High School Social Studies
## UNIT 1: Introduction to Law and the Legal System

**Timeline:** 3 Weeks

### Grade Level Expectations (GLE): Civics:
1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies.
2. Purposes and limitations on the foundations, structures, and functions of government.

### Enduring Concept:
What is law and why is it important in everyday life?

### Vocabulary:
- Jurisprudence,
- Criminal laws,
- Civil laws,
- Felonies,
- Misdemeanors,
- Civil action,
- Limited government,
- Separation of powers,
- Judicial review,
- Unconstitutional,
- Federalism,
- Bill of Rights,
- Tort,
- Plaintiff,
- Defendant,
- Prosecutor,
- Judgment,
- Damages,
- Liability,
- Remedy,
- Settlement,
- Statutes,
- Negligence,
- Strict,
- Supremacy clause,
- Bills,
- Trials,
- Appeals,
- Precedent,
- Adversarial system,
- Voir dire,
- Dissenting opinion,
- Concurring opinion,
- Litigators,
- Privilege,
- Legal malpractice.

### Inquiry Question(s): (From the standards document):

**Civics GLE (1):**
1. What are the most important democratic ideals and practices?
2. What would society look like if several landmark court cases had been decided differently?
3. How does government best protect individual rights and the rights of minorities, yet have the majority rule?
4. What would United States government look like with no checks and balances or another mix of those limitations?

**Civics GLE (2):**
5. How does domestic policy affect foreign policy?
6. How does a government make foreign policy and can individuals influence policy?

### Assessments

**Performance Tasks:**
- Unit 1 Test
- Ideal lawyer picture frame

**Other Assessments**

**Suggested SCRs**
- Ch. 1 - How does law impact citizens?
- Ch. 18 - How do torts relate to laws?
- Ch. 2 - What are the steps for making a bill into a law?
- Ch. 5 - Explain the roles of all parties involved in court.
- Ch. 6 - How would you select a lawyer?

**Suggested QW**
- Ch. 1 - Why is law important to society?
- Ch. 18 - Define tort.
- Ch. 2 - Who makes laws at the local, state, and federal levels?
- Ch. 5 - How do juries determine guilt or innocence?
- Ch. 6 - What are the possible ways to choose a lawyer?

### Evidence Outcomes

**Civics GLE (1), Evidence Outcome(s):**
- Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities.
- Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.
- Describe the roles and influence of individuals, groups, and the press as checks on governmental practices.

**Civics GLE (2), Evidence Outcome(s):**
- Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents.
- Identify the structure, function, and roles of members of government and their relationship to democratic values.
- Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities.
- Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights.
- Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government.
- Evaluate the effectiveness of our justice system in protecting life, liberty, and property.
### Instruction (Embed 21st Century Skills)

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Ring game</td>
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<tr>
<td>A day in the life: web quest/ scavenger hunt</td>
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<tr>
<td>Law in the daily life (see Street law teacher resource)</td>
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<tr>
<td>The case of the shipwrecked sailors (discussion, elbow buddy conversation, philosophic chairs, etc...) p. 6</td>
</tr>
<tr>
<td>Space pioneers top ten human rights group project p.10</td>
</tr>
<tr>
<td>Student jigsaw quilt (purposes of government, rights, etc.)</td>
</tr>
<tr>
<td><a href="http://www.youthforhumanrights.org">http://www.youthforhumanrights.org</a> 30 clips for 30 rights</td>
</tr>
</tbody>
</table>

### Resources:

- *Street Law textbook*
## Unit 2: Individual Rights and Civil Liberties

**Timeline:** 3 weeks

### Grade Level Expectations (GLE):

**Civics:**
1. Purposes of and limitations on the foundations, structures and functions of government.

### Vocabulary:
- Ammendments
- Bill of Rights
- balancing test
- Obscenity
- defamation
- slander
- libel
- fighting words
- clear and present danger
- incitement test
- hate speech
- symbolic speech
- public form
- Censorship
- establishment clause
- free exercise clause
- Development of Right to privacy
- zones of privacy
- Family Educational Rights and Privacy Act of 1974 (FERPA)
- reproductive rights
- Roe v. Wade
- Plessy v. Ferguson
- segregation
- “separate but equal” Jim Crow
- Brown v. Board of Education
- Civil Rights Acts
- affirmative action
- sexual harassment
- discrimination
- Title IX

### Enduring Concept:
How does the Constitution protect American’s rights?

### Inquiry Question(s):
**Civics GLE (1):**
1. What are the most important democratic ideals and practices?
2. What would society look like if several landmark court cases had been decided differently?
3. How does government best protect individual rights and the rights of minorities, yet have the majority rule?

### Assessments
**Performance Tasks**
- Analyze the purpose of the Constitution.
- Describe how the Bill of Rights protects Americans.
- Explain the rights and responsibilities of free speech.
- Explain the rights and responsibilities of free press.
- Describe the limitations of free speech in certain institutions.
- Explain the role of government toward religion.
- Argue government’s responsibility to regulate certain religious practices.

### Evidence Outcomes
**Civics GLE (2), Evidence Outcome(s):**
- a. Identify the structure, function, and roles of members of government and their relationship to democratic values
- b. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities
- c. Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights
- d. Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government
- e. Evaluate the effectiveness of our justice system in protecting life, liberty, and property

### Instruction
Key teaching and Learning Experiences that embed 21st Century Skills

- http://www.youthforhumanrights.org 30 clips for 30 rights
- Write a case brief/abstract and report out
- Fair vs. Equal discussion (glasses, special ed, wheelchair etc)
- Supremecourt.gov
- uscourts.gov
- courts.state.co.us
- docsteach.org
- billofrightsinstitute.org

### Suggested Social Studies Teaching Strategies
Writing editorials or political cartoons
<table>
<thead>
<tr>
<th>Debate/ philosophical chairs</th>
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<tbody>
<tr>
<td>Illustrated Timeline of Court Cases</td>
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<td>Classification Chart</td>
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<tr>
<td>Jigsaw</td>
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<td>Journal Entries</td>
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<td>ACAPS (Author, Context, Audience, Purpose, Significance)</td>
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<td>P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)</td>
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<tr>
<td>Cornell Notes</td>
</tr>
</tbody>
</table>

**Resources**
- Street Law textbook
- Street Law website
- Guest Speakers
  - Lawyers
  - Judges
- Court Cases

**Bolded Text** = Potential assessment items for 2012
UNIT 3: Criminal Law and Juvenile Justice
Timeline: 8 weeks

Grade Level Expectations (GLE): Civics:
1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies
2. Purposes of and limitations on the foundations, structures and functions of government
3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government

Enduring Concept: What is the nature of crime and punishment

Vocabulary:
- Crime,
- incarceration,
- gangs,
- substance abuse,
- recidivist law,
- restitution,
- state of mind,
- motive,
- strict liability,
- elements,
- felony,
- misdemeanor,
- principal,
- accomplice,
- accessory before the fact,
- accessory after the fact,
- crime of omission,
- solicitation,
- attempt,
- conspiracy,
- homicide,
- malice,
- first-degree murder,
- felony murder,
- second-degree murder,
- voluntary manslaughter,
- involuntary manslaughter,
- negligence,
- suicide,
- assault,
- battery,
- rape,
- arson,
- vandalism,
- larceny,
- embezzlement,
- robbery,
- extortion,
- burglary,
- forgery,
- alibi,
- DNA evidence,
- infancy,
- intoxication,
- insanity,
- entrapment,
- duress,
- necessity,
- arrest,
- arrest warrant,
- probable cause,
- reasonable suspicion,
- search warrant,
- affidavit,
- Miranda v. Arizona,
- booking,
- bail,
- preliminary hearing,
- indictment,
- motion,
- plea bargaining,
- subpoena,
- contempt of court,
- immunity,
- capital punishment,
- sentencing options,
- purposes of punishment,
- parole,
- child neglect/abuse,
- transfer hearing

Inquiry Question(s): (From the standards document):
Civics GLE (1)
1. What would society look like if several landmark court cases had been decided differently?
2. How does government best protect individual rights and the rights of minorities, yet have the majority rule?

Civics GLE (2)
3. How does a government make foreign policy and can individuals influence policy?
4. How well does our justice system protect basic life, liberty, and property rights

Civics GLE (3)
5. What are the various roles of government?

Assessments
Performance Tasks:
- Galileo Mid term
- Crime Comic strip

Other Assessments
Suggested SCR’s
- Ch. 7 - How do gangs impact society?
- Ch. 8 - What determines the difference between a misdemeanor and a felony?
- Ch. 9 - What are the different types of manslaughter?
- Ch. 9. - Explain the different types of homicide.
- Ch. 10 - Is there a difference between vandalism and arson?
- Ch. 11 - Describe a situation in which a person could use intoxication as a defense.
- Ch. 12 - Explain why DNA is the number one way to convict a criminal.

Evidence Outcomes
Civics GLE (1), Evidence Outcome(s):
a. Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities
b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy
c. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices
d. Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government

Civics GLE (2), Evidence Outcome(s):
a. Identify the structure, function, and roles of members of government and their relationship to democratic values
• Ch. 13 - What determines the amount bail is set at?
• Ch. 14 - Why is the defendant guaranteed the right to an attorney?
• Ch. 15 - What factors determine which sentence option is chosen?
• Ch. 16 - What three factors determine if a juvenile will be charged as an adult?

Suggested QW
• Ch. 7 - Why do people join gangs?
• Ch. 8 - Identify key participants in a crime.
• Ch. 9 - List the six physical crimes.
• Ch. 10 - List four crimes on property.
• Ch. 11 - Identify three possible defenses.
• Ch. 12 - List six types of evidence used to convict criminals.
• Ch. 13 - What is the first step in Criminal Justice Process before trial?
• Ch. 14 - Which Amendment to the Constitution guarantees you the right to an attorney?
• Ch. 15 - What are three sentencing options available to judges?
• Ch. 16 - When is a juvenile considered an adult in a court of law?

b. Evaluate the effectiveness of our justice system in protecting life, liberty, and property

Civics GLE (3), Evidence Outcome(s):
  a. Discuss multiple perspectives on local issues and options for participating in civic life
  b. Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies
  c. Explain how to monitor and influence public policy

Instruction (Embed 21st Century Skills)

Crimes Comic Strip
Police officer guest speaker
Weld County Corrections Gangs Presentation
Arrest simulation
The perfect robbery write up
History Channel: History of Gangs
National Geographic Lockdown

www.pbs.org/teachers/thismonth/crime/index.html

Suggested Social Studies Teaching Strategies for Unit
Writing editorials or political cartoons
Debate
Classification Chart
Jigsaw
Journal Entries
ACAPS (Author, Context, Audience, Purpose, Significance)
P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)
Cornell Notes
Cause/Effect Journal
Interpreting Tables, Graphs, and Charts

Resources:
Street Law textbook
School Resource officer
**Unit 4: Consumer and Family Law**

**Timeline:** 4 weeks

**Enduring Concept:** How can Americans be smart consumers? How does law affect the family?

**Grade Level Expectations (GLE)**

**Civics:**
1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies
2. Purposes of and limitations on the foundations, structures and functions of government

**Vocabulary:**
- Contract, offer, acceptance, consideration, warranty, credit, interest, APR, finance, mortgage, tenant, landlord, term, lease, liability, quiet enjoyment, family, will, legal, joint custody, truant, anti-miscegenation laws, incest, bigamy, annulment, divorce, polygamy, common-law marriage, separate property, marital property, community property, equitable distribution, prenuptial agreement, inheritance, spouse, cohabitation agreement, palimony, emancipation, family responsibility laws, contribution to the delinquency of a minor, family care doctrine, child abuse, child neglect, temporary legal guardian, family foster care, group homes, kinship care, parental rights, adoption, surrogate mother, marriage counselor, separation agreement, divorce, pro se, no-fault divorce, irreconcilable differences, support, in loco parentis, Social Security, Retirement Benefits, Disability benefits, Survivor’s benefits, Supplementary Security Income, Welfare, Food Stamps, Earned Income Tax Credits, Tax Credits for Families with Children, Housing Assistance and Mortgage Interest Deductions, Medicare, Medicaid, Educational Benefits.

<table>
<thead>
<tr>
<th>Inquiries Question(s): (From the standards document) Civics GLE 1:</th>
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<tr>
<td>1. How do people resolve differences while remaining respectful of multiple perspectives?</td>
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<td>2. Why should you participate in government?</td>
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**Civics GLE 2:**

1. How does government best protect individual rights and the rights of minorities, yet have the majority rule?

**Assessments**

- Quick Writes - check understanding
- SCR - see objectives and critical question for prompts
- ECR - see objectives and critical question for prompts
- Chapter quizzes
- Teacher created assessments

**Evidence Outcomes**

**Civics GLE 1, Evidence Outcome(s):**
- Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government

**Civics GLE 2, Evidence Outcome(s):**
- Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities
- Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of
### Ch. 29 – What are the basic rights of renters?
### Ch. 30 – List ways the law affects a person at birth.
### Ch. 31 – Identify the components of a legal marriage.
### Ch. 32 – What responsibilities do children have to their parents in the eyes of the law?
### Ch. 35 – List four ways the government assists citizens?

#### Suggested SCRs
- Ch. 23 – Explain what makes a contract legal.
- Ch. 24 – Why are warranties valuable to the consumer?
- Ch. 25 – How can credit cards adversely affect a person’s financial situation?
- Ch. 28 – Explain how Kelly Blue Book would impact a person’s decision to buy a new car.
- Ch. 29 – Compare and contrast the responsibilities of the landlord and the renter.
- Ch. 30 – How does law recognize the death of an individual?
- Ch. 31 – Is being married a positive or negative for a couple? Explain your answer.
- Ch. 32 – What are parents legal responsibilities to their children?
- Ch. 35 – Using examples, how does the government assist families?

#### Other Assessments
- Ch. 23 Differentiate between oral, written and illegal contracts
- Ch. 24 Summarize how consumers are affected by warranties and disclaimers.
- Ch. 25 Describe the basic operation of bank accounts. Compare the positive and negative aspects of credit.
- Ch. 28 Describe how you would make an informed decision about purchasing a car.
- Ch. 29 Describe the rights and responsibilities of a renter.
- Ch. 30 Summarize the affect of law over an individual’s life span.

#### Civics 4
- Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels - local, state and national.

- Ch. 31 Describe the effect of law on marriage, unions and partnerships.
- Ch. 32 Identify the responsibilities of parent-child relationships.
- Ch. 35 Summarize how the government supports families and individuals.

### Resources
- **Street Law textbook**
- **Street Law website**
- **Guest Speakers**
  - Credit Counselors
  - Financial Advisors
- **Bankers**
- **Car Dealers**
- **Contract Lawyers**
- **Mortgage Brokers**
- **Landlords**
- **Property Managers**
- **Real estate Agent**
- **Bankruptcy Lawyer**
- **Eviction Lawyer**
- **Law in Your Life** textbook
- **Ch. 24-Lesson 26**
- **Ch. 25-Lesson 27**
- **Ch. 28-Lesson 28**
- **Ch. 29-Lessons 23, 24 & 25**
- **Guest Speakers**
- **Lawyers**
- **Marriage Counselors**
- **Social Services**
- **Foster Parents**
- **Advocacy Groups**

- **Law In Your Life** textbook
- **Ch. 30-Lesson 16**
- **Ch. 31-Lessons 17 & 18**
- **Ch. 32-Lessons 16 & 18**

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**Instruction**
- Apply for credit card
- Financial literacy guide deals on wheels reading
- Jigsaw
- Journal Entries
- ACAPS (Author, Context, Audience, Purpose, Significance)
- P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)
- Cornell Notes
- Cause/Effect Journal
- Interpreting Tables, Graphs, and Charts

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Greeley-Evans School District 6
2012-2013
Civics and Citizenship Curriculum Guide
UNIT 1: Causes of Civil War
Timeline 1 Week

Enduring Concept: Federalism is the sharing of power between the states and national government - this relationship is defined by the US Constitution - but is in a constant state of change as a result of which group is in power.

Grade Level Expectations (GLE):

US History:
1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time

Civics:
2. Purposes of and limitations on the foundations, structures and functions of government

Economic:
1. Productive resources - natural, human, capital - are scarce; therefore, choices are made about how individuals, businesses governments, and societies allocate these resources.

Inquiry Question(s): (From the standards document):

US History GLE 1
1. How does the point of view of the historian impact how history is interpreted?
2. What qualifies an event as historically significant rather than simply noteworthy?
3. What if the history of a war was told by the losing side?
4. How do historical thinkers use primary and secondary sources to formulate historical arguments?

US History GLE 2
1. What if the belief “all men are created equal” did not exist?
2. Which ideas provide the greatest insight to understanding a culture or nation’s history?
3. How have music, art, and literature reflected powerful ideas throughout history?

Civics GLE 2
1. What would society look like if several landmark court cases had been decided differently?
2. How does government best protect individual rights and the rights of minorities, yet have the majority rule?

Key Concepts/Vocabulary:
- popular sovereignty,
- federalism,
- confederacy,
- underground railroad,
- secession,
- states’ rights,
- border states

Assessments

Performance Tasks:
Civil War DBQ

Other Assessments:
- What strategies did the North and South use to prevent war and why did these ultimately fail?
- Evaluate the effectiveness of the compromises leading up to the Civil War.
- How was life different in the antebellum north and south? (political, economic, and social)
- How did the Election of 1860 and southern secession reflect these irreconcilable differences?

US History GLE 1, Evidence Outcome(s):
- a. Evaluate a historical source for point of view and historical context
- b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses
- c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence
- d. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts

US History GLE 2, Evidence Outcome(s):
- a. Analyze continuity and change in eras over the course of United States history
- b. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War
- h. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion
**US History GLE 3, Evidence Outcome(s):**
   d. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government

**Civics GLE 2, Evidence Outcome(s):**
   f. Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government
   g. Evaluate the effectiveness of our justice system in protecting life, liberty, and property

### Suggested Instruction (Embed 21st Century Skills)

**Essential Content**
- Sectional Differences, States Rights, Social and Economic Differences in the North and South, Missouri Compromise, Compromise of 1850, Uncle Tom’s Cabin, Popular Sovereignty, Wilmot Proviso, Kansas Nebraska Act, Bleeding Kansas, Harpers Ferry, John Brown, Dred Scott, Charles Sumner, Election of 1860, Fort Sumter

**Primary Sources** (Primary vs Secondary source explanation youtube video approx. 3mins) [http://www.youtube.com/watch?v=cHTtpYYbhm0](http://www.youtube.com/watch?v=cHTtpYYbhm0)

- Missouri Compromise
- Compromise of 1850
- Kansas-Nebraska Act

**Suggested Social Studies Teaching Strategies for Unit**
- Writing editorials or political cartoons
- Analyze Photographs
- Meeting of the Minds/Debate
- Illustrated Timeline of Key Events
- Classification Chart (sectional beliefs)
- Jigsaw of the Causes
- Journal Entries
- ACAPS (Author, Context, Audience, Purpose, Significance)
- P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)
- Cornell Notes
- Gallery Walk

**Resources**
- **Primary Resources:** Mary Chesnutt’s Diary, Gettysburg Address, Emancipation Proclamation
**UNIT 2: The Civil War**

**Timeline** 1 Weeks

| Enduring Concept: | Federalism is the sharing of power between the states and national government - this relationship is defined by the US Constitution - but is in a constant state of change as a result of which group is in power. |

**Grade Level Expectations (GLE):**

**US History:**
1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.
3. The significance of ideas as powerful forces throughout history.

**Geography:**
1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions.
2. Explain and interpret geographic variables that influence the interactions of people, places and environments.

**Inquiry Question(s):**

**US History 1 (GLE)**
2. What qualifies an event as historically significant rather than simply noteworthy?
3. What if the history of a war was told by the losing side?

**US History 2 (GLE)**
1. What impact have individuals had on history?
4. What ideas have united people over time?
5. How has diversity impacted the concepts of change over time?

**US History 3 (GLE)**
2. Which ideas provide the greatest insight to understanding a culture or nation’s history?

**Key Concepts/Vocabulary**
- Ft Sumter,
- Lincoln/ habeas corpus,
- Mobilizing for war,
- Bull Run,
- Antietam,
- Emancipation Proclamation,
- Gettysburg/Gettysburg Address,
- Vicksburg, total war,
- Conscription,
- economic impacts for North and South,
- Appomattox

**Assessments**

<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Evidence Outcomes</th>
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<tbody>
<tr>
<td><strong>US History 1</strong></td>
<td>a. Evaluate a historical source for point of view and historical context</td>
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<td></td>
<td>d. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts</td>
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<tr>
<td><strong>US History 2</strong></td>
<td>e. Analyze continuity and change in eras over the course of United States history</td>
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<td>f. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War</td>
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<tr>
<td><strong>US History 3</strong></td>
<td>g. Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement</td>
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<td>d. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government</td>
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<td>e. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism</td>
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**Other Assessments:**
- Discuss how the Civil War battles impacted the political, economic, and social issues in the United States.
- Assess President Lincoln as a wartime President. What were his strengths and weaknesses?
- Identify and analyze the battles recognized as critical turning points during the American Civil War.
- Evaluate the Civil War as the first modern day war.
<table>
<thead>
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<th>Geography 1</th>
<th>Geography 2</th>
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<tr>
<td>b. Create and interpret various graphs, tables, charts, and thematic maps</td>
<td>e. Explain how information and changing perceptions and values of places and environment influence personal actions</td>
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**Instruction (Embed 21st Century Skills)**

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<th>Essential Content</th>
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<td>Ft Sumter, Lincoln/ habeas corpus, Mobilizing for war, Bull Run, Antietam, Emancipation Proclamation, Gettysburg/Gettysburg Address, Vicksburg, total war, Conscript, economic impacts for North and South, Appomattox</td>
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<tr>
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<td>Gettysburg Address</td>
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<td>Lincoln’s Second Inaugural Address</td>
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<td>Illustrated Timeline of Key Events</td>
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<td>Analyze Photographs</td>
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<td>ACAPS (Author, Context, Audience, Purpose, Significance)</td>
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<tr>
<td>P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)</td>
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<tr>
<td>Analyzing Maps of Battles</td>
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<td>Jigsaw Major Battles</td>
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<td>Interpreting Tables, Graphs, and Charts</td>
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<th>Resources:</th>
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<table>
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<tr>
<th>Primary Resources:</th>
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</thead>
<tbody>
<tr>
<td>Mary Chesnutt’s Diary, Gettysburg Address, Emancipation Proclamation</td>
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</tbody>
</table>
UNIT 3: Reconstruction  
**Timeline:** 1 Weeks  
**Enduring Concept:** What were the goals of Reconstruction and were they achieved?

## Grade Level Expectations (GLE):

**US History:**
1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.  
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.  
3. The significance of ideas as powerful forces throughout history.

**Civics:**
1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies.  
2. Purposes of and limitations on the foundations, structures and functions of government.

### Inquiry Question(s): (From the standards document):

**US History 1(GLE)**
5. How do historical thinkers use primary and secondary sources to formulate historical arguments?  

**US History 2(GLE)**
1. What impact have individuals had on history?  
2. How has culture defined civilization?  
3. How does society decide what is important in history?  
5. How has diversity impacted the concepts of change over time?  

**US History 3(GLE)**
1. What if the belief “all men are created equal” did not exist?  
2. Which ideas provide the greatest insight to understanding a culture or nation’s history?

### Key Concepts/Vocabulary:
- Presidential and Radical Plans for reconstruction,  
- 13th, 14th, 15th Amendments,  
- Johnson’s Impeachment,  
- effects and failures of reconstruction,  
- poll tax,  
- grandfather clause,  
- Jim Crow,  
- literacy tests

## Assessments:

<table>
<thead>
<tr>
<th>Performance Tasks:</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>US History 1</strong></td>
<td></td>
</tr>
<tr>
<td>a. Evaluate a historical source for point of view and historical context</td>
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<tr>
<td>b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses</td>
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<tr>
<td>c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence</td>
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<tr>
<td>d. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts</td>
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</tr>
<tr>
<td><strong>US History 2</strong></td>
<td></td>
</tr>
<tr>
<td>e. Analyze continuity and change in eras over the course of United States history</td>
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<tr>
<td>f. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War</td>
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<tr>
<td>g. Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement</td>
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<tr>
<td>h. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion</td>
<td></td>
</tr>
<tr>
<td><strong>US History 3</strong></td>
<td></td>
</tr>
</tbody>
</table>
c. Evaluate the historical development and impact of political thought, theory and actions  
d. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation 
have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the 
role of government  
e. Analyze ideas critical to the understanding of American history. Topics to include but not limited to 
populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, 
fundamentalism, and conservatism  
Civics 1  
b. Evaluate how individuals and groups can effectively use the structure and 
functions of various levels of government to shape policy  
Civics 2  
c. Analyze and explain the importance of the principles of democracy and the inherent competition among 
values. Values to include but not be limited to freedom and security, individual rights and common good, 
and rights 
and responsibilities  
d. Analyze the role of the founding documents and the evolution of their interpretation through 
governmental action and court cases. Documents to include but not limited to the United States 
Constitution and the Bill of Rights  
f. Analyze how court decisions, legislative debates, and various and diverse groups have helped to 
preserve, develop, and interpret the rights and ideals of the American system of government  

<table>
<thead>
<tr>
<th>Essential Content: Presidential and Radical Plans for reconstruction, 13th, 14th, and 15th amendments, Johnson’s Impeachment, The impacts of reconstruction on black and white society, Effects and failures of reconstruction, Poll tax, Grandfather Clause, Jim Crow, Literacy tests</th>
</tr>
</thead>
</table>
| **Primary Sources**  
Thirteenth Amendment  
Fourteenth Amendment  
Fifteenth Amendment  

| **Suggested Social Studies Teaching Strategies**  
ACAPS (Author, Context, Audience, Purpose, Significance)  
P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)  
Classification Chart on Reconstruction Plans  
Compare/Contrast Reconstruction Plans - Venn Diagram  
Editorials and Political Cartoons  
Letter Writing  
Cornell Notes  
Gallery Walk  

**Primary Sources:** Civil War Amendments, Black Codes, Literacy Tests |
# UNIT 4: Closing of the Western Frontier

**Timeline:** 1 Week

**Enduring Concept:** How did Western Expansion/Manifest Destiny impact American life and culture?

## Grade Level Expectations (GLE):

### US History:
1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.
3. The significance of ideas as powerful forces throughout history.

### Geography:
2. Explain and interpret geographic variables that influence the interactions of people, places and environments.

## Inquiry Question(s): (From the standards document):

**US History 1 (GLE)**
2. What qualifies an event as historically significant rather than simply noteworthy?
5. How do historical thinkers use primary and secondary sources to formulate historical arguments?

**US History 2 (GLE)**
1. What impact have individuals had on history?
2. How has culture defined civilization?
3. How does society decide what is important in history?
4. What ideas have united people over time?
5. How has diversity impacted the concepts of change over time?

**US History 3 (GLE)**
2. Which ideas provide the greatest insight to understanding a culture or nation’s history?
5. How have scientific and technological developments affected societies?

## Key Concepts/Vocabulary
- Homestead Act,
- Sand Creek Massacre,
- Dawes Act,
- Battle of Little Bighorn,
- Wounded Knee,
- cowboy culture,
- Morrill Act,
- Populism,
- the Grange,
- Farmers Alliance,
- Election of 1896.

## Assessments

### Performance Tasks:

**Other Assessments**
- Evaluate the clash of cultures on the frontier.
- Identify the major Plains war battles and their importance.
- How did the Grange and the farmers’ alliance pave the way for populism? Analyze how successful these political efforts were.

**Evidence Outcomes**

**US History 1**
a. Evaluate a historical source for point of view and historical context
b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses
c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence
d. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts

**US History 2**
e. Analyze continuity and change in eras over the course of United States history
f. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War
g. Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement
h. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion
**US History 3**

b. Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution
e. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism

**Geography 2**

a. Apply geography skills to help investigate issues and justify possible resolutions involving people, places, and environments.
c. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others
e. Explain how information and changing perceptions and values of places and environment influence personal actions

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**Instruction (Embed 21st Century Skills)**

|---|---|

**Primary Sources**
- Homestead Act
- Morrill Act
- Dawes Act - “I shall fight no more forever”

**Suggested Social Studies Teaching Strategies**
- ACAPS (Author, Context, Audience, Purpose, Significance)
- P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)
- Cornell Notes
- Supporting Ideas Chart
- Writing From Different Perspectives
- I Am Poem
- Analyze Photographs
- Four Corner Discussion about Manifest Destiny
- Dialectical Journal Writing
- Socratic Seminar
- Gallery Walk


**Primary Sources:** Diaries of the Sand Creek Massacre, I will fight no more forever, speech from Chief Joseph of the Nez Pierce, Fredrick Jackson Turners Essay, Cross of Gold Speech - William Jennings Bryan, Library of Congress Website
### UNIT 5: Emergence of Modern America (1870-1912) (Industrialization)

**Timeline:** 1 Weeks

**Enduring Concept:** How did Industrialization of the late 1800's impact American society?

### Grade Level Expectations (GLE):

**US History:**
1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time
3. The significance of ideas as powerful forces throughout history.

**Economic:**
2. Economic policies affect markets.

**Civics:**
2. Purposes of and limitations on the foundations, structures and functions of government.

### Inquiry Question(s): (From the standards document):

**US History 1 (GLE)**
1. How does the point of view of the historian impact how history is interpreted?
5. How do historical thinkers use primary and secondary sources to formulate historical arguments?

**US History 2 (GLE)**
1. What impact have individuals had on history?
3. How does society decide what is important in history?
5. How has diversity impacted the concepts of change over time?

**US History 3 (GLE)**
5. How have scientific and technological developments affected societies?

### Key Concepts/Vocabulary

### Assessment

<table>
<thead>
<tr>
<th>Performance Tasks:</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Assessments</strong></td>
<td><strong>US History 1</strong></td>
</tr>
<tr>
<td>- Analyze the impact of technology on industrialization.</td>
<td>a. Evaluate a historical source for point of view and historical context</td>
</tr>
<tr>
<td>- How did disputes between labor and unions lead to Government involvement during this era?</td>
<td>b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses</td>
</tr>
<tr>
<td>- Evaluate the impact of various labor unions/labor movements and their resulting clashes with management.</td>
<td>c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence</td>
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<tr>
<td></td>
<td>d. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts</td>
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</tbody>
</table>

**US History 2**

| | e. Analyze continuity and change in eras over the course of United States history |
| | f. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War |
| | g. Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement |
| | h. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion |
US History 3
   b. Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution
   e. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism

Economics 2:
   c. Identify government activities that affect the local, state, or national economy
   e. Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies

Economics 3:
   a. Analyze the role of government within different economies. Topics to include but not limited to command socialism, communism, and market capitalism
   b. Analyze the role of competition within different market structures. Topics to include but not limited to pure competition, monopolistic competition, oligopoly, and monopoly

Civics 2
   c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities

Suggested Instruction (Embed 21st Century Skills)


Primary Sources
   Sherman Anti-Trust Act       Interstate Commerce Act       Pendleton Act       The Gospel of Wealth

Suggested Social Studies Teaching Strategies
   ACAPS (Author, Context, Audience, Purpose, Significance)
   P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)
   Cornell Notes
   Meeting of the Minds
   Scored Discussion
   Jigsaw
   Four Corners Discussion
   Analogy Chart - what was it like/what was it not like
   Analyzing Tables, Charts, and Graphs
   Gallery Walk

Resources:

Primary Source: The Gospel of Wealth, Interstate Commerce Act, Sherman Anti-Trust Law, Political Cartoons
UNIT 6: Emergence of Modern America (1870-1912) (Immigration/Urbanization)  
Timeline: 1 Weeks

Enduring Concept: What impact did mass immigration have on urban society in America?

Grade Level Expectations (GLE):

US History:
1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time
3. The significance of ideas as powerful forces throughout history.

Geography:
2. Explain and interpret geographic variables that influence the interactions of people, places and environments.

Economic:
1. Productive resources - natural, human, capital - are scarce; therefore, choices are made about how individuals, businesses governments, and societies allocate these resources.

Inquiry Question(s): (From the standards document):

US History 1(GLE)
1. How does the point of view of the historian impact how history is interpreted?
6. How might historical inquiry be used to make decisions on contemporary issues?

US History 2(GLE)
2. How has culture defined civilization?
4. What ideas have united people over time?
5. How has diversity impacted the concepts of change over time?

US History 3(GLE)
2. Which ideas provide the greatest insight to understanding a culture or nation’s history?
3. How have music, art, and literature reflected powerful ideas throughout history?

Key Concepts/Vocabulary
- New Immigration
- Ellis Island/Statue of Liberty
- Angel Island
- Melting Pot
- Nativism
- Chinese Exclusion Act
- Jane Addams – Settlement Houses
- Tenement Houses
- Urban living conditions
- Pendleton Act
- Political Bosses
- Boss Tweed
- Forgotten Presidents

Assessment

Performance Tasks:
- Compare and Contrast “old” versus “new” immigrants.
- Identify the problems of urban America and analyze the proposed reforms.
- Evaluate whether this period was justly named as the Gilded Age.

US History 1
a. Evaluate a historical source for point of view and historical context
b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses
c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence
d. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts

US History 2
e. Analyze continuity and change in eras over the course of United States history
f. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War
g. Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement
h. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion

**US History 3**

c. Evaluate the historical development and impact of political thought, theory and actions
d. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government
e. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism

**Geography 2**

e. Explain how information and changing perceptions and values of places and environment influence personal actions

**Economics 1**

b. Explain how economic choices by individuals, businesses, governments, and societies incur opportunity costs
c. Understand that effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits

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**Instruction (Embed 21st Century Skills)**

**Essential Content:** New Immigration, Ellis Island/Castle Garden/Statue of Liberty, Angel Island, Melting Pot, Nativism, Chinese Exclusion Act, Jane Addams-Settlement Houses, Tenement Houses, Urban living conditions, Pendleton Act, Political Bosses, Boss Tweed, Forgotten Presidents

**Primary Sources**

<table>
<thead>
<tr>
<th>Chinese Exclusion Act</th>
<th>Diary/Journal entries of immigrants</th>
<th>Irish Folk Songs</th>
<th>Ellis Island Documents</th>
<th>Angel Island Documents</th>
</tr>
</thead>
</table>

**Suggested Social Studies Teaching Strategies**

- **ACAPS (Author, Context, Audience, Purpose, Significance)**
- **P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)**
- **Cornell Notes**
- **I Am Poem**
- **Limerick**
- **Letters Home**
- **Journal Entries**
- **News Paper Editorial**
- **Think on Your Feet about Immigration**
- **Debate**
- **Interpret Tables, Charts, and Graphs on Immigrant Settlement**
- **Problem/Solution Journal**
- **Monologue - why did you come to America**
- **Cause-Effect Chart**
- **Gallery Walk**

**Resources:**

- **Primary Resources:**
  - Website on Ellis Island, Immigrants Diaries, Urbanization Photos, Political Cartoons

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# UNIT 7: Emergence of Modern America (1870-1912) Life at the Turn of the Century

**Enduring Concept:**

**Grade Level Expectations (GLE):**

**US History:**
1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.
3. The significance of ideas as powerful forces throughout history.

**Inquiry Question(s):** (From the standards document):

**US History 1 (GLE)**
2. What qualifies an event as historically significant rather than simply noteworthy?
4. Why are historical questions important?

**US History 2 (GLE)**
1. What impact have individuals had on history?
2. How has culture defined civilization?
3. How does society decide what is important in history?

**US History 3 (GLE)**
2. Which ideas provide the greatest insight to understanding a culture or nation's history?
3. How has music, art, and literature reflected powerful ideas throughout history?
5. How have scientific and technological developments affected societies?

**Key Concepts/Vocabulary**
- Louis Sullivan
- Wright Brothers
- Eastman, skyscrapers,
- WEB Dubois
- Booker T Washington
- Plessy v. Ferguson
- World Fairs
- Rise of Mass Media
- Modern Sports
- Mark Twain
- Mass Consumer Advertising,
- Gibson Girl
- Pop Culture
- Inventions,
- Ragtime music
- Circus
- Wild West Show

**Assessments**

**Evidence Outcomes**

**Performance Tasks:**

**Other Assessments**
- Characterize life at the turn of the Century.
- Compare and Contrast life at the turn of the century to today's culture. Example: Compare the pace of technological change to the pace of change today.

**US History 1**

- a. Evaluate a historical source for point of view and historical context.
- b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.
- c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence.
- d. Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts.

**US History 2**

- e. Analyze continuity and change in eras over the course of United States history.
- f. Investigate causes and effects of significant events in United States history. Topics to include but not limited to: WWI, Great Depression, Cold War.
- g. Analyze the complexity of events in United States history. Topics to include but not limited to: suffrage movement and the Civil Rights Movement.
- h. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to: rise and fall of Jim Crow, role of patriotism, and the role of religion.
### Essential Content

### Primary Sources
- Patent for the light bulb
- Photographs
- Chicago’s Architectural Plan
- *Plessy v. Ferguson*

### Suggested Social Studies Teaching Strategies
- ACAPS (Author, Context, Audience, Purpose, Significance)
- P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)
- Cornell Notes
- Create a City Mural
- Acting/Role Play/One Act Play
- Descriptive Bubble Graphic Organizer
- Analyzing Photographs
- Gallery Walk

### Resources
- **Primary Resources:** Supreme Court Case *Plessy v. Ferguson*, Diary’s from the World’s Fair, Sears Catalog
UNIT 8: Emergence of Modern America (Progressives)
Timeline 1 Weeks

Enduring Concept: What were the goals and accomplishments of the progressives during this period?

Grade Level Expectations (GLE):
US History:
1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time
3. The significance of ideas as powerful forces throughout history.

Economic:
2. Economic policies affect markets.

Civics:
2. Purposes of and limitations on the foundations, structures and functions of government.
3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government.

Inquiry Question(s): (From the standards document):
US History 1(GLE)
1. How does the point of view of the historian impact how history is interpreted?
5. How do historical thinkers use primary and secondary sources to formulate historical arguments?

US History 2(GLE)
1. What impact have individuals had on history?
2. How has culture defined civilization?
3. How does society decide what is important in history?
4. What ideas have united people over time?

US History 3(GLE)
2. Which ideas provide the greatest insight to understanding a culture or nation’s history?

Key Concepts/Vocabulary

Assessments

Other Assessments
- Describe the impact of the progressives on government reform.
- How did the political reforms of the progressive era affect the way government functions today?
- What actions and characteristics of Theodore Roosevelt contributed to his reputation as the first modern president?

Evidence Outcomes

Performance Tasks:

US History 1
a. Evaluate a historical source for point of view and historical context
b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses
c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence
d. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts

US History 2
e. Analyze continuity and change in eras over the course of United States history
f. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War
g. Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage
- Create a Venn Diagram comparing the Roosevelt's Square Deal to Wilson’s New Deal

<table>
<thead>
<tr>
<th>Movement and the Civil Rights Movement</th>
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<tbody>
<tr>
<td>h. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion</td>
</tr>
</tbody>
</table>

**US History 3**

c. Evaluate the historical development and impact of political thought, theory and actions

d. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government

e. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism

**Economics 2**

a. Analyze how government activities influence the economy. Topics to include but not limited to: taxation, monetary policy, and the Federal Reserve

c. Identify government activities that affect the local, state, or national economy

**Economics 3**

d. Compare and contrast different types of taxing. Topics to include but not limited to progressive, regressive, and Proportional

**Civics 1**

b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy

c. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices

d. Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government

**Civics 2**

b. Identify the structure, function, and roles of members of government and their relationship to democratic values

c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities

f. Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government
Instruction (Embed 21st Century Skills)


**Primary Sources**
- Photographs of Child Labor
- Seneca Falls Declaration
- Roosevelt Political Cartoons
- Women Suffrage Documents/Political Cartoons
- “The Jungle” by Upton Sinclair

**Suggested Social Studies Teaching Strategies**
- ACAPS (Author, Context, Audience, Purpose, Significance)
- P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)
- Cornell Notes
- Editorials and Political Cartoons
- Reflective Journal about Issues
- Cause/Effect Chart on Policies
- Debate - Factory Owner v. Workers
- Commentary Writing from Different Perspectives
- Illustrated Timeline
- Gallery Walk


**Primary Resources:** Muckraker Diaries, 19th Amendment
<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE):</th>
</tr>
</thead>
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<td>2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</td>
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<td>3. The significance of ideas as powerful forces throughout history.</td>
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<td><strong>Geography:</strong></td>
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<td>1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions.</td>
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<tr>
<td>2. Explain and interpret geographic variables that influence the interactions of people, places and environments.</td>
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<tr>
<td><strong>Economic:</strong></td>
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<td>1. Productive resources - natural, human, capital - are scarce; therefore, choices are made about how individuals, businesses governments, and societies allocate these resources.</td>
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<td><strong>Civics:</strong></td>
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<tr>
<td>2. Purposes of and limitations on the foundations, structures and functions of government.</td>
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<td>3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government.</td>
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<td>1. How does the point of view of the historian impact how history is interpreted?</td>
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<td>2. What if the history of a war was told by the losing side?</td>
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<td>3. How might historical inquiry be used to make decisions on contemporary issues?</td>
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<td>2. How has culture defined civilization?</td>
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<td>5. How has diversity impacted the concepts of change over time?</td>
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<td>2. Which ideas provide the greatest insight to understanding a culture or nation’s history?</td>
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<td>5. How have scientific and technological developments affected society?</td>
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<table>
<thead>
<tr>
<th>Essential Content/Vocabulary</th>
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<tbody>
<tr>
<td>Imperialism, Yellow Journalism, Alfred Mahan,</td>
</tr>
<tr>
<td>Spanish American War-Hawaii/Roosevelt,</td>
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<tr>
<td>Corollary/open door policy,</td>
</tr>
<tr>
<td>Reasons America Enters WWI/Neutrality/Zimmerman</td>
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<tr>
<td>Note/Lusitania,</td>
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<td>Mobilization for war-The War at Home/Civil Liberties/ Women/</td>
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<tr>
<td>Industry-WIB/Public Mind Set,</td>
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<tr>
<td>Wilson’s Foreign Policy- World,</td>
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<tr>
<td>Affairs/Treaty of Versailles/ Wilson’s14pts/ League of Nations</td>
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<tr>
<td><strong>Other Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>Define American Imperialism.</td>
<td></td>
</tr>
<tr>
<td>- Explain the role of yellow journalism in causing the Spanish American War.</td>
<td></td>
</tr>
<tr>
<td>- Describe the influence of Alfred Mahan’s book on Imperialism.</td>
<td></td>
</tr>
<tr>
<td>- Describe how Teddy Roosevelt’s actions in Panama reflect American Imperialism.</td>
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</tr>
</tbody>
</table>

| **US History 1**                              |
| a. Evaluate a historical source for point of view and historical context |
| b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses |
| c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence |
| d. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts |
- Summarize what the Boxer Rebellion reveals about American Imperialism.
- Analyze the reason for President Wilson's change from an isolationist to an interventionist.
- List five reasons America entered WWI.
- Summarize how America mobilized for WWI.
- Describe how American life change during WWI.

US History 2
- e. Analyze continuity and change in eras over the course of United States history
- f. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War
- g. Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement
- h. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion

US History 3
- a. Discuss the historical development and impact of major world religions and philosophies. Topics to include but not limited to the Enlightenment and modern changes in Christianity, Islam, Judaism, Buddhism and Hinduism
- c. Evaluate the historical development and impact of political thought, theory and actions
- d. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government
- e. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism

Geography 1
- a. Gather data, make inferences and draw conclusions from maps and other visual representations
- d. Locate physical and human features and evaluate their implications for society

Geography 2
- b. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the physical environment
- c. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others
- d. Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resource use

Economics 1
- a. Analyze the relationships between economic goals and the allocation of scarce resources

Civics 2
- c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities

Civics 3
- d. Analyze goals and tools used by the United States in developing foreign policy
- e. Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events
### Essential Content:

### Primary Sources
- Annexation of Hawaii
- Purchase of Alaska
- “White Man’s Burden”
- Examples of Yellow Journalism
- William Randolph Hearst Paintings
- Panama Canal
- Zimmerman Note
- Fourteen Points Speech
- WWI Propaganda

### Suggested Social Studies Teaching Strategies
- ACAPS (Author, Context, Audience, Purpose, Significance)
- P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)
- Cornell Notes
- Commentary Writing from Different Perspectives - Yellow Journalism
- Two-Column Notes
- PowerPoint Presentation
- Political Cartoon Analysis
- Meeting of the Minds
- Narrative Essay
- Cause/Effect Chart
- Illustrated Timeline
- Analyze Literature
- Socratic Seminar on Concept of Imperialism
- Interpret Tables, Graphs, Charts and Maps
- Umbrella Graphic Organizer
- Gallery Walk

### Resources:
- **Primary Sources:**
  - White Man’s Burden, Diaries/Letters from WWI, War propaganda posters, Mark Twain’s views on Imperialism
<table>
<thead>
<tr>
<th><strong>UNIT 10:</strong> The 1920s</th>
<th><strong>Enduring Concept:</strong> How did change and intolerance define the 1920’s?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline</strong> 2 Weeks</td>
<td><strong>Grade Level Expectations (GLE):</strong></td>
</tr>
<tr>
<td><strong>US History:</strong></td>
<td><strong>Enduring Concept:</strong> How did change and intolerance define the 1920’s?</td>
</tr>
<tr>
<td>1. Use the historical</td>
<td><strong>Key Concepts/Vocabulary</strong></td>
</tr>
<tr>
<td>method of inquiry to</td>
<td>Red Scare, Sacco and Vanzetti, Lindbergh,</td>
</tr>
<tr>
<td>ask questions, evaluate</td>
<td>Scopes Trial, Al Capone, Prohibition,</td>
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<tr>
<td>primary and secondary</td>
<td>Bootleggers, Quota System, Modern KKK,</td>
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<tr>
<td>sources, critically</td>
<td>Republican Era, Teapot Dome Scandal,</td>
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<tr>
<td>analyze and interpret</td>
<td>Arts and Literature, Jazz Age, Flappers,</td>
</tr>
<tr>
<td>data, and develop</td>
<td>Installment Plan, 18-21st Amendments,</td>
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<tr>
<td>interpretations</td>
<td>Black movement, Social Changes of America,</td>
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<tr>
<td>defended by evidence</td>
<td>Harlem Renaissance,</td>
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<td>2. The key concepts</td>
<td>Golden Age of Sports/Entertainment, Inventions</td>
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<tr>
<td>of continuity and</td>
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<td>change, cause and</td>
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<td>unity and diversity</td>
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<td>over time</td>
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<td>3. The significance</td>
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<td>of ideas as powerful</td>
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<td>forces throughout</td>
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<td>history.</td>
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<td><strong>Economic:</strong></td>
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<td>2. Economic policies</td>
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<td>affect markets.</td>
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<td>6. The components of</td>
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<td>personal credit to</td>
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<td>manage credit and</td>
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<td>debt.</td>
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<td><strong>Civics:</strong></td>
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<td>2. Purposes of and</td>
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<td>limitations on the</td>
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<td>foundations, structures</td>
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<td>and functions of</td>
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<td>government.</td>
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<td><strong>Inquiry Question(s): (From the standards document):</strong></td>
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<td><strong>US History 1 (GLE)</strong></td>
<td>1. How does the point of view of the historian impact how history is</td>
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<td>5. How do historical thinkers use primary and secondary sources to</td>
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<td>formulate historical arguments?</td>
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<td><strong>US History 3 (GLE)</strong></td>
<td>2. Which ideas provide the greatest insight to understanding a</td>
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<td>3. How have music, art, and literature reflected powerful ideas</td>
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<td><strong>Performance Tasks:</strong></td>
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<tr>
<td><strong>Other Assessments</strong></td>
<td>a. Evaluate a historical source for point of view and historical context</td>
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<tr>
<td>- Explain how prohibition came to be viewed as a problem rather than a problem.</td>
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</tr>
<tr>
<td>- How did the lives of women change in the 1920’s?</td>
<td>b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses</td>
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<td>- Construct a concept web on examples of intolerance in the 1920’s.</td>
<td>c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence</td>
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<tr>
<td>- Evaluate the 1920’s as a decade of “winners” and “losers.”</td>
<td>d. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts</td>
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<tr>
<td><strong>US History 2</strong></td>
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<tr>
<td>f. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War</td>
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<tr>
<td>g. Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage</td>
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</tbody>
</table>
-In what ways did the arts capture the essence of the 1920's?

h. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion

**US History 3**

b. Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution
d. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government
e. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism
f. Describe and analyze the historical development and impact of the arts and literature on the culture of the United States

**Economics 2**

c. Identify government activities that affect the local, state, or national economy
d. Give examples of the role of government in a market economic system

**Economics 6**

b. Investigate legal and personal responsibilities affecting lenders and borrowers

**Civics 2**

f. Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government
g. Evaluate the effectiveness of our justice system in protecting life, liberty, and property

**Instruction (Embed 21st Century Skills)**

**Essential Content:** Red Scare, Sacco and Vanzetti, Lindbergh, Scopes Trial, Al Capone, Prohibition, Bootleggers, Quota System, Modern KKK, Republican Era, Teapot Dome Scandal, Arts and Literature, Jazz Age, Flappers, Installment Plan, 18-21st Amendments, Black movement, Social Changes of America, Harlem Renaissance, Golden Age of Sports/Entertainment, Inventions

**Primary Sources**

- Eighteenth Amendment  
- Nineteenth Amendment  
- Photos of Organized Crime  
- Advertisements  
- Department Store Catalogs  
- Sports Articles  
- Music  
- Langston Hughes Poetry  
- Radio Broadcasts

**Suggested Social Studies Teaching Strategies**

- **ACAPS (Author, Context, Audience, Purpose, Significance)**
- **P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)**

- **Cornell Notes**  
- **Two-Column Notes**  
- **Analyze Poetry**  
- **Analyze Photographs**  
- **Role Play**  
- **Create Advertisements**  
- **Narrative Poem**  
- **Illustrated Timeline**  
- **Newspaper Editorials**  
- **Socratic Seminar on Prohibition**

- **Writing From Different Perspectives**  
- **Gallery Walk**

**Resources:**


**Primary Documents:**

- Art work and Music, Amendments
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<td>1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions.</td>
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<td><strong>Economic:</strong></td>
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**Inquiry Question(s): (From the standards document):**

**US History 1 (GLE):**
1. How does the point of view of the historian impact how history is interpreted?  
2. What qualifies an event as historically significant rather than simply noteworthy?  
5. How do historical thinkers use primary and secondary sources to formulate historical arguments?  
6. How might historical inquiry be used to make decisions on contemporary issues?  

**US History 2 (GLE):**
1. What impact have individuals had on history?  
3. How does society decide what is important in history?  
4. What ideas have united people over time?  

**US History 3 (GLE):**
2. Which ideas provide the greatest insight to understanding a culture or nation’s history?  
3. How has music, art, and literature reflected powerful ideas throughout history?

<table>
<thead>
<tr>
<th>Key Concepts/Vocabulary</th>
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<tr>
<td>Causes of the Crash - Depression Spiral,</td>
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<tr>
<td>Hands on - Hands off Economics,</td>
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<tr>
<td>Hoover/Hoovervilles - Bonus March,</td>
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<tr>
<td>FDR - New Deal - Successes/Failures,</td>
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<td>Relieve/Recovery/Reform,</td>
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<tr>
<td>Government Influences in the Economy/Keynes Economics,</td>
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<td>Huey Long, Charles Townsend,</td>
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<td>Upton Sinclair, Father Coughlin,</td>
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<td>Dust Bowl,</td>
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<td>The Legacy of the Government in the Era</td>
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<td><strong>Other Assessments</strong></td>
<td>a. Evaluate a historical source for point of view and historical context</td>
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<td>- Appraise how the stock market crash defined Hoover’s Presidency.</td>
<td>b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses</td>
</tr>
<tr>
<td>- Describe the impact the Bonus Army March had on the Election of 1932.</td>
<td>c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence</td>
</tr>
</tbody>
</table>
- Site the main causes of the Great Depression and how these causes related to the lifestyle of the 1920s.
- Compare and contrast Hoover's and Roosevelt's solutions to the Great Depression.
- List the goals of Roosevelt’s New Deal.
- Explain the impact of the Dust Bowl on environmental policy?
- Critique the effect of New Deal programs on the average American.
- Identify who opposed the New Deal and discuss their reservations.
- Evaluate the political and social legacies of the Great Depression.

US History 2

- Analyze continuity and change in eras over the course of United States history
- Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War
- Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement
- Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion

US History 3

- Evaluate the historical development and impact of political thought, theory and actions
- Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government
- Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism
- Describe and analyze the historical development and impact of the arts and literature on the culture of the United States

Geography 1

- Create and interpret various graphs, tables, charts, and thematic maps

Economics 1:
- Analyze the relationships between economic goals and the allocation of scarce resources
- Explain how economic choices by individuals, businesses, governments, and societies incur opportunity costs

Economics 2:
- Identify government activities that affect the local, state, or national economy

Economics 3:
- Analyze the role of government within different economies. Topics to include but not limited to command socialism, communism, and market capitalism

Civics 2

- Identify the structure, function, and roles of members of government and their relationship to democratic values
- Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities
- Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights
- Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government
- Evaluate the effectiveness of our justice system in protecting life, liberty, and property
### Civics 3

| e. Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events |

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<th>Instruction (Embed 21st Century Skills)</th>
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</table>


**Primary Documents**
- Photos
- Tennessee Valley Authority Documents
- Social Security Act
- Four Freedoms Speech and Images
- FDRs Fireside Chats
- Music
- Letters to Eleanor Roosevelt

**Grapes of Wrath**

**Suggested Social Studies Teaching Strategies**
- ACAPS (Author, Context, Audience, Purpose, Significance)
- P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)
- Cornell Notes
- Compare/Contrast Bubble - Hoover/FDR, 1920s/1930s
- Editorial on Hoovervilles
- Socratic Seminar
- Gallery Walk
- Cause/Effect Chart
- New Deal Program Advertisement
- Narrative Writing
- Journal Entries
- Literature Analysis - *Grapes of Wrath*
- Two-Column Notes
- Debate
- Analyze Charts and Graphs
- Stock Market Simulation
- Venn Diagram – Farmers v. City Dwellers

**Resources:**

**Primary Sources:**
- Letters From the Great Depression, WPA History
Standard 1: World War II (Causes)
Timeline: 4 Weeks

Enduring Concepts:
- How did America move from Isolationism to Interventionism? When should a nation go to war?
- How did WWII affect America politically, socially, and economically? What impact does war have on a Nation?
- Analyze the enduring legacy of WWII on America.

Grade Level Expectations (GLE):

US History:
1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.
3. The significance of ideas as powerful forces throughout history.

Civics:
3. Analyze how policy - public and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government.

Economic:
2. Economic policies affect markets.

Geography:
1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions.
3. The interconnected nature of the world, its people and places.

Key Concepts and Vocabulary:
- Revisit the Treaty of Versailles
- Causes of WWII - Nazism/Militarism/Fascism/Communism/Isolationism
- The Lend Lease Act / Cash and Carry
- Pearl Harbor
- Mobilization
- Internment Camps - Constitutional Issues
- Home Front
- Executive Order 9066
- Rationing
- Propaganda
- African-Americans
- Women to Work
- Zoot Suit Riots
- Manhattan Project
- Hiroshima
- Nagasaki
- Theatres of War: Europe, North Africa, Pacific
- Battle of the Bulge
- Holocaust
- Pacific
- Midway
- Island Hopping
- Iwo Jima

Student Inquiry/Higher Level Thinking:

US History 1 (GLE)
1. What if the history of a war was told by the losing side?
2. Why are historical questions important?
3. How do historical thinkers use primary and secondary sources to formulate historical arguments?

US History 2 (GLE)
1. What impact have individuals had on history?
2. How does a society decide what is important in history?
3. What ideas have united people over time?

US History 3 (GLE)
1. How has music, art, and literature reflected powerful ideas throughout history?
2. How have philosophical and religious traditions affected the development of political institutions?
3. How have scientific and technological developments affected societies?

Assessments

Performance Tasks:

Suggested SCRs:
- Explain how did the Treaty of Versailles helped cause WWII.
- Assess how the rise of worldwide dictators contributed to America’s involvement in WWII.

Evidence Outcomes

Students will be able to:

HISTORY GLE 1
a. Evaluate a historical source for point of view and historical context.
b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.
c. Construct and defend a written historical argument using relevant primary and secondary sources.
• Describe the effect that Pearl Harbor had on American isolationism.
• Analyze Roosevelt’s efforts to move America away from neutrality prior to Pearl Harbor.
• Explain the contributions of women, minorities, and average Americans to the war effort.
• Take a position and defend or refute America’s policy toward Japanese Americans during WWII.
• Evaluate America’s war efforts in the European and Pacific Theatres.
• Discuss the impact of the Manhattan Project on the end of the war.

HISTORY GLE 2

d. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts.

HISTORY GLE 3

b. Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution.
c. Evaluate the historical development and impact of political thought, theory and actions.
d. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government.
e. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.

GEOGRAPHY 1:

a. Gather data, make inferences and draw conclusions from maps and other visual representations.
b. Create and interpret various graphs, tables, charts, and thematic maps.

GEOGRAPHY 3:

a. Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups.

ECONOMICS 2

a. Analyze how government activities influence the economy. Topics to include but not limited to: taxation, monetary policy, and the Federal Reserve.
b. Recognize the interaction between foreign and domestic economic policies. Topics to include but not limited to: embargoes, tariffs, and subsidies.
c. Identify government activities that affect the local, state, or national economy.
d. Give examples of the role of government in a market economic system.

CIVICS 3:

d. Analyze goals and tools used by the United States in developing foreign policy.
e. Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events.
f. Compare and contrast how different systems of government function.

Instruction: (Key teaching and learning experiences that embed 21st Century Skills)

Essential Content:
- Revisit the Treaty of Versailles
- Causes of WWII
- Nazism/Militarism/Fascism/Communism/Isolationism/The Lend Lease Act/Cash and Carry
- Pearl Harbor
- Mobilization
- Internment Camps
- Constitutional Issues
- Home Front
- Executive Order 9066
- Rationing
- Propaganda
- African-Americans
- Women to Work
- Zoot Suit Riots
- Manhattan Project
- Hiroshima
- Nagasaki
- Europe
- North Africa
- Italy
- Battle of the Bulge
- Holocaust
- Pacific
- Midway
- Island Hopping
- Iwo Jima
### Suggested Resources
- Americans Chapter 16
- Band of Brothers (Video Series)
- Iwo Jima (Documentary)
- Pearl Harbor (Documentary)
- The Greatest Generation: hosted by Tom Brokaw
- The War - by Ken Burns
- America - The Story of Us (Video Series)
- The Century (Video Series)
- The Choices (Book Series)
- Youtube Clips
- Witness to Genocide (VHS)
- WWII in HD (DVD Series)
- White Light/Black Rain (HBO Documentary)
- Fat Man & Little Boy (Video)

### Suggested Primary Resources
- Four Freedom's Speech
- Lend-Lease Act
- Roosevelt’s Declaration of War Speech
- Executive Order 9066
- Manhattan Project
- Political Cartoons
- Propaganda Posters
- Cartoons Go To War (DVD)
- Decision Making in History: WWII
- Ending The War Against Japan: Science, Morality, and the Atomic Bomb

### Suggested Social Studies Teaching Strategies for Unit
- Writing editorials or political cartoons
- Analyze photographs
- Meeting of the Minds/Debate
- Illustrated Timeline of Key Events
- Classification Chart (sectional beliefs)
- Jigsaw
- Journal Entries
- ACAPS (Author, Context, Audience, Purpose, Significance)
- Cornell Notes
- Gallery Walk
- P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)

### Resources
- Americans Chapter 16
- Band of Brothers (Video Series)
- Iwo Jima (Documentary)
- Pearl Harbor (Documentary)
- The Greatest Generation: narrated by Tom Brokaw
- The War: by Ken Burns

### Primary Sources
- President Roosevelt’s Speeches Letters Home
| --- | --- |

**Timeline:** 4 Weeks

**Grade Level Expectations (GLE):**

**US History:**
1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.
3. The significance of ideas as powerful forces throughout history.

**Civics:**
3. Analyze how public policy and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government.

**Economic:**
1. Productive resources - natural, human, capital - are scarce; therefore, choices are made about individuals, businesses, governments, and societies allocate these resources.

**Geography:**
1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions.
3. The interconnected nature of the world, its people and places.

**Student Inquiry/Higher Level Thinking:**

**US History 1(GLE)**
1. What qualifies an event as historically significant rather than simply noteworthy?
2. Why are historical questions important?
3. How do historical thinkers use primary and secondary sources to formulate historical arguments?
4. How might historical inquiry be used to make decisions on contemporary issues?

**US History 2(GLE)**
1. What impact have individuals had on history?
2. What ideas have united people over time?
3. How has diversity impacted the concepts of change over time?

**US History 3(GLE)**
1. How have scientific and technological developments affected society?

**Assessments**

**Students will be able to...**

**History GLE 1:**

a. Evaluate a historical source for point of view and historical context.
b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.
c. Construct and defend a written historical argument using relevant primary and secondary resources as evidence.
d. Differentiate between facts and historical interpretations, recognizing that a
historian's narrative reflects his or her judgment about the significance of particular facts.

History GLE 2:
1. Evaluate continuity and change over the course of world history.
2. Investigate causes and effects of significant events in world history.
3. Examine and evaluate issues of unity and diversity in world history United States history (Reconstruction to the present).
4. Analyze continuity and change in eras over the course of United States history.
5. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, and the Cold War.
6. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion.

History GLE 3:
1. Investigate the historical development and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution.
2. Evaluate the historical development and impact of political thought, theory and actions.
3. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government.
4. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.
5. Describe and analyze the historical development and impact of the arts and literature on the culture of the United States.

Geography GLE 1:
1. Gather data, make inferences and draw conclusions from maps and other visual representations.
2. Create and interpret various graphs, tables, charts, and thematic maps.

Geography GLE 3:
1. Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups.
2. Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.
3. Analyze how cooperation and conflict influence the division and control of Earth.
4. Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities.

Economics GLE 1:
1. Analyze the relationships between economic goals and the allocation of scarce resources

Economics GLE 3:
1. Analyze the role of government within different economies. Topics to include but
not limited to command socialism, communism, and market capitalism.
b. Compare and contrast economic systems in terms of their ability to achieve economic goals.

**Civics 3:**
a. Analyze goals and tools used by the United States in developing foreign policy.
b. Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events.
c. Compare and contrast how different systems of government function.

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**Essential Content:**
- Cold War in the Forties
- United Nations
- Potsdam Conference
- Marshall Plan
- Containment
- NATO
- Warsaw Pact
- Iron Curtain Speech/Churchill
- Berlin Airlift
- Cold War in the Fifties
- Red Scare/McCarthyism
- HUAC
- Blacklist
- Bomb Secrets Stolen
- Rosenbergs
- Sputnik
- Alger Hiss
- Korean War
- Bomb Shelters
- “Duck and Cover”
- Brinksmanship
- U2 Incident
- President Truman
- President Eisenhower
- Communist China/Mao Zedong

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**Grade Level Expectations (GLE):**

**US History**
1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.
3. The significance of ideas as powerful forces throughout history.

**Civics**
1. Analyze how policy - public and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government.

**Economic**
1. Productive resources - natural, human, capital - are scarce; therefore, choices are made about individuals, businesses, governments, and societies allocate these resources.
2. Economic policies affect markets.

**Geography**
1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions.
2. The interconnected nature of the world, its people and places.

**Key Concepts and Vocabulary:**
- Baby Boom
- GI Bill
- Suburbia
- Levitt Town
- Consumerism
- Kinsey Report
- Teen Culture and Rock and Roll
- T.V.
- Beatniks
- Jack Kerouac
- President Eisenhower
- The Fair Deal
- McDonalds Brothers
- Planned Obsolescence
- Social Conformity
- Man in the Gray Flannel Suit
- Polio Vaccine
- Emergence of the Automobile Culture
- Braceros
- Urban Renewal
- Brown v. Board of Education

**Student Inquiry/Higher Level Thinking:**

**US History 1 (GLE)**
1. Why are historical questions important?
2. How do historical thinkers use primary and secondary sources to formulate historical arguments?
3. How might historical inquiry be used to make decisions on contemporary issues?

**US History 2 (GLE)**
4. What impact have individuals had on history?
5. What ideas have united people over time?
6. How has diversity impacted the concepts of change over time?

**US History 3 (GLE)**
7. What if the belief “all men are created equal” did not exist?
8. Which ideas provide the greatest insight to understanding a culture or nation’s history?
9. How have scientific and technological developments affected society?

**Assessments**

**Other Assessments**

- Discuss the value of conformity in America society versus the costs associated with it.
- How did the emergence of teenagers shape the

**Students will be able to...**

**History GLE 1:**

a. Evaluate a historical source for point of view and historical context.

b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.
-Using evidence to support your answer, evaluate the claim "People were unhappy during the age of conformity in the 1950s."

History GLE 2:
- Examine and evaluate issues of unity and diversity in world history United States history (Reconstruction to the present).
- Analyze continuity and change in eras over the course of United States history.
- Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion.

History GLE 3:
- Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution.
- Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government.
- Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.
- Describe and analyze the historical development and impact of the arts and literature on the culture of the United States.

Geography GLE 1:
- Create and interpret various graphs, tables, charts, and thematic maps.

Geography GLE 2:
- Apply geography skills to help investigate issues and justify possible resolutions involving people, places, and environments. Topics to include but not limited to how people prepare for and respond to natural hazards.
- Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.

Economics GLE 1:
- Analyze the relationships between economic goals and the allocation of scarce resources.
- Identify influential entrepreneurs and describe how they have utilized resources to produce goods and services.

Economics GLE 2:
- Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies.

Economics GLE 3:
- Analyze the role of government within different economies. Topics to include but not limited to command socialism, communism, and market capitalism.

Civics GLE 2:
- Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government.
**Civics GLE 3:**

- **a.** Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies.
- **b.** Evaluate the effectiveness of our justice system in protecting life, liberty, and property.

**Instruction:** (Key teaching and learning experiences that embed 21st Century Skills)

**Essential Content:**
- Baby Boom
- GI Bill
- Suburbia
- Levitt Town
- Consumerism
- Kinsey Report
- Teen Culture and Rock and Roll
- T.V.
- Beatniks
- Jack Kerouac
- President Eisenhower
- The Fair Deal
- McDonalds Brothers
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- Man in the Gray Flannel Suit
- Polio Vaccine
- Emergence of the Automobile Culture
- Braceros
- Urban Renewal

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• Chalkboard Memories
• The Truman Doctrine
• The Marshall Plan
• Eisenhower’ Farewell Address
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<tr>
<th><strong>Standard 4:</strong> The 1960’s (The New Frontier and the Great Society)</th>
<th><strong>Enduring Concepts:</strong> Evaluate the legacy forged by President Kennedy’s New Frontier and President Johnson’s Great Society</th>
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<td><strong>Timeline:</strong> 4 Weeks</td>
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| **Grade Level Expectations (GLE):** |  |
| **US History** |  |
| 1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence. |  |
| 2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time. |  |
| 3. The significance of ideas as powerful forces throughout history. |  |

| **US History** |  |
| 1. Purpose of and limitations on the foundations, structures, and functions of government. |  |
| 2. Analyze how policy - public and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government. |  |

| **Civics** |  |
| 1. Economic policies affect markets. |  |

| **Economic** |  |
| 1. Economic policies affect markets. |  |

| **Key Concepts and Vocabulary:** |  |
| • Election of 1960 |  |
| • Bay of Pigs |  |
| • Cuban Missile Crisis |  |
| • Berlin Crisis |  |
| • Flexible Response Peace Corp |  |
| • Space Race |  |
| • Kennedy’s Assassination |  |
| • Lyndon B. Johnson and the Great Society |  |
| • War on Poverty |  |
| • Supreme Court Decisions of the ERA |  |

| **Student Inquiry/Higher Level Thinking:** |  |
| **US History 1 (GLE)** |  |
| 1. How do historical thinkers use primary and secondary sources to formulate historical arguments? |  |
| 2. What qualifies an event as historically significant rather than simply noteworthy? |  |

| **US History 2 (GLE)** |  |
| 1. What impact have individuals had on history? |  |
| 2. How has culture defined civilization? |  |
| 3. What ideas have united people over time? |  |

| **US History 3 (GLE)** |  |
| 1. Which ideas provide the greatest insight to understanding a culture or nation’s history? |  |
| 2. How have scientific and technological developments affected societies? |  |

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<td><strong>Students will be able to...</strong></td>
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<tr>
<td><strong>Other Assessments</strong></td>
<td><strong>History GLE 1</strong></td>
</tr>
<tr>
<td>• Analyze how the first televised presidential debates changed politics.</td>
<td>a. Evaluate a historical source for point of view and historical context.</td>
</tr>
<tr>
<td>• Summarize the crisis that developed over Cuba and analyze how well you think President Kennedy handled the situation.</td>
<td>b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.</td>
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<tr>
<td>• Evaluate which initiatives of President Johnson’s Great Society were successful and which failed.</td>
<td>c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence.</td>
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<td>• How did the Space Program impact the 1960s financially, socially, and technologically?</td>
<td>d. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts.</td>
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<td><strong>History GLE 2:</strong></td>
<td>a. Analyze continuity and change in eras over the course of United States history.</td>
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<td>b. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, and the Cold War.</td>
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<td>c. Analyze the complexity of events in United States history. Topics to include but not limited to the Suffrage Movement and the Civil Rights Movement.</td>
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d. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion.

**History GLE 3:**
- a. Evaluate the historical development and impact of political thought, theory and actions.
- b. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government.
- c. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.

**Economics GLE 2:**
- a. Identify government activities that affect the local, state, or national economy.

**Civics GLE 2:**
- a. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities.

**Civics GLE 3:**
- a. Discuss multiple perspectives on local issues and options for participating in civic life.

**Instruction:** (Key teaching and learning experiences that embed 21st Century Skills)

**Essential Content:**
- Election of 1960
- Bay of Pigs
- Cuban Missile Crisis
- Berlin Crisis
- Flexible Response Peace Corp
- Space Race
- Kennedy’s Assassination
- Lyndon B. Johnson and the Great Society
- War on Poverty
- Supreme Court Decisions of the ERA

**Resources**
- Americans Chapter 20-23
- American Stories Resource Videos
- History Rocks Video Series
- The 1960s (Film Series)
- 20/20 Investigation on Kennedy’s, Assassination Film

**Primary Resources**
- Zapruder Film Clip (YouTube)

**Suggested Resources**
- Americans Chapter 20-23
- American Stories Resource Videos
- History Rocks (Video Series)
- The 1960s Film Series
- 20/20 Investigation on Kennedy’s Assassination (Film)
- The Century
- *The Right Stuff* (Video)
- *The Presidents* (Video Series)

**Suggested Primary Resources**
- Zapruder Film Clip (YouTube)
- John Glenn’s Official Communication
- Aerial Photographs of Missiles in Cuba
- Test Ban Treaty

**Suggested Social Studies Teaching Strategies for Unit**
- Writing editorials or political cartoons
- Analyze Photographs
- Meeting of the Minds/Debate
- Illustrated Timeline of Key Events
- Classification Chart (sectional beliefs)
- Jigsaw

**Journal Entries**
- ACAPS (Author, Context, Audience, Purpose, Significance)
- P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)
- Cornell Notes
- Socratic Seminars
- Webquest

**Suggested Social Studies Teaching Strategies for Unit**
- Gallery Walk
- Philosophical Chairs
- “I am” poems
<table>
<thead>
<tr>
<th>Standard 4: The 1960’s (Civil Rights)</th>
<th><strong>Enduring Concepts:</strong> Evaluate the events of the 1960s that changed the political and social landscape for minorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline:</strong> None listed.</td>
<td></td>
</tr>
</tbody>
</table>

**Grade Level Expectations (GLE)**

**History**
1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.
3. The significance of ideas as powerful forces throughout history.

**Civics**
1. Purpose of and limitations on the foundations, structures, and functions of government.
2. Analyze how policy - public and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government.

**Geography**
1. The interconnected nature of the world, its people and places.

**Student Inquiry/Higher Level Thinking:**

**US History 1(GLE)**
1. What qualifies an event as historically significant rather than simply noteworthy?
2. Why are historical questions important?
3. How do historical thinkers use primary and secondary sources to formulate historical arguments?
4. How might historical inquiry be used to make decisions on contemporary issues?

**US History 2(GLE)**
1. What impact have individuals had on history?
2. How has culture defined civilization?
3. How does society decide what is important in history?
4. What ideas have united people over time?
5. How has diversity impacted the concepts of change over time?

**US History 3(GLE)**
1. What if the belief “all men are created equal” did not exist?
2. Which ideas provide the greatest insight to understanding a culture or nation’s history?

**Key Concepts and Vocabulary:**
- Segregation
- Plessy v. Ferguson
- Brown v. Board of Education
- Thurgood Marshall
- NAACP
- Montgomery Bus Boycott
- Crisis in Little Rock
- SCLC
- Rosa Parks
- Martin Luther King
- Birmingham
- Selma
- Sit-Ins
- Freedom Riders
- March on Washington
- Malcolm X
- Stokely Carmichael
- Affirmative Action
- Black Panthers
- Black Muslims

**Assessments**

**Performance Tasks:**
- Evaluate the impact Brown v. Board of Education had on the advancement of the Civil Rights movement.
- How did Malcolm X and Martin Luther King’s vision on achieving equality differ?
- Identify at least four gains or accomplishments of the civil rights and black power movements.

**History GLE 1:**
- a. Evaluate an historical source for point of view and historical context.
- b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.
- c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence.
- d. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts.

**History GLE 2:**
• Analyze how the Declaration of Independence and the Bill of Rights laid a foundation for civil rights in America.
• Discuss how music of the 1950s and the 1960s reflected the civil rights movement.

a. Examine and evaluate issues of unity and, diversity in world history United States history (Reconstruction to the present).
b. Analyze continuity and change in eras over the course of United States history.
c. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, and the Cold War.
d. Analyze the complexity of events in United States history. Topics to include but not limited to the Suffrage Movement and the Civil Rights Movement.
e. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion.

History GLE 3:

a. Evaluate the historical development and impact of political thought, theory and actions.
b. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government.
c. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.

Geography GLE 2:

a. Explain how information and changing perceptions and values of places and environment influence personal actions.

Geography GLE 3:

a. Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.

Civics GLE 1:

a. Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities.
b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.
c. Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government.

Civics GLE 2:

a. Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents.
b. Identify the structure, function, and roles of members of government and their relationship to democratic values.
c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities.
d. Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights.
e. Analyze how court decisions, legislative debates, and various and diverse groups have helped to
| Preserve, develop, and interpret the rights and ideals of the American system of government. |
| f. Evaluate the effectiveness of our justice system in protecting life, liberty, and property. |

**Civics GLE 3:**

| a. Discuss multiple perspectives on local issues and options for participating in civic life. |
| b. Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies. |
| c. Explain how to monitor and influence public policy. |

### Instruction: (Key teaching and learning experiences that embed 21st Century Skills)

#### Essential Content:
- Segregation
- Plessy v. Ferguson
- Brown v. Board of Education
- Thurgood Marshall
- NAACP
- Montgomery Bus Boycott
- Crisis in Little Rock
- SCLC
- Rosa Parks
- Martin Luther King
- Sit-Ins
- Freedom Riders
- March on Washington
- Malcolm X
- Stokely Carmichael
- Affirmative Action

#### Resources

- Americans Chapter 21
- Eyes on the Prize Video Series
- Teaching Tolerance, The Turbulent 1960s video

#### Suggested Resources

- Americans Chapter 21
- Eyes on the Prize (Video Series)
- Teaching Tolerance
- The Turbulent 1960s (Video)
- The Century (Series)
- America: The Story of Us
- History Rocks

#### Primary Sources

- Martin Luther King, *Letter from Birmingham Jail*, 1963
- Martin Luther King, *Address at the March on Washington*, 1963
- Lyndon B. Johnson, Special Message to the Congress: *The American Promise*, 1965
- Civil Rights Songs: Move on Over, We shall not be moved

#### Suggested Primary Resources:

- Civil Rights Act (1964)
- Martin Luther King, *Letter from Birmingham Jail*, 1963
- Martin Luther King, *Address at the March on Washington*, 1963
- Court Cases
- Civil Rights Songs: Move on Over, We shall not be moved
- Lyndon B. Johnson, Special Message to the Congress: *The American Promise*, 1965

#### Suggested Social Studies Teaching Strategies for Unit

- Writing editorials or political cartoons
- Analyze Photographs
- Meeting of the Minds/Debate
- Illustrated Timeline of Key Events
- Classification Chart (sectional beliefs)
- Jigsaw
- Journal Entries
- ACAPS (Author, Context, Audience, Purpose, Significance)
- P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)
- Gallery Walk
- Cornell Notes
- Socratic Seminars
- Philosophical Chairs
- Webquest
- “I am” poems
Standard 4: The 1960’s (Vietnam)
Timeline: None listed

Enduring Concepts: Identify and evaluate the events that led to the involvement, escalation, and withdrawal of the Vietnam War. Analyze the elements that contributed to the divisiveness of American society.

Grade Level Expectations (GLE):

History
1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.
3. The significance of ideas as powerful forces throughout history.

Civics
1. Purpose of and limitations on the foundations, structures, and functions of government.
2. Analyze how policy - public and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government.

Economic
1. Productive resources-natural, capital, human, are scarce therefore, choices are made about how individuals, businesses, governments, and societies allocate these resources.

Geography
1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions.
2. Explain and interpret geographic variables that influence the interactions of people, places and environments.
3. The interconnected nature of the world, its people and places.

Student Inquiry/Higher Level Thinking:

US History 1 (GLE)
1. How does the point of view of the historian impact how history is interpreted?
2. What qualifies an event as historically significant rather than simply noteworthy?
3. What if the history of a war was told by the losing side?
4. Why are historical questions important?
5. How do historical thinkers use primary and secondary sources to formulate historical arguments?
6. How might historical inquiry be used to make decisions on contemporary issues?

US History 2 (GLE)
1. What impact have individuals had on history?
2. How does society decide what is important in history?
3. What ideas have united people over time?

US History 3 (GLE)
1. How have music, art, and literature reflected powerful ideas throughout history?
2. How have scientific and technological developments affected society?

Vocabulary:
- Ho Chi Min
- French Role in Indochina
- Domino Theory
- Diem Bien Phu
- Tonkin Gulf
- LBJ’S Policy in Vietnam
- Westmoreland
- Guerrilla Warfare
- The “Battle for Hearts and Minds”
- Credibility Gap
- Draft
- Students for a Democratic Society
- Tet Offensive
- Robert Kennedy Assassination
- Democratic Convention of 1968
- Nixon
- Vietnamization
- My Lai
- Kent State
- Pentagon Papers
- Fall of Saigon
- War Powers Act

Assessments

Students will be able to...

History GLE 1:
a. Evaluate a historical source for point of view and historical context.
b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.
<table>
<thead>
<tr>
<th>Identify the tactics used in Vietnam by both the United States and the Vietcong.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast the impact on America of LBJ’s and Nixon’s foreign policy in Southeast Asia.</td>
</tr>
<tr>
<td>Evaluate the anti-war movement of the 1960s and discuss if the protests were “acts of disloyalty.”</td>
</tr>
<tr>
<td>Make a web that identifies the lasting effects of the Vietnam War on America</td>
</tr>
<tr>
<td>c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence.</td>
</tr>
<tr>
<td>d. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts.</td>
</tr>
</tbody>
</table>

**History GLE 2:**

| a. Evaluate continuity and change over the course of world history. |
| b. Investigate causes and effects of significant events in world history. |
| c. Analyze the complexity of events in world history. |
| d. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, and the Cold War. |
| e. Analyze the complexity of events in United States history. Topics to include but not limited to the Suffrage Movement and the Civil Rights Movement. |

**History GLE 3:**

| a. Discuss the historical development and impact of major world religions and philosophies. Topics to include but not limited to the Enlightenment and modern changes in Christianity, Islam, Judaism, Buddhism and Hinduism. |
| b. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government. |
| c. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism. |

**Geography GLE 1:**

| a. Gather data, make inferences and draw conclusions from maps and other visual representations. |
| b. Create and interpret various graphs, tables, charts, and thematic maps. |

**Geography GLE 2:**

| a. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the physical environment. |

**Geography GLE 3:**

| a. Analyze how cooperation and conflict influence the division and control of Earth. |

**Economics GLE 1:**

| a. Analyze the relationships between economic goals and the allocation of scarce resources. |

**Civics GLE 2:**

| a. Identify the structure, function, and roles of members of government and their relationship to democratic values. |
| b. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities. |

**Civics GLE 3:**

| a. Explain how to monitor and influence public policy. |
| b. Analyze goals and tools used by the United States in developing foreign policy. |
| c. Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events. |
| d. Compare and contrast how different systems of government function. |
### Instruction: (Key teaching and learning experiences that embed 21st Century Skills)

**Essential Content:**
- Ho Chi Minh
- French Role in Indochina
- Domino Theory
- Diem Bien Phu
- Tonkin Gulf
- LBJ’s Policy in Vietnam
- Westmoreland
- Guerrilla Warfare
- The “Battle for Hearts and Minds”
- Credibility Gap
- Draft
- Students for a Democratic Society
- Tet Offensive
- Robert Kennedy Assassination
- Democratic Convention of 1968
- Nixon
- Vietnamization
- My Lai
- Kent State
- Pentagon Papers
- Fall of Saigon
- War Powers Act

<table>
<thead>
<tr>
<th>Resources</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Americans Chapter 22</td>
<td>Americans Chapter 22</td>
</tr>
<tr>
<td>HBO Letters From Home</td>
<td>HBO Letters From Home</td>
</tr>
<tr>
<td>The Turbulent 1960s (Video)</td>
<td>The Turbulent 1960s (Video)</td>
</tr>
<tr>
<td>PBS Vietnam War Series</td>
<td>PBS Vietnam War Series</td>
</tr>
<tr>
<td>In Retrospect - Robert McNamara</td>
<td>In Retrospect - Robert McNamara</td>
</tr>
<tr>
<td>The Things They Carried - Tim O’Brien</td>
<td>The Things They Carried - Tim O’Brien</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Sources</th>
<th>Suggested Primary Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Documents of the Cold War</td>
<td>Primary Documents of the Cold War</td>
</tr>
<tr>
<td>Bob Dylan - Blowin’ in the Wind 1962</td>
<td>Bob Dylan - Blowin’ in the Wind, 1962</td>
</tr>
<tr>
<td>Vietnam Veterans Against the War, John Kerry, 1971</td>
<td>Vietnam Veterans Against the War, John Kerry, 1971</td>
</tr>
</tbody>
</table>

**Suggested Social Studies Teaching Strategies for Unit**
- Writing editorials or political cartoons
- Analyze Photographs
- Meeting of the Minds/Debate
- Illustrated Timeline of Key Events
- Classification Chart (sectional beliefs)
- Jigsaw
- Journal Entries
- ACAPS (Author, Context, Audience, Purpose, Significance)
- P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)
- Cornell Notes
- Gallery Walk
- Socratic Seminars
- Philosophical Chairs
- Webquest
- “I am” poems
### Standard 4: The 1960’s (An Era of Social Change)

**Timeline:** None listed.

### Enduring Concepts:
What lasting changes were made by the social movements of the 1960s?

### Grade Level Expectations (GLE):

#### History
1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.
3. The significance of ideas as powerful forces throughout history.

#### Civics
1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies
2. Purpose of and limitations on the foundations, structures, and functions of government.

#### Student Inquiry/Higher Level Thinking:

**US History 1 (GLE)**
1. How does the point of view of the historian impact how history is interpreted?
2. What qualifies an event as historically significant rather than simply noteworthy?
3. How do historical thinkers use primary and secondary sources to formulate historical arguments?
4. How might historical inquiry be used to make decisions on contemporary issues?

**US History 2 (GLE)**
1. What impact have individuals had on history?
2. How did the American counterculture redefine American society?
3. How does society decide what is important in history?
4. What ideas have united people over time?
5. How has diversity impacted the concepts of change over time?

**US History 3 (GLE)**
1. Which ideas provide the greatest insight to understanding a culture or nation’s history?
2. How have music, art, and literature reflected powerful ideas throughout history?
3. How have philosophical and religious traditions affected the development of political institutions?

### Key Concepts and Vocabulary:
- Cesar Chavez
- United Farm Workers
- AIM
- Betty Friedan
- Feminism
- National Organization for Women
- Gloria Steinem
- Roe v. Wade
- ERA
- Counter Culture
- Hippies
- Haight-Ashbury
- Woodstock
- Diggers

### Assessments

**Performance Tasks**

- Make a Venn Diagram that explores the issues faced by the Latinos and the Native Americans in the 1960s.
- Evaluate how American Society might be different today had the ERA amendment passed.
- You have been commissioned to construct a historical marker for the counter culture of the 1960s. Discuss where would you locate the marker and write the message that would

**Students will be able to...**

**History GLE 1:**
- a. Evaluate a historical source for point of view and historical context.
- b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.
- c. Construct and defend a written historical argument using relevant primary and secondary resources as evidence.
- a. Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts.

**History GLE 2:**
- a. Examine and evaluate issues of unity and, diversity in world history United States history (Reconstruction to the present).
- b. Analyze continuity and change in eras over the course of United States history.
c. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, and the Cold War.
d. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion.

**History GLE 3:**

a. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government.
b. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.
c. Describe and analyze the historical development and impact of the arts and literature on the culture of the United States.

**Civics GLE 1:**

a. Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities.
b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.
c. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices.
d. Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government.
e. Critique various media sources for accuracy and perspective.

**Civics GLE 2:**

a. Identify the structure, function, and roles of members of government and their relationship to democratic values.
b. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities.
c. Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government.
d. Evaluate the effectiveness of our justice system in protecting life, liberty, and property.

Instruction: (Key teaching and learning experiences that embed 21st Century Skills)

<table>
<thead>
<tr>
<th>Essential Content:</th>
<th>Suggested Resources</th>
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<tbody>
<tr>
<td>● Cesar Chavez ● United Farm Workers ● AIM ● Betty Friedan ● Feminism ● National Organization for Women ● Gloria Steinem ● Roe v. Wade ● ERA ● Counter Culture ● Hippies ● Haight-Ashbury ● Woodstock</td>
<td>● Americans Chapter 23 ● History Rocks - David Leery (Video Clip) ● History Channel - 1968 ● The Turbulent 1960s (Video)</td>
</tr>
</tbody>
</table>

**Resources**

- Americans Chapter 23
- History Rocks - David Leery (Video Clip)
- History Channel - 1968
- The Turbulent 1960s (Video)
Primary Sources
ERA Amendment
*The Feminine Mystique*
Court Decisions-
Woodstock Clips
Cesar Chavez Speech to United Farm Workers

Suggested Social Studies Teaching Strategies for Unit
Writing editorials or political cartoons
Analyze Photographs
Meeting of the Minds/Debate
Illustrated Timeline of Key Events
Classification Chart (sectional beliefs)
Jigsaw
Journal Entries
ACAPS (Author, Context, Audience, Purpose, Significance)
P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)
Cornell Notes
Gallery Walk
Socratic Seminars
Philosophical Chairs
Webquest
"I am" poems
**Standard 5: The 1970’s**

**Timeline:** 2 Weeks

**Enduring Concepts:** Why would the 1970s be referred to as an age of limits?

### Grade Level Expectations (GLE):

#### History

1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.
3. The significance of ideas as powerful forces throughout history.

#### Civics

1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies.
2. Purpose of and limitations on the foundations, structures, and functions of government.
3. Analyze how public policy and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government.

#### Economic

1. Productive resources - natural, human, capital - are scarce; therefore, choices are made about individuals, businesses, governments, and societies allocate these resources.
2. Economic policies affect markets.

#### Geography

1. Explain and interpret geographic variables that influence the interactions of people, places and environments.

### Student Inquiry/Higher Level Thinking:

#### US History 1(GLE)

1. How does the point of view of the historian impact how history is interpreted?
2. What qualifies an event as historically significant rather than simply noteworthy?
3. Why are historical lessons important?
4. How do historical thinkers use primary and secondary sources to formulate historical arguments?
5. How might historical inquiry be used to be made decisions on contemporary issues?

#### US History 2(GLE)

1. What impact have individuals had on history?
2. How does society decide what is important in history?
3. What ideas have united people over time?
4. How has diversity impacted the concepts of change over time?

#### US History 3(GLE)

1. What if the belief “all men are created equal” did not exist?
2. How have music, art, and literature reflected powerful ideas throughout history?
3. How have scientific and technological developments affected society?

### Key Concepts and Vocabulary:

- Nixon’s Conservative
- Nixon’s Southern Strategy
- Stagflation
- 26th Amendment
- OPEC
- Henry Kissinger
- China Relations
- SALT I
- Watergate
- Cover-up
- Nixon’s Resignation
- Gerald Ford
- Pardon
- Jimmy Carter
- Energy Crisis
- Panama Canal
- Détente
- Camp David Accords
- Iran Hostage Crisis
- California v. Bakke
- Environmentalism
- Love Canal
- Rachel Carson
- Earth Day
- EPA
- Nuclear Energy
- Three Mile Island

### Assessments

<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>What did the controversy over busing in the 1970s tell us about America?</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td><strong>History GLE 1:</strong></td>
<td></td>
</tr>
<tr>
<td>a. Evaluate a historical source for point of view and historical context.</td>
<td></td>
</tr>
<tr>
<td>b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.</td>
<td></td>
</tr>
</tbody>
</table>
- What effects did détente have on the American Public and foreign relations?
- Evaluate how the Watergate scandal changed America.
- Explain how you think history would have changed if Nixon had admitted to and apologized for the Watergate break-in.
- How did the energy crisis of the 1970s define the United States socially, politically, and economically?
- Analyze the environmental movements of the 1970s and compare them to some of the concerns the United States faces today.

c. Construct and defend a written historical argument using relevant primary and secondary resources as evidence.
d. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts.

**History GLE 2:**

- a. Examine and evaluate issues of unity and, diversity in world history United States history (Reconstruction to the present).
- b. Analyze continuity and change in eras over the course of United States history.
- c. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War.
- d. Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement.
- e. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion.

**History GLE 3:**

- a. Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution.
- b. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government.

**Geography GLE 2:**

- a. Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resource use.
- b. Explain how information and changing perceptions and values of places and environment influence personal actions.

**Economics GLE 1:**

- a. Analyze the relationships between economic goals and the allocation of scarce resources.

**Economics GLE 2:**

- a. Recognize the interaction between foreign and domestic economic policies. Topics to include but not limited to: embargoes, tariffs, and subsidies.
- b. Identify government activities that affect the local, state, or national economy.
- c. Give examples of the role of government in a market economic system.

**Civics GLE 1:**

- a. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy
- b. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices.
### Instruction: (Key teaching and learning experiences that embed 21st Century Skills)

**Essential Content:**
- Nixon’s Conservative
- Nixon’s Southern Strategy
- Stagflation
- 26th Amendment
- OPEC
- Henry Kissenger
- China Relations
- SALT I
- Watergate
- Cover-up
- Nixon’s Resignation
- Gerald Ford
- Pardon
- Jimmy Carter
- Energy Crisis
- Panama Canal
- Détente
- Camp David Accords
- Iran Hostage Crisis
- California v. Bakke
- Environmentalism
- Love Canal
- Rachel Carson
- Earth Day
- EPA
- Nuclear Energy
- Three Mile Island

### Resources

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<tbody>
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<td>All the Presidents Men (Movie Clip)</td>
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<td>Frost Nixon (Movie Clip)</td>
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### Primary Sources

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<td>“I am” poems</td>
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<td>Standard 6: The 1980’s</td>
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<td>Timeline: 2 Weeks</td>
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| Grade Level Expectations (GLE):                                               |
| History                                                                       |
| 1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence. |
| 2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time. |
| 3. The significance of ideas as powerful forces throughout history.          |
| Civics                                                                        |
| 1. Analyze how policy - public and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government. |
| Economic                                                                     |
| 1. Productive resources - natural, human, capital - are scarce; therefore, choices are made about individuals, businesses, governments, and societies allocate these resources. |
| 2. Economic policies affect markets.                                         |
| Geography                                                                    |
| 1. The interconnected nature of the world, its people and places.            |

| Student Inquiry/Higher Level Thinking:                                       |
| US History 1 (GLE)                                                           |
| 1. How does the point of view of the historian impact how history is interpreted? |
| 2. What qualifies an event as historically significant rather than simply noteworthy? |
| 3. Why are historical lessons important?                                     |
| 4. How do historical thinkers use primary and secondary sources to formulate historical arguments? |
| 5. How might historical inquiry be used to make decisions on contemporary issues? |
| US History 2 (GLE)                                                           |
| 1. What impact have individuals had on history?                              |
| 2. How has culture defined civilization?                                     |
| 3. What ideas have united people over time?                                 |
| US History 3 (GLE)                                                           |
| 1. Which ideas provide the greatest insight to understanding a culture or nation’s history? |
| 2. How has music, art, and literature reflected powerful ideas throughout history? |
| 3. How have philosophical and religious traditions affected the development of political institutions? |
| 4. How have scientific and technological developments affected society?     |

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Tasks:</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td>Other Assessments</td>
<td>History GLE 1:</td>
</tr>
<tr>
<td>• Analyze the reasons for the resurgence of conservative values, and list the major goals of the New Right.</td>
<td>a. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.</td>
</tr>
<tr>
<td>• Summarize President Reagan’s economic</td>
<td>b. Construct and defend a written historical argument using relevant primary and secondary resources as evidence.</td>
</tr>
<tr>
<td></td>
<td>c. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative</td>
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</table>
programs and evaluate the effect it had on the economy.

- Identify some of the national social concerns of this decade and discuss how the government responded to each of them.
- Describe how conservative policies effected minority groups.
- Evaluate American Foreign Policy in the 1980s.
- Evaluate the successes and failures of the conservative movement of the 1980s.

reflects his or her judgment about the significance of particular facts.

**History GLE 2:**

a. Evaluate continuity and change over the course of world history.

b. Investigate causes and effects of significant events in world history.

c. Analyze continuity and change in eras over the course of United States history.

d. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, and the Cold War.

e. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion.

**History GLE 3:**

a. Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution.

b. Evaluate the historical development and impact of political thought, theory and actions.

c. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government.

d. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.

**Geography GLE 1:**

a. Gather data, make inferences and draw conclusions from maps and other visual representations

b. Create or interpret various graphs, tables, charts, and thematic maps

**Economics GLE 1:**

a. Analyze the relationships between economic goals and the allocation of scarce resources.

b. Explain how economic choices by individuals, businesses, governments, and societies incur opportunity costs.

**Economics GLE 2:**

a. Analyze how government activities influence the economy. Topics to include but not limited to: taxation, monetary policy, and the Federal Reserve

b. Recognize the interaction between foreign and domestic economic policies. Topics to include but not limited to: embargoes, tariffs, and subsidies

c. Identify government activities that affect the local, state, or national economy

d. Give examples of the role of government in a market economic system

e. Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies

f. Compare and contrast monetary and fiscal policies of the United States government that are used to stabilize the economy

**Civics GLE 3:**

a. Analyze goals and tools used by the United States in developing foreign policy

b. Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events
### Instruction: (Key teaching and learning experiences that embed 21st Century Skills)

**Essential Content:**
- New Right
- affirmative action
- conservative coalition
- moral majority
- entitlement programs
- the election of 1980
- goals of the conservative movement
- Reagonomics
- supply side economics
- trickle down economics
- strategic defense initiative
- deregulation
- EPA
- Sandra Day O’Connor
- health issues: AIDS, drug use, education
- urban crisis
- the ongoing fight for rights for: Latinos, African Americans, Native Americans, Asian Americans
- gay rights
- Mikhail Gorbachev
- glasnost
- INF treaty
- the collapse of communism
- Tiananmen Square
- Central America and Caribbean Policies
- Iran Contra
- Operation Desert Storm

**Resources:**
- Americans Chapter 25, History Rocks Series- The 1980s

**Suggested Resources:**
- Americans Chapter 25
- The Century
- Decisions That Changed The World: Ronald Reagan and the Cold War
- History Rocks Series- The 1980s

**Primary Sources:**
- Primary Documents of the Cold War
- *The Great Divide*: Studs Terkel
- Presidential Speeches: Ronald Reagan’s Farewell Address
- Political Cartoons
- Cold War Music of the Era

**Suggested Social Studies Teaching Strategies for Unit**
- Writing editorials or political cartoons
- Analyze Photographs
- Meeting of the Minds/Debate
- Illustrated Timeline of Key Events
- Classification Chart (sectional beliefs)
- Jigsaw
- Journal Entries
- ACAPS (Author, Context, Audience, Purpose, Significance)
- P-A-G-E (Problem, Ask for information, Goals, Effects - Decision Making in U.S. History)
- Cornell Notes
- Gallery Walk
- Socratic Seminars
- Philosophical Chairs
- Webquest
- “I am” poems
**Standard 7: The 1990s**

**Timeline:** 1 Week

**Enduring Concepts:** Analyze the political, economic, and technological evolution that altered the American landscape.

**Grade Level Expectations (GLE):**

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<tr>
<td>1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.</td>
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<table>
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<tr>
<th>Economic</th>
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<tbody>
<tr>
<td>1. Productive resources - natural, human, capital - are scarce; therefore, choices are made about individuals, businesses, governments, and societies allocate these resources.</td>
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<table>
<thead>
<tr>
<th>Geography</th>
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<tbody>
<tr>
<td>1. The interconnected nature of the world, its people and places.</td>
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**Student Inquiry/Higher Level Thinking:**

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<th>US History 1 (GLE)</th>
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<tbody>
<tr>
<td>1. How does the point of view of the historian impact how history is interpreted?</td>
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<td>2. What if the history of a war was told by the losing side?</td>
</tr>
<tr>
<td>3. Why are historical lessons important?</td>
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<td>4. How do historical thinkers use primary and secondary sources to formulate historical arguments?</td>
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<th>US History 2 (GLE)</th>
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<tbody>
<tr>
<td>1. What impact have individuals had on history?</td>
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<tr>
<td>2. How has diversity impacted the concepts of change over time?</td>
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<tbody>
<tr>
<td>1. How have scientific and technological developments affected society?</td>
</tr>
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**Vocabulary:**

- President Clinton
- impeachement
- Ross Perot
- NAFTA
- Contract with America
- Newt Gingrich
- domestic terrorism (OKC Bombing)
- political gridlock
- changing face of America (aging baby boomers, immigration)

**Assessments**

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<tr>
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<tbody>
<tr>
<td>History GLE 1:</td>
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<tr>
<td>a. Evaluate a historical source for point of view and historical context.</td>
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<td>b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.</td>
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<table>
<thead>
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<td>a. Analyze continuity and change in eras over the course of United States history.</td>
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<td>b. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion.</td>
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<td>a. Gather data, make inferences and draw conclusions from maps and other visual representations.</td>
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### Economics GLE 2:
- **a.** Recognize the interaction between foreign and domestic economic policies. Topics to include but not limited to: embargoes, tariffs, and subsidies.
- **b.** Identify government activities that affect the local, state, or national economy.

**Instruction:** (Key teaching and learning experiences that embed 21st Century Skills)

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<td>The Century</td>
</tr>
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<td>“First Inaugural Address By Bill Clinton”</td>
<td>9/11 Documentary</td>
</tr>
<tr>
<td>“Second Inaugural Address by George W. Bush”</td>
<td>The Presidents</td>
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**Suggested Social Studies Teaching Strategies for Unit**
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- Analyze Photographs
- Meeting of the Minds/Debate
- Illustrated Timeline of Key Events
- Classification Chart (sectional beliefs)
- Jigsaw
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- Cornell Notes
- Gallery Walk
- Socratic Seminars
- Philosophical Chairs
- Webquest
- “I am” poems
## UNIT 1: Course Introduction and Philosophical Foundations

**Timeline:** 3 Weeks

**Enduring Concept:** The foundation of our government was influenced by numerous philosophical ideologies and governments

### Grade Level Expectations (GLE):

**Civics:**
1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies
2. Purposes of and limitations on the foundations, structures and functions of government
3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government

**Economics:**
1. Economic policies impact markets

### Inquiry Question(s): (From the standards document):

- **Civics GLE (1)**
  1. Why should you participate in government?
- **Civics GLE (2)**
  1. Why is it necessary to have limitations on freedom?
  2. In a democracy, whose responsibility is it to make changes?
  3. What would life be like without government?
  4. When do people have the right to revolution?
  5. How did classical republics utilize civic participation and view the rights and responsibilities of citizens?
  6. How did the view of government change during the renaissance, reformation, and enlightenment?
- **Civics GLE (3)**
  1. What are the similarities and differences between various types of government

### Assessments

**Performance Tasks:**
- Brochure comparing philosophies

**SCR:** What are the three most important foundational documents and why?

**Other Assessments**
- Students demonstrate their understanding of a social contract by creating one for their class.
- Philosopher trading cards/frame (potential templates attached)
- Write a persuasive essay recommending a new type of government to a newly formed country

### Evidence Outcomes

**Civics GLE (1), Evidence Outcome(s):**
- Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities

**Civics GLE (2), Evidence Outcome(s):**
- Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents
  - **a.** Compare and contrast how classical republicans and natural rights philosophers viewed the function of government and the role of citizens

**Civics GLE (2), Evidence Outcome(s):**
- Compare and contrast various types of government

**Economics GLE (3), Evidence Outcome(s):**
- Analyze the role of government within different economies. Topics to include but not limited to command socialism, communism, and market capitalism
In this unit students will learn why government is necessary and how to live in a free society. Students will come together to form a social contract with freedoms they will enjoy as well as reasonable limitations on those freedoms. After creating a social contract students will learn about the philosophical foundations of our country and why the colonists believed they had the right to Revolution.

- Students will watch the American Promise: parts 1-4 videos and answer questions about why there must be reasonable limitations on freedom and that it is our responsibility to make our society better in a democracy. While students watch the film they will fill out the video guide American Promise: Freedom_Limits_Responsibility (Video Guide)


- Socratic Seminar (AVID Social Studies Path 1) - Suggested Questions: Is it necessary for everyone to participate in a democracy? Why is it important to have limitations on freedom? Can limits go too far? Why? Do you ever have a responsibility to tell on a friend? If so, when? Why is compromise essential in a democracy? Why were so many young Inupiat committing suicide? What caused them to stop killing themselves? What are some issues in your school or community that need to be fixed?

- Students create a classroom social contract. Students individually write down 5 freedoms and 5 reasonable limitations on those freedoms (This can be especially challenging for students because they have never had any real power in their lives and will be unaccustomed to thinking this way. Having them focus on freedoms that will help them be successful as learners is a good way to guide their thinking). They will then form groups to agree on the 5 freedoms they would like to have in the class. The teacher will then have each group share out the freedoms they came up with as a group. The 5 most popular, combined with the 5 most popular from the other classes will become the 5 freedoms; students must also come up with 5 reasonable limitations on the freedoms they have created. The teacher should write up the contract sign it and have all students sign it as well, then provide a copy to all students (Students need to experience having an impact on the freedom they enjoy; if they don’t take the responsibility to participate their voice won’t be heard...this is a nice opportunity to discuss this with students who are reluctant to participate).

- Locke’s Island activity: Have students read the first page and answer the questions individually. Have students break into groups and discuss their answers with each other. After they have had time to discuss, hand them the Island Activity in which they are placed in a state of nature (you may have to further explain the directions. It is sometimes helpful to imagine if every student in the school was shipped off to a deserted island with no adults and then answer the questions). Make sure students are clear that they need to fully explain and give support to their answer in complete sentences (You may want to use a cooperative learning strategy group member 1 reader, 2 first responder, 3 second responder, 4 recorder - have students switch roles after each question is answered. Have students compare their answers to those of John Locke (We the People, pgs 3 and 4).

- Natural Rights Philosophers v. Classical Republicans: Have students use the attached Venn diagram to see the similarities and differences between the Natural Rights Philosophers and the Classical Republicans. Instructional suggestion - put students into pairs to do the activity. Have students use a reciprocal reading strategy of breaking the readings into smaller chunks. Have one student read a small portion and then the other student can summarize.

- Comparing the rights that we still enjoy today with the following social contracts: Magna Carta, English Bill of Rights and English Petition of Right. Provide groups of students with all of the important documents were part of the history and experiences of English people. Students will then read the American’s US History book pages ___. Students need to make the connection that it wasn’t just that the colonists felt that the acts were wrong, but, more importantly; they believed that their government was violating their social contract.

- Evolution of Democratic Ideals Jigsaw using Primary documents: Using key documents and eras have students document how democratic ideals have evolved over time. Documents and eras to include: English Bill of Rights, English Petition of Rights, Mayflower Compact, Magna Carta, Renaissance, Reformation, Enlightenment, Virginia Declaration of Rights, Massachusetts Body of Liberties, Colonial Constitutions.

- Complete the “Day in the Life” webquest activity http://congress.indiana.edu/interactive-learning-modules

- Forms of government (as other options), Dictator v. democracy (direct and representative), Unitary v. Confederation v. Federalism, Resource: Video- http://www.youtube.com/watch?v=8cq8HZLfdv4; RDA- What are federalism and the separation of powers? (LINK TO VIDEO), Federalism DBQ (Link)

Resources: We the People, Promethean Board or LCD, English Bill of Rights, English Petition of Rights, Mayflower Compact
# UNIT 2: Forms of Government/Colonial Experience/Creation of Constitution (Framework)

## Timeline
3 Weeks

## Grade Level Expectations (GLE):

### Civics:
1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies
2. Purposes of and limitations on the foundations, structures and functions of government

### Inquiry Question(s): (From the standards document):

- **Civics GLE (1)**
  1. How do people resolve differences while remaining respectful of multiple perspectives?

- **Civics GLE (2)**
  1. What are the most important democratic ideals and practices?
  2. How does government best protect individual rights and the rights of minorities, yet have the majority rule?
  3. What would United States government look like with no checks and balances or another mix of those limitations?

## Assessments

### Performance Tasks:
- Unit Test
- SCR: Identify and describe five of the most serious weaknesses of the Articles of Confederation? Which one was the greatest weakness and why?

### Other Assessments
- Framers picture frame assignment
- Quiz on Constitutional Convention
- Quiz on Federalists vs Anti-Federalists
- Checks and balances DBQ Workbook

### Evidence Outcomes

#### Civics GLE (1), Evidence Outcome(s):
- a. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy
- b. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices as discussed by the Federalists and Anti-Federalists

#### Civics GLE (2), Evidence Outcome(s):
- a. Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents
- b. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities balances or another mix of those limitations?
- c. Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights.
- d. Identify the structure, function, and roles of members of government and their relationship to democratic values as argued by the Federalists and Anti-Federalists

## Instruction (Embed 21st Century Skills)

- Colonial experience- focus on violation of social contract
- Declaration of Independence: what it says re: government and violations of social contract
- Articles of Confederation (LINK: Articles of Confederation Activity) focus on: Powers of State and Powers of National government under Articles, Successes and Weaknesses of the Articles, and Shays Rebellion
- Constitutional Convention: Focus on: Plans, compromises between big-small states and north-south states, and Division of power—House v. Senate and

## Vocabulary:
- Natural Rights, Social Contract, Federalism, Declaration of Independence, framers, federalists, anti-federalists, representative government, Articles of Confederation, Constitutional Confederation, Virginia plan, New Jersey Plan, Connecticut compromise, Shay’s rebellion, Checks and balances, limited government, supremacy clause, House of Representatives, Senate, Executive, Judicial, President, Legislative, Supreme Court, Federalist Papers,
State v. National with different purposes and powers; supremacy clause

- Preamble: 6 purposes of the government as outlined in preamble. Barney Fife Preamble Video: [http://www.youtube.com/watch?v=oBuPQgV8yBM](http://www.youtube.com/watch?v=oBuPQgV8yBM)
- Federalists v. Anti-Federalists - jigsaw of views on key ideas; “Who Said” Activity

Resources:
- Annenberg video “Key Constitutional Concepts: Creating the Constitution”
- Video: Key Constitutional Concepts: Checks and Balances

Big-Small State Issue- Red We the People book p. 115


Old Brown We the People Teacher Guide Comparison and Summary of Key Ideas of Federalist and Anti-Federalist ideas

Old Brown We the People Teacher Guide Chart of Articles of Confederation

Federalists 10 DBQ (LINK)

We the People Books- Brown book p. 56-59; Red book Lesson 11

Liberty Series video- “Are We to be a Nation”
## UNIT 3: Political Behavior, Parties, and Media

**Timeline**: 1 Week

**Enduring Concept**: Citizens are the essential piece of the democratic puzzle and are linked to the government through various institutions.

### Grade Level Expectations (GLE):

**Civics**:
1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies
2. Purposes of and limitations on the foundations, structures and functions of government

### Inquiry Question(s): (From the standards document):

**Civics GLE (1)**
1. What is the meaning of civic participation in a democratic republic?
2. How do citizens act as a check on government?
3. What strategies can citizens use most effectively to influence public policy?
4. How do people resolve differences while remaining respectful of multiple perspectives?
5. Why should you participate in government?
6. What factors influence why and how citizens vote?
7. How does the mass media function as the gate keeper, score keeper, and watchdog of government?

**Civics GLE (2)**
1. What are the most important democratic ideals and practices?
2. How does government best protect individual rights and the rights of minorities, yet have the majority rule?
3. How do political parties work in the United States’ democratic society?

### Vocabulary:
- political socialization,
- political participation,
- liberal,
- democrat,
- conservative,
- republican,
- moderate,
- minor parties,
- civil disobedience,
- methods of participation,
- mass media,
- gatekeeper,
- watchdog,
- scorekeeper,
- ideology,

### Assessments

**Performance Tasks**:
- Galileo Midterm
- Tri-fold brochure on civic participation and participation in school events

**Other Assessments**
- Predict upcoming elections based on demographic traits of each Congressional district by color coding Colorado Congressional District map.
- Have students write a Congressman about a major issue.

**Evidence Outcomes**

**Civics GLE (1), Evidence Outcome(s):**

- a. Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities
- b. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices
- c. Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government
- d. Critique various media sources for accuracy and perspective

**Civics GLE (2), Evidence Outcome(s):**

- a. Analyze and explain the importance of the principles of democracy and the inherent competition among values as expressed civic participation. Values to include but not be limited to individual rights and common good, minorities vs. group rights, and rights and responsibilities of citizens
- b. Use media literacy skills to locate multiple valid sources of
information regarding the foundations, structures, and functions of government

Civics GLE (3), Evidence Outcome(s):
   a. Discuss multiple perspectives on local issues and options for participating in civic life
   b. Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies
   c. Explain the media’s role in monitoring government actions and citizens role in influencing public policy through civic participation

Instruction (Embed 21st Century Skills)

Essential Content:

- **Behavior**
  - Factors that influence voting decisions
    - Ed., SES, parents...
    - Media’s influence
      - Activity: Examine media bias by looking at the same story in 5 new sources. Students should identify the bias of each story and could identify where the source is liberal or conservative leaning.
  - Qualifications to vote
  - How to participate
    - voting, hold office, petition, protest and civil disobedience

- **Parties**
  - Conservative v. liberal
    - Role of minor parties
    - Activity: Ideology Quiz

Resources:

- Conservative vs. Liberal beliefs document
- Media Bias Article
### UNIT 4: Institutions - Legislative Branch

**Timeline:** 2 Weeks

**Enduring Concept:** The powers of Congress are numerous and varied.

**Grade Level Expectations (GLE):**

**Civics:**
1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies
2. Purposes of and limitations on the foundations, structures and functions of government

**Vocabulary:**
- override, direct election, filibuster, veto, bill, law, committee, conference committee, appointment, redistricting, gerrymandering, party whip, senate pro tempore, ex post facto laws, bills of attainder, habeas corpus, senator, representative, commerce power, impeachment, necessary and proper clause, pork barrel, Speaker of House, majority leader, minority leader

**Inquiry Question(s):** (From the standards document):

- **Civics GLE (1)**
  1. How does the Legislative branch check power of the other two branches

- **Civics GLE (2)**
  1. What are the most important democratic ideals and practices?
  2. How does government best protect individual rights and the rights of minorities, yet have the majority rule?
  3. What would United States government look like with no checks and balances or another mix of those limitations?
  4. Does Congress have the power to adequately check the other branches?
  5. What are the powers and limitations of Congress?
  6. How does Congress create laws?
  7. What are the differences between the House and the Senate and what are the significances of these differences?

**Assessments**

- **Performance Tasks:**
  - Unit Test
  - SCR: Identify three different powers of Congress and discuss how you would like Congress to use these powers to positively influence your life.

**Other Assessments**

- Visual representation of how a bill to law (ex. Building a sub sandwich)
- Mock Congress
- Create a Help Wanted/Job description for a Congressman
- Origination chart of Congressional leadership
- Web quest
- Congressional Research Service Simulation: analyze proper legislator

**Evidence Outcomes**

- **Civics GLE (1), Evidence Outcome(s):**
  1. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy
  2. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices

- **Civics GLE (2), Evidence Outcome(s):**
  1. Identify the structure, function, and roles of members of government and their relationship to democratic values
  2. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities

**Instruction (Embed 21st Century Skills)**

- **Essential Content:**
  - Powers
    - Shared and reserved -- Be sure to delineate which are House only and Senate only powers!
    - Denied powers: Ex post facto, bill of attainder, habeas corpus,
    - Include checks on branches
  - Qualifications and Length of term
  - Leadership
- How elected
- pork barrel
- Bill to Law (LINK: Bill to Law Road Map)
  - Include override, filibuster

Resources:
- School House Rocks - 3 Ring Government [http://www.youtube.com/watch?v=X5i2KFENjS8](http://www.youtube.com/watch?v=X5i2KFENjS8)
- School House Rock Video [http://www.youtube.com/watch?v=mEJL2Uuv-oQ](http://www.youtube.com/watch?v=mEJL2Uuv-oQ)
<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE):</th>
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<tbody>
<tr>
<td>Civics:</td>
<td><strong>Enduring Concept:</strong> As the figurehead of our government, the president has many formal and informal powers.</td>
</tr>
<tr>
<td>1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies</td>
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<td>2. Purposes of and limitations on the foundations, structures and functions of government</td>
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<tr>
<td>3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government</td>
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<th>Inquiry Question(s): (From the standards document):</th>
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<tr>
<td>Civics GLE (1)</td>
<td><strong>Evidence Outcome(s):</strong></td>
</tr>
<tr>
<td>1. How does the president act as a check on government?</td>
<td></td>
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<tr>
<td>Civics GLE (2)</td>
<td><strong>Evidence Outcome(s):</strong></td>
</tr>
<tr>
<td>1. What are the formal and informal powers of the president?</td>
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<tr>
<td>2. What are examples of the president using his powers over time?</td>
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<td>3. What is the path of presidential election from candidate to nominee?</td>
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<tr>
<td>Civics GLE (3)</td>
<td><strong>Evidence Outcome(s):</strong></td>
</tr>
<tr>
<td>1. How does the president utilize his powers when dealing with foreign nations?</td>
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<table>
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<tr>
<th>Vocabulary:</th>
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<tbody>
<tr>
<td>Chief Diplomat, Chief Legislative, Commander in Chief, Chief of Party, Chief Citizen, Chief of State, Chief Administrator, War Powers Act, State of Union, Popular vote, Electoral College, Veto, Spoils system, Patronage/civil service, independent agency “ex. NASA”, regulatory agency, “ex. FED”, Government corporation “ex. Post Office”, Executive/cabinet departments, Presidential secession, Bureaucracy, red tape, waste, Pathologies, Conflict, Duplicity, Winner take all system, proportional system, primary, caucus, national convention, platform, candidate, cabinet, key note address, natural born</td>
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<tr>
<th>Assessments</th>
<th>Evidence Outcomes</th>
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<tr>
<td>Performance Tasks:</td>
<td><strong>Civics GLE (1), Evidence Outcome(s):</strong></td>
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<tr>
<td>Presidential Roadmap Assessment</td>
<td></td>
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<tr>
<td>Other Assessments</td>
<td><strong>Civics GLE (2), Evidence Outcome(s):</strong></td>
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<tr>
<td>Political Cartoon SCR (p.327 in Pearson’s American Government)</td>
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<tr>
<td>Electoral College Map Activity w/ SCR</td>
<td><strong>Civics GLE (3), Evidence Outcome(s):</strong></td>
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<tr>
<td>Bureaucracy Pathology Webactivity</td>
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<tr>
<td>Instruction (Embed 21st Century Skills)</td>
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<tr>
<td>Presidential Hat Activity: Have students create a graphic organizer to demonstrate the “hats” or powers the President has and how he uses them.</td>
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<td>Move to a discussion of different actions and have students discuss what power (“hat”) was used and how.</td>
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<td>Eleanor Roosevelt Socratic Seminar on reading re: Woman President</td>
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<td>Powers and Duties</td>
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<td>Include checks on other branches</td>
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<tr>
<td>Length of term and Qualifications</td>
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<td>Line of succession- 25th Am.</td>
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<tr>
<td>Primary/Caucus/National Convention System</td>
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<tr>
<td>Electoral College Activity and SCR</td>
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<tr>
<td>State of Union</td>
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</table>
For Bureaucracy

- Purpose of
- Types - independent regulatory commissions, cabinet departments, government corp (like TVA, Post Office), independent executive agencies (like NASA)
- Pathologies: Red tape, duplicity, waste, conflict

Resources:
Electoral College: http://www.youtube.com/watch?v=ok_VQ8l7g6l&feature=related
Bureaucracy.pdf (scan from Peterson book)
Annenberg Video
President Video (Emily!!!)
<table>
<thead>
<tr>
<th>UNIT 6: Institutions-Judicial Branch and Civil Liberties</th>
<th>Timeline 2 Weeks</th>
<th><strong>Enduring Concept:</strong> While the Constitution guarantees rights and freedoms for all people, the judicial branch has the responsibility of determining the extent to which these rights are protected or limited.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level Expectations (GLE):</strong></td>
<td>Civics:</td>
<td><strong>Vocabulary:</strong></td>
</tr>
<tr>
<td>1. Purposes of and limitations on the foundations, structures and functions of government</td>
<td><em>jurisdiction, plaintiff/respondent, defendant,</em></td>
<td><em>writ of certiorari, Supreme Court, majority opinion, concurring opinion, dissenting opinion, justice, nomination, appointment, confirmation, civil liberties, judicial review, due process, establishment clause, free exercise clause, Bill of Rights, double jeopardy, search warrant, probable cause, exclusionary rule, petition, reserved powers, appellate courts, original jurisdiction, appellate jurisdiction, state courts, federal courts,</em></td>
</tr>
<tr>
<td>2. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government</td>
<td><em>Civil Liberty Project</em></td>
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<tr>
<td><strong>Inquiry Question(s): (From the standards document):</strong></td>
<td>Civics GLE (2)</td>
<td></td>
</tr>
<tr>
<td>1. What are the most important democratic ideals and practices?</td>
<td>1. Identify the structure, function, and roles of members of government and their relationship to democratic values</td>
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<td>2. What would society look like if several landmark court cases had been decided differently?</td>
<td>2. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities</td>
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<td>3. How does government best protect individual rights and the rights of minorities, yet have the majority rule?</td>
<td>3. Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights</td>
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<tr>
<td>4. What would United States government look like with no checks and balances or another mix of those limitations?</td>
<td>4. Analyze how court decisions have helped to preserve, develop, and interpret the rights and ideals of the American system of government</td>
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<td>5. Evaluate the effectiveness of our justice system in protecting life, liberty, and property</td>
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<tr>
<td><strong>Assessments</strong></td>
<td><strong>Evidence Outcomes</strong></td>
<td></td>
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<tr>
<td>Civil Liberties Project</td>
<td><strong>Civics GLE (2), Evidence Outcome(s):</strong></td>
<td></td>
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<tr>
<td><strong>Other Assessments</strong></td>
<td>a. Identify the structure, function, and roles of members of government and their relationship to democratic values</td>
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<tr>
<td><strong>Pro Se Court</strong></td>
<td>b. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities</td>
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<tr>
<td>Life Without Bill of Rights Story Assessment</td>
<td>c. Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights</td>
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<td>d. Analyze how court decisions have helped to preserve, develop, and interpret the rights and ideals of the American system of government</td>
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<td>e. Evaluate the effectiveness of our justice system in protecting life, liberty, and property</td>
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<tr>
<td><strong>Essential Content: Judicial Branch (Article III)</strong></td>
<td><strong>Instruction (Embed 21st Century Skills)</strong></td>
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<tr>
<td>Qualifications and length of term</td>
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<td>Case to SC through Writ of cert</td>
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<tr>
<td>Marbury v. Madison</td>
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<tr>
<td>Amendment process</td>
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<tr>
<td>Bill of Rights—focus on rights and liberties using court cases to support--- the cases listed are examples of cases that could be utilized to discuss these topics—please select cases you feel are the best for each right</td>
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<tr>
<td>General resources</td>
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</tbody>
</table>

Incorporation - Gitlow v. NY (1925)

1st: PAPeRS

Speech

*Types of and limits on Cases*


Assembly: NAACP v. Alabama, Black

Religion


4th - search and seizure - security of person and property


Right of the accused - 5, 6, 14


8th - cruel and unusual, excessive fine


14th -


Affirmative Action

*Adarand Constructors v. Pena; Regents of University of Ca v. Bakke, Gratz v. Bollinger, Grutter v. Bollinger*

Resources:
<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE):</th>
<th>Vocabulary:</th>
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</thead>
<tbody>
<tr>
<td>Civics:</td>
<td>Monetary policy, fiscal policy, domestic policy, foreign policy, agenda building, policy formulation, policy adoption, policy implementation, policy evaluation, federal reserve system, Keynesian Economics, deficit, debt, budget deficit, import, export, taxes, entitlements, diplomacy, economic aid, technical assistance, national security policy, nuclear proliferation, war powers,</td>
</tr>
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<td>Grade Level Expectations (GLE):</td>
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<td>Civics:</td>
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<td>2. Analyze public policy - domestic and foreign - is developed at the local, state, and national levels and how policy-making occurs in other forms of government</td>
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<tr>
<td>Economics:</td>
<td></td>
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<tr>
<td>3. Economic policies impact markets</td>
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</tbody>
</table>

**Inquiry Question(s):** (From the standards document):

**Civics GLE (2)**

1. How does domestic policy affect foreign policy?
2. How does a government make foreign policy and can individuals influence policy?
3. What are possible motivations underlying foreign policy decisions?

**Civics GLE (3)**

1. What are the various roles of government?
2. How have the meanings of American ideals remained the same and changed over time?

**Economics GLE (2)**

1. What is government’s role in a market economy?
2. What is the economic impact of various monetary and fiscal policies that a government can use?
3. How would you change monetary policy?

**Evidence Outcome(s):**

**Civics GLE (1), Evidence Outcome(s):**

a. Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities

b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy

c. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices

**Civics GLE (2), Evidence Outcome(s):**

a. Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents

b. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities

**Civics GLE (3), Evidence Outcome(s):**

a. Explain how to monitor and influence public policy

b. Analyze goals and tools used by the United States in developing foreign policy
c. Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events

**Economics GLE (2), Evidence Outcome(s):**

- d. Analyze how government activities influence the economy. Topics to include but not limited to: taxation, monetary policy, and the Federal Reserve
- e. Recognize the interaction between foreign and domestic economic policies. Topics to include but not limited to: embargoes, tariffs, and subsidies
- f. Identify government activities that affect the local, state, or national economy
- g. Give examples of the role of government in a market economic system
- h. Compare and contrast monetary and fiscal policies of the United States government that are used to stabilize the economy

**Instruction (Embed 21st Century Skills)**

- Budget Simulation: [http://congress.indiana.edu/sites/default/files/modules/budget/budget.htm](http://congress.indiana.edu/sites/default/files/modules/budget/budget.htm) (Skip intro) Have students complete the “estimate” budget and then compare to the 2008 budget. Write an SCR summarizing the differences between their estimated budget and actual budget and discuss their budget priorities and decisions.

- Choices Program on Foreign Policy Options (Futures in Brief)

- Case Studies on Domestic Policy Jigsaw: Research key domestic policies and present to class. Topics could include Health Care, Welfare, Immigration, Crime Punishment, Marijuana (Legalization or medical regulation), Environmental Policy, Social Security, Energy

- Create flowchart of the policy making cycle

**Resources:**

<table>
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<tr>
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<tr>
<td><strong>Performance Tasks:</strong></td>
<td>Civics GLE (1), Evidence Outcome(s):</td>
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<tr>
<td>Simulated Congressional Hearing Final Project</td>
<td>a. Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities</td>
</tr>
<tr>
<td>Final Assessment</td>
<td>b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy</td>
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<tr>
<td></td>
<td>c. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices</td>
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<tr>
<td><strong>Other Assessments</strong></td>
<td>Civics GLE (2), Evidence Outcome(s):</td>
</tr>
<tr>
<td>Simulated Congressional Hearing Final Project student guide (optional)</td>
<td>a. Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents.</td>
</tr>
<tr>
<td>Student peer evaluation form (optional)</td>
<td>b. Identify the structure, function, and roles of members of government and their relationship</td>
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<td>c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security,</td>
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**Grade Level Expectations (GLE):**

**Civics:**
1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies
2. Purposes of and limitations on the foundations, structures and functions of government
3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government

**Inquiry Question(s):** (From the standards document):

**Civics GLE (1):**
1. What is the meaning of civic participation in a democratic republic?
2. How do citizens act as a —check— on government?
3. What strategies can citizens use most effectively to influence public policy?
4. How do people resolve differences while remaining respectful of multiple perspectives?
5. Why should you participate in government?

**Civics GLE (2):**
1. What are the most important democratic ideals and practices?
2. What would society look like if several landmark court cases had been decided differently?
3. How does government best protect individual rights and the rights of minorities, yet have the majority rule?
4. What would United States government look like with no checks and balances or another mix of those limitations?

**Civics GLE (3):**
1. How does domestic policy affect foreign policy?
2. How does a government make foreign policy and can individuals influence policy?
3. What are possible motivations underlying foreign policy decisions?

**Vocabulary:**
constitution, federal system, a confederation, federalism, is civic participation, balance of powers, common good, foreign policy, domestic policy,
<table>
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<th>Instruction (Embed 21st Century Skills)</th>
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<tr>
<td>Essential Content:</td>
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</tbody>
</table>

- individual rights and common good, and rights and responsibilities
- Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government
- Evaluate the effectiveness of our justice system in protecting life, liberty, and property government and their meaning today.

**Civics GLE (3), Evidence Outcome(s):**

- Discuss multiple perspectives on local issues and options for participating in civic life
- Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies
- Explain how to monitor and influence public policy
- Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events
- Compare and contrast how different systems of government function