

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II: March, 2013

Advanced Placement United States History

Course Essential Questions (from Phase I report):

1. How has the American political system evolved from colonial times to the present?
2. How has the American economic system developed from colonial times to the present?
3. How has the diversity of the American people (race, ethnicity, class, gender) and relationships among different groups shaped the United States as nation?
4. How have a variety of religious beliefs and practices in America from prehistory to the twenty-first century influenced views of politics, economics, and society?
5. What are the predominant views of the American national character, and what does it mean to be an “American”?
6. What have been the individual and collective expressions of the American people in literature, art, philosophy, music, theatre, and film throughout U.S. history?
7. How have demographic changes (birth, marriage and death rates, life expectancy, family patterns, population size and density, immigration, migration) impacted the United States from colonial times to the present?
8. How have population growth, industrialization and expansion shaped American ideas about the consumption and conservation of natural resources?
9. What has been the role of various reform movements (anti-slavery, education, labor, temperance, women’s rights, civil rights, anti-war, public health) in reshaping American government and society?

Phase II Curriculum

Unit 1: America in the Colonial Period

Essential Questions:

1. Who were the early inhabitants of the Americas and where did they settle?
2. What were primary reasons for European exploration and settlement of the Americas? (ex: Spanish, French, Dutch, and English)
3. What effect did the arrival of Europeans have on the native peoples of the Americas?
4. How was colonial society shaped by religion and diversity?
5. What early political structures and ideas shaped colonial governments?
6. What types of economies emerged within the colonies? How did these economies vary by region.

Essential Understanding:

1. The earliest inhabitants of the Americas migrated from Asia and ultimately built advanced civilizations in Mesoamerica, the Southwest, and the Mississippi Valley.
2. Spanish, French, Dutch, and English exploration/settlement of the Americas was based on the economic theory of mercantilism and the need to build strong nation-states.
3. The arrival of Europeans in the Americas led to a massive exchange of foods and disease that altered native societies.
4. Religious and cultural diversity influenced the development of colonial societies.
5. Colonial governments were based on democratic ideas and principles.
6. Regional economies developed in colonial America (ex: seaports, plantations)

Curriculum Standards	
<p>** The high school United States history standards primarily cover Eras 6-9 (1870-present) and include only two foundational expectations (F.1 and F.2) to help students draw upon their previous study of American history and connect United States history with the history studied in 5th and 8th grades. Since the Advanced Placement United States history course covers the Pre-Columbian Era to the Present, the colonial unit has no high school standards to match.</p>	
Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
Pre-Columbian Societies Early Inhabitants of the Americas American Indian Empires American Indian Culture Nation-States First European Contact with Native Americans Columbian Exchange Colonization of North America (British, French, Spanish, Dutch) Religious Diversity in the Americas Origins of Colonial Government (Virginia House of Burgesses and Mayflower Compact) Resistance to Early Colonial Government (Bacon's Rebellion) Population Growth and Migration Transatlantic Trade and Growth of Seaports (Triangular Trade and Mercantilism) Political Relations (Salutary Neglect) Growth of Plantation Economies and Slave Societies The Enlightenment and the Great Awakening Religious Conflict and Tension (Trial of Anne Hutchinson, Roger Williams, Salem Witch Trials)	<ol style="list-style-type: none"> 1. Identify American Indian empires and early European settlements on a map. 2. Identify passages in primary source documents that support early colonial views of politics and citizenship. 3. Use primary source documents from the colonial era to write a DBQ (Document-Based Question) for the AP History Exam. 4. Compare and contrast the governments, economies and societies of the colonies. 5. Use charts, graphs and maps to interpret data. 6. Use AP course themes to categorize terms and events from the colonial period.
Phase III Textbook/Materials	
<p style="text-align: center;">Phase IV Summative Assessment Evidence</p>	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	
Empty space for Phase V Learning Plan content	

Phase II Curriculum

Unit 2: The Age of Revolution

Essential Questions:

1. How did the French and Indian War change the balance of power in North America?
2. What policies did the British Parliament implement with regard to the colonies in the 1760s and 1770s, and why did Britain adopt these policies?
3. How did colonists respond to Parliament's actions?
4. What were the major military strategies of the British and the colonists in the War for Independence, and how did those strategies affect the outcome of the war?
5. How did the new government of the United States reflect the idea of republicanism?

Essential Understanding:

1. The French and Indian War established Great Britain as the dominant colonial power in North America.
2. The British Parliament passed a series of acts to assert political and economic control over the colonies in the 1760s and 1770s.
3. The colonists responded to Parliamentary actions through a series of protests, boycotts, demonstrations, the Declaration of Independence, and armed resistance.
4. Guerilla warfare tactics and an alliance with France helped the colonists to win the American Revolution.
5. Republican ideas influenced the creation of state constitutions and the Articles of Confederation.

Curriculum Standards

F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the way that American society moved toward and/or away from its core ideals

- Declaration of Independence
- The US Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
- 13th, 14th, 15th Amendments

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

- the birth of republican government, including the rule of law, inalienable rights, equality, and limited government.
- the development of governmental roles in American life.
- competing views of the responsibilities of governments (federal, state, local)
- changes in suffrage qualifications
- the development of political parties
- America's political and economic role in the world (*National Geography Standard 13, p. 210*)

F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

F2.1 Describe the major trends and transformations in American life prior to 1877 including

- changing political boundaries of the United States (*National Geography Standard 13, p. 210*)
- regional economic differences and similarities, including goods produced and the nature of the labor force (*National Geography Standard 11, p. 206*)
- changes in size, location, and composition of the population (*National Geography Standard 9, p. 201*)

- patterns of immigration and migration (*National Geography Standard 9, p. 201*)
- development of cities (*National Geography Standard 12, p. 208*)
- changes in commerce, transportation, and communication (*National Geography Standard 11, p. 206*)
- major changes in foreign affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
The French and Indian War The Imperial Conflict Colonial Protest (Sugar Act, Stamp Act, Boycotts, Declaratory Act, Townshend Acts) The Declaration of Independence The War for Independence State Constitutions The Articles of Confederation	<ol style="list-style-type: none"> 1. Describe the causes and the results of the French and Indian War in an AP style free-response essay. 2. Sequence acts that Parliament used to assert political and economic control over the colonies and explain the various responses of the colonists to these measures. 3. Identify specific passages from the Declaration of Independence that support individual rights and republican ideals. 4. Explain the war strategies used by the British and the colonists in the War for Independence. 5. Use charts, graphs and maps to interpret data. 6. Use AP course themes to categorize terms and events from the Revolutionary period.
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum

Unit 3: A New and Emerging Republic

Essential Questions:

1. What issues were addressed at the Constitutional Convention of 1787, and how were they resolved?
2. How did political parties develop in the early years of the republic?
3. What efforts were taken to promote a “republican” society?
4. How were Americans able to expand westward in the Jeffersonian period, and how was that expansion met with resistance?
5. What events and issues led to the War of 1812?

Essential Understanding:

1. The founders had to address a variety of issues at the Constitutional Convention, including distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.
2. The division between Federalists and Anti-federalists led to the development of the two-party system in the United States.
3. Jefferson aimed to create a truly “republican” nation built upon societal expectations (noble farmer, republican motherhood, etc.)
4. American expansion into the trans-Appalachian West was ultimately met with American Indian resistance.
5. Strained relations and territorial disputes with the British and Native-Americans led to the War of 1812.

Curriculum Standards

F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the way that American society moved toward and/or away from its core ideals

- Declaration of Independence
- The US Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
- 13th, 14th, 15th Amendments

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

- the birth of republican government, including the rule of law, inalienable rights, equality, and limited government.
- the development of governmental roles in American life.
- competing views of the responsibilities of governments (federal, state, local)
- changes in suffrage qualifications
- the development of political parties
- America’s political and economic role in the world (*National Geography Standard 13, p. 210*)

F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

F2.1 Describe the major trends and transformations in American life prior to 1877 including

- changing political boundaries of the United States (*National Geography Standard 13, p. 210*)
- regional economic differences and similarities, including goods produced and the nature of the labor force (*National Geography Standard 11, p. 206*)

- changes in size, location, and composition of the population (*National Geography Standard 9, p. 201*)
- patterns of immigration and migration (*National Geography Standard 9, p. 201*)
- development of cities (*National Geography Standard 12, p. 208*)
- changes in commerce, transportation, and communication (*National Geography Standard 11, p. 206*)
- major changes in foreign affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
The Articles of Confederation Republicanism The Shaping of National Government (Washington, Jefferson, Hamilton) The Emergence of Political Parties Federalists Anti-Federalists Republican Motherhood and Education for Women The Jeffersonian Presidency Trans-Appalachian Expansion Land Ordinances American Indian Resistance The War of 1812	<ol style="list-style-type: none"> 1. Create a chart listing the major issues and compromises at the Constitutional Convention 2. Identify specific passages from the U.S. Constitution (including Preamble) and the Bill of Rights that support core American values and ideals. 3. Discuss and debate the conflicting views and national vision of the founders (Washington, Jefferson, Hamilton) 4. Construct a series of maps and use data to show westward expansion, population growth, and migration in the early years of the republic. 5. Use AP course themes to categorize terms and events from the Jeffersonian period.
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum

Unit 4: Jacksonian America and Antebellum Reform Movements

Essential Questions:

1. How did the transportation revolution spur the growth of new industries and lead to the creation of a national market economy?
2. What were the successes and limitations of the new “Jacksonian democracy”?
3. What were the advantages and consequences of Westward expansion?
4. How did Judicial Federalism develop?
5. How did religion and new ideas influence the development of reform movements in the 1830s and 1840s?

Essential Understanding:

1. Transportation advances (steam boat, railroad) led to an industrial revolution and spurred economic growth in the United States.
2. “Jacksonian democracy” represented the ideals of the common man and redefined American politics.
3. Westward expansion provided new land and opportunities for Americans, while proving detrimental to Native-Americans and sectional harmony.
4. The Supreme Court gained strength through the doctrine of judicial review and interpreted the power of the national government in several landmark cases.
5. Religion and new ideas influenced the development of several movements in the Antebellum period, including abolition, temperance, public education, and suffrage.

Curriculum Standards

F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the way that American society moved toward and/or away from its core ideals

- Declaration of Independence
- The US Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
- 13th, 14th, 15th Amendments

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

- the birth of republican government, including the rule of law, inalienable rights, equality, and limited government.
- the development of governmental roles in American life.
- competing views of the responsibilities of governments (federal, state, local)
- changes in suffrage qualifications
- the development of political parties
- America’s political and economic role in the world (*National Geography Standard 13, p. 210*)

F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

F2.1 Describe the major trends and transformations in American life prior to 1877 including

- changing political boundaries of the United States (*National Geography Standard 13, p. 210*)
- regional economic differences and similarities, including goods produced and the nature of the

labor force (*National Geography Standard 11, p. 206*)

- changes in size, location, and composition of the population (*National Geography Standard 9, p. 201*)
- patterns of immigration and migration (*National Geography Standard 9, p. 201*)
- development of cities (*National Geography Standard 12, p. 208*)
- changes in commerce, transportation, and communication (*National Geography Standard 11, p. 206*)
- major changes in foreign affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
Politics in Antebellum America Judicial Federalism The Controversy over Tariffs (Tariff Abominations, Nullification Crisis) Jacksonian Democracy Indian Removal Westward Expansion The Transportation Revolution and the New National Market Economy Industrialization The Second Great Awakening Social Reform (Slavery, Temperance) Utopian Communities (Oneida, Brook Farm, New Harmony) Artistic and Literary Achievement (Romanticism, Transcendentalism)	<ol style="list-style-type: none"> 1. Explain how the transportation revolution and shaped the national market economy. 2. Identify the successes and limitations of “Jacksonian Democracy” in an AP-style free response essay. 3. Debate expanded executive privilege as demonstrated by the Jackson administration 4. Create a detailed chart highlighting the origin and aims of the new reform movements of the 1830s and 1840s. 5. Use charts, graphs, and maps to interpret data. 6. Use AP course themes to categorize terms and events from the Jacksonian period.
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum

Unit 5: Sectionalism and the Coming Crisis

Essential Questions:

1. How did territorial acquisitions and the War with Mexico lead to increased sectionalism?
2. How did arguments for and against slavery influence politics and society in the 1850s?
3. What events created tension between the North and South and ultimately led to Civil War?

Essential Understanding:

1. Early acts of U.S. imperialism (War with Mexico, Indian Removal) led to increased sectionalism by intensifying the slave debate.
2. Pro- and anti-slavery arguments framed national politics and social reform movements in the 1850s.
3. Sectional tensions resulted from a series of events, including the Compromise of 1850, the Kansas-Nebraska Act, Dred Scott, and the breakup of the two-party system.

Curriculum Standards

F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the way that American society moved toward and/or away from its core ideals

- Declaration of Independence
- The US Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
- 13th, 14th, 15th Amendments

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

- the birth of republican government, including the rule of law, inalienable rights, equality, and limited government.
- the development of governmental roles in American life.
- competing views of the responsibilities of governments (federal, state, local)
- changes in suffrage qualifications
- the development of political parties
- America's political and economic role in the world (*National Geography Standard 13, p. 210*)

F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

F2.1 Describe the major trends and transformations in American life prior to 1877 including

- changing political boundaries of the United States (*National Geography Standard 13, p. 210*)
- regional economic differences and similarities, including goods produced and the nature of the labor force (*National Geography Standard 11, p. 206*)
- changes in size, location, and composition of the population (*National Geography Standard 9, p. 201*)
- patterns of immigration and migration (*National Geography Standard 9, p. 201*)
- development of cities (*National Geography Standard 12, p. 208*)
- changes in commerce, transportation, and communication (*National Geography Standard 11, p. 206*)
- major changes in foreign affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War

Knowledge/Content	Skills/Processes
<p>Students will know about....</p> <p>Slavery Free Black Communities Slavocracy Pro- and Anti- Slavery Arguments Sectionalism Social Reforms (Abolitionism) Expansion and Early U.S. Imperialism (Mexican War) Causes of the Civil War (Compromise of 1850, Kansas-Nebraska Act, John Brown) Breakup of the Two-Party System Abraham Lincoln and the Republican Party Secession of 1860</p>	<p>Students will be able to.....</p> <ol style="list-style-type: none"> 1. Debate the benefits and consequences of early acts of U.S. imperialism (War with Mexico, Indian Removal) 2. Develop an AP-style DBQ essay addressing why the North and the South came to such different views of slavery in the years prior to the Civil War. 3. Create a detailed timeline of events that contributed to sectionalism in the United States. 4. Analyze a variety of political cartoons that highlight the sectional crisis of the 1850s 5. Use charts, graphs, and maps to interpret data. 6. Use AP course themes to categorize terms and events from the Antebellum period.
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
<p>Common Summative Unit Assessments:</p>	<p>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</p>
Phase V Learning Plan	

Phase II Curriculum

Unit 6: The Civil War and Reconstruction

Essential Questions:

1. How did the North's mobilization for the war differ from mobilization in the South? What accounts for these differences?
2. What military strategies were employed by the North and the South between 1861 and 1865? How did their strategies differ?
3. What were the differences between the impact of the war in the North and the South?
4. How were the political, social, and economic effects of Reconstruction?

Essential Understanding:

1. While the North and South mobilized troops for the war, the North had advantages in resources, industry, transportation and communication.
2. The military strategies of the North included the "three-prong" plan of attack (naval blockade, capture Richmond, cut Confederacy in half) and total war, while the South fought a war of attrition and waited for assistance from Britain and France.
3. The war had a more devastating impact on the civilian population of the South than it did the North (ex: bread riots, inflation, total war)
4. Reconstruction included the passage of three new amendments (13th, 14th, 15th) and presented new economic and social tensions in the South.

Curriculum Standards

F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the way that American society moved toward and/or away from its core ideals

- Declaration of Independence
- The US Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
- 13th, 14th, 15th Amendments

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

- the birth of republican government, including the rule of law, inalienable rights, equality, and limited government.
- the development of governmental roles in American life.
- competing views of the responsibilities of governments (federal, state, local)
- changes in suffrage qualifications
- the development of political parties
- America's political and economic role in the world (*National Geography Standard 13, p. 210*)

F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

F2.1 Describe the major trends and transformations in American life prior to 1877 including

- changing political boundaries of the United States (*National Geography Standard 13, p. 210*)
- regional economic differences and similarities, including goods produced and the nature of the

labor force (*National Geography Standard 11, p. 206*)

- changes in size, location, and composition of the population (*National Geography Standard 9, p. 201*)
- patterns of immigration and migration (*National Geography Standard 9, p. 201*)
- development of cities (*National Geography Standard 12, p. 208*)
- changes in commerce, transportation, and communication (*National Geography Standard 11, p. 206*)
- major changes in foreign affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
Civil War War Mobilization and Resources Foreign Diplomacy Union and Confederate War Strategies Emancipation Impact of the War on Civilians (Social, Political, Economic) Presidential and Radical Reconstruction Civil Rights Amendments (13 th , 14 th , 15 th) Compromise of 1877	<ol style="list-style-type: none"> 1. Create a chart showing advantages and disadvantages of the North and South in the Civil War. 2. Explain the differences in the military strategies employed by the North and South between 1861 and 1865. 3. Discuss the impact of the war from a variety of perspectives, including soldiers, civilians, women, African-Americans. 4. Compose an AP-style free-response essay that discusses the extent to which the constitutional amendments ratified during Reconstruction (13, 14, 15th) brought political and economic equality to the former slaves. 5. Use charts, graphs, and maps to interpret data. 6. Use AP course themes to categorize terms and events from the Civil War and Reconstruction period.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
---	--

Phase V Learning Plan

Phase II Curriculum

Unit 7: The Gilded Age and the American West

Essential Questions:

1. How did the American West develop in the late 19th century, and what impact did this development have a various individuals and the environment?
2. What factors enabled the United States to develop into an industrial power?
3. How did labor respond to the industrial growth of the United States?
4. How did industrial growth lead to an urban America?

Essential Understanding:

1. Competitors (miners, ranchers, homesteaders, Indians, the railroads) developed the American west and created a new western society that had far-reaching environmental consequences.
2. The United States was able to develop into an industrial power due to available resources, labor, migration and entrepreneurial decisions.
3. Labor reacted to industrialization by forming labor organizations including unions and cooperatives.
4. Industrialization led to urban migration, which provided an essential labor force.

Curriculum Standards

6.1 Growth of an Industrial and Urban America

Explain the causes and consequences – both positive and negative – of the Industrial Revolution and America’s growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.

6.1.1 Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including

- gains from trade (*National Geography Standard 11, p. 206*)
- organizational “revolution” (e.g., development of corporations and labor organizations)
- advantages of physical geography (*National Geography Standards 4, 7, and 15; pp. 190, 197, and 214*)
- increase in labor through immigration and migration (*National Geography Standard 9, p. 201*)
- economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)
- technological advances

6.1.2 Labor’s Response to Industrial Growth – Evaluate the different responses of labor to industrial change including

- development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers
- southern and western farmers’ reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan’s “Cross of Gold” speech) (*National Geography Standard 6, p. 195*)

6.1.3 Urbanization – Analyze the changing urban and rural landscape by examining

- the location and expansion of major urban centers (*National Geography Standard 12, p. 208*)
- the growth of cities linked by industry and trade (*National Geography Standard 11, p. 206*)
- the development of cities divided by race, ethnicity, and class (*National Geography Standard 10, p. 203*).
- resulting tensions among and within groups (*National Geography Standard 13, p. 210*)

- different perspectives about immigrant experiences in the urban setting (*National Geography Standards 9 and 12, pp. 201 and 208*)

6.1.4 **Population Changes** – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (*National Geography Standard 9 and 12, pp. 201 and 208*)

6.1.5 **A Case Study of American Industrialism** – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining

- the impact of resource availability (*National Geography Standard 16, p. 216*)
- entrepreneurial decision making by Henry Ford and others
- domestic and international migrations (*National Geography Standard 9, p. 201*)
- the development of an industrial work force
- the impact on Michigan
- the impact on American society

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
Rise of Big Business The Marriage of National Politics and Corporate Power Urbanization and the Growth of Cities Political Machines Political Corruption Immigration The Rise of the Labor Movement Inequality in the New South (sharecropping, Ku Klux Klan, grandfather clause, black codes) Development of the American West (railroads and industrial expansion) American Indian Policy Origins of Progressive Reform Farmers and the Populist Movement	<ol style="list-style-type: none"> 1. List and define the roles of the various groups that contributed to the development of the American West. 2. Analyze natural resources maps that made industrialization possible. 3. Predict short and long term effects of Industrial growth by looking at industry, communications, electric power and Bessemer process. 4. Differentiate between the various labor unions by benefits of membership. 5. Compose an AP-style DBQ essay that evaluates the characterization of industrialists as “captains of industry” and/or “robber barons.” 6. Compare/Contrast the Farmer’s Alliance movement and the Grange movement in rural America. 7. Explain the basic components of the Populist Party platform as described in Bryan’s “Cross of Gold” speech. 8. Break down the factors that led to industrial centers being segregated by race, ethnicity, or wealth. 9. Describe in detail the tensions that arose between groups based on race, ethnicity, and wealth in industrial centers. 10. Research documents, both primary and secondary, to understand how Henry Ford led the Ford Motor Company to the top of the automobile industry. 11. Use charts, graphs, and maps to interpret data. 12. Use AP course themes to categorize terms and events from the Gilded Age.

Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit 8: America Emerges as a World Power	
Essential Questions: 1.) How did the United States become an imperial power? 2.) How did territorial expansion redefine American foreign policy?	Essential Understanding: 1.) The United States became an imperial power in the late 1800s and early 1900s through its involvement in the affairs of Latin America and the Pacific region. 2.) Territorial expansion led to the creation of the Roosevelt Corollary and transformed the United States into a global power.
Curriculum Standards	
<p>6.2 Becoming a World Power <i>Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.</i></p> <p>6.2.1 Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America’s global influence and redefining its foreign policy. (<i>National Geography Standards 1 and 3; p.184 and 188</i>)</p>	

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
Imperialism Changes in Foreign Policy (Roosevelt Corollary) Acts of American Diplomacy (Open-Door Notes, Spanish-American War, Filipino Revolution, Panama Canal) Industrial and Technological Expansion New Markets U.S. Expansion in the Caribbean and the Pacific	<ol style="list-style-type: none"> 1. Locate on a map the territories acquired by the United States during its emergence as an imperial power in the world between 1890-1914. 2. Identify each new territory and provide one specific reason for its acquisition. 3. Develop a reasoned T-chart to display the social and economic impact American imperialism had on new territories. 4. Write an AP-style free-response essay expressing and justifying a stance on the United States' decision to become an Imperial nation. 5. Use charts, graphs, and maps to interpret data. 6. Analyze political cartoons from the Age of Imperialism. 7. Use AP course themes to categorize terms and events from the Age of Imperialism.

Phase III Textbook/Materials

--

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
---	--

Phase V Learning Plan

--

Phase II Curriculum

Unit 9: Progressivism and World War I

Essential Questions: <ol style="list-style-type: none"> 1.) What role did women and women's organizations play in the reforms of the progressive era? How did progressive-era reforms affect women? 	Essential Understanding: <ol style="list-style-type: none"> 1.) Women's organizations played a key role in reform movements (prohibition, education, suffrage) during the Progressive era, and women were the beneficiaries of these reforms.
--	--

<p>2.) What changes to politics and government did progressive reformers advocate at the local, state, and federal levels? How did government change as a result of their reform efforts?</p> <p>3.) How were Roosevelt, Taft, and Wilson considered “progressive” presidents?</p> <p>4.) What events led to American involvement in World War I?</p> <p>5.) How did U.S. participation in World War I affect the nation’s economy and society?</p> <p>6.) What were Wilson’s acts of diplomacy at the end of World War I?</p>	<p>2.) Progressives advocated political, industrial, and social reform at all levels of government.</p> <p>3.) Roosevelt, Taft and Wilson promoted progressive reforms during their presidencies.</p> <p>4.) The United States entered World War I to “make the world safe for democracy.”</p> <p>5.) U.S participation in the World War I led to government regulation of the economy and the mobilization of troops and civilians.</p> <p>6.) Wilson’s acts of diplomacy at the end World War I included the Fourteen Points, the League of Nations, and the Treaty of Versailles.</p>
--	--

Curriculum Standards

6.2 Becoming a World Power

Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.

6.2.2 WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.

6.2.3 Domestic Impact of WWI – Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women’s suffrage.

6.2.4 Wilson and His Opponents – Explain how Wilson’s “Fourteen Points” differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. (*National Geography Standards 3 and 13; p. 188 and 210*)

6.3 Progressivism and Reform

Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative – anticipated/unanticipated) including, but not limited to, the following:

6.3.1 Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).

6.3.2 Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas

- major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments
- new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)
- the Supreme Court’s role in supporting or slowing reform
- role of reform organizations, movements and individuals in promoting change (e.g., Women’s Christian Temperance Union, settlement house movement, conservation movement, and the

National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell)

(National Geography Standard 14, p. 212)

- efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants

(National Geography Standards 9 and 10; pp. 201 and 203)

6.3.3 Women’s Suffrage – Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
Progressivism Government Reform (municipal, state, federal) Roles for women (family, home, education, workplace) Social Reform (prohibition and suffrage) Progressive presidencies of Roosevelt, Wilson, and Taft Environmental Protection and Conservation Migration (Urbanization, African-American Great Migration) Industrial Reform Labor War in Europe and American neutrality Wartime economics Propaganda Wilson’s Diplomacy (Fourteen Points, League of Nations, Treaty of Versailles)	<ol style="list-style-type: none"> 1. Identify and analyze the major public and social issues of the Progressive era. 2. Compare and contrast the causes, consequences and limitations of Progressive reform in the new constitutional amendments of the Progressive era. 3. Discuss the role of reform organizations (Women’s Christian Temperance Union, settlement house movement, NAACP, National American Women’s Suffrage Association) in promoting change. 4. Sequence the events leading to up to America’s involvement in World War I. 5. Create a chart highlighting ways that Americans contributed to the war effort. 6. Explain Wilson’s diplomatic role at the close of World War I. 7. Use charts, graphs, and maps to interpret data. 8. Use AP course themes to categorize terms and events from the Progressive era and the First World War.
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum

Unit 10: The Roaring Twenties, the Great Depression and the New Deal

Essential Questions:

- 1.) What were some of the new social and cultural conflicts of the 1920s, and what caused them?
- 2.) What “modern” ideas surfaced in the 1920s?
- 3.) What were the causes of the Great Depression?
- 4.) What was the impact of the Great Depression on various groups of individuals (women, minorities, farmers)?
- 5.) What were the responses of President Hoover to the economic crisis of 1929? What was the result of those efforts?
- 6.) What were the goals of President Franklin Roosevelt’s New Deal?
- 7.) How did critics respond to the New Deal?

Essential Understanding:

- 1.) Social and cultural conflicts of the 1920s resulted in literary movements such as “The Lost Generation” and the “Harlem Renaissance.”
- 2.) The struggle between “traditional” and “modern” America was evident in the Scopes Trial, immigration restrictions, prohibition, popular images of women, and mass consumption.
- 3.) A variety of factors led to the Great Depression of 1929, including stock speculation, buying on credit, overproduction, etc.
- 4.) The Great Depression had a devastating economic impact on various groups of individuals, including women, minorities and farmers.
- 5.) Hoover’s lack of support for government intervention in the Great Depression cost him the support of many Americans.
- 6.) Franklin Roosevelt’s New Deal offered relief, recovery and reform during the Great Depression.
- 7.) Critics of the New Deal argued that the program led to a decline in self-sufficiency in America and gave rise to the modern social welfare state.

Curriculum Standards

7.1 Growing Crisis of Industrial Capitalism and Responses

Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.

7.1.1 **The Twenties** – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including

- cultural movements, such as the Harlem Renaissance and the “lost generation”
- the struggle between “traditional” and “modern” America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption) (*National Geography Standard 10,*

p. 203)

7.1.2 Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing

- the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (*National Geography Standards 14 and 15; p. 212 and 214*)
- the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (*National Geography Standard 15, p. 214*)
- Hoover’s policies and their impact (e.g., Reconstruction Finance Corporation)

7.1.3 The New Deal – Explain and evaluate Roosevelt’s New Deal Policies including

- expanding the federal government’s responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (*National Geography Standard 14, p. 212*)
- opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws
- consequences of New Deal policies (e.g., promoting workers’ rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (*National Geography Standard 16, p. 216*)

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
The Roaring Twenties The Business of America Consumerism The Era of Republican Presidents (Harding, Coolidge, Hoover) Modernity Religious Fundamentalism Nativism (Sacco and Vanzetti and the Rise of the KKK) Challenges of Prohibition Rise of Organized Crime Flappers Literary Achievement (Lost Generation and the Harlem Renaissance) Causes of the Great Crash (consumerism, speculation, credit) Great Depression Hoover and “Rugged Individualism” Franklin Roosevelt and the New Deal The Dust Bowl	<ol style="list-style-type: none">1. Identify the economic indicators of the approaching depression.2. Understand the development of cultural and social tensions and how they impact society.3. Compose an AP-style DBQ essay that analyzes the causes of the Great Depression and its effects on American society.4. Evaluate the effectiveness of Hoover’s policies.5. Explain the purpose and focus of the New Deal.6. Evaluate the effects the New Deal had on American society.7. Use charts, graphs, and maps to analyze data.8. Use AP course themes to categorize terms and events from the period of the Roaring Twenties and the Great Depression.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum

Unit 11: World War II and the Early Cold War

Essential Questions:

- 1.) What actions made America abandon neutrality and enter World War II?
- 2.) How did America influence the fighting and the outcome of World War II?
- 3.) How did World War II impact American society?
- 4.) How did America respond to ethnic genocide/the Holocaust in World War II?
- 5.) How did America come to compete against the Soviet Union after World War II?
- 6.) What was the policy of containment designed to accomplish?

Essential Understanding:

- 1.) Economic disputes and varying political values prompted American entrance into World War II.
- 2.) America influenced fighting during World War II in technological, military, and diplomatic ways.
- 3.) World War II had an impact on the daily lives of Americans on the homefront.
- 4.) America responded to ethnic genocide/the Holocaust militarily, economically, and socially.
- 5.) Political decisions at the close of World War II (Yalta and Potsdam) led to tensions between the United States and the Soviet Union.
- 6.) The policy of containment was designed to stop the spread of communism throughout the globe.

Curriculum Standards

7.2 World War II

Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.

7.2.1 Causes of WWII – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war including

- the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement)(*National Geography Standard 13, p. 210*)
- the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan
- United States neutrality
- the bombing of Pearl Harbor (*National Geography Standard 13, p. 210*)

7.2.2 U.S. and the Course of WWII – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons).

7.2.3 Impact of WWII on American Life – Analyze the changes in American life brought about by U.S. participation in World War II including

- mobilization of economic, military, and social resources
- role of women and minorities in the war effort
- role of the home front in supporting the war effort (e.g., rationing, work hours, taxes)
- internment of Japanese-Americans (*National Geography Standard 10, p. 203*)

7.2.4 Responses to Genocide – Investigate development and enactment of Hitler’s “final solution” policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). (*National Geography Standard 13, p. 210*)

8.1 Cold War and the United States

Identify, analyze, and explain the causes, conditions, and impact of the Cold War Era on the United States.

8.1.1 Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including

- differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.
- diplomatic decisions made at the Yalta and Potsdam Conferences (1945)
- actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (*National Geography Standard 13, p. 210*)

Knowledge/Content	Skills/Processes
Students will know about....	Students will be able to.....
The Rise of Totalitarian Dictatorships (Germany, Italy, Japan, Soviet Union) The Munich Agreement American Diplomacy (Atlantic Charter and Lend-Lease) American Neutrality Japanese Attack on Pearl Harbor Three-front War (Europe, Pacific, homefront) Wartime Conferences and Strategies Wartime Economic Regulations Urban Migration and Demographic Changes Women in the Workplace Civil Rights (Double “V” campaign) Atomic Age	<ol style="list-style-type: none"> 1. Compare and contrast the political and economic ideas of key nations in the 1930s (the United States, Soviet Union, Germany, Italy, Japan) 2. Sequence the events that led to U.S. involvement in World War II on a timeline. 3. Discuss the technological, military, and diplomatic role that the United States played during World War II. 4. Explain the various contributions of Americans on the homefront to the war effort during World War II. 5. Analyze the American response to ethnic genocide/the Holocaust during World War II.

<p>Origins of the Cold War Truman’s Containment Policy The Cold War Throughout the Globe (Germany, Korea, Vietnam, the Middle East, Latin America) Red Scare and McCarthyism Space Race</p>	<p>6. Analyze the factors that contributed to the Cold War, including the differences in the civic, ideological, and political values, and the economic and governmental institutions of the U.S. and the U.S.S.R. 7. List and analyze the factors and diplomatic decisions made at Yalta and Potsdam and how they ultimately led to the resulting actions of both the U.S. and the Soviet Union. 8. Use charts, graphs, and maps to interpret data. 9. Use AP course themes to categorize terms and events from World War II and the early Cold War.</p>
---	--

Phase III Textbook/Materials

--

Phase IV Summative Assessment Evidence

<p>Common Summative Unit Assessments:</p>	<p>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</p>
--	---

Phase V Learning Plan

--

Phase II Curriculum

Unit 12: The United States at Home and Abroad: 1953-Present

<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What domestic issues were Americans facing after World War II, and what types of legislation were created to meet the challenges of these domestic issues? 2. What was the nature of Cold War confrontations and developments between 1953-1991? 3. How did the civil rights movement develop in the 1950s and 1960s, and what was its aim? 4. What challenges have additional minority 	<p>Essential Understanding:</p> <ol style="list-style-type: none"> 1. American citizens faced a variety of political, social, and economic issues during the postwar period. 2. The Cold War conflict between the United States and the Soviet Union involved an arms race, space exploration, proxy wars, and several acts of diplomacy. 3. The actions of key individuals and grassroots organizations led to a civil rights movement that aimed to create a more egalitarian society in the 1950s and
--	--

<p>groups faced in the expansion of civil rights?</p> <ol style="list-style-type: none"> 5. What demographic changes occurred in America in the second half of the twentieth century? 6. What types of conflicts and tensions arose due to controversies generated by U.S. Supreme Court decisions? 7. What were the major economic trends of the postwar period? 8. What were the major political trends and turning points of the postwar period? 9. How did American society become increasingly multicultural and diverse in the late twentieth century? 	<p>1960s.</p> <ol style="list-style-type: none"> 4. Minority groups such as women and latinos have faced issues of inequality in the struggle for civil rights. 5. The postwar period was marked by demographic changes that included a surge in immigration, Sunbelt migration, and longevity. 6. Conflicts and tensions that arose due to controversies generated by U.S. Supreme Court include women’s rights, the environment, rights of the accused, war protests, and the constitutional crisis generated by the Watergate Scandal. 7. The postwar period gave rise to new trends in the American economy (deindustrialization, the energy crisis, service economy) 8. American politics was defined by social/ideological movements and revolutions in the late twentieth century (ex: The “New Right” and the Reagan Revolution) 9. American society became more multicultural and pluralistic in the late twentieth century and has expanded to include a broad variety of beliefs and viewpoints.
---	---

Curriculum Standards

8.1 Cold War and the United States

Identify, analyze, and explain the causes, conditions, and impact of the Cold War Era on the United States.

8.1.2 Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including

- the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (*National Geography Standard 13, p. 210*)
- the armed struggle with Communism, including the Korean conflict (*National Geography Standard 13, p. 210*)
- direct conflicts within specific world regions including Germany and Cuba (*National Geography Standards 5 and 13; pp. 192 and 210*)
- U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (*National Geography Standard 13, p. 210*)
- indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (*National Geography Standards 5 and 13; pp. 192 and 210*)
- the arms race (*National Geography Standards 13, p. 210*)

8.1.3 End of the Cold War – Evaluate the factors that led to the end of the cold war including

détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.

8.2 Domestic Policies

Examine, analyze, and explain demographic changes, domestic policies, conflicts, and tensions in Post- WWII America.

8.2.1 Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.” (*National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203*)

8.2.2 Policy Concerning Domestic Issues – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by

- describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment (*National Geography Standards 9 and 14; pp. 201 and 212*)
- evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970) (*National Geography Standards 12 and 14; pp. 208 and 212*)

8.2.3 Comparing Domestic Policies – Focusing on causes, programs, and impacts, compare and contrast Roosevelt’s New Deal initiatives, Johnson’s Great Society programs, and Reagan’s market-based domestic policies. (*National Geography Standard 14, p. 212*)

8.2.4 Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (*National Geography Standard 16, p. 216*)

8.3 Civil Rights in the Post-WWII Era

Examine and analyze the Civil Rights Movement using key events, people, and organizations.

8.3.1 Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including

- the impact of WWII and the Cold War (e.g., racial and gender integration of the military)
- Supreme Court decisions and governmental actions (e.g., *Brown v. Board* (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))
- protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)
- resistance to Civil Rights (*National Geography Standard 6, p. 195*)
(*National Geography Standard 10, p. 203*)

8.3.2 Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

8.3.3 Women's Rights – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). (*National Geography Standard 10, p. 203*)

8.3.4 Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians. (*National Geography Standard 10, p. 203*)

8.3.5 Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark). (*National Geography Standard 12, p. 208*)

9.1 The Impact of Globalization on the United States

Explain the impact of globalization on the United States' economy, politics, society and role in the world

9.1.1 Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (*National Geography Standard 11, p. 206*)

9.1.2 Transformation of American Politics – Analyze the transformation of American politics in the late 20th and early 21st centuries including

- growth of the conservative movement in national politics, including the role of Ronald Reagan
- role of evangelical religion in national politics (*National Geography Standards 3 and 6; pp.188 and 195*)
- intensification of partisanship
- partisan conflict over the role of government in American life
- role of regional differences in national politics (*National Geography Standard 6, p. 195*)

9.2 Changes in America's Role in the World

Examine the shifting role of United States on the world stage during the period from 1980 to the present.

9.2.1 U.S. in the Post-Cold War World – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (*National Geography Standard 13, p. 210*)

9.2.2 9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO). (*National Geography Standard 13, p. 210*)

9.3 Policy Debates

9.3.1 Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles.

- role of the United States in the world
- national economic policy
- welfare policy
- energy policy
- health care
- education
- civil rights

(National Geography Standard 17, p. 216)

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<p>Eisenhower and the Cold War (brinkmanship) Kennedy and the Cold War (Bay of Pigs, Cuban Missile Crisis) The New Frontier The Great Society Civil Rights Movement The Vietnam War Détente The War Protest Movement and Sixties Counterculture The Second Women’s Movement (Betty Friedan, NOW) The Latino Movement (Cesar Chavez and the Grape Boycott) Foreign and Domestic Policy of the Nixon Administration Environmentalism (Rachel Carson, EPA, Three-Mile Island) American Economic Crisis (energy, stagflation, deindustrialization, service economy) The New Right and the Reagan Revolution Star Wars End of the Cold War Sunbelt Migration Globalization and the New American Economy Multiculturalism</p>	<ol style="list-style-type: none"> 1. Create a timeline and identifications to demonstrate an understanding of political, social and economic issues of the postwar period. 2. Compare and contrast policies of various domestic agendas (Kennedy’s New Frontier, Johnson’s Great Society, Reagan’s market-based economics) 3. Construct a web diagram to connect the controversies created by the following Supreme Court decisions, movements and social events with Core Democratic Values: Roe v. Wade, Gideon, Miranda, Tinker, Hazelwood, the Vietnam War, environmental movement, women’s rights movement, and the constitutional crisis created by the Watergate Scandal. 4. Sequence the major events and developments of the civil rights movement. 5. Diagram events that have influenced the ability of other minority groups to gain equality and rights. 6. Analyze the major developments and confrontations of the Cold War period between 1853 and 1991. 7. Construct a series of maps demonstrating the demographic/population shifts during the postwar period. 8. Use charts, graphs, and maps to interpret data. 9. Use AP course themes to categorize terms and events from the postwar period.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	