



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

<p>UNIT 1: THE BEGINNING OF AMERICA</p> <p>Suggested Time Frame: Quarter 1</p>	<p>To what extent were the problems of democratic governance addressed by the Constitution?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>How does the Constitution protect the rights of individuals; what are the responsibilities of individuals as a result of these rights?</p> <ul style="list-style-type: none"> The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) <p>To what extent has the Constitution as a governing document and its' interpretation changed over time?</p> <ul style="list-style-type: none"> The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)
<p>UNIT 2: IMMIGRATION, URBANIZATION, INDUSTRIALIZATION</p> <p>Suggested Time Frame: Quarter 1</p>	<p>How has the immigrant changed America and America changed the immigrant?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>Were big business leaders “captains of industry” or “robber barons?”</p> <ul style="list-style-type: none"> The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>To what extent did industrialization serve as a catalyst for change in America (politically, socially, & economically)?</p> <ul style="list-style-type: none"> The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4) <p>Should the government play a role in business and industry?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)

<p>UNIT 3: POPULISTS & PROGRESSIVES</p> <p>Suggested Time Frame: Quarter 1</p>	<p>What were the consequences of unregulated and rapid industrialization; why?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) • The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) <p>How did individuals, interest groups and political parties influence reform?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>How was the free enterprise system redefined and reshaped by progressivism?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>How has government involvement changed over time with regard to business?</p> <ul style="list-style-type: none"> • The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>Did populism provide an effective solution?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)
<p>UNIT 4: EXPANSION, IMPERIALISM, & WORLD WAR I</p> <p>Suggested Time Frame: Quarter 2</p>	<p>What factors led the United States to abandon its traditional isolation from world affairs?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>Should the U.S. have acquired possessions overseas?</p> <ul style="list-style-type: none"> • The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) <p>What factors lead to the decision of the United States to join the Allied powers in World War I?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>To what extent did the United States contribute to the outcome of World War I?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>To what extent does World War I lead to American isolationism?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)

	<p>What were the impacts of World War I at home?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) • The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)
<p>UNIT 5: ECONOMIC BOOM, BUST & NEW DEAL OF 20s & 30s</p> <p>Suggested Time Frame: Quarter 2</p>	<p>How did economic choices made in the 1920s lead to the stock market crash and the Great Depression?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) <p>How did traditional and progressive ideas clash during the 1920s and what were the outcomes of these conflicts?</p> <ul style="list-style-type: none"> • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) <p>How did changing social viewpoints cause fear amongst Americans?</p> <ul style="list-style-type: none"> • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>How did the Hoover and Roosevelt administrations respond to the crisis of the Great Depression and to what extent were their responses effective?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) • The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) <p>To what extent did the New Deal mark a fundamental change in the role of government?</p> <ul style="list-style-type: none"> • The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>To what extent were the ideas of a work ethic, pride, individualism, and self-reliance challenged during the Great Depression?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)
<p>UNIT 6: WORLD WAR 2</p> <p>Suggested Time Frame: Quarter 3</p>	<p>To what extent does World War I lead to World War II?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>How does choices made by the United States during the 1930s impact the events leading up to World War II?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)

	<p>In what way should the role of government change during a time of war?</p> <ul style="list-style-type: none"> • The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>How important was the home front to victory in World War II?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>In regard to American military tactics/strategies utilized during World War II, to what extent did the ends justify the means?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4)
<p>UNIT 7: FOUNDATIONS OF THE COLD WAR</p> <p>Suggested Time Frame: Quarter 3</p>	<p>What factors in the wartime relationship between the United States and Soviet Union lead to the Cold War?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>Was the Cold War inevitable?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4) <p>How did the potential spread of communism influence government actions at home and abroad during the Cold War?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)
<p>UNIT 8: POST WAR SOCIAL & CULTURAL CHANGES</p> <p>Suggested Time Frame: Quarter 3/Quarter 4</p>	<p>Can the actions of one citizen bring about change in social policy?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>Under what circumstances, if any, is civil disobedience justified?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) <p>What factors contributed to the social, political, and economic movements of Post-War America?</p> <ul style="list-style-type: none"> • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

	<p>To what extent did the “Great Society” programs fulfill their promises?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) • The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3)
<p>UNIT 9: COLD WAR & BEYOND</p> <p>Suggested Time Frame: Quarter 4</p>	<p>How did American policy on Vietnam evolve?</p> <ul style="list-style-type: none"> • The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>What impact did the Vietnam War have on U.S. foreign policy?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>Should Nixon have resigned the presidency?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) <p>To what extent did Reagan’s economic policies strengthen or weaken US economy?</p> <ul style="list-style-type: none"> • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>Is secrecy more important than the public’s right to know?</p> <ul style="list-style-type: none"> • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>Was the Cold War inevitable (revisit question from Unit 7)?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)
<p>UNIT 10: AMERICA TODAY</p> <p>Suggest Time Frame: Quarter 4</p>	<p>To what extent and when is it the United States’ responsibility to intervene in other nations’ affairs and issues?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) • The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4) <p>Can global terrorism be stopped?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4) • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) • The student will use his/her understanding of continuity and change to construct a model for contemporary reform (4.4)

To what extent would the Founding Fathers recognize the America they created in America today?

- The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)

What social, political, and environmental problems do people living in America face and/or have the potential to face in the 21st century; why?

- The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

To what extent does the Constitution influence the rights, responsibilities and lives of American citizens today?

- The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)
- The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)