of American life?

<p>evidence about the past from diverse sources.</p> <p><i>AP US History</i> Interpretation: describe, analyze, and evaluate the different ways historians interpret the past.</p> <p><i>AP US History</i> Analyzing Historical Evidence, Content and Sourcing: describe, select, and evaluate relevant evidence about the past from diverse sources.</p> <p><i>AP US History</i> Comparison: identify, compare, and evaluate multiple perspectives on a given historical event.</p> <p><i>AP US History</i> Contextualization: connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes.</p>	<p>populations whose resistance led to a series of wars.</p> <p>a national culture begins to emerge in literature, painting, and socially liberal ideas.</p> <p>of the impact of the Second Great Awakening and the social reforms that followed.</p> <p>innovations in technology, agriculture, and commerce powerfully accelerated the American economy.</p> <p>the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations.</p> <p>economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.</p>	<p>Were the social reforms of the 1840s a natural response to republicanism or do they reflect something else?</p>
Acquisition		
<p><i>AP US History</i> Causation: identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and short term.</p> <p><i>AP US History</i> Patterns of Continuity and change over time: recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.</p> <p><i>AP US History</i> Argumentation: to create an argument and support it using relevant historical evidence.</p>	<p><i>Students will know...</i></p> <p>Supreme Court decisions established judicial review and the supremacy of the U.S. Constitution over state governments.</p> <p>the U.S. sought to influence and control North America and the Western Hemisphere through exploration, military actions, American Indian removal, and the Monroe Doctrine.</p> <p>Jacksonian Democracy and the Whigs led by Henry Clay represented new political parties and differed on issues such as the national bank, tariffs, and federally funded internal improvements.</p> <p>social reforms and utopian societies grew out of the Second Great Awakening and democratic,</p>	<p><i>Students will be skilled at...</i></p> <p>taking notes using guided reading questions.</p> <p>classroom discussions that will allow students to offer ideas, and ask questions to enhance their understanding of the topic at hand.</p> <p>analyzing primary source documents that support the ideas learned in the textbook. This will require close reading and deconstruction.</p> <p>deconstructing charts and reading maps to search for evidence to support or dispute claims.</p> <p>using the seven themes of the course to begin to understand history as a continuum.</p>

	<p>individualistic beliefs. They were based on the idea of human perfectibility.</p> <p>the Hudson River School and authors such as James Fenimore Cooper and Washington Irving demonstrate America centered literature and art.</p> <p>enslaved African Americans maintained a sense of community and culture to protect their dignity and family structures within the slave system.</p> <p>innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods, transforming the economy.</p> <p>increasing number of Americans began working in factories, no longer relying on a subsistence agriculture leading to gender and family role changes.</p> <p>the growth in manufacturing drove a significant increase in prosperity and standards of living.</p> <p>large numbers of international migrants moved to industrializing northern cities from Germany and Ireland as many Americans moved west of the Mississippi River.</p> <p>a strong anti-Catholic nativist movement rose in response to the new immigrant's arrival.</p>	<p>using historical thinking skills such as chronological reasoning, causation and compare and contrast to help them understand the impact and connections of events in history.</p> <p>create a defensible historical argument using primary source evidence to support an assertions.</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A, T	Graded for analysis, demonstrated understanding, and presentation.	PERFORMANCE TASK(S): In groups, students will study a Supreme Court decision under the Marshall court and prepare a PPT presentation for the class.
M, A, T	Graded for quality of writing and analysis.	Students will complete a reading on Andrew Jackson. The suggested reading is the chapter called "Andrew Jackson and the Rise of Liberal Capitalism" from Richard Hofstadter's <i>The American Political Tradition</i> and answer attached questions.
M, A, T	Graded for analysis, demonstrated understanding, and presentation.	In groups, students will create a poster and campaign button for the reform that they researched to present to class.
M, A, T	Graded for accuracy and analysis.	a portion of the Unit test that is free response and includes one of the following: the Long Essay, Short Answer, or Document Based Essay.
M, A	Participation in discussion	OTHER EVIDENCE: Read documents about social and cultural changes such as "Seneca Falls Declaration of Right" or "New Social Classes and Cultures" from <i>Documents from America's History</i> .
M, A, T	Graded for accuracy and analysis	Portion of the Unit test that includes stimulated multiple choice questions.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Pre-assessment will be in the form of a whole class discussion to engage students interests and to see what past knowledge they possess with regard to the current unit. This pre-assessment discussion will include an opportunity to discuss the impact the events learned in this unit will have on later events, always trying to draw student thinking forward to present day to understand the continuum of American and world history.	
M, A M, A, T M, A, T M, A, T	Summary of Key Learning Events and Instruction	Progress Monitoring
	Students will read Chapters 11-15 of the American Pageant guided reading questions in preparation for class discussion.	Graded for accuracy.
	<i>Question of the Day</i> to practice stimulated multiple choice in a whole group setting.	Whole class discussion
	Analyze images from the Hudson River School of Art	Group discussion
	In groups, students will read three sample essays and rate them according to the College Board rubric. They will underline the thesis, sook for supporting evidence, and determine the number of documents used by the writer.	Group discussion

Suggested Reading Sources:

The American Political Tradition by Richard Hofstadter, Ch. 9 on Andrew Jackson
 Selections from *Documents from America's History* regarding New Social Classes & Cultures

Stage 1 Desired Results

ESTABLISHED GOALS

CCSS.ELA-Literacy.RH.11-12.1

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

CCSS.ELA-Literacy.RH.11.12.3

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

CCSS.ELA Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA Literacy.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9

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

AP US History

Analyzing Historical Evidence, Content and Sourcing: describe, select, and evaluate relevant evidence about the past from diverse sources.

Transfer

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

- recognize the evolving nature of the American National Identity over time.
- apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.
- apply concepts and systems of economics to participate in a global economy.
- understand the impact of human action on the environment and how geography determines social, political, and economic developments.
- understand how the roles of ideas, beliefs, social mores, and creative expression have played in shaping the United States.
- understand how the movement of peoples both within and to the United States continue to change American society.
- apply historical knowledge to understand America's place in the world today and make informed decisions as participants in a democratic-republic.

(The above capabilities are derived from the seven course themes developed by the College Board for the AP US History course)

Meaning

UNDERSTANDINGS

Students will understand that...

the U.S.'s acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

popular enthusiasm for U.S. expansion, bolstered by economic and security interest, resulted in the acquisition of new territories, substantial migration westward, and, new overseas initiatives.

intensified by expansion and deepening regional division, debates over slavery and other economic,

ESSENTIAL QUESTIONS

Did the existence of slavery in parts of the United States make the Civil War inevitable?

In what ways were the northern states complicit in the slave system of the South?

In what ways did western expansion exacerbate the slavery issue?

How did new immigrants to America promote economic prosperity and cultural change?

<p><i>AP US History</i> Analyzing Historical Evidence, Content and Sourcing: describe, select, and evaluate relevant evidence about the past from diverse sources.</p> <p><i>AP US History</i> Interpretation: describe, analyze, and evaluate the different ways historians interpret the past.</p>	<p>cultural, and political issues led the nation into civil war.</p> <p>debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern States.</p>	<p>Why was there a major political shift in the country?</p>
<p><i>AP US History</i> Comparison: identify, compare, and evaluate multiple perspectives on a given historical event.</p> <p><i>AP US History</i> Contextualization: connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes.</p> <p><i>AP US History</i> Causation: identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and short term.</p> <p><i>AP US History</i> Patterns of Continuity and change over time: recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.</p> <p><i>AP US History</i> Argumentation: to create an argument and support it using relevant historical evidence.</p>	Acquisition	
	<p><i>Students will know that...</i></p> <p>natural and mineral resources drew many settlers West advocating for the idea of Manifest Destiny.</p> <p>growing economic differences between the North and the South caused a greater schism between the two regions.</p> <p>the U.S. sought to influence and control North America and the Western Hemisphere through exploration, military actions, American Indian removal, and the Monroe Doctrine.</p> <p>overcultivation depleted the arable lands in the South which led slaveholders to relocate their plantations to west of the Appalachians.</p> <p>antislavery efforts grew in the North as it expanded its manufacturing economy while the South, dependent on a single cash crop, argued that slavery was part of the Southern way of life.</p> <p>African Americans and white abolitionist mounted a campaign against slavery while defenders of slavery argued that slavery was a positive good with Constitutional protections.</p> <p>the Second Party System ended when the issues of slavery and anti-immigrant nativism weakened</p>	<p><i>Students will be skilled at...</i></p> <p>reading the textbook and taking notes using guided reading questions.</p> <p>classroom discussions that will allow students to offer ideas, and ask questions to enhance their understanding of the topic at hand.</p> <p>analyzing primary source documents that support the ideas learned in the textbook. This will require close reading and deconstruction.</p> <p>deconstructing charts and reading maps to search for evidence to support or dispute claims.</p> <p>using the seven themes of the course to begin to understand history as a continuum.</p> <p>using historical thinking skills such as chronological reasoning, causation and compare and contrast to help them understand the impact and connections of events in history.</p> <p>create a defensible historical argument using primary source evidence to support an assertions.</p>

	<p>loyalties to the two major parties leaving a vacuum for new sectional parties, most notably the Republican Party, to replace them.</p> <p>Congressional attempts at political compromise over slavery eventually failed and Abraham Lincoln's victory led to Southern secession.</p>	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A, T	Quality of analysis	PERFORMANCE TASK(S): Students will create a list of strengths and weaknesses for both the North and the South and then evaluate which side had the advantage going into the war. They will make a comparison to the strengths and weakness of the Americans and British prior to the American Revolution to look for similarities and differences. Students will play the role of a newspaper writer and write a an argumentative story using this information to make a prediction about which side has the best chance to win the war and why.
M, A, T	CB Rubric	Students will write an argumentative document based essay about the Civil War.
M, A, T	Graded for accuracy	OTHER EVIDENCE: the portion of the Unit test is stimulated multiple choice.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Pre-assessment will be in the form of a whole class discussion to engage students interests and to see what past knowledge they possess with regard to the current unit. This pre-assessment discussion will include an opportunity to discuss the impact the events learned in this unit will have on later events, always trying to draw student thinking forward to present day to understand the continuum of American and world history.	
M, A, T T M, A M, A M, A, M, A, T	Summary of Key Learning Events and Instruction	Progress Monitoring
	Students will read Chapters 16 - 19 of the American Pageant guided reading questions in preparation for class discussion.	Graded for accuracy
	Students will watch two film clips from movies about the Civil War that we made 24 years apart. Students will analyze the film clips to determine how plantation life was perceived at different time periods in the past.	Class discussion
	Students will read slave narratives in pairs and an excerpt for <i>Uncle Tom's Cabin</i> .	Class discussion
	Students will read excerpts from a Lincoln & Douglas debate.	Class discussion
	Students will create a timeline of events leading up to the failure of compromise.	Graded for accuracy
	Using maps and charts students will study the changing borders of the U.S. as well as the changing demographics.	Class discussion

Suggested Reading Sources:

excerpts from *Uncle Tom's Cabin* by Harriet Beecher Stowe
 selections from *Documents for America's History*
 selections from Lincoln: *Selected Speeches and Writings*

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><i>CCSS.ELA-Literacy.RH.11-12.1</i> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><i>CCSS.ELA-Literacy.RH.11.12.3</i> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><i>CCSS.ELA Literacy.RH.11-12.5</i> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><i>CCSS.ELA Literacy.RH.11-12.8</i> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><i>CCSS.ELA-Literacy.RH.11-12.9</i> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><i>AP US History</i> Analyzing Historical Evidence, Content and Sourcing: describe, select, and evaluate relevant evidence about the past from diverse sources.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • <i>recognize the evolving nature of the American National Identity over time.</i> • <i>apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.</i> • <i>apply concepts and systems of economics to participate in a global economy.</i> • <i>understand the impact of human action on the environment and how geography determines social, political, and economic developments.</i> • <i>understand how the roles of ideas, beliefs, social mores, and creative expression have played in shaping the United States.</i> • <i>understand how the movement of peoples both within and to the United States continue to change American society.</i> • <i>apply historical knowledge to understand America's place in the world today and make informed decisions as participants in a democratic-republic.</i> <p><i>(The above capabilities are derived from the seven course themes developed by the College Board for the AP US History course)</i></p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>the North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.</p> <p>the Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Why did compromise over sectional differences eventually fail?</p> <p>Was the Civil War crisis inevitable or was it a failure of leadership?</p> <p>What role did Abraham play in the course of the war, in shaping its goals, and in redefining the meaning of American principles?</p> <p>Are governments ever justified in suspending civil liberties?</p>

<p><i>AP US History</i> Interpretation: describe, analyze, and evaluate the different ways historians interpret the past.</p> <p><i>AP US History</i> Comparison: identify, compare, and evaluate multiple perspectives on a given historical event.</p>	<p>Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.</p>	<p>After such a long a bloody war, why did the Reconstruction period ultimately fall short of its goals?</p>
Acquisition		
<p><i>AP US History</i> Contextualization: connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes.</p> <p><i>AP US History</i> Causation: identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and short term.</p> <p><i>AP US History</i> Patterns of Continuity and change over time: recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.</p> <p><i>AP US History</i> Argumentation: to create an argument and support it using relevant historical evidence.</p>	<p><i>Students will know...</i></p> <p>both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.</p> <p>Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war.</p> <p>the failure of the South to win at Antietam helped prevent the Confederacy from gaining full diplomatic support from European powers.</p> <p>many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.</p> <p>Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals.</p> <p>although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.</p>	<p><i>Students will be skilled at...</i></p> <p>reading the textbook and taking notes using guided reading questions.</p> <p>classroom discussions that will allow students to offer ideas, and ask questions to enhance their understanding of the topic at hand.</p> <p>analyzing primary source documents that support the ideas learned in the textbook. This will require close reading and deconstruction.</p> <p>deconstructing charts and reading maps to search for evidence to support or dispute claims.</p> <p>using the seven themes of the course to begin to understand history as a continuum.</p> <p>using historical thinking skills such as chronological reasoning, causation and compare and contrast to help them understand the impact and connections of events in history.</p> <p>create a defensible historical argument using primary source evidence to support an assertions.</p> <p>understanding perspective by participating in a roleplay simulation.</p>

	<p>the 13th, 14th, and 15th amendments were passed giving African Americans important new rights.</p> <p>the women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.</p> <p>both radical and moderate forces vied for dominance of the Reconstruction process with the intention to reorder race relations in the South. Some short-term successes were achieved, but ultimately Reconstruction failed due both to Southern resistance and the North's waning resolve.</p> <p>southern plantation owners continued to own the majority of the region's land after Reconstruction. Former slaves became sharecroppers or tenant farmers subject to the growing Jim Crow laws.</p>	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A, T	Graded for accuracy; CB rubric	PERFORMANCE TASK(S): the portion of the Unit Test that is free response and includes one of the following: the Long Essay, Short Answer, or Document Based Essay. students will read Lincoln's Gettysburg address and write a 50 word sentence that summarizes its meaning.
M, A, T	Graded for analysis	
M, A, T	Quality of analysis and supporting evidence	OTHER EVIDENCE: Students will develop a thesis statement and supporting evidence for the following question: How successful was the ordeal of Reconstruction? The portion of the Unit Test that includes stimulated multiple choice questions.
M, A, T	Graded for accuracy	

Suggested Reading Sources:

selections from Lincoln: *Selected Speeches and Writings*
 selections from *The American Spirit*

Stage 3 – Learning Plan

Code	<p align="center"><i>Pre-Assessment</i></p> <p>Pre-assessment will be in the form of a whole class discussion to engage students interests and to see what past knowledge they possess with regard to the current unit. This pre-assessment discussion will include an opportunity to discuss the impact the events learned in this unit will have on later events, always trying to draw student thinking forward to present day to understand the continuum of American and world history.</p>	
M, A, T	Summary of Key Learning Events and Instruction	Progress Monitoring
	Students will read Chapters 20 - 22 of the <i>American Pageant</i> guided reading questions in preparation for class discussion.	Graded for accuracy
	<i>Question of the Day</i> to practice stimulated multiple choice in a whole group setting.	Whole class discussion
	In groups students will read and dissect Lincoln's 2nd Inaugural determining how the ideas in this speech tie back to the original intent of the Constitution and Declaration of Independence.	Group and class discussion
M, A, T	In groups students will evaluate the effectiveness of the 13th, 14th, and 15th amendments for giving African Americans full rights as American Citizens.	Group and class discussion

Subject/Course: AP US History

Unit: 6 The Gilded Age, the 2nd Industrial Revolution, and Settling the West

Grade: 11

Stage 1 Desired Results

ESTABLISHED GOALS

CCSS.ELA-Literacy.RH.11-12.1

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

CCSS.ELA-Literacy.RH.11.12.3

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

CCSS.ELA Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA Literacy.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9

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

AP US History

Analyzing Historical Evidence, Content and Sourcing: describe, select, and evaluate relevant

Transfer

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

- *recognize the evolving nature of the American National Identity over time.*
- *apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.*
- *apply concepts and systems of economics to participate in a global economy.*
- *understand the impact of human action on the environment and how geography determines social, political, and economic developments.*
- *understand how the roles of ideas, beliefs, social mores, and creative expression have played in shaping the United States.*
- *how the movement of peoples both within and to the United States continue to change American society.*
- *apply historical knowledge to understand America's place in the world today and make informed decisions as participants in a democratic-republic.*

(The above capabilities are derived from the seven course themes developed by the College Board for the AP US History course)

Meaning

UNDERSTANDINGS

Students will understand that...

large-scale industrial production - accompanied by massive technological change, expanding international communication networks, and pro-growth government policies - generated rapid economic development and business consolidation.

a variety of perspectives on the economy and labor developed during a time of financial panics and downturns.

ESSENTIAL QUESTIONS

Was the "American Dream" a reality or a false promise for new immigrants of the late 19th century?

Considering the massive wave of immigration in the late 1800s, would the U.S. become a mosaic or a melting pot?

As more and more people were no longer independent farmers, but dependent on a wage,

<p>evidence about the past from diverse sources.</p> <p><i>AP US History</i> Interpretation: describe, analyze, and evaluate the different ways historians interpret the past.</p> <p><i>AP US History</i> Comparison: identify, compare, and evaluate multiple perspectives on a given historical event.</p> <p><i>AP US History</i> Contextualization: connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes.</p> <p><i>AP US History</i> Causation: identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and short term.</p> <p><i>AP US History</i> Patterns of Continuity and change over time: recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.</p> <p><i>AP US History</i> Argumentation: to create an argument and support it using relevant historical evidence.</p>	<p>new systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.</p> <p>international and internal migration increased urban populations and fostered a growth of a new urban culture.</p> <p>large numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.</p> <p>new cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.</p> <p>dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.</p>	<p>did the role of government change as well?</p> <p>Considering an increased number of boom, bust cycles, should the role of government in the economy change?</p> <p>How did artistic and intellectual movements both reflect and challenge the emerging corporate order?</p>
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Acquisition	
<p><i>Students will know that...</i></p> <p>following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.</p> <p>production of goods increased dramatically as businesses made use of technological innovations, greater access to natural resources, redesigned financial and management structures, and a growing labor force.</p> <p>many Americans standard of living improved, while the gap between rich and poor also grew.</p> <p>many business leaders sought increased profits by consolidating corporations into trusts which further concentrated wealth.</p> <p>businesses and foreign policymakers looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.</p> <p>the role of government came under question as businesses promoted laissez-faire policies even in economic downturns.</p> <p>a more ethnically diverse workforce pushed for labor unions to counterbalance the power of owners and management.</p> <p>the Chinese Exclusionary Act was passed in 1882.</p> <p>the South remained overwhelmingly rural.</p>	<p><i>Students will be skilled at...</i></p> <p>reading the textbook and taking notes using guided reading questions.</p> <p>classroom discussions that will allow students to offer ideas, and ask questions to enhance their understanding of the topic at hand.</p> <p>analyzing primary source documents that support the ideas learned in the textbook. This will require close reading and deconstruction.</p> <p>deconstructing charts and reading maps to search for evidence to support or dispute claims.</p> <p>using the seven themes of the course to begin to understand history as a continuum.</p> <p>using historical thinking skills such as chronological reasoning, causation and compare and contrast to help them understand the impact and connections of events in history.</p> <p>create a defensible historical argument using primary source evidence to support an assertions.</p> <p>understanding perspective by participating in a roleplay simulation.</p>

improvements in mechanization helped agricultural production increase substantially and led to bonanza farming.

economic instability inspired agrarian activists to create the People's (Populist) Party, which called for stronger governmental role in regulating the economy.

urban areas became a magnet for immigrants from Asia and southern and eastern Europe, as well as African Americans within the country.

cities became dominated by neighborhoods based on ethnicities, race, or class.

political machines grew in the cities as a response to the unequal distribution of political power.

a growing middle class developed in the cities out of a need for clerical workers, educators, and managers.

as migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.

U.S. government violated treaties with American Indians and responded to resistance with military force, forcing American Indians onto reservations.

Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation.

the ideas of the Gospel of Wealth, and Social Darwinism were theories created to justify the

	<p>extreme wealth of some and extreme poverty of workers.</p> <p>the Social Gospel was a belief that promoted the idea of helping those in need.</p>	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A, T	Graded on quality of analysis and presentation	PERFORMANCE TASK(S): In groups students will find a political cartoon of the Gilded Age that they would like to analyze and present to the class. Their task is to create a Powerpoint that will include the political cartoon and a set of analytical questions. They will present to their classmates in the process of analyzing the cartoon.
M, A, T	Graded on quality of debate and debate preparation	In groups students will prepare to debate a variety of Gilded Age topics that may include but are not limited to the following: Labor Unions, the Concentration of Wealth, Environmental Protection.
M, A, T	CB Rubric	the portion of the Unit test that is free response and includes one of the following: the Long Essay, Short Answer, or Document Based Essay.

M, A,	Quality of writing and analysis.	OTHER EVIDENCE: Students will read primary source documents about the Gospel of Wealth, the Social Gospel, and Social Darwinism and answer questions for each reading.
M, A	Quality of writing and analysis.	Students will a primary source excerpt. Suggested for this unit is the “Cross of Gold Speech” by William Jennings Bryan and answer questions. This is a good source for cross over to literacy standards with the use of allusions.
M, A, T	Graded for accuracy	The portion of the Unit Test that includes stimulated multiple choice.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<p>Pre-assessment will be in the form of a whole class discussion to engage students interests and to see what past knowledge they possess with regard to the current unit. This pre-assessment discussion will include an opportunity to discuss the impact the events learned in this unit will have on later events, always trying to draw student thinking forward to present day to understand the continuum of American and world history.</p>	
M, A, T	<p>Summary of Key Learning Events and Instruction</p> <p>Students will read Chapters 23 - 26 of the American Pageant guided reading questions in preparation for class discussion.</p>	<p>Progress Monitoring</p> <p>Class discussion</p>
M, A, T	<p><i>Question of the Day</i> to practice stimulated multiple choice in a whole group setting.</p>	<p>Class discussion</p>

Suggested Reading Sources:

selections from *Major Problems in US History, Volume II*, by Elizabeth Cobbs and Edward J. Blum
 selections from *Taking Sides: American History Volume II*, by Larry Madaras and James M. Sorelle

Stage 1 Desired Results

ESTABLISHED GOALS

CCSS.ELA-Literacy.RH.11-12.1

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

CCSS.ELA-Literacy.RH.11.12.3

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

CCSS.ELA Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA Literacy.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9

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

AP US History

Analyzing Historical Evidence, Content and Sourcing: describe, select, and evaluate relevant evidence about the past from diverse sources.

Transfer

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

- recognize the evolving nature of the American National Identity over time.
- apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.
- apply concepts and systems of economics to participate in a global economy.
- understand the impact of human action on the environment and how geography determines social, political, and economic developments.
- understand how the roles of ideas, beliefs, social mores, and creative expression have played in shaping the United States.
- understand how the movement of peoples both within and to the United States continue to change American society.
- apply historical knowledge to understand America's place in the world today and make informed decisions as participants in a democratic-republic.

(The above capabilities are derived from the seven course themes developed by the College Board for the AP US History course)

Meaning

UNDERSTANDINGS

Students will understand that...

the U.S. continued its transition from a rural, agricultural economy to an urban, industrial economy led by large corporations.

during the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.

ESSENTIAL QUESTIONS

What is the proper role of government in a modern democratic republic?

How did the search for new global markets affect American foreign policy and territorial ambitions?

Should the U.S. be invested in spreading democracy around the world?

What economic conditions led to the Great Depression and could it happen again?

<p><i>AP US History</i> Interpretation: describe, analyze, and evaluate the different ways historians interpret the past.</p> <p><i>AP US History</i> Comparison: identify, compare, and evaluate multiple perspectives on a given historical event.</p> <p><i>AP US History</i> Contextualization: connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes.</p> <p><i>AP US History</i> Synthesis: develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines.</p> <p><i>AP US History</i> Patterns of Continuity and change over time: recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.</p> <p><i>AP US History</i> Argumentation: to create an argument and support it using relevant historical evidence.</p>	<p>popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity.</p> <p>in the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.</p> <p>in the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western hemisphere and the Pacific accompanied heightened public debates over America's role in the world.</p> <p>World War I and its aftermath intensified ongoing debates about the nation's role in the world and how best to achieve national security and pursue American interests.</p> <p>U.S. participation in World War II transformed American society, while the victory of the U.S. and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.</p>	<p>Are alliances made out of common interest or common values?</p> <p>Was President Truman justified in dropping the Atom bomb on Japan?</p>
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Acquisition	
<i>Students will know that...</i>	<i>Students will be skilled at...</i>
<p>the American victory in the Spanish-American War and the acquisition of foreign territories sparked a great debate over the disposition of the Philippine Islands among imperialists and anti-imperialists.</p> <p>Americans initially preferred neutrality in WW I, but Woodrow Wilson was left no choice by the German U-boat attacks and resumed a unilateral foreign policy after the war.</p> <p>by 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants.</p> <p>episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.</p> <p>some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality. On the national level they sought federal legislation to regulate the economy, expand democracy and generate moral reform.</p> <p>Teddy Roosevelt, preservationists and conservationists supported the establishment of national parks.</p> <p>new forms of mass media, such as radio and cinema, contributed to the spread of a national culture.</p> <p>official restrictions of free speech grew during</p>	<p>reading the textbook and taking notes using guided reading questions.</p> <p>classroom discussions that will allow students to offer ideas, and ask questions to enhance their understanding of the topic at hand.</p> <p>analyzing primary source documents that support the ideas learned in the textbook. This will require close reading and deconstruction.</p> <p>deconstructing charts and reading maps to search for evidence to support or dispute claims.</p> <p>using the seven themes of the course to begin to understand history as a continuum.</p> <p>using historical thinking skills such as chronological reasoning, causation and compare and contrast to help them understand the impact and connections of events in history.</p> <p>create a defensible historical argument using primary source evidence to support an assertions.</p> <p>understanding perspective by participating in a roleplay simulation.</p>

WW I, as increased anxiety about radicalism led to the first Red Scare.

in the 1920s, cultural, and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.

Franklin Roosevelt's New Deal attempted to end the Great Depression by using government power to provide relief to the poor and recovery and reform to the American economy.

as immigration hit its peak in the years before WW I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration particularly from southern and eastern Europe.

increased demand for war production and labor during WW I and WW II led many Americans to migrate to urban centers. This is the start of the Great Migration for African Americans.

in the 1930s, while many Americans were concerned about the rise of fascists, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into WW II.

mass mobilization of American society helped end the Great Depression, and the country's strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops.

mobilization and military service provided opportunities for women and minorities.

the U.S. and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific "island hopping" and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.

The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the U.S. to emerge from the war as the most powerful nation on earth.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A, T	Graded on quality of analysis and presentation.	PERFORMANCE TASK(S): Students will examine Jacob Riis's photographs and his written descriptions and explore the context of his work. In Powerpoint presentations, students must provide evidence to support or refute the validity of his depictions of urban life.
M, A, T	Graded on quality of analysis and presentation.	Students will conduct classroom debates on some of the controversial topics of the time period. Suggested topics include: American control of the Philippines, the flooding of Hetch Hetchy Valley in California, clear cut lumbering in the West, the effectiveness of the New Deal as an answer to the Great Depression, Isolationism or War in WWII, and the Japanese-American internment during WWII.
M, A, T	Graded on accuracy and the CB rubric.	the portion of the Unit test that is free response and includes one of the following: the Long Essay, Short Answer, or Document Based Essay.
M, A, T	CB rubric	Students will write a timed Document Based Essay.
M, A, T	Graded for accuracy	OTHER EVIDENCE: the portion of the Unit Test that includes stimulated multiple choice questions.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Pre-assessment will be in the form of a whole class discussion to engage students interests and to see what past knowledge they possess with regard to the current unit. This pre-assessment discussion will include an opportunity to discuss the impact the events learned in this unit will have on later events, always trying to draw student thinking forward to present day to understand the continuum of American and world history.	
M, A, T M, A M, A, T M, A, T	Summary of Key Learning Events and Instruction	Progress Monitoring
	Students will read Chapters 27 - 34 of the American Pageant guided reading questions in preparation for class discussion.	Graded for accuracy
	In groups, students will create a T-chart showing the growing differences between the forces of tradition and the forces of modernity in the 1920s.	Class discussion, P/F
	Through a film of the teacher's choice, students will see the impact of the Stock Market Crash in the country and discuss whether this is what led to the Great Depression.	Class discussion
	To study the causes and the impact of the Great Depression students will use statistics, maps, and charts. What do numbers say and not say? In groups, students will draw conclusions and share results with the large group.	Class discussion

Suggested Reading Sources:

The American Spirit, Volume II by Thomas A. Bailey and David M. Kennedy
How the Other Half lives: Studies Among the Tenements of New York by Jacob Riis
Hard Times: An Oral History of the Great Depression by Studs Terkel
The Good War: An Oral History of World War II by Studs Terkel

Subject/Course: AP US History

Unit: 8 Post WW II and the Cold War through 1980

Grade: 11

Stage 1 Desired Results

ESTABLISHED GOALS

CCSS.ELA-Literacy.RH.11-12.1

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

CCSS.ELA-Literacy.RH.11.12.3

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

CCSS.ELA Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA Literacy.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9

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

Transfer

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

- *recognize the evolving nature of the American National Identity over time.*
- *apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.*
- *apply concepts and systems of economics to participate in a global economy.*
- *understand the impact of human action on the environment and how geography determines social, political, and economic developments.*
- *understand how the roles of ideas, beliefs, social mores, and creative expression have played in shaping the United States.*
- *understand how the movement of peoples both within and to the United States continue to change American society.*
- *apply historical knowledge to understand America's place in the world today and make informed decisions as participants in a democratic-republic.*

(The above capabilities are derived from the seven course themes developed by the College Board for the AP US History course)

Meaning

UNDERSTANDINGS

Students will understand that...

the U.S. policymakers engaged in a Cold War with the authoritarian Soviet Union, seeking to limit the growth of communist military power and ideological influence, create a new-market global economy, and build an international security system.

Cold War policies led to public debates over the power of the federal government and acceptable

ESSENTIAL QUESTIONS

What does it mean to be the most powerful nation in the world? What, if any, responsibilities come with that position?

Why were the Communist East and the Democratic West seemingly incompatible?

Why was it during this time period that equal rights came to be realized by many minority

<p><i>AP US History</i> Analyzing Historical Evidence, Content and Sourcing: describe, select, and evaluate relevant evidence about the past from diverse sources.</p> <p><i>AP US History</i> Interpretation: describe, analyze, and evaluate the different ways historians interpret the past.</p> <p><i>AP US History</i> Comparison: identify, compare, and evaluate multiple perspectives on a given historical event.</p> <p><i>AP US History</i> Contextualization: connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes.</p> <p><i>AP US History</i> Causation: identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and short term.</p>	<p>means for pursuing international and domestic goals while protecting civil liberties.</p> <p>rapid economic and social changes in American society fostered a sense of optimism in the postwar years.</p> <p>seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.</p> <p>responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.</p> <p>liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.</p>	<p>groups? How did the booming economy of the 1950s and 1960s impact American culture?</p> <p>Was the Great Society a fulfillment of America's promise or a violation of the Founder's intentions for government's role in society?</p> <p>Given the economic heights of the 1950s and 1960s, what changes in the 1970s to enter an era of "stagflation?"</p>
<p><i>AP US History</i> Patterns of Continuity and change over time: recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.</p> <p><i>AP US History</i> Argumentation: to create an argument and support it using relevant historical evidence.</p>		
	<p style="text-align: center;">Acquisition</p> <p><i>Students will know that...</i></p> <p>as postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the U.S. developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations.</p> <p>the U.S. sought a policy of "containment" as concern about the expansion of Communist ideology and Soviet repression dominated foreign policy. Major military engagements included Korea and Vietnam.</p>	
		<p><i>Students will be skilled at...</i></p> <p>reading the textbook and taking notes using guided reading questions.</p> <p>classroom discussions that will allow students to offer ideas, and ask questions to enhance their understanding of the topic at hand.</p> <p>analyzing primary source documents that support the ideas learned in the textbook. This will require close reading and deconstruction.</p> <p>deconstructing charts and reading maps to search for evidence to support or dispute claims.</p> <p>using the seven themes of the course to begin to</p>

	<p>both sides in the Cold War competed for influence in the postwar decolonized regions of Asia, Africa, and the Middle East. This competition extended to Latin America.</p> <p>Americans debated policies and methods designed to expose suspected communists within the U.S. even as both parties supported the broader strategy of containing communism.</p> <p>although at first supported, the Vietnam War eventually inspired sizable and passionate anti-war protests.</p> <p>Americans debated the merits of a large nuclear arsenal, the military industrial complex, and the appropriate power of the executive branch in conducting foreign and military policy.</p> <p>oil crises shaped U.S. involvement in the Middle East and eventually sparked attempts at creating a national energy policy.</p> <p>a burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.</p> <p>higher education, new technologies, and increasing social mobility encouraged growth of the suburbs and movement to the Sun Belt.</p> <p>passage of new immigration laws in 1965 led to a new increase in immigration.</p> <p>as the 1950s developed an ever increasing mass culture, some artists, intellectuals, and rebellious youth challenged this conformity.</p> <p>during and after WW II, civil rights activists and</p>	<p>understand history as a continuum.</p> <p>using historical thinking skills such as chronological reasoning, causation and compare and contrast to help them understand the impact and connections of events in history.</p> <p>create a defensible historical argument using primary source evidence to support an assertions.</p> <p>understanding perspective by participating in a roleplay simulation.</p>
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	<p>leaders, most notably, Martin Luther King Jr., challenged racial discrimination.</p> <p>all three branches of government used measures to promote racial equality. For example, <i>Brown v Board of Education</i>, the Civil Rights Act of 1965, and presidential enforcement of desegregation.</p> <p>following the success of the Civil Rights Movement for African Americans, many other minority groups such as feminists, the gay community, Latinos, American Indians, and Asian Americans, sought social and economic equality.</p> <p>despite an overall affluence in postwar America, poverty continued to be a national problem.</p> <p>environmental problems and accidents led to a growing environmental movement.</p> <p>liberalism, based on anticommunism abroad and a belief in government power to achieve social goals at home, reached a high point of political influence by the mid-1960s.</p> <p>In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government.</p> <p>public confidence and trust in governments ability to solve social and economic problems declined in the 1970s with a growing clash between conservatives and liberals.</p> <p>the rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.</p>	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A, T	CB Rubric	<p>PERFORMANCE TASK(S)</p> <p>the portion of the Unit Test that is free response and includes one of the following: the Long Essay, Short Answer, or Document Based Essay.</p> <p>If time allows, the following are possible performance activities that a teacher may wish to use..</p> <ul style="list-style-type: none"> • Using primary source documents for evidence, students debate the implications of the Atomic age. • Create a Powerpoint presentation about one of the rights movements of the 1960s.
M, A, T	Graded for accuracy	<p>OTHER EVIDENCE:</p> <p>the portion of the Unit Test that includes stimulated multiple choice.</p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i> Pre-assessment will be in the form of a whole class discussion to engage students interests and to see what past knowledge they possess with regard to the current unit. This pre-assessment discussion will include an opportunity to discuss the impact the events learned in this unit will have on later events, always trying to draw student thinking forward to present day to understand the continuum of American and world history.	
M, A, T	Summary of Key Learning Events and Instruction	Progress Monitoring
	Students will read Chapters 35-38 of the American Pageant guided reading questions in preparation for class discussion.	Graded for accuracy
	<p>If time allows:</p> <ul style="list-style-type: none"> • read Howard Zinn’s chapter on Vietnam from his <i>A People’s History of the United States</i> and compare it to the Vietnam reading in the American Pageant. • Complete a map highlighting Cold War hot spots 	

Suggested Reading Sources:

The American Spirit, Volume II by Thomas A. Bailey and David M. Kennedy
A People’s History of the United States, chapter on Vietnam by Howard Zinn

Subject/Course: AP US History

Unit: 9 Reagan Conservatism to September 11, 2001

Grade: 11

Stage 1 Desired Results

ESTABLISHED GOALS

CCSS.ELA-Literacy.RH.11-12.1

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

CCSS.ELA-Literacy.RH.11.12.3

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

CCSS.ELA Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA Literacy.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9

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

AP US History

Analyzing Historical Evidence, Content and Sourcing: describe, select, and evaluate relevant

Transfer

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

- recognize the evolving nature of the American National Identity over time.
- apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.
- apply concepts and systems of economics to participate in a global economy.
- understand the impact of human action on the environment and how geography determines social, political, and economic developments.
- understand how the roles of ideas, beliefs, social mores, and creative expression have played in shaping the United States.
- understand how the movement of peoples both within and to the United States continue to change American society.
- apply historical knowledge to understand America's place in the world today and make informed decisions as participants in a democratic-republic.

(The above capabilities are derived from seven course themes developed by the College Board for the AP US History course)

Meaning

UNDERSTANDINGS

Students will understand that...

conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.

new developments in science and technology enhanced the U.S. economy and transformed society while manufacturing in the U.S. decreased.

the United States population continued to undergo demographic shifts that had significant

ESSENTIAL QUESTIONS

Have the American people decided on the proper role of government or is that still in questions?

Will the U.S. continue to be a superpower given the globalization of the economy and ever increasing information technology?

Should the U.S. government be concerned with growing income inequality within its borders?

How can the U.S. protect itself from the growing terror threat around the world.

<p>evidence about the past from diverse sources.</p> <p><i>AP US History</i> Interpretation: describe, analyze, and evaluate the different ways historians interpret the past.</p> <p><i>AP US History</i> Comparison: identify, compare, and evaluate multiple perspectives on a given historical event.</p> <p><i>AP US History</i> Contextualization: connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes.</p> <p><i>AP US History</i> Causation: identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and short term.</p> <p><i>AP US History</i> Patterns of Continuity and change over time: recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.</p> <p><i>AP US History</i> Argumentation: to create an argument and support it using relevant historical evidence.</p>	<p>cultural and political consequences.</p> <p>the Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.</p> <p>following the attacks on September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.</p>	<p>To what degree are the post WW II alliances still meaningful?</p>
<p style="text-align: center;">Acquisition</p>		
	<p><i>Students will know...</i></p> <p>Ronald Reagan's victory in 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries.</p> <p>Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons which contributed to the end of the Cold War.</p> <p>conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth.</p> <p>after 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.</p> <p>international migration from Latin America and Asia increased dramatically.</p> <p>policy debates continued over free-trade agreements, the scope of the government social</p>	<p><i>Students will be skilled at...</i></p> <p>reading the textbook and taking notes using guided reading questions.</p> <p>classroom discussions that will allow students to offer ideas, and ask questions to enhance their understanding of the topic at hand.</p> <p>analyzing primary source documents that support the ideas learned in the textbook. This will require close reading and deconstruction.</p> <p>deconstructing charts and reading maps to search for evidence to support or dispute claims.</p> <p>using the seven themes of the course to begin to understand history as a continuum.</p> <p>using historical thinking skills such as chronological reasoning, causation and compare and contrast to help them understand the impact and connections of events in history.</p> <p>create a defensible historical argument using primary source evidence to support an assertions.</p>

	<p>safety net, and calls to reform to the U.S. financial system.</p> <p>technological innovations in computing, digital mobile technology, and the Internet transformed daily life, increased access to information, and led to new social behaviours and networks.</p> <p>employment increased in service sectors and decreased in manufacturing sectors as union membership declined.</p> <p>real wages stagnated for the working and middle class amid growing economic inequality.</p> <p>intense political and cultural debates continued over issues such as immigration policy, ethnic diversity, gender roles, and family structures.</p> <p>in the wake of attacks on the World Trade Center and the Pentagon, the U.S. launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.</p> <p>conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.</p> <p>despite economic and foreign policy challenges, the U.S. continues as the world's leading superpower in the 21st century.</p>	<p>understanding perspective by participating in a roleplay simulation.</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M, A, T	CB Rubric	<p>PERFORMANCE TASK(S):</p> <p>the portion of the Unit test that is free response and includes one of the following: the Long Essay, Short Answer, or Document Based Essay.</p> <p>Note: This unit is truncated as the portion of the AP Exam that is beyond 1980 is only 5%.</p>
M, A, T	Graded for accuracy	<p>OTHER EVIDENCE:</p> <p>the portion of the Unit Test that is stimulated multiple choice questions.</p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i> Pre-assessment will be in the form of a whole class discussion to engage students interests and to see what past knowledge they possess with regard to the current unit. This pre-assessment discussion will include an opportunity to discuss the impact the events learned in this unit will have on later events, always trying to draw student thinking forward to present day to understand the continuum of American and world history.	
M, A, T	<p>Summary of Key Learning Events and Instruction</p> <p>Students will read Chapter 39-40 of the American Pageant guided reading questions in preparation for class discussion.</p> <p>Students will watch a variety of film clips that will include all of the presidents from this era.</p> <p>NOTE: The AP Exam is usually in early May which cuts into the learning time for this course. Reviewing for the exam should begin two to three weeks out and should include the use of practice exams made available by the College Board.</p> <p>Suggested assignments for the post exam time period:</p> <ul style="list-style-type: none"> Following the exam students are assigned a research paper to complete during the remainder of the school year. A presentation may be part of this assignment Depending on the number of days available following the exam, a Local History Project (or similar assignment) may also be assigned if time allows. 	<p>Progress Monitoring</p> <p>Graded for accuracy.</p>

