



School District of Marshfield

Course Syllabus

Course Name: The American Republic United States History
Length of Course: 1 Year
Credits: 1 Credit

Course Description:

The Marshfield High School American Republic course is designed for high school sophomores. The course is a survey of American history that emphasizes the development and changing nature of American society from 1850 to present.

Objectives:

- The student will be able to analyze and interpret primary and secondary source documents.
- The student will be able to understand an analytical prompt/question and create a competent and well-organized response.
- The student will be able to use historical data, audio files, visual images, film, and maps to support a position on a historical prompt/question.
- The student will be able to appreciate and understand America's political, economic, cultural, diplomatic, and social history.
- The student will be able to develop and improve writing, research, and reading skills using a variety of thinking strategies.
- The student will be able to improve critical and higher-ordered thinking skills, including analysis.

Expectations:

- Students will be required to do the bulk of the reading outside of class.
- Test both subjective and objective are usually given every three weeks.
- Additional reading assignments besides those in the textbook will be assigned periodically. Specifically, unit primary document readings will be assigned and discussed to support each major unit.
- There is an emphasis on writing and reading in this class.
- Students will complete major projects throughout the year.

Skill Targets:

- American diversity=[LT1]diversity
- Development of a unique American identity=[LT2]identity

- Evolution of American culture=[LT3]culture
- Demographic change over the course of American history=[LT4]demographic
- Economic trends and transformations=[LT5]economics
- Environmental issues=[LT6]environmental
- Development of political institutions and the components of citizenship=[LT7]politics/citizenship
- Social reform movements=[LT8]social
- The role of religion in the making of the United States and its impact in a multicultural society=[LT9]religion/multicultural
- History of slavery and its legacies in this hemisphere=[LT10]slavery/legacy
- War and diplomacy=[LT11]war/diplomacy
- Place of the United States in an increasingly global arena =[LT12]global arena
- Social Science Skills
- Analysis of Primary Documents and Critical Reading=[LT13]primary documents/critical reading
- Analytical Writing=[LT14]
- Development of oral communication, discussion and presentation skills=[LT15]verbal communication
- Interpreting maps, charts, graphs, and historical images.=[LT 16]

College and Career Readiness Learning Targets:

Main Ideas and Author's Approach:

- Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages LT 17
- Infer the main idea or purpose of straightforward paragraphs in more challenging passages LT 18
- Summarize basic events and ideas in more challenging passages LT 19
- Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages LT 20

Supporting Details:

- Locate important details in more challenging passages LT 21
- Locate and interpret minor or subtly stated details in uncomplicated passages LT 22
- Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages LT 23

Sequential, Comparative, and Cause/Effect Relationships:

- Order sequences of events in uncomplicated passages LT 24
- Understand relationships between people, ideas, and so on in uncomplicated passages LT 25
- Identify clear relationships between characters, ideas, and so on in more challenging literary narratives LT 26
- Understand implied or subtly stated cause-effect relationships in uncomplicated passages LT 27
- Identify clear cause-effect relationships in more challenging passages LT 28

Meaning of Words:

- Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages LT 29
- Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages LT 30

Generalizations and Conclusions:

- Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives LT 31
- Draw generalizations and conclusions about people, ideas, and so on in more challenging passages LT 32

Writing Standards

Expressing Judgments:

- Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt LT 33
- Show some recognition of the complexity of the issue in the prompt by
 - Acknowledging counterarguments to the writer's position
 - Providing some response to counter-arguments to the writer's position

Focusing on a topic:

- Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt LT 34
- Present a thesis that establishes focus on the topic LT 35

Developing a Position:

- Develop ideas by using some specific reasons, details, and examples LT 36

- Show some movement between general and specific ideas and examples LT 37

Organizing Ideas:

- Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas LT 38
- Use some simple and obvious, but appropriate, transitional words and phrases LT 39
- Present a discernible introduction and conclusion with a little development LT 40

Using Language:

- Show adequate use of language to communicate by LT 41
 - Correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding
 - Using appropriate vocabulary
 - Using some varied kinds of sentence structures to vary pace

Topic/Content Outline – Units and Themes:

1st Quarter - Unit 1 (17-19 Days)

Chapter 10 The Union in Peril, Chapter 11 The Civil War, and Chapter 12 Reconstruction and Its Effect

1. Chapter 10: The Union in Peril

2. Primary document

- A. Describe the growing differences between the North and South in their economies and ways of life. [L3, L5]
- B. Explain how the efforts of Clay, Webster, and Douglas produced the Compromise of 1850, and a temporary halt to talks of secession. [L7]
- C. Describe the provisions of the Fugitive Slave Law and how abolitionists and the Underground Railroad succeeded in defying the law. [L8, L10]
- D. Explain how anti-slavery leaders became role models for leaders of civil rights movements in the 20th century. [L8, L10]
- E. Identify the political parties that emerged as the North and South forged new political alliances based on the issue of slavery. [L7, L10]

- F. Explain why violence erupted in Kansas, and the impact of the Dredd Scott decision and the Lecompton Constitution on the political crisis of slavery. [L4, L10]
- G. Analyze the series of controversial events that heightened the sectional conflict that brought the nation to the brink of war. (Lincoln-Douglas debates and Harpers Ferry) [L4, L7, L10]
- H. Describe the events that led to Lincoln's election and the establishment of the Confederate States of America. [L4, L7, L10, L12]

3. Chapter 11: The Civil War

- A. Explain how the Civil War started and the short sightedness by both sides about the duration of the war. [L7, L10, L12]
- B. Identify key Northern and Southern generals and how they impacted the war with their fighting strategies. [L2, L12]
- C. Describe new technology in weapons and advancements in fighting techniques and why they led to higher casualties. [L12]
- D. Analyze keys battles of the Civil War and explain Northern and Southern strategies to win the war. [L12]
- E. Explain Lincoln's motives for issuing the Emancipation Proclamation, and how slavery became the focus of the war. [L10, L12]
- F. Describe how the Civil War impacted the North and South's economy. [L5, L12]
- G. Describe the terrible conditions the Union, Confederate, and African American soldiers endured. [L12]
- H. Analyze the key victories by the Union that led to the surrender of the Confederacy. [L12]
- I. Summarize the key economic, political, and social effects the Civil War had on America.
- J. [L5, L7, L8, L12]
- K. 1st quarter mini project: Civil War PowerPoint [L14, L15, L16, L17]

4. Chapter 12: Reconstruction and Its Effects

- A. Analyze the economic impact of the Civil War on the South. [L5, L12]
- B. Describe the challenges facing African Americans and the South after the Civil War. [L1, L3, L4, L5, L7, L8, L10]
- C. Explain Lincoln's, Johnson's, and Congressional Reconstruction policies. [L7, L5, L8]
- D. Describe how Congress and the Supreme Court failed to protect the rights of African Americans during reconstruction,

and how it delayed blacks' achievement of full civil rights. [L7, L8, L10]

- E. Explain the achievements and failures of Reconstruction. [L1, L3, L5, L7, L8, L10]
 - a. Formative Assessment: Section Quizzes
 - b. Summative Assessment: Chapter 10, 11, 12 Test

Unit 2 (10-12 Days)

Chapter 13 Changes on the Western Frontier and Chapter 14 A New Industrial Age

1. Chapter 13: Changes on the Western Frontier

2. Primary document

- A. Compare and contrast the cultures of Native Americans and white settlers and explain why white settlers moving west contributed to ending the Native American way of life. [L3, L4, L11]
- B. Identify how restrictions imposed by the government on Native Americans and the government's policy of assimilation led to negative consequences for Native Americans. [L7, L8, L9, L11]
- C. Describe the rise and fall of the cattle industry and the myth and reality of the American cowboy. [L2, L3, L5]
- D. Describe how white settlers survived on the plains and how they transformed the region into America's breadbasket despite hardships. [L2, L3, L5, L6]
- E. Chapter 14: A New Industrial Age
- F. Explain the rise and fall of the populist movement. [L7]
- G. Analyze how America's abundance of natural resources, new recovery and refining methods, and new inventions led to massive industrialization. [L5, L6]
- H. Understand how the growth and consolidation of railroads benefited the nation but also led to corruption that required government regulation. [L5, L7]
- I. Identify management and business practices that contributed to the success of business tycoons such as Andrew Carnegie and J.D. Rockefeller. [L2, L5]
- J. Examine the emergence and growth of unions and the volatile reactions of business owners and government to union strikes. [L5, L7]
 - a. Formative Assessment: Section Quizzes
 - b. Summative Assessment: Chapter 13, 14, and 15 Test

Unit 3 (13 Days)

Chapter 15 Immigrants and Urbanization and Chapter 17 The Progressive Era

1. Chapter 15: Immigrants and Urbanization
 - A. Describe the journey immigrants endured, their experiences at United States immigration stations, and the impact of nativists' anti-immigrant sentiments. [L1, L2, L3]
 - B. Understand how the rapid growth of cities forced people to deal with problems of housing, transportation, water, and sanitation. [L8]
 - C. Analyze significant turn-of-the-20th-century trends in such areas as technology, education, race relations, and mass culture. [L3, L5, L6, L8]

1. Chapter 17: The Progressive Era
 - A. Read primary documents at home and analyze in class discussion: The Jungle-Food Activity [LT13] (LT20) (LT 21) (LT 29) (LT 33)
 - B. Analyze how local and political corruption in the 19th century led to calls for reform. [L7, L8]
 - C. Analyze the impact of local, state and national Progressive Reform movements. [LT7]
 - D. Analyze the motivations for the Environmental Movement at the turn of the 20th Century. [LT6]
 - E. Discuss the importance and impact of Muckrakers in Reform. [LT3]
 - F. Evaluate the importance of Women on Progressive Reform as well as the gains women achieved. [LT8]
 - G. Analyze the shift in political ideologies from conservative to more liberal reforms. Including the rise of socialism. [LT7]
 - H. Describe labor problems and the changing labor relations during the Progressive Era. [LT2] [LT5]
 - I. Understand the role of monopolies in the USA and challenges of Anti-Trust reform. [LT5]
 - J. Students will complete a Power Writing activity on a prompt in class and review the essay prompt for the test two days before the assessment. [LT14]
 - K. Analyze the impact of economic and consumer reforms advanced by Theodore Roosevelt. [LT5]
 - L. Discuss the challenges of Booker T. Washington and WEB Dubois in achieving racial civil rights. Special attention should be given

- to the rise of the NAACP and racial backlash from Wilson and lynching. [LT8] [LT10]
- M. Review the shift in Presidential reform under the Taft administration. [LT7]
- N. Analyze the importance of the divided election of 1912 in splitting the Republican vote and ushering in the Wilson Administration. [LT7]
- O. Evaluate the importance of Wilson's New Freedom program as it impacts, amendments, politics, and economics. [LT5] [LT7]
- P. Assessment on Progressive Era to include objective test and an analytical essay. [LT14] (LT 33) (LT 35) (LT 36) (LT 38) (LT 41)

Quarter 2 - Unit 4 (12-15 Days)

Chapters 18: America Claims an Empire and 19 The First World War

Read primary documents on WWI nurses serving on the battlefields. [LT13] (LT 17) (LT 20) (LT 23) (LT 25) (LT 29) (LT 31)

1. Chapters 18: America Claims an Empire
 - A. Analyze the militaristic, economic, political leaders, religious and nationalistic motivations that drove the USA into Imperialism. [LT11]
 - B. Evaluate why Hawaii was an early target for annexed territory by the USA. [LT11]
 - C. Analyze the events that drove the USA to engage in a War with Spain in the Caribbean and the Philippines. [LT11]
 - D. Understand the long and short term impacts of the shift in foreign policy under Taft to Dollar Diplomacy. [LT11]
 - E. Analyze the political, economic, social and moral challenges facing the USA when acquiring new areas/land overseas. Special attention should be given to the US experiences in Cuba, the Philippines, and Puerto Rico. . [LT11]
 - F. Analyze the economic and military conflicts the USA encountered in regard to China. [LT11]
 - G. Analyze the impacts of Roosevelt's Imperialist policies on the USA, Western Hemisphere and Asia. [LT11]
 - H. Analyze the motivations and outcomes of the building of the Panama Canal. [LT 5]
 - I. Evaluate the success of Wilson's Missionary Diplomacy in Mexico [LT11] .[LT 12]

1. Chapter 19: The First World War
 - A. Analyze the roles of domestic and foreign propaganda in directing the war effort. [LT 12]

- B. Evaluate the impact of Nationalism, Militarism, and Imperialism on WWI in Europe. [LT11]
- C. Discuss the impact of the European Alliance system in drawing the Allied and Central Powers into WWI. [LT11]
- D. Analyze the challenges facing the USA in trying to remain neutral in WWI.[LT 12]
- E. Discuss the early campaigns and tactics in Belgium and France that led to the stalemate near Paris. [LT11][LT12]
- F. Analyze the multiple causes that led the USA to enter WWI including unrestricted sub warfare, propaganda, Russian Revolution, Zimmerman Note, and Wilson's Idealism. [LT11]
- G. Analyze the key manpower, economic and funding strategies used to mobilize the USA for the Great War. [LT 5]
- H. Evaluate the impact of new battlefield tactics, weapons and leadership on casualties. [LT11]
- I. Analyze the effectiveness of the US governments WWI industrial, finance, and agricultural policies. [LT 5]
- J. Discuss the role of propaganda, the Creel Committee on protecting American and fallout against immigrants and those in opposition to the war.[LT 1]
- K. Evaluate the social impacts of WWI, the Great Migration and the NAACP on African Americans during WWI[LT10][LT 4].
- L. Analyze the contributions and social gains of Women to WWI efforts at home and on the battlefield. [LT8]
- M. Analyze the domestic and foreign influences that caused the peace process for WWI to collapse. [LT11] [LT7]
- N. Evaluate the long-term impacts of the failed peace process, the guilt clause, and shift to isolationism. [LT11][LT12]
- O. Students will complete a Power Writing activity on a prompt in class and review the essay prompt for the test two days before the assessment. [LT14] (LT 33) (LT 34) (LT 37) (LT 38) (LT 41)

Unit 5 (10-12 Days)

Chapter 20 and 21 Politics and American Life in the Roaring Twenties, 1919-1929

1. Chapter 20: Politics of the Roaring Twenties
 - A. Read primary document on Charles Lindbergh at home and analyze: Lindbergh Flies the Atlantic, 1927 . [LT14] (LT 17) (LT 23) (LT 25) (LT 29) (LT 31)
 - B. Analyze how communism and nativism led to postwar isolationism, limited immigration, and attacked civil liberties. [LT3]

- C. Understand the actions taken by the USA in shifting the country to Isolationism. [LT7]
- D. Discuss the importance and impact of the Ku Klux Klan on American culture and politics. [LT7]
- E. Understand why labor union membership declined in the 1920s. [LT5]
- F. Analyze the Harding administration and how scandals impacted his administration. [LT7]
- G. Evaluate the impact of the automobile and other consumer goods on American life. [LT3] [LT4]
- H. Understand the role credit and advertisement played in the 1920s economy. [LT3]
- I. Chapter 21: The Roaring Life of the 1920s
- J. Discuss how urbanization created a new way of life that often clashed with the values of traditional rural society. [LT3] [LT4]
- K. Analyze the impact of the Scopes Trial on science and religion in American education and society. [LT9]
- L. Describe the causes and effects of prohibition and how it contributed to the rise in organized crime. [LT8]
- M. Understand the causes and results of the changing roles of women in the 1920s and how the image of the flapper embodied this change. [LT2][LT3]
- N. Evaluate how mass media, movies, sports, writers, and artists played important roles in creating the popular culture of the 1920s. [LT3]
- O. Understand the causes and results of the Great Migration in the early 1900s. [LT4]
- P. Analyze the prolific African-American artistic activity that became known as the Harlem Renaissance. [LT3]
- Q. Assessment on The 1920's to include objective test and an analytical essay. [LT14] (LT 33) (LT 35) (LT 36) (LT 38) (LT 41)
- R. Presentations on Quarter Project(7-8 total days with research and presenting) [LT15]

Unit 6 (11-12 Days)

Chapters 22 The Great Depression Begins and 23 The New Deal

1. Chapter 22: The Great Depression

- A. Analyze the urban and rural economic problems that confronted the USA before the stock market crash.[LT 5]
- B. Discuss the problems of speculation on the stock market and the impact it had leading to Black Tuesday. .[LT 5]

- C. Evaluate the relative importance of the factors contributing to the Stock market crash and the larger Economic Depression. .[LT 5]
 - D. Evaluate how the national business collapse became a world wide Depression.[LT 12]
 - E. Evaluate the scale and sources of human/social suffering during the Hoover Administration. Special attention should be placed on the impact on women, children and families.[LT 3][LT 8]
 - F. Analyze the motivations and tactics used by the Hoover Administration to correct the economic collapse after the stock market crash.[LT 5]
 - G. Evaluate why Hoover was blamed for the economic collapse and determine the degree in which he caused the crisis. . [LT 5]
 - H. Rank the greatest mistakes Hoover made while President. . [LT5] [LT7]
1. Chapter 23: The New Deal
- A. Evaluate the change in ideologies as the country shifts from Hoover to FDR. [LT7]
 - B. Analyze the strategy and goals of the New Deal (relief, recovery and reform) in bringing quick change to America. . [LT5] [LT7]
 - C. Evaluate the effectiveness of the early (1st New Deal) “alphabet soup” reforms in correcting the problems of the Great Depression. [LT5] [LT7]
 - D. Discuss the rise of deficit spending and critics of FDR’s New Deal policies.
 - E. Analyze the impact both long and short term of import reforms introduced in the 2nd new Deal. Special attention should be given to Social Security, Wagner Act and WPA..[LT8]
 - F. Evaluate the impact of Eleanor Roosevelt and New Deal Reforms that began to empower women and minorities. [LT8]
 - G. Discuss the shift in the rights of women and minorities that resulted from the New Deal. LT8]
 - H. Evaluate the impact of the New Deal and the Great Depression in redirecting American cultural expression.[LT 3]
 - I. Read primary documents on letters to the Roosevelt’s from American citizens during the New Deal.[LT13] (LT 19) (LT 21) (LT 25) (LT 30) (LT 32)
 - J. Evaluate the long-term impact of the New Deal on USA policy and citizens. [LT5] [LT7]

- K. Analyze the importance of the Federal support for organized labor in creating the Congress of Industrial Organization and expand the power of labor. [LT5] [LT7]
 - L. Students will complete a Power Writing activity on a prompt in class and review the essay prompt for the test two days before the assessment. [LT14]
 - M. Assessment on The 1930's to include objective test and an analytical essay. [LT14] (LT 33) (LT 34) (LT 36) (LT 39) (LT 41)
- Midterm Exam (1 day)
 - End of Semester 1

Quarter 3 -Unit 7 1(13-15 Days)

Chapters 24 World War Looms and 25 The United States in WWII

1. Chapters 24: World War Looms
2. Quarter 3: Research Paper with English (1940-1970) (4 days)
 - A. Students will complete a web quest analysis of Marshfield Veterans and/or Home front citizens on the WWII website on the district website focusing on critical reading and writing or "Band of Brothers Day of Days" and/or "Breaking Point". [LT13] (LT 17) (LT 22) (LT 25) (30) (LT 32)
 - B. Discuss the rise and impact of Totalitarianism in Europe and Asia. .[LT7]
 - C. Analyze the role of isolationism in guiding US policy and WWII. .[LT7]
 - D. Categorize the elements of the Nazi War Machine that proved to be so devastatingly effective in the early phases of WWII. [LT11]
 - E. Evaluate why Hitler's Final Solution and Nazi actions that led to the Holocaust is consider to be the worst example of genocide in the history of the world. [LT 12]
 - F. Analyze the motivations and impact of Europe appeasing Hitler and Mussolini. [LT11]
 - G. Review the aggressions and goals of the Japanese in the Pacific/Asian regions. [LT11]
 - H. Discuss the importance of the Battle of the Atlantic on protecting US logistical support for Europe in WWII. .[LT 5]
 - I. Evaluate the reasons for FDR's measured/limited support of Europe and Asia from 1939 to 1941 in the face of totalitarian aggression. [LT11]
 - J. Analyze the causes, effects and policy results of Japan's attack on Pearl Harbor. [LT11]

1. Chapter 25: The United States in WWII
 - A. Describe how new military, selective service and gender roles contributed to USA military mobilization for WWII. .[LT7] .[LT 1] [LT8]
 - B. Explain how the USA responded economically to the challenges of labor, funding, taxes, industrial output and social (race and gender) stereotype. .[LT 5] ..[LT8][LT10]
 - C. Describe the Manhattan Project, medical break throughs and other industrial inventions in directing the WWII effort. [LT 12] .[LT 5]
 - D. Evaluate the importance of government regulations and rationing in defeating the Axis Powers. .[LT 5]
 - E. Analyze the impact of allied leadership and military turning points in the European Theater of War. [LT11]
 - F. Analyze the contribution of segregated and non-segregated minorities in combat. .[LT 1][LT10]
 - G. Describe the effect of Allied forces in liberating both the Death Camps and the larger population of Europe. ..[LT8]
 - H. Analyze the impact of allied leadership and military turning points in the Pacific Theater of War. [LT11]
 - I. Discuss the cultural differences between the USA and Japan that contributed to events/actions like the Bataan Death March, Kamikaze attacks, bonzai charges, fanatical defense of Japanese homeland, etc. .[LT8]
 - J. Review Truman's decision to drop nuclear bombs on Japan and evaluate both the moral debate and result of this unprecedented event. [LT11]
 - K. Discuss the diplomatic goals of the Yalta Conference and how Yalta directed the post war world. [LT11]
 - L. Analyze the goals and outcome of the Nuremberg War Trials. [LT 12]
 - M. Analyze the demographic shifts in the USA due to war industry and white collar jobs created by the war bureaucracy. .[LT 5] [LT4]
 - N. Evaluate how the GI Bill acted as a breakthrough program that led to dramatic social change. LT2] ..[LT8]
 - O. Describe how tensions over civil rights and social change led to civil unrest. .[LT 1] .[LT7] ..[LT8]
 - P. Account for the tragic internment of Japanese Americans and evaluate the long term impacts. .[LT 1] ..[LT8]
 - Q. Students will complete a writing activity on a prompt in class and review the essay prompt for the test two days before the assessment. [LT14] (LT 33) (LT 34) (LT 36) (LT 38) (LT 41)

- R. Assessment on WWII to include objective test and an analytical essay. [LT14]

Unit 8 (6-7 Days)

Chapter 26: Origins of the Cold War

1. Chapter 26: Origins of the Cold War
 - A. Primary document is analyzing political cartoons (LT 32) (LT 36)
 - B. Identify the differing ideologies of the Cold War Era (USA v.s. USSR). LT2]
 - C. Categorize USA Cold War policy in economic, military and diplomatic themes. [LT11]
 - D. Analyze the key elements of Truman's Containment policy of the Cold War. [LT11] [LT 12]
 - E. Evaluate the success of Containment in reaching USA Cold War goals. [LT11] [LT 12]
 - F. Identify the elements of the United Nations and analyze the impact of veto power by member nations. [LT11] [LT 12]
 - G. Analyze the impact of the Chinese civil war after WWII and the creation of two China's. [LT11] [LT 12]
 - H. Develop the goals, participants, as well as the short and long-term results of the Korean War. [LT11] [LT 12]
 - I. Evaluate how the Korean Conflict illustrated the debate within the USA on how to properly engage communism in the Cold War Era. [LT11] [LT 12]
 - J. Students will analyze and respond in writing to political cartoons from the Cold War era as primary documents. [LT 3]
 - K. Analyze the causes, leadership and reactions by the USA to the 2nd Red Scare. [LT7]
 - L. Evaluate why McCarthyism swept the USA in the early 1950's and the results of the "witch hunts".[LT7]
 - M. Analyze how the USA responded to Mutual Assured Destruction (nuclear arms race) in both domestic and military policies/practice. [LT11] [LT 12]
 - N. Discuss how the rise of NATO and the Warsaw Pact created the classic cold war alliances that symbolized the Iron Curtain divided. [LT11] [LT 12]
 - O. Analyze the shift and effects of US Cold War policy of Brinkmanship under the Eisenhower/Dulles administration. [LT11] [LT 12]
 - P. Evaluate how both the new Soviet leader Khrushchev and USSR advances in the Space Race escalated tensions during the Cold War in the late 1950's. [LT11] [LT 12]

- Q. Assessment on Cold War to include objective test and an analytical essay. [LT14] (LT 33) (LT 34) (LT 37) (LT 40) (LT 41)

Unit 9 (10 Days)

Chapter 27 The Post War Boom and Chapter 28: The New Frontier and the Great Society

1. Chapters 27 The Post War Boom
 - A. Students will analyze and respond in writing and by answering questions and creating multiple choice questions on major activist writing like Rachel Carson and Ralph Nader. [LT 3][LT13] (LT 17) (LT 20) (LT 21) (LT 23) (LT 28) (LT 32)
 - B. Explain and analyze the long-term impacts of the government programs to assist veterans and the economy transition to a peace time era. .[LT7] .[LT 5]
 - C. Explain the political and civil rights anxieties that Truman and Eisenhower faced in the post war era. .[LT7]
 - D. Evaluate what led to the rise of a culture of conformity in the USA and identify the corresponding economic, cultural and social developments. [LT 3]
 - E. Analyze the forces that created a surge in US population and demographic shift from urban areas to suburbia. . [LT3] [LT4]
 - F. Evaluate the role of new or innovative technologies like the car, tv, transistor radio, etc... as well as the challenges of technological tension and planned obsolescence. .[LT 5]
 - G. Analyze how mass media (tv) influenced the culture of the USA exposing a struggle between conformist and a rising counter culture. [LT 3]
 - H. Evaluate how the Beat Movement and African American dominance in rock n roll music ushered in a new youthful worldview. [LT 3]
 - I. Identify the elements of structural poverty and analyze how the 50's urban and rural communities attempted to cope with these challenges. . .[LT 1] .[LT7] ..[LT8]
 - J. Evaluate the role of racism (Black, Hispanic, Native American) in contributing to structural poverty.[LT 1] .[LT7] ..[LT8]
2. Chapter 28: The New Frontier and the Great Society
 - A. Analyze the transition in political power and Cold War anxiety as Eisenhower/Nixon administration is replaced by JFK/LBJ. . [LT11] [LT 12]
 - B. Explain how the television and the civil rights issue put Kennedy over the top in the 1960 Presidential election. [LT 3]

- C. Evaluate why the Kennedy White House was called Camelot. [LT2] ..[LT8] [LT 3]
- D. Identify why Kennedy thought it necessary to develop a new military policy and explain the policy of Flexible Response. . [LT11] [LT 12]
- E. Evaluate the rise of Fidel Castro in Cuba and identify the Cuban dilemma. . [LT11] [LT 12]
- F. Analyze how the Bay of Pigs and the Cuban Missile Crisis escalated Cold War tensions and brought a fear of nuclear warfare into American life. . [LT11] [LT 12]
- G. Analyze the cause and reactions of the construction of the Berlin Wall. [LT11] [LT 12]
- H. Evaluate Kennedy's New Frontier domestic agenda. . [LT5] [LT7]
- I. Explain how Kennedy's creation of the Peace Corps and Alliance for Progress addressed poverty and communism abroad. [LT11]
- J. Explain how Kennedy's Apollo program and NASA's success expressed the spirit of the Space Race. [LT 3]
- K. Describe the chain of events surrounding the Kennedy assassination and the creation and results of the Warren Commission. .[LT7]
- L. Explain and analyze the short and long term impacts of Lyndon Johnson's Great Society domestic agenda. .[LT7]
- M. Identify and evaluate the impact of the Warren court. .[LT7] . [LT2] [LT8] [LT 3]
- N. Students will complete a writing activity on a prompt in class and review the essay prompt for the test two days before the assessment. [LT14]
- O. Assessment on 40's-60's to include objective test and an analytical essay. [LT14] (LT 33) (LT 34) (LT 36) (LT 38) (LT 41)

Unit 10 (6-7 Days)

1. Chapter 29: Civil Rights

- A. Students will view 4 episodes of the "Eyes on the Prize" and answer 6 analytical questions.[LT13] (LT 17) (LT 32)
- B. Analyze the rise of segregation in the US and how the Brown case impacted this long term civil rights challenges. . [LT8] [LT10]
- C. Evaluate the impact of the Warren Court and the Judiciary in bringing civil rights reform. .[LT7]
- D. Analyze the leadership and tactics of the civil disobedience movements to attack both segregation and limited voting rights. .[LT 1] .[LT7] ..[LT8]

- E. Evaluate why the Civil Rights movement was divided and understand the varying point of view of each group (SCLC, SNCC) .[LT 1] .[LT7] ..[LT8]
- F. Evaluate the importance of the media in helping advance the goals of the civil Rights movements. [LT 3]
- G. Analyze the importance of shifting from state enforcement of law to federal enforcement of law to protect African American Civil Rights. .[LT7]
- H. Evaluate why the civil rights movements expanded their goals from desegregation to voting rights and broader civil rights. .[LT 1] .[LT7] ..[LT8]
- I. Analyze the cause, leadership and tactics of the radical civil rights movements and the impact of the resulting violence. . [LT8] [LT10]
- J. Discuss the impact of assassination and the long-term impact of the civil rights movement. LT2] ..[LT8]
- K. Discuss the goals of affirmative action and debate the pros and cons of affirmative action in the modern era. .[LT7]
- L. Students will complete a writing activity on a prompt in class and review the essay prompt for the test two days before the assessment. [LT14]
- M. Assessment on Civil Rights to include objective test and an analytical essay. [LT14] (LT 33) (LT 34) (LT 39) (LT 41)

Quarter 4

Unit 11 (15-16 days)

Chapter 30 The Vietnam War Years and 31 An era of Social Change

1. Chapter 30: The Vietnam War Years

- A. Explain the varying policies regarding USA's role in Vietnam for the Truman, Eisenhower, JFK, and LBJ presidential administrations.[LT7] .[LT 12]
- B. Analyze the struggle for independence in Vietnam and the errors made by US leadership.[LT7]
- C. Describe the Tonkin Gulf Resolution and the impact it had throughout the Vietnam War. [LT11] .[LT7]
- D. Analyze the Vietcong's fighting tactics and the techniques the US army used to expose them. [LT11]
- E. Analyze the troop morale in the Vietnam War and how soldiers coped with the difficult environment. .[LT7]
- F. Explain why the Vietnam War is considered the living room war and how the media and television creates a credibility gap.[LT8]

- G. Describe how the draft during the Vietnam War created conflict.[LT7]
 - H. Explain the roles of African Americans and women in the Vietnam War.[LT8]
 - I. Analyze the growth of the New Left during the war and what the Students for a Democratic Society and the Free Speech Movement demanded.[LT8]
 - J. Analyze the division in the US with the war and know the feelings of Doves and Hawks. .[LT8]
 - K. Describe and explain the Tet Offensive, assassinations of MLK Jr. and Robert Kennedy, and the 1968 election and how these impacted the Vietnam War and the US Homefront. .[T7]
 - L. Describe President Nixon, Henry Kissinger, and Melvin Laird's role in Vietnamization.[LT7] [LT11]
 - M. Explain how bombing in North Vietnam, Cambodia, and Laos and the My Lai massacre affects U.S. citizens opinions on the war. [LT11]
 - N. Explain what the Pentagon Papers are and how they contribute to the cynicism towards the government.[LT7]
 - O. Describe how the Vietnam War ends and the aftermath in Vietnam and Southeast Asia. [LT5] [LT11] .[LT 12]
 - P. Explain the challenges Vietnam veterans faced after the war and how the U.S. public welcomes returning veterans. .[LT 1]
 - Q. Analyze the impact of War Powers Act and the abolished draft after the war .[LT7]
 - R. Analyze both pro and anti war songs from youtube as a primary source. Students will complete an analytical activity for each of the songs. [LT13].[LT 3]
 - S. Compared the films Platoon and Green Beret as primary and secondary sources regarding Hollywood's depiction of the Vietnam War. [LT13].[LT 3]
2. Chapter 31: An Era of Social Change
- A. Analyze the Latinos fight for equality in the 1960s and 70s and the leaders that helped fight for cultural pride. .[LT 1]
 - B. Describe the movements of the Native Americans in seeking greater autonomy and their victories. .[LT 1] .[LT8]
 - C. Explain the key players in the feminism movement of the 1960s. .[LT 1] .[LT8]
 - D. Analyze the gains and losses of the women's movement including NOW, Title IX, and the ERA. .[LT8]
 - E. Analyze the counterculture of the 1960s and how hippies, pop art, rock music, and Woodstock contributed.[LT 3] LT2]

- F. Explain the conservative response to the counterculture of the 1960s. [LT7] LT2]
- G. Assessment on Vietnam War and social change to include objective test and an analytical essay. [LT14] (LT 33) (LT 35) (LT 39) (LT 41)

3rd quarter - Work days 5 days

1. Students will work on the Social Studies and English combined project – research paper [LT15]

Unit 12 (8 days)

1. Chapter 32: An age of Limits
 - A. Evaluate Nixon's shift to conservative policies and his New Federalism. [LT7]
 - B. Explain the ways Nixon battles stagflation in the United States. [LT5]
 - C. Analyze Nixon's foreign policy and how his visits to China and Russia opened communication. [LT11] . [LT 12]
 - D. Evaluate the causes and effects of the Watergate Scandal on American politics, economy, and society. [LT7]
 - E. Evaluate Ford and Carter's domestic policies on stagflation and the energy crisis. [LT7] [LT5]
 - F. Explain Carter's involvement in the Camp David Accords, Panama, and the Iran Hostage Crisis. [LT11]
 - G. Explain the roots of environmentalism and the impact Rachel Carson had on environmental concerns. [LT6]
 - H. Evaluate the effects of Earth Day and The Environmental Protection Agency on the United States. [LT6]
 - I. Evaluate the challenges faced by Carter in international affairs. . [LT 12]
 - J. Explain the debate over nuclear energy and Three Mile Island. [LT7] . [LT6]
 - K. Identify the goals of the continuing environmental movement. [LT6]
 - L. Analyze the events surrounding the Watergate Trials as primary source activity. [LT13] (LT 22) (LT 24) (LT 27) (LT 31)
 - M. Assessment on 1970's Administrations to include objective test and an analytical essay. [LT14] (LT 33) (Lt 34) (LT 38) (LT 41)

Unit 13 (13-14 days)

Chapters 33 The Conservative Tide and 34 United States In Today's World

1. Chapter 33: The Conservative Tide
 - A. Evaluate the goals of the conservative movement of the 1980s include the New Right, conservative coalition, and Moral Majority.[LT7] [LT9]
 - B. Examine the shift to the right and the conservative policies under Reagan and George H. W. Bush.[LT7]
 - C. Identify the social concerns of the 1980s and how they impacted the United States. .[LT8] [LT9]
 - D. Describe the gains and losses of women and minority groups in the 1980s.[LT 3] .[LT8]
 - E. Evaluate the forces that brought an end to the Cold War and the changes in the Communist world. [LT11] .[LT 12]
 - F. Analyze the Iran-Contra scandal under Ronald Reagan.[LT7] [LT11]
 - G. Evaluate the economic challenges that faced both Reagan and H W Bush and describe their reactions.[LT7]
 - H. Analyze the involvement into the Persian Gulf War under George H. W. Bush. [LT11] .[LT 12]
 - I. Analyze the impact of Reganomics and the economic challenges of taxes, debt, and spending. [LT5]
 - J. Chapter 34: United States in Today's World
 - K. Explain why Clinton wins the 1992 election and who the key players were .[LT7]
 - L. Evaluate Clinton's health care, budget, and welfare reforms.[LT7] [LT5]
 - M. Evaluate the major terrorist acts in the 1990s and 2000s and examine their effects on the U.S. [LT11]
 - N. Analyze Clinton's foreign affairs and his role in NAFTA. [LT5].[LT 12]
 - O. Evaluate the result of Newt Gingrich and the majority of Republicans in Congress and how they impact the government.[LT7]
 - P. Explain Clinton's impeachment.[LT7]
 - Q. Analyze the 2000 election including key players, controversies, and outcome.[LT7]
 - R. Evaluate the efforts of George W. Bush after 9/11 on homeland security.[LT7]
 - S. Evaluate George W. Bush's war in Afghanistan and Iraq against terrorism. [LT11] [LT 12]
 - T. Explain how George W. Bush supported education and tax cuts.[LT7] [LT5]
 - U. Analyze the shift and results of moving from a manufacturing economy to a service sector. LT2] [LT5] .[LT 12]

- V. Explain the scientific advances in space, biotechnology, and medical that helped enrich lives. [LT5]
- W. Analyze the again America and how they impact programs such as Social Security and Medicare.[LT7] [LT5]
- X. Describe the changing immigration into the U.S. and the challenges and opportunities they face. LT2[LT 4]
- Y. Cultural analysis of situational comedies depicting families from 1960, 1970, 1980 and 1990. [LT13] (LT 20) (LT 32)
- Z. Assessment on 1980's-2009 to include objective test and an analytical essay. [LT14] (LT 33) (LT 35) (LT 37) (LT 41)

Unit 14 (12-14 Days)

Presentations on partner projects.[LT15]

1. Students will present power point presentations and will critique/question other presentations Days include computer lab and presentation days [LT15]
 - End of the School Year
 - Final Test (2nd semester)

Resource Requirements Textbook:

- Danzer, Gerald A. The Americans . Evanston, IL.: Rand McNally, 2007.