
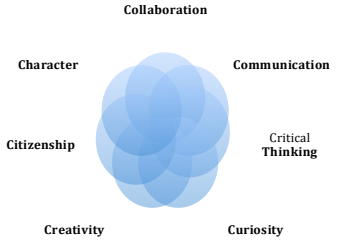


Content Area: Social Studies	Course: AP US History	Grade Level: 10/11
	R14 The Seven Cs of Learning 	
Unit Titles	Length of Unit	
Period 1: 1491-1607 Pre-Contact Americas and Mercantilism	1-2 weeks	
Period 2: 1607-1754 Colonial Period	2-3 weeks	
Period 3: 1754-1800 Revolutionary Era and the Constitution	2-3 weeks	

Unit Titles	Length of Unit
Period 4: 1800-1848 Market Revolution and Age of Common Man	3-4 weeks
Period 5: 1844-1877 Civil War and Reconstruction	2-3 weeks
Period 6: 1865-1898 The Gilded Age	4-5 weeks
Period 7: 1898-1945 Reform and War	5-6 weeks
Period 8: 1945-1980 The Cold War and Liberalism	4-5 weeks
Period 9: 1980-Present Globalization and Conservatism	2-3 weeks



Strands	Course Level Expectations
<ul style="list-style-type: none"> American and National Identity (NAT) 	This theme focuses on how and why definitions of American and national identity and values have developed, as well as related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
<ul style="list-style-type: none"> Politics and Power (POL) 	This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.
<ul style="list-style-type: none"> Work, Exchange, and Technology (WXT) 	This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.
<ul style="list-style-type: none"> Culture and Society (CUL) 	This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history
<ul style="list-style-type: none"> Migration and Settlement (MIG) 	This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.
<ul style="list-style-type: none"> Geography and the Environment (GEO) 	This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.
<ul style="list-style-type: none"> America in the World (WOR) 	This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.

Unit Title	Period 1: 1491-1607 Pre-Contact Americas and Mercantilism	Length of Unit	1-2 weeks
Inquiry Questions (Engaging & Debatable)	Module 1: Course Introduction What is history? In what ways do we organize history to study and understand it? How do theories of history change over time and why? Module 2 American Foundations in the Atlantic World What Cultural traits distinguish one people from another? How does climate and geography influence the way of life of a society? What are the bases of clash and cooperation between different cultures? Why did Europeans come to dominate large groups of natives soon after contact?		
Standards*	Learning Objectives: American and National Identity (NAT), Politics and Power (POL), Work, Exchange and Technology (WXT), Culture and Society (CUL), Migration and Settlement (MIG), Geography and the Environment (GEO), America in the World (WOR) WXT 1.0, 2.0, 3.0, CUL 1.0, 3.0, 4.0, MIG 1.0, 2.0, GEO 1.0, WOR 1.0		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Historical Thinking • American Foundations in the Atlantic World 		
Key Vocabulary	Mercantilism, Colonialism, Columbian Exchange, Diffusion, Protestant Reformation, encomienda, Confederacy		

*Standards based on College Board's Advanced Placement standards

For more information visit: <https://ap.collegeboard.org/>

Unit Title	Period 1: 1491-1607 Pre-Contact Americas and Mercantilism	Length of Unit	1-2 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Key Concept 1.1 — As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments. ● Key Concept 1.2 — Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean. 	<ul style="list-style-type: none"> ● Analyze Historical Sources and Evidence <ul style="list-style-type: none"> ○ Analyzing Evidence: Content and Sourcing ○ Interpretation ● Make Historical Connections <ul style="list-style-type: none"> ○ Comparison ○ Contextualization ○ Synthesis ● Chronological Reasoning <ul style="list-style-type: none"> ○ Causation ○ Patterns of Continuity and Change over Time ○ Periodization ● Creating and Supporting a Historical Argument <ul style="list-style-type: none"> ○ Argumentation

Assessments:	Performance Based Assessments, Document Based Writing, Practice Advanced Placed Assessments
Teacher Resources:	Brinkley, Alan. The Unfinished Nation: A Concise History of the American People 7 th ed., New York, New York: McGraw- Hill Companies, Inc., 2014. Kennedy, David and Bailey, Thomas. The American Spirit: United States History as Seen by Contemporaries 10 th ed., New York: Houghton Mifflin Company, 2002. Major Problems in US History, Volume I and II, The Choices Program

Unit Title	Period 2: 1607-1754: Colonial Period	Length of Unit	2-3 weeks
Inquiry Questions (Engaging & Debatable)	<p>Mod 1 : Colonial South How does the presence of widely available land affect the social and political practices of Europeans? Is tolerance a product of idealism or pragmatism? What serves as the basis for stability in civil society? Did racism produce slavery or did slavery produce racism?</p> <p>Mod 2: Colonial North How does the presence of widely available land affect the social and political practices of Europeans? How do different utopian missions, climates, produce different results? Is tolerance a product of idealism or pragmatism? What serves as the basis for stability in civil society? How does religion influence relations between ethnic and racial groups?</p> <p>Mod 3: Becoming American Where did the idea of a separate American identity, distinct from a British one, develop? How does the presence of widely available land affect the social and political practices of Europeans?</p>		
Standards	<p>Learning Objectives: American and National Identity (NAT), Politics and Power (POL), Work, Exchange and Technology (WXT), Culture and Society (CUL), Migration and Settlement (MIG), Geography and the Environment (GEO), America in the World (WOR) NAT 1.0, POL 1.0, WXT 1.0, 2.0, CUL 1.0, 2.0, 3.0, 4.0, MIG 1.0, 2.0, GEO 1.0, WOR 1.0</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Colonial South • Colonial North • Becoming American 		
Key Vocabulary	Great Awakening, Proprietary colony, Royal colony, Charter colony, democracy, republic		

Unit Title	Period 2: 1607-1754: Colonial Period	Length of Unit	2-3 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Key Concept 2.1 — Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources. ● Key Concept 2.2 — The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control. 	<ul style="list-style-type: none"> ● Analyze Historical Sources and Evidence <ul style="list-style-type: none"> ○ Analyzing Evidence: Content and Sourcing ○ Interpretation ● Make Historical Connections <ul style="list-style-type: none"> ○ Comparison ○ Contextualization ○ Synthesis ● Chronological Reasoning <ul style="list-style-type: none"> ○ Causation ○ Patterns of Continuity and Change over Time ○ Periodization ● Creating and Supporting a Historical Argument <ul style="list-style-type: none"> ○ Argumentation

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Unit Title	Period 3: 1754-1800: Revolutionary Era and the Constitution	Length of Unit	2-3 weeks
Inquiry Questions (Engaging & Debatable)	<p>Mod 1: Causes of the American Revolution Should the birth of the United States be seen as the creation of a new society or an extension of British society? Was British taxation between 1763 and 1774 justified or tyrannical? Were the Sons of Liberty terrorists? How does geography, economy, and demographics change the application and interpretation of ideas? What is more important Liberty or Security?</p> <p>Mod. 2: The American Revolution How can a militarily inferior force defeat a superior one? What is the role of morale in warfare? Was the Continental Army the first modern army?</p> <p>Mod 3: Confederation, Constitution, and the Federalist Era Should the birth of the United States be seen as the creation of a new society or an extension of British society? How does geography, economy, and demographics change the application and interpretation of ideas? What is more important Liberty or Security?</p>		
Standards	<p>Learning Objectives: American and National Identity (NAT), Politics and Power (POL), Work, Exchange and Technology (WXT), Culture and Society (CUL), Migration and Settlement (MIG), Geography and the Environment (GEO), America in the World (WOR) NAT 1.0, 2.0, 3.0, POL 1.0, 2.0, 3.0, WXT 1.0, 2.0, CUL 1.0, 2.0, 3.0, 4.0, MIG 1.0, 2.0, GEO 1.0, WOR 1.0, 2.0</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Causes of the American Revolution • The American Revolution • Confederate, Constitution, and the Federalist Era 		
Key Vocabulary	Magna Carta, Bill of Rights, Balance of Powers, Federalism, Monarchy, Aristocracy, Egalitarian, Sovereignty		

Unit Title	Period 3: 1754-1800: Revolutionary Era and the Constitution	Length of Unit	2-3 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Key Concept 3.1 — British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War. ● Key Concept 3.2 — The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government. ● Key Concept 3.3 — Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations. 	<ul style="list-style-type: none"> ● Analyze Historical Sources and Evidence <ul style="list-style-type: none"> ○ Analyzing Evidence: Content and Sourcing ○ Interpretation ● Make Historical Connections <ul style="list-style-type: none"> ○ Comparison ○ Contextualization ○ Synthesis ● Chronological Reasoning <ul style="list-style-type: none"> ○ Causation ○ Patterns of Continuity and Change over Time ○ Periodization ● Creating and Supporting a Historical Argument <ul style="list-style-type: none"> ○ Argumentation

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Teacher Resources:	Brinkley, Alan. The Unfinished Nation: A Concise History of the American People 7 th ed., New York, New York: McGraw- Hill Companies, Inc., 2014. Kennedy, David and Bailey, Thomas. The American Spirit: United States History as Seen by Contemporaries 10 th ed., New York: Houghton Mifflin Company, 2002., Major Problems in US History, Volume I and II, and The Choices Program

Unit Title	Period 4: 1800-1848: Market Revolution and Age of Common Man	Length of Unit	3-4 weeks
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Inquiry Questions (Engaging & Debatable)	<p>Mod 1: Jeffersonian Era How do institutions within the United States balance change and continuity? Was the election of the Republican Party a revolution or an evolution of existing national political structures under the Federalists? What makes one group more entitled to control a territory than others who might claim it?</p> <p>Mod 2: The War of 1812 and Era of Good Feelings Does the system created by the Constitution more able to deal with crisis than that of the Articles of Confederation? Can one political party comprehend the social, cultural, ethnic, and political diversity of the United States? Does Slavery pose a threat to national unity without the prospect of its westward expansion?</p> <p>Mod 3: The National Market What turns a collection of local economies into an interconnected national market? What role did Slavery play in the creation of the American economy? How did Industrialization change the lives of consumers, workers, farmers? How did the Northeastern states utilize their advantages to promote industrialization? Why did the South and West fail to industrialize to the extent of the Northeast? How did government and private enterprise coordinate to build the infrastructure necessary to sustain a national economy?</p> <p>Mod 4: Andrew Jackson and the Second Party System How does a change in the electorate translate into a change in national and local politics? How can a president leverage their powers of office to gain influence over the other branches? How are political parties born? Can an individual define an era?</p> <p>Mod 5: Era of Reform How did the Antebellum South develop on such a different course socially, culturally, and politically than</p>
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	did the North and West? How does the impulse to improve society generate controversy? Who gets to define what constitutes progress? How can a group resist the dehumanization imposed by slavery?
Standards	Learning Objectives: American and National Identity (NAT), Politics and Power (POL), Work, Exchange and Technology (WXT), Culture and Society (CUL), Migration and Settlement (MIG), Geography and the Environment (GEO), America in the World (WOR) NAT 1.0, 2.0, 4.0, POL 1.0, 2.0, 3.0, WXT 1.0, 2.0, 3.0, CUL 1.0, 2.0, 3.0, 4.0, MIG 1.0, 2.0, GEO 1.0, WOR 1.0, 2.0
Unit Strands & Concepts	Jeffersonian Era The War of 1812 and Era of Good Feelings The National Market Andrew Jackson and the Second Party System Era of reform
Key Vocabulary	Common Man, Working Class, Chattel Slavery, Nullification, Checks and Balances, First Party System, Second Party System. Industrial Revolution, Consumer Revolution, American System

Unit Title	Period 4: 1800-1848: Market Revolution and Age of Common Man	Length of Unit	3-4 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Key Concept 4.1 — The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them. ● Key Concept 4.2 — Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities. ● Key Concept 4.3 — The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives. 	<ul style="list-style-type: none"> ● Analyze Historical Sources and Evidence <ul style="list-style-type: none"> ○ Analyzing Evidence: Content and Sourcing ○ Interpretation ● Make Historical Connections <ul style="list-style-type: none"> ○ Comparison ○ Contextualization ○ Synthesis ● Chronological Reasoning <ul style="list-style-type: none"> ○ Causation ○ Patterns of Continuity and Change over Time ○ Periodization ● Creating and Supporting a Historical Argument <ul style="list-style-type: none"> ○ Argumentation

Assessments:	Performance Based Assessments, Document Based Writing, Practice Advanced Placed Assessments
Teacher Resources:	Brinkley, Alan. The Unfinished Nation: A Concise History of the American People 7 th ed., New York, New York: McGraw- Hill Companies, Inc., 2014. Kennedy, David and Bailey, Thomas. The American Spirit: United States History as Seen by Contemporaries 10 th ed., New York: Houghton Mifflin Company, 2002. Major Problems in US History, Volume I and II, and The Choices Program

Unit Title	Period 5: 1844-1877: Civil War and Reconstruction	Length of Unit	2-3 weeks
Inquiry Questions (Engaging & Debatable)	<p>Mod 1: Slavery and Westward Expansion split the Nation Is either Slavery or Westward Expansion controversial in their own rights, or only when mixed? Was the Civil War inevitable? How did rapid change in northern society undermine the viability of the Whig Party? Did commitment to Manifest Destiny ultimately help or hurt the Democratic Party? Why did popular sovereignty fail? Are Abolitionists overemphasized as provocateurs of the war? What were the primary causes of the Civil War?</p> <p>Mod 2: The Civil War Why did the North win the Civil War? Was Northern victory inevitable? How did winning the war change the country? What is Total War and is it morally justifiable?</p> <p>Mod 3: Reconstructing the Union In what ways was Reconstruction successful and unsuccessful? Did the South lose the war but win the peace? Were the goals of Reconstruction practical or naïve? How did Reconstruction change American politics?</p>		
Standards	<ul style="list-style-type: none"> • Slavery and Westward Expansion split the Nation • The Civil War • Reconstructing the Union 		
Unit Strands & Concepts	<p>Learning Objectives: American and National Identity (NAT), Politics and Power (POL), Work, Exchange and Technology (WXT), Culture and Society (CUL), Migration and Settlement (MIG), Geography and the Environment (GEO), America in the World (WOR) NAT 1.0, 2.0, 3.0, 4.0, POL 1.0, 2.0, 3.0, WXT 1.0, CUL 2.0, 3.0, 4.0, MIG 1.0, 2.0, GEO 1.0, WOR 1.0, 2.0</p>		
Key Vocabulary	Market Revolution, Sectionalism, Repressible Conflict, Historiography, Constitutional Amendment, impeachment,		

Unit Title	Period 5: 1844-1877: Civil War and Reconstruction	Length of Unit	2-3 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Key Concept 5.1 — The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries. ● Key Concept 5.2 — Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war. ● Key Concept 5.3 — The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights. 	<ul style="list-style-type: none"> ● Analyze Historical Sources and Evidence <ul style="list-style-type: none"> ○ Analyzing Evidence: Content and Sourcing ○ Interpretation ● Make Historical Connections <ul style="list-style-type: none"> ○ Comparison ○ Contextualization ○ Synthesis ● Chronological Reasoning <ul style="list-style-type: none"> ○ Causation ○ Patterns of Continuity and Change over Time ○ Periodization ● Creating and Supporting a Historical Argument <ul style="list-style-type: none"> ○ Argumentation

Assessments:	Performance Based Assessments, Document Based Writing, Practice Advanced Placed Assessments
Teacher Resources:	Brinkley, Alan. The Unfinished Nation: A Concise History of the American People 7 th ed., New York, New York: McGraw- Hill Companies, Inc., 2014. Kennedy, David and Bailey, Thomas. The American Spirit: United States History as Seen by Contemporaries. 10 th ed., New York: Houghton Mifflin Company, 2002. The Choices Program.

Unit Title	Period 6: 1865-1898: The Gilded Age	Length of Unit	4-5 weeks
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Inquiry Questions (Engaging & Debatable)	<p>Module 1: Conquest of the Far West To what extent did the federal government shape Western development? To what extent did the building and completion of the transcontinental railroad and technological advances affect the migration, growth of regional ethnic identities, the economy, environment, and Native Americans? Was Western conflict rooted in a desire for cultural bias or economic hegemony? To what extent did the frontier influence the concept of American Identity? How did expansion precipitate conflict and how did the responses lead to economic and cultural changes in the US and the parties involved.</p> <p>Module 2: Industrial Supremacy What factors contributed to the rise of American industrial pre-eminence in the world? Were America's industrialists captains of industry or robber barons? In what ways did science and technology shape American economic and social institutions? How did industrialization change the relationship between labor, capital, and the government? Why did labor unions fail to gain support? Are capitalism and democracy compatible?</p> <p>Module 3: Urbanization Why do people migrate? How did immigration and technology shape the urban environment? What effects did political machines have on the people, development, and governments? Is America truly a melting pot? How did urbanization affect the cultural and social lives of different classes and people in the cities? What were the responses of middle and upper class Americans to the problems of immigration and urbanization?</p> <p>Module 4: The New South What economic, political, social, and racial factors led to the formation of the New South? How and why did the new labor system in the New South develop? What effects did the changes due to the Civil War have on the economic demographics of the South? What were the differences and similarities among reformers who advocated changes in the existing institutions? Which ones were most successful?</p> <p>Module 5: Politics in the Gilded Age What were the major social and economic problems that developed in the Gilded Age and how did the two</p>
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	<p>major parties respond to them? Why did the Populist Party develop and what influence did it have in shaping the political and economic landscape of the Gilded Age and the early twentieth century? In what ways did the election of 1896 reflect the growth of corporate power, increasing strength of the executive branch, and economic policies of the US?</p> <p>Module 6: American Culture in the Gilded Age</p> <p>How did cultural values and artistic expression change in the US in response to the Civil War and post war industrialization and urbanization? To what extent did class influence patterns of consumption? In what ways did technology and industrialization affect lifestyles and popular ideas about gender roles and American Identity?</p>
Standards	<p>Learning Objectives: American and National Identity (NAT), Politics and Power (POL), Work, Exchange and Technology (WXT), Culture and Society (CUL), Migration and Settlement (MIG), Geography and the Environment (GEO), America in the World (WOR)</p> <p>NAT 1.0, 2.0, 4.0, POL 1.0, 2.0, 3.0, WXT 1.0, 2.0, 3.0, CUL 1.0, 2.0, 3.0, 4.0, MIG 1.0, 2.0, GEO 1.0, WOR 1.0, 2.0</p>
Unit Strands & Concepts	<ul style="list-style-type: none"> ● Conquest of the Far West ● Industrial Supremacy ● Urbanization ● The New South ● Politics in the Gilded Age ● American Culture in the Gilded Age
Key Vocabulary	Populism, Urbanization, Immigration, Second Industrial Revolution, Corporations, Suffrage

Unit Title	Period 6: 1865-1898: The Gilded Age	Length of Unit	4-5 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Key Concept 6.1 — Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. ● Key Concept 6.2 — The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. ● Key Concept 6.3 — The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies. 	<ul style="list-style-type: none"> ● Analyze Historical Sources and Evidence <ul style="list-style-type: none"> ○ Analyzing Evidence: Content and Sourcing ○ Interpretation ● Make Historical Connections <ul style="list-style-type: none"> ○ Comparison ○ Contextualization ○ Synthesis ● Chronological Reasoning <ul style="list-style-type: none"> ○ Causation ○ Patterns of Continuity and Change over Time ○ Periodization ● Creating and Supporting a Historical Argument <ul style="list-style-type: none"> ○ Argumentation

Assessments:	Performance Based Assessments, Document Based Writing, Practice Advanced Placed Assessments
Teacher Resources:	Brinkley, Alan. The Unfinished Nation: A Concise History of the American People 7 th ed., New York, New York: McGraw- Hill Companies, Inc., 2014. Kennedy, David and Bailey, Thomas. The American Spirit: United States History as Seen by Contemporaries 10 th ed., New York: Houghton Mifflin Company, 2002. Major Problems in US History, Volume I and II, and The Choices Program

Unit Title	Period 7: 1898-1945: Reform and War	Length of Unit	5-6 weeks
Inquiry Questions (Engaging & Debatable)	<p>Module 1: The Progressive Era What roles did individuals and the government play in improving the lives of Americans during the Progressive Era? What influences, strategies and methods did they employ to change the government and how effective were they? When can the desire for reform become harmful to a society? What were ideological, economic, and social arguments against reform?</p> <p>Module 2: Stirrings of Imperialism & WWI To what extent did economic needs, social and religious beliefs play in the rise of American imperialism? To what extent did American uphold its democratic ideals and values during this era? Was America's involvement in WWI driven by Progressive ideals? How did WWI change the American homefront?</p> <p>Module 3: The New Era How did U.S. involvement in World War I set the stage for domestic social and political changes? How did cultural values, popular culture, and artistic expression change in the United States in the 1920s, and how did they influence social and political change? What were the causes and effects of cultural conflict in the 1920s? How did internal and international migration affect urban life, cultural developments, labor issues, and government policies in the 1920s? What were the causes of the Great Depression?</p> <p>Module 4: The Depression and the New Deal How did the Great Depression change the U.S. economy, society, politics, and culture and influence public debates about U.S. national identity in the 20th century? How and why did liberal and conservative activists critique the New Deal and pressure Franklin D. Roosevelt to change his economic and social policies?? To what extent was the New Deal successful in ending the Depression? What role should the federal government play in the lives of the American people?</p>		

	Module 5: WWII What reasons led the US to abandon its neutrality and enter WWII? How did the US involvement in WWII affect life on the homefront? How did WWII challenge existing concepts of American identity and democracy
Standards	Learning Objectives: American and National Identity (NAT), Politics and Power (POL), Work, Exchange and Technology (WXT), Culture and Society (CUL), Migration and Settlement (MIG), Geography and the Environment (GEO), America in the World (WOR) NAT 1.0, 2.0, 3.0, 4.0, POL 1.0, 2.0, 3.0, WXT 1.0, 2.0, 3.0, CUL 1.0, 2.0, 3.0, 4.0, MIG 1.0, 2.0, GEO 1.0, WOR 2.0
Unit Strands & Concepts	<ul style="list-style-type: none"> • The Progressive Era • Stirrings of Imperialism & WWI • The New Era • The Depression and New Deal • WWII
Key Vocabulary	Progressivism, Red Scare, laissez-faire, Socialism, Fascism, militarism, imperialism, super-power, American century,

Unit Title	Period 7: 1898-1945: Reform and War	Length of Unit	5-6 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Key Concept 7.1 — Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. ● Key Concept 7.2 — Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. ● Key Concept 7.3 — Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world. 	<ul style="list-style-type: none"> ● Analyze Historical Sources and Evidence <ul style="list-style-type: none"> ○ Analyzing Evidence: Content and Sourcing ○ Interpretation ● Make Historical Connections <ul style="list-style-type: none"> ○ Comparison ○ Contextualization ○ Synthesis ● Chronological Reasoning <ul style="list-style-type: none"> ○ Causation ○ Patterns of Continuity and Change over Time ○ Periodization ● Creating and Supporting a Historical Argument <ul style="list-style-type: none"> ○ Argumentation

Assessments:	Performance Based Assessments, Document Based Writing, Practice Advanced Placed Assessments
Teacher Resources:	Brinkley, Alan. The Unfinished Nation: A Concise History of the American People , 7 th ed., New York, New York: McGraw- Hill Companies, Inc., 2014. Kennedy, David and Bailey, Thomas. The American Spirit: United States History as Seen by Contemporaries . 10 th ed., New York: Houghton Mifflin Company, 2002. Major Problems in US History, Volume I and II, and The Choices Program

Unit Title	Period 8: 1945-1980: The Cold War and Liberalism	Length of Unit	4-5 weeks
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Inquiry Questions (Engaging & Debatable)	<p>Module 1: The Cold War What were the causes of the Cold War? What were the goals and policies that the US adopted and how did they affect the lifestyles of Americans? How did WWII and the Cold War change America's role on the international stage? In what ways did the Cold War challenge or change America's values and principles?</p> <p>Module 2: The Affluent Society In what ways did the end of WWII shape American culture? Why did the US economy experience such a boom in the late 1950s and early 1960s? What effect did the strong economy have on American society? What were the challenges to American conformity and middle class values, and how did the people and the government respond? Who constituted the "other America"?</p> <p>Module 3: Civil Rights What were the origins of the civil rights movement? How did the goals, strategies, and support of the movement for African American civil rights change over time? How did the civil rights movement change American politics and society?</p> <p>Module 4 Vietnam and the 1960s How did America's involvement in the Cold War influence society's perspective on American identity and role on the global stage? What were the social and political changes that resulted from the Cold War challenges in the 1960s? What effects did the Supreme Court and Great Society have on American society? What role did the Civil Rights Movement have on foreign policy, politics, and culture? In what ways was 1968 a pivotal year in American history?</p> <p>Module 5: The Crisis of Authority What effects did global affairs have on the economic, political, and social changes and tribulations of the era? How did the Watergate scandal and Vietnam contribute to the disillusionment of the 1970s? What was the "New Right" and what effect did it have on American politics?</p>
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Standards	Learning Objectives: American and National Identity (NAT), Politics and Power (POL), Work, Exchange and Technology (WXT), Culture and Society (CUL), Migration and Settlement (MIG), Geography and the Environment (GEO), America in the World (WOR) NAT 1.0, 2.0, 3.0, 4.0, POL 1.0, 2.0, 3.0, WXT 2.0, 3.0, CUL 1.0, 2.0, 3.0, 4.0, MIG 1.0, 2.0, GEO 1.0, WOR 2.0
Unit Strands & Concepts	<ul style="list-style-type: none"> ● The Cold War ● The Affluent Society ● Civil Rights ● Vietnam and the 1960s ● The Crisis of Authority
Key Vocabulary	Consensus, McCarthyism, television, Mutually Assured Destruction, Counter-Culture, Generation Gap, Credibility Gap, Passive Resistance, Identity politics, United Nations, Soft Power vs Hard Power, Proxy Wars

Unit Title	Period 8: 1945-1980: The Cold War and Liberalism	Length of Unit	4-5 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Key Concept 8.1 — The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. ● Key Concept 8.2 — New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. ● Key Concept 8.3 — Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture. 	<ul style="list-style-type: none"> ● Analyze Historical Sources and Evidence <ul style="list-style-type: none"> ○ Analyzing Evidence: Content and Sourcing ○ Interpretation ● Make Historical Connections <ul style="list-style-type: none"> ○ Comparison ○ Contextualization ○ Synthesis ● Chronological Reasoning <ul style="list-style-type: none"> ○ Causation ○ Patterns of Continuity and Change over Time ○ Periodization ● Creating and Supporting a Historical Argument <ul style="list-style-type: none"> ○ Argumentation

Assessments:	Performance Based Assessments, Document Based Writing, Practice Advanced Placed Assessments
Teacher Resources:	Brinkley, Alan. The Unfinished Nation: A Concise History of the American People 7 th ed., New York, New York: McGraw- Hill Companies, Inc., 2014. Kennedy, David and Bailey, Thomas. The American Spirit: United States History as Seen by Contemporaries 10 th ed., New York: Houghton Mifflin Company, 2002. Major Problems in US History, Volume I and II and The Choices Program

Unit Title	Period 9: 1980-Present: Globalization and Conservatism	Length of Unit	2-3 weeks
Inquiry Questions (Engaging & Debatable)	<p>Module 1: The Rise of the Conservative Movement Why did the American electorate become increasingly conservative in the 1970s and 1980s? What philosophies guided Reagan’s foreign and economic policies? In what ways were the 1980s similar to the 1920s and 1950s? To what extent did Reagan and Bush cause the downfall of the Soviet Union? Why did increasing bi-partisanship affect American politics in the 1990s and forward?</p> <p>Module 2: The Age of Globalization What factors have led to increasing globalization, and how has increasing globalization influenced U.S. society? How have demographic changes since 1980 affected U.S. culture, politics, and society? How have debates over civil rights, immigration, technology, the economy, and the environment influenced U.S. politics and culture and shaped conceptions of U.S. identity?</p>		
Standards	<p>Learning Objectives: American and National Identity (NAT), Politics and Power (POL), Work, Exchange and Technology (WXT), Culture and Society (CUL), Migration and Settlement (MIG), Geography and the Environment (GEO), America in the World (WOR) NAT 2.0, 3.0, 4.0, POL 1.0, 2.0, 3.0, WXT 1.0, 2.0, 3.0, CUL 3.0, MIG 1.0, 2.0, GEO 1.0, WOR 2.0</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • The Rise of the Conservative Movement • The Age of Globalization 		
Key Vocabulary	World Wide Web, Neo-Conservative, Values Voters, IMF, echo chambers, plural society, War on Terror		

Unit Title	Period 9: 1980-Present: Globalization and Conservatism	Length of Unit	2-3 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Key Concept 9.1 — A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades. ● Key Concept 9.2 — Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. ● Key Concept 9.3 — The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world. 	<ul style="list-style-type: none"> ● Analyze Historical Sources and Evidence <ul style="list-style-type: none"> ○ Analyzing Evidence: Content and Sourcing ○ Interpretation ● Make Historical Connections <ul style="list-style-type: none"> ○ Comparison ○ Contextualization ○ Synthesis ● Chronological Reasoning <ul style="list-style-type: none"> ○ Causation ○ Patterns of Continuity and Change over Time ○ Periodization ● Creating and Supporting a Historical Argument <ul style="list-style-type: none"> ○ Argumentation

Assessments:	Performance Based Assessments, Document Based Writing, Practice Advanced Placed Assessments
Teacher Resources:	Brinkley, Alan. The Unfinished Nation: A Concise History of the American People , 7 th ed., New York, New York: McGraw- Hill Companies, Inc., 2014. Kennedy, David and Bailey, Thomas. The American Spirit: United States History as Seen by Contemporaries . 10 th ed., New York: Houghton Mifflin Company, 2002. Major Problems in US History, Volume I and II, and The Choices Program