

Advanced Placement United States History

Description

The United States History course deals with facts, ideas, events, and personalities that have shaped our nation from its Revolutionary Era to the present day. Under our democratic political system, the United States has achieved a level of freedom, political stability and economic prosperity that has made it a model for other nations, the leader of the world's democratic societies, and a magnet for people all over the world. Students should understand that our rights and freedoms are not accidents of history. There are recurring themes that serve as the ideal foundation of study for a student to effectively analyze assured content from various historical periods. This foundation enables the student to make connections between past and present. Students should recognize that our democratic political system depends on them, as educated citizens, to survive and prosper. United States History is a requirement of the social studies department for all eleventh graders. It is a year-long course that also fulfills the Connecticut State Department of Education requirement for United States History. From this study, a student should be able to analyze the roots of our present society and begin to develop effective ways of living in it.

Course Overview

Course Objectives

Students should:

- Examine how the Declaration of Independence, U.S. Constitution, United States law and the rights of citizenship provide a major unifying factor in bringing Americans together from diverse roots and traditions.
- Analyze the United States involvement in foreign affairs and willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies
- Examine how the development of the United States led to the evolution of a unique individual the "American."
- Understand the interrelationships between world events and developments in the United States.
- Analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time to unite all Americans.

Essential Questions

- How did the rise of uniquely American values shape the decisions of starting a revolution and forming a government?
- To what extent did the new nation overcome the challenges it faced?
- Did the expanding role of the American individual change the nation?
- What motivated the country to go war with itself?
- How well was America "reconstructed"?
- How does the meaning of progress differ among Americans?
- Did America uphold its values during its rise to a global power?

Assessments

Common Assessments

- Common Research Experience

Content Outline	Standards	Grade Level Skills
I. Foundations of the American Republic II. Early Republic III. Jacksonian Democracy: Expansion and Reform IV. Union in Crisis: Civil War and Reconstruction V. The Gilded Age: Industrialization, Immigration, and Urbanization VI. Imperialism, Progressives and World War I: America at Home and Abroad VII. Boom and Bust VIII. World War II and the Cold War IX. Post War America: Tradition and Change	Connecticut SDE - Social Studies Framework 2008 Connecticut State Standards are met in the following areas: CSSF1: <i>Content Knowledge</i> CSSF2: <i>History/Social Studies Literacy</i> CSSF3: <i>Application</i>	Students will: <ul style="list-style-type: none"> • Compare and contrast credibility of differing accounts of the same event • Extract significant ideas from supporting illustrative details • Complete a research paper based on a thesis supported by evidence from a variety of resources • Evaluate the theses of others

Pacing Guide									
1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Unit 1 Foundations 2 weeks	Unit 2 Republic 3 weeks	Unit 3 Jackson 4 weeks	Unit 4 Civil War 3 weeks	Unit 5 Gilded Age 4 weeks	Unit 6 Imperialism 4 weeks	Unit 7 Boom & Bust 5 weeks	Unit 8 War 4 weeks	Unit 9 Post War 3 Weeks	Research

Unit I - Foundations of the American Republic, 3-4 Weeks [top](#)

Standards

Students will be able to:

CSSF 1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.

CSSF 2.4 – Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.

Unit Objectives

Students should:

- determine what factors led to European settlement in America
- explain how colonial society and institutions reflected both their European background and the practical conditions the colonists faced in the New World.
- determine and evaluate the conditions responsible for the emergence of slavery in the Chesapeake region
- explain the elements and compare the impact of the Great Awakening and the Enlightenment on American society
- identify and compare the domestic and international causes of the American Revolution
- summarize the political, economic, and social impact of the American Revolution on both the regional and national level
- explain how the Declaration of Independence, U.S. Constitution, United States law and the rights of citizenship provide a major unifying factor in bringing Americans together from diverse roots and traditions.
- understand how different viewpoints and/or frames of reference influence historical

Essential Questions

- How did the rise of uniquely American values shape the decisions of starting a revolution and forming a government

Focus Questions

- What political, social, and economic factors led the Western Europeans to colonize the New World?
- To what extent were Europeans prepared for life in the New World?
- What roles did mercantilism, natural resources, regional conditions, and slavery play in developing economic opportunity, cultural values, attitudes and perspectives among the Americans?
- To what extent did the European and domestic experiences of early Americans shape their political and economic thought?
- How did changes in the colonists' self image affect their relationship with the British?
- How did differences between the colonists and the British escalate to rebellion?
- What factors led to the success of the Americans in the Revolution?
- What was the social, political and economic impact of the Revolution?

Suggested Assessments

- Write an essay comparing the political religious and regional differences in colonial government.

interpretations.	<ul style="list-style-type: none"> Was the American Revolution a conservative or radical movement? 	
<p>Lesson Planning Resources</p> <ul style="list-style-type: none"> Debate between representatives of the Spanish, British, and French governments, and representatives of various Native American tribes, on the notion of sovereignty and rule in North America. Discuss the emerging regional differences in Britain’s American colonies Historic roundtable-(various relevant, historic personalities) discuss the elements and importance of the Enlightenment 	<p>Materials/Resources</p> <ul style="list-style-type: none"> <i>Virginia Laws</i> <i>Ole Deluder Law (Massachusetts)</i> <i>Pennsylvania Frame of Government (Pennsylvania 1682)</i> <i>Common Sense, Second Treatise on Civil Government</i> 	<p>Unit Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> analyze cause and effect evaluate information regarding veracity, relevance, author, agenda, omission, and type of document compare, analyze, interpret, and apply complex information from various sources demonstrate effective and appropriate questioning and thinking skills synthesize information from various sources write structured, thesis-driven essays use technology to locate, collect, evaluate, and communicate information
<p>Technology Resources</p>	<p>Differentiated Instruction</p>	<p>Enrichment/ELL</p>

Unit II – The Early Republic, 2-3 Weeks [top](#)

Standards

Students will be able to

- CSSF 1.1 – Demonstrate an understanding of significant events and themes in United States history.
- CSSF 3.1 – Use evidence to identify, analyze and evaluate historical interpretations.

Unit Objectives

Students should:

- examine how the Declaration of Independence, U.S. Constitution, United States law and the rights of citizenship provide a major unifying factor in bringing Americans together from diverse roots and traditions.
- analyze the United States involvement in foreign affairs and willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies
- evaluate the impact of the election of 1800 and the subsequent presidency of Thomas Jefferson
- evaluate the emergence and importance of the concept of judicial review
- understand the interrelationships between world events and developments in the United States.

Essential Questions

- To what extent did the new nation overcome the challenges it faced?

Focus Questions

- What were some of the differing views that emerged at the Constitutional convention?
- To what extent was the Constitution a document of compromises?
- How did conditions during the early years of the republic raise the issue of constitutional interpretation?
- What were the essential goals of American foreign policy in the early years of the republic?
- What were some of the differing views that emerged at the Constitutional convention?
- To what extent was the Constitution a document of compromises?
- How did conditions during the early years of the republic raise the issue of constitutional interpretation?
- What were the essential goals of American foreign policy in the early years of the republic?
- What was the Revolution of 1800?
- How did conditions during the early years of the republic raise the issue of constitutional interpretation?

Suggested Assessments

- Position paper: Was the American Revolution the inevitable outcome of British policy following the Treaty of Paris (1763)
- FRQ-To what extent did the United States succeed in establishing independence and stature in foreign affairs during the Washington and Adams administrations?
- Thomas Jefferson’s Report Card

	<ul style="list-style-type: none"> • What were the essential goals of American foreign policy in the early years of the republic? • What were the causes and outcomes of the War of 1812 • How did the decisions of the Marshall court impact the political landscape and process? 	
Lesson Planning Material <ul style="list-style-type: none"> • Using student groups to represent various parties, identify and account for the development of the political parties in the United States from 1800-2008 • Editorial writing: reactions to the decisions of the Marshall Court 	Materials Resources <ul style="list-style-type: none"> • Washington’s Farewell Address, Presidential election platform documents • <i>McCulloch v. MD</i>, • <i>Ogden v. Gibbons</i> 	Unit Skills Students will: <ul style="list-style-type: none"> • analyze cause and effect • evaluate information regarding veracity, relevance, author, agenda, omission, and type of document • compare, analyze, interpret, and apply complex information from various sources • demonstrate effective and appropriate questioning and thinking skills • synthesize information from various sources • write structured, thesis-driven essays • use technology to locate, collect, evaluate, and communicate information •
Technology Resources	Differentiated Instruction	Enrichment/ELL

Unit III – Jacksonian Democracy: Expansion & Reform, 4 weeks [top](#)

Standards

Students will be able to:

CSSF 1.13 - Understand the characteristics of and interactions among culture, social systems and institutions.

CSSF 2.1 – Access and gather information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).

Unit Objectives

Students should:

- use the Declaration of Independence, state constitutions, the Articles of Confederation, the U.S. Constitution, and the Bill of Rights to evaluate the goals and success of the founders in the creation of a republic
- examine and compare the rights of women and minorities in the early years of the republic
- describe the conditions that resulted in the Federalist-Anti Federalist schism and compare and contrast their respective supporters and goals
- describe the foreign policy issues encountered by the United States in the first decades of the republic and its efforts to deal with them
- analyze the United States involvement in foreign affairs and willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies
- examine how the development of the United States led to the evolution of a unique individual the “American.”
- summarize and compare the causes and effects of the Second Great Awakening reform movements in America prior to the Civil War

Essential Questions

- Did the expanding role of the American individual change the nation?

Focus Questions

- What impact did the early migration of Americans into the Ohio Valley and the western territories have on economic opportunity, cultural values, attitudes, and perspectives?
- How did the choices of early migrants advance their interests, influence territorial acquisition and settlement, and promote conflict?
- How did migration and expansion encourage the development of democratic principles?
- How did Jacksonian democracy and early reform movements affect democratic principles and institutions?
- Was the success of federalism responsible for the sharpening of sectionalist attitudes?
- What affect did territorial expansion have on Native Americans, immigration, and the issue of slavery?
- In what ways did the escalation of the

Suggested Assessments

- Political Cartoon evaluation: *King Andrew I*
- Student reflections on the decision to annex Texas

<p>especially regarding the rights of women and minorities</p> <ul style="list-style-type: none"> analyze the causes and impact of territorial expansion, Manifest Destiny, and war with Mexico 	<p>conflict over slavery challenge our democratic principles and process?</p>	
<p>Lesson Planning Material</p> <ul style="list-style-type: none"> <i>The “Trial of Andrew Jackson”</i> Class reading and analysis of the themes of Leaves of Grass and Walden Debate: “Should the United States Annex Texas (1846)” Students in various roles debate the goals of the Dawes Act and policies of the Bureau of Indian Affairs in the late 19th century as a reflection or rejection of American values. 	<p>Materials Resources</p> <ul style="list-style-type: none"> Video: <i>Biography of Andrew Jackson</i> <i>The President’s Nullification Proclamation (1832)</i> <i>Leaves of Grass, Walden</i> Congressional Globe Avalon Project <i>My people Will Fight No More Forever”, Chief Joseph</i> <i>The Frontier in American History, Frederick Jackson Turner</i> 	<p>Unit Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> analyze cause and effect evaluate information regarding veracity, relevance, author, agenda, omission, and type of document compare, analyze, interpret, and apply complex information from various sources demonstrate effective and appropriate questioning and thinking skills synthesize information from various sources write structured, thesis-driven essays use technology to locate, collect, evaluate, and communicate information
<p>Technology Resources</p>	<p>Differentiated Instruction</p>	<p>Enrichment/ELL</p>

Unit IV – Union in Crisis: Civil War & Reconstruction, 4 weeks [top](#)

Standards

Students will be able to:

CSSF 1.1 – Demonstrate an understanding of significant events and themes in United States history.

CSSF 3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

Unit Objectives

Students should:

- evaluate the issues dividing pro-slavery and antislavery forces and the efforts to diffuse the resulting conflicts
- appraise the federal government’s failure to avoid war in 1861
- explain and compare the strengths, strategies, and goals of the North and the South during the Civil War
- analyze the social, political, and economic effect of the Civil War on both the regional and national levels
- summarize the goals of the Reconstruction and evaluate its successes and failures, particularly with regard to the rights of African-Americans and the power of the federal government
- compare and contrast the “New South” and the old South
- formulate a thesis on the west in the late nineteenth century as land of opportunity or exploitation
- analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time to unite all Americans.

Essential Questions

- What motivated the country to go war with itself?
- How well was America “reconstructed”?

Focus Questions

- What were the causes of sectionalism?
- In what ways did the escalation of the conflict over slavery challenge our democratic principles and process?
- How did the Civil War affect the power and role of the federal government?
- How did the Civil War affect the power and role of the federal government?
- What affect did the Reconstruction have on American values, attitudes, and perspectives?
- How did attitudes regarding the western frontier change during the nineteenth century?

Suggested Assessments

- Essay: Assess the extent to which the themes outlined in Turner’s Frontier thesis apply to other American frontiers (political, economic, technological, etc)

<p>Lesson Planning Material</p> <ul style="list-style-type: none"> • 	<p>Materials / Resources</p> <ul style="list-style-type: none"> • 	<p>Unit Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • analyze cause and effect • evaluate information regarding veracity, relevance, author, agenda, omission, and type of document • compare, analyze, interpret, and apply complex information from various sources • demonstrate effective and appropriate questioning and thinking skills • synthesize information from various sources • write structured, thesis-driven essays • use technology to locate, collect, evaluate, and communicate information
<p>Technology Resources</p>	<p>Differentiated Instruction</p>	<p>Enrichment/ELL</p>

Unit V - The Gilded Age: Industrialization, Immigration, & Urbanization, 4 weeks [top](#)

Standards

Students will be able to:

- CSSF 1.13 - Understand the characteristics of and interactions among culture, social systems and institutions.
- CSSF 2.3 – Create various forms of written work to demonstrate an understanding of history and social studies issues.
- CSSF 2.5 – Create relevant social studies materials such as maps, charts or displays.

Unit Objectives

Students should:

- analyze and evaluate the causative factors that led to the rise of big business.
- investigate and evaluate the impact rapid industrialization on the development of democratic principles and the reflection of those principles in governmental action.
- explain how rapid industrialization, and rise of a class society and the subsequent response by the state and national governments, have influenced the development of American cultural values, attitudes and perspectives.
- examine how the development of the United States led to the evolution of a unique individual the “American.”
- analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time to unite all Americans.
- analyze the importance of developments in transportation and population growth on the political, social, and economic growth of antebellum America

Essential Questions

- How does the meaning of progress differ among Americans?

Focus Questions

- How did the Reconstruction Era impact developing American cultural values, attitudes and perspectives?
- In what ways did the rise of big business precipitate new directions in economic opportunity, pressures and conflicts that impacted American attitudes and perspectives?
- What were the benefits from and challenges presented by the changing patterns of immigration?
- How did industrialization change the face of business and businessmen?
- How did the urbanization of America create both benefits and conflict?

Suggested Assessments

- Worksheet and Critical Thinking questions on the Rise of Big Business

<p>Lesson Planning Material</p> <ul style="list-style-type: none"> • Design a “Gilded Age” political cartoon • 	<p>Materials / Resources</p> <ul style="list-style-type: none"> • 19th century political cartoons • <i>The Money Question</i>, Mary E. Lease • Populist Party Platform • 	<p>Unit Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • analyze cause and effect • evaluate information regarding veracity, relevance, author, agenda, omission, and type of document • compare, analyze, interpret, and apply complex information from various sources • demonstrate effective and appropriate questioning and thinking skills • synthesize information from various sources • write structured, thesis-driven essays • use technology to locate, collect, evaluate, and communicate information •
<p>Technology Resources</p>	<p>Differentiated Instruction</p>	<p>Enrichment/ELL</p>

Unit VI - Imperialism, Progressives and World War I: America at Home and Abroad, 5 Weeks [top](#)

Standards

Students will be able to:

- CSSF 2.4 – Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.
- CSSF 3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

Unit Objectives

Students should:

- determine the critical political, social, economic, and technological elements responsible for America’s industrial growth in the late nineteenth century
- assess the economic, political, and social impact of corporations and the rise of big business
- evaluate the intellectual, cultural, and social impact of industrialization and urbanization
- Describe the changing political, economic, and social issues facing women and African-Americans at the close of the nineteenth century
- Analyze the United States involvement in foreign affairs and willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies
- examine the origins of the Populist and Progressive movements and evaluate their success at political, social, and economic reform
- evaluate the events that led to the United States’ entry into WWI
- develop a thesis on the effect of WWI on

Essential Questions

- Did America uphold its values during its rise to a global power?

Focus Questions

- What was the social, political and economic impact of the rise of large-scale industry, corporations and trusts in the late nineteenth century?
- What were the positive and negative effects of immigration in the late nineteenth century?
- How did the growing trend toward urbanization affect American political and cultural attitudes?
- What factors led to the rise of American imperialism?
- In what ways did imperialism affect American attitudes?
- What affect did Progressive era reforms have on American values, attitudes and perspectives?
- How did America’s involvement in WWI represent a change in American values and attitudes?

Suggested Assessments

- DBQ on women in the reform movement
- DBQ on big business leaders

<p>American democracy</p> <ul style="list-style-type: none"> • Examine how the Declaration of Independence, U.S. Constitution, United States law and the rights of citizenship provide a major unifying factor in bringing Americans together from diverse roots and traditions. 		
<p>Lesson Planning Material</p> <ul style="list-style-type: none"> • Editorial writing: response the Spanish-American War • 	<p>Materials Resources</p> <ul style="list-style-type: none"> • <i>The March of the Flag</i>, Albert J Beveridge • Platform of the American Anti-Imperialist League • 	<p>Unit Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • analyze cause and effect • evaluate information regarding veracity, relevance, author, agenda, omission, and type of document • compare, analyze, interpret, and apply complex information from various sources • demonstrate effective and appropriate questioning and thinking skills • synthesize information from various sources • write structured, thesis-driven essays • use technology to locate, collect, evaluate, and communicate information •
<p>Technology Resources</p>	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> • 	<p>Enrichment/ELL</p>

Unit VII – Boom & Bust, 4 weeks [top](#)

Standards

Students will be able to:

- CSSF 1.1 – Demonstrate an understanding of significant events and themes in United States history.
- CSSF 3.1 – Use evidence to identify, analyze and evaluate historical interpretations.

Unit Objectives

Students should:

- analyze the key social issues confronting Americans in the 1920’s
- judge the importance of the 1920’s to African-Americans and women
- develop a hierarchy of the causes of the Great Depression
- analyze the goals of the New Deal and compare it to previous government efforts to address the needs of citizens
- evaluate the arguments of the New Deal’s critics
- summarize the social impact of the Great Depression
- formulate a thesis on the New Deal’s impact on the role of the federal government
- demonstrate the impact of America’s desire to remain neutral prior to WWII and its eventual involvement in the war
- examine how the Declaration of Independence, U.S. Constitution, United States law and the rights of citizenship provide a major unifying factor in bringing Americans together from diverse roots and traditions.
- understand how different viewpoints and/or

Essential Questions

- What is the significance of economic factors in American life?

Focus Questions

- What was the significance of America’s desire for “normalcy” following WWI?
- How did the disillusionment of the post-war period precipitate a change in morals and manners during the Roaring Twenties?
- In what ways did the economic expansion of the 1920’s create the conditions for economic collapse?
- In what ways did the response of the government to the economic crisis following the Stock Market Crash precipitate economic depression?
- In what ways did the New Deal signal a shift in American social, political, and economic attitudes?

Suggested Assessments

- *You’re so Smart; You Fix It!*

frames of reference influence historical interpretations.		
Lesson Planning Material <ul style="list-style-type: none"> • 	Materials Resources <ul style="list-style-type: none"> • Social Security Act • Wagner Act • Republican Party Platform (1936) • 	Unit Skills Students will: <ul style="list-style-type: none"> • synthesize information from various sources • write structured, thesis-driven essays • apply study skills to improve test taking • apply principles to solve authentic problems • use technology in constructing models, preparing publications, and producing other forms of creative work • use technology to locate, collect, evaluate, and communicate information
Technology Resources	Differentiated Instruction <ul style="list-style-type: none"> • 	Enrichment/ELL

Unit VIII – World War II & the Cold War, 4-5 weeks [top](#)

Standards

Students will be able to:

CSSF 2.2 – Interpret information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).

CSSF 3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

Unit Objectives

Students should:

- analyze the factors and conditions that drew America into World War II.
- assess the impact of WWII on the American home front, especially regarding women and minorities
- evaluate the efforts of America and its allies to influence the postwar world both during and immediately after the war
- analyze the ideological and practical origins of the Cold War
- evaluate the domestic impact of the Cold War and the Red Scare especially regarding government policy and civil liberties and the limitations imposed by the Cold War on foreign policy
- construct a thesis accounting for the affluent society and “the other America”
- evaluate the strength of the forces for conformity during the 1950’s versus its social critics
- assess the goals and impact of the New Frontier and the Great Society as well as the strengths of the arguments of its critics

Essential Questions

- How far does a nation need to go to protect its values?

Focus Questions

- How did the rise of fascist governments in Western Europe and Asia represent threats to the United States?
- What conditions led to the US entry into World War II?
- How did America’s democratic principles influence war policy and strategy?
- How did American democratic principles serve as a springboard for American war polices direct American efforts at the end of the war, and during the post-war period?
- Why did Truman choose to use atomic bombs on the Japanese rather than invade?
- How did the wartime conferences set the stage for the Cold War?
- How did the Cold War impact domestic and foreign policies?
- What were the origins, key issues, and

Suggested Assessments

- DBQ: To what degree can the term “isolationist” be used to characterize American foreign policy between 1919 and 1941?

<ul style="list-style-type: none"> • describe the impact of Cold War conflicts Asia, Latin America, and Europe on domestic policy analyze the shifting goals and tactics of the Civil Rights Movement during the 1960's • analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time to unite all Americans. 	<p>impact of the Cold War?</p>	
<p>Lesson Planning Material</p> <ul style="list-style-type: none"> • 	<p>Materials Resources</p> <ul style="list-style-type: none"> • 	<p>Unit Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • evaluate information regarding veracity, relevance, author, agenda, omission, and type of document • compare, analyze, interpret, and apply complex information from various sources • appropriately cite information • write structured, thesis-driven essays • apply study skills to improve test taking • apply principles to solve authentic problems • use technology to locate, collect, evaluate, and communicate information •
<p>Technology Resources</p>	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> • 	<p>Enrichment/ELL</p>

Unit IX – Post-War America: Tradition & Change, 4 weeks [top](#)

Standards

Students will be able to:

CSSF 1.8 – Describe the interactions between citizens and their government in the making and implementation of laws.

CSSF 2.3 – Create various forms of written work to demonstrate an understanding of history and social studies issues.

CSSF 3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

Unit Objectives

Students should:

- analyze the post-war causative factors that precipitated the Civil Rights Movement.
- formulate a thesis on the election of 1968 and its reflection of the clash of fundamental American values and the rise of the New Right
- analyze the path from post-war prosperity to the “stagnant seventies”
- evaluate the impact of aging, migration, and multiculturalism on American society
- assess the social, political, and economic impact of computers, biotechnology, and mass communication
- describe the issues challenging the United States presented by globalization
- assess the political, economic, and social impact of terrorism
- evaluate the influence of environmental issues on domestic and international policy
- analyze the United States involvement in foreign affairs and willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies
- understand the interrelationships between

Essential Questions

- How well do American values accommodate a diverse and evolving nation?

Focus Questions

- In what ways did the Civil Rights movement embrace both nonviolent resistance and militancy?
- What was the response to the Civil Rights movement?
- What factors led to US involvement in Vietnam?
- What was the social, political, and economic impact of the Vietnam War?
- What were the long term effects of the Great Society?
- How did social, political, and economic events of the 1970’s influence American values, attitudes, and perspectives?
- How did the 1980’s signal a change in American values, attitudes, and perspectives?
- To what extent has the effort to insure American security impacted our legal system and the democratic process?

Suggested Assessments

- Essay on “The American”

<p>world events and developments in the United States.</p> <ul style="list-style-type: none"> • examine how the development of the United States led to the evolution of a unique individual the “American.” • analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time to unite all Americans. 	<ul style="list-style-type: none"> • What are the strengths and weaknesses that will most affect America’s position in a changing world order? 	
<p>Lesson Planning Material</p> <ul style="list-style-type: none"> • 	<p>Materials Resources</p> <ul style="list-style-type: none"> • 	<p>Unit Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • compare, analyze, interpret, and apply complex information from various sources • synthesize information from various sources • write structured, thesis-driven essays • apply study skills to improve test taking • apply principles to solve authentic problems • use technology in constructing models, preparing publications, and producing other forms of creative work • use technology to locate, collect, evaluate, and communicate information •
<p>Technology Resources</p>	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> • 	<p>Enrichment/ELL</p>