

District Overview:

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching and analyzing information, and contributing to discussions. Students study will focus on history, geography, economics, civics and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason and examine and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics and the rights and responsibilities of citizens.

AP U.S. History Description:

AP U.S. History is designed to give advanced students in American History the opportunity to receive college credit while still in high school. It is meant to be the equivalent of a freshman college course. College Board, the organization that governs the advanced placement program, recommends advanced reading, critical and evaluative thinking skills, interpretation of original documents, historiography and precise writing to excel on the national exam given in the spring. All of those skills will be exercised in this course. The class is conducted in Socratic seminar style while the goal for each chapter/unit is to allow students to come to conclusions while using historical data to support said conclusions. Documents, photographs, art, maps and other sources that are from our textbook and other sources are analyzed daily to allow for deeper understanding. These bolster arguments for in class discussions as well as strengthen skills needed for DBQ. Students will learn point of view, bias, context, historiography, intention, and motivation of sources. Some documents are primary sources meant to extract cogent details as well as point of view of the author or setting. Some documents are secondary sources meant to evaluate the historiography of the document and its author. How do historians or other commentators use information to convince readers? Where do historians obtain their facts and how do they put these facts together to create arguments? How do readers evaluate these sources to arrive at independent conclusions?

Grade 10 Units:

- Unit 1: Columbus and Colonial America
- Unit 2: Revolutionary America and The Constitution
- Unit 3: The Emergence of an American Identity
- Unit 4: The Rise of a Mass Culture/Populism in America
- Unit 5: Manifest Destiny and Slavery
- Unit 6: Sectionalism, The Civil War and Reconstruction
- Unit 7: The Gilded Age
- Unit 8: Industry, Agriculture and Social Reform in the Gilded Age

- Unit 9: The Age of Imperialism and Progressivism Begins
- Unit 10: Wilsonian Progressivism and World War I
- Unit 11: The Roaring 20's
- Unit 12: The Great Depression and the 1930's
- Unit 13: WWII
- Unit 14: The Cold War, America in the 1950's
- Unit 15: The 1960's and 1970's Social Movements
- Unit 16: The 1980's to the Modern Era



Subject: APUSH	Grade: 10th	Suggested Timeline: 4 weeks
Unit Title: Columbus and Colonial America		
Unit Overview/Essential Understanding: This unit explores how Europeans began exploring looking for Asia and found a new world. Students also learn in this unit about the planting of English America and the democratic underpinnings that become the foundation for colonial government. Essential Questions: <ul style="list-style-type: none">• What motivates people to expand their power/influence in the world?• Why do people rebel?• What is the role of violence in expanding a nation's power/influence in the world?		
Unit Objectives: <ul style="list-style-type: none">• The students will be able to examine the push and pull factors leading to the Age of Exploration and the advent of settlement of colonial America.• The students will be able to identify on a map the European nations where exploration originated.• The students will be able to evaluate the impact of the planting of English America on American history.• The students will be able to examine the influence of the Spanish Conquistadors on the history of the western hemisphere.• The students will be able to analyze the importance of maize on the cultural success of pre-Columbian civilizations such as the Mayans, Inca's and the Aztecs.• The students will be able to evaluate the impact of the Columbian Exchange in the Americas.• The students will be able to compare and contrast the differences between North American cultures and political developments.• The students will be able to identify the political, religious, and economic changes that pushed Europeans to explore and colonize other parts of the world.• The students will be able to interpret primary sources and other content that describe the history of colonial America.• The students will be able to outline how indentured servitude different from slavery.• The students will be able to analyze and interpret primary source materials that range from documents to maps to visual evidence.• The students will be able to prepare and debate a point of view using evidence, i.e. during the Columbian Exchange.• The students will be able to write an essay reflecting the impact of the Columbian Exchange in the western hemisphere.		

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented

Important Standards Addressed in this Unit:

- 5.1.U.C. - Evaluate the application of the principles and ideals in contemporary civic life. • Liberty / Freedom • Democracy • Justice • Equality
- 5.2.U.B. - Examine the causes of conflicts in society and evaluate techniques to address those conflicts

Misconceptions:

- Students never know how to feel about Christopher Columbus, so we read two perspectives about him and try to negotiate our thoughts. We typically come away with discussing if there should be an Indigenous People's Day instead of Columbus Day. Students also confuse Puritans with the Pilgrims - we talk about which group landed where and how they were different, even

though they were all in Massachusetts Bay. Students always think Pennsylvania was pure – nope, it had slavery too, although not as much as other colonies, but it did.

Concepts/Content:

- Mesoamerican cultures
- American southwest cultures
- Mississippian cultures
- Northeastern woodlands peoples
- European explorers
- African cultures
- European settlements in the New World
- Colonial society development
- Colonial economies
- The Glorious Revolution
- The Enlightenment and The Great Awakening
- The French and Indian War

Competencies/Skills:

- Notetaking
- Primary source analysis
- Class discussion
- Essay writing (both LEQ and DBQ)
- Thesis writing
- Short answer question skills
- Multiple choice test taking strategies
- Study strategies for multi-chapter exams

Description of Activities:

- Class discussion
- Class examination of primary sources and maps
- Class contributions to short answer questions

Assessments:

- Multiple choice test with short answer section
- LEQ Essay
- DBQ Essay

Interdisciplinary Connections:

- ELA

Additional Resources:

- District approved textbook
- District approved supplemental materials



Subject: AP U.S. History	Grade: 10 th	Suggested Timeline: 4 weeks
Unit Title: Revolutionary America and The Constitution		
Unit Overview/Essential Understanding: Students learn about the colonists fight for independence and the creation of a new government. They will examine and discuss the challenges and compromises that delegates faced in the creation of founding principles of government. As they research, they will reflect on the process in a written response. Essential Questions: <ul style="list-style-type: none">• What gives a government authority?• What philosophical arguments can be made for the need for good government?• Who gets to be in charge of crafting a government and why?		
Unit Objectives: <ul style="list-style-type: none">• The students will be able to outline the events of the Revolutionary War.• The students will be able to identify the strengths and weaknesses of the Articles of Confederation and the U.S. Constitution.• The students will be able to analyze the challenges and compromises around the creation of the Constitution.• The students will be able to articulate their position on the patriots of the American Revolution and if they were rebels or conservatives in their fight to keep colonial America independent.• The students will be able to evaluate the impact of the Federalist Papers on the creation of the U.S. Constitution.• The students will be able to write an essay reflecting their knowledge of the development of American government.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events• 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships• 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)• 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.• 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.		

- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
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Important Standards Addressed in this Unit:

- 5.1.U.B - Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government

Misconceptions:

- Students rarely understand the Federalists position that they took on the Bill of Rights because students cannot imagine not having those basic freedoms spelled out for us in today's world. Students do not realize that the Articles of Confederation came first, and that they were weak, which is how the Constitution came to be. Students also are amazed to learn that the majority of the men who created a new government by themselves were quite young, barely into their 20's and 30's - except Ben Franklin.

Concepts/Content:

- Taxation without Representation
- Declaration of Independence
- The American Revolution
- Creating a New Government

Competencies/Skills:

- Notetaking
- Primary source analysis
- Class discussion
- Essay writing (both LEQ and DBQ)
- Thesis writing
- Short answer question skills

Description of Activities:

- Class discussion
- Class examination of primary sources and maps
- Class contributions to short answer questions

	<ul style="list-style-type: none">• Multiple choice test taking strategies• Study strategies for multi-chapter exams	
<p>Assessments:</p> <ul style="list-style-type: none">• Multiple choice test with short answer section.• LEQ Essay• DBQ Essay		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">• ELA	<p>Additional Resources:</p> <ul style="list-style-type: none">• District approved textbook• District approved supplemental materials	



Subject: AP U.S. History	Grade: 10 th	Suggested Timeline: 5 weeks
Unit Title: The Emergence of an American Identity		
Unit Overview/Essential Understanding: Students will learn about the presidencies of Washington, Adams and Jefferson and how their leadership helped cultivate an American identity to the world. Through their foreign policy, the first three presidents of the United States were able to pay off war debts and establish the beginning of a respected space on the world stage. Likewise, on the home front America is establishing their own unique identity through mass culture, literature and art. Essential Questions: <ul style="list-style-type: none">• Why do people form factions, or political parties?• What is the role of nationalism in a diverse nation?• Who is negatively impacted/positively supported in a nationalist nation?		
Unit Objectives: <ul style="list-style-type: none">• The students will be able to identify and categorize different examples of enumerated powers and implied powers.• The students will be able to describe the disagreements that characterized battles between the first political parties.• The students will be able to identify the changes that occurred in the United States between the Washington and Jefferson's administrations.• The students will be able to evaluate what led the United States into the War of 1812.• The students will be able to write an essay reflecting the sea change in the cultivation of an authentic American identity reflected in the mass culture.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.• 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.• 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)• 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.		

- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
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Important Standards Addressed in this Unit:

- 5.1.U.A - Apply examples of the rule of law as related to individual rights and the common good
- 5.1.U.C - Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality
- 5.1.U.D - Compare and contrast the basic principles and ideals found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution

Misconceptions:

- Students rarely realize that the U.S. did not win the war against the British in the War of 1812 - they just held their own and maintained independence.
- Students also do not realize that the founding fathers were not perfect - that Washington did have slaves, Jefferson had a plantation with slaves.

Concepts/Content:

- The Washington Presidency
- The Jefferson Presidency
- The Rise of Political Parties

Competencies/Skills:

- Notetaking
- Primary source analysis
- Class discussion

Description of Activities:

- Class discussion
- Class examination of primary sources and maps

<ul style="list-style-type: none"> • Relations with Foreign Nations • Alien and Sedition Acts • Election of 1800 • Lewis and Clark Expedition/Louisiana Purchase • The War of 1812 	<ul style="list-style-type: none"> • Essay writing (both LEQ and DBQ) • Thesis writing • Short answer question skills • Multiple choice test taking strategies • Study strategies for multi-chapter exams 	<ul style="list-style-type: none"> • Class contributions to short answer questions
<p>Assessments:</p> <ul style="list-style-type: none"> • Multiple choice test with short answer section. • LEQ Essay • DBQ Essay 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • ELA 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved supplemental materials 	



Subject: AP U.S. History	Grade: 10 th	Suggested Timeline: 5 weeks
Unit Title: The Rise of a Mass Culture/Populism in America		
Unit Overview/Essential Understanding: Students will learn how the Jackson presidency gave rise to the populist movement in American government and helped pave the way for the free-soilers and later the free silver movements. Government begins to permit loyal political patrons to have government jobs, eventually leading to a civil service reform movement. Essential Questions: <ul style="list-style-type: none">• How did the nation's economy help shape its politics?• How did the economic differences between the West and the East promote a rise of populism?• How did the economic differences between the South and the North exacerbate cultural tensions?• How does immigration and urbanization impact political demographics?• How does the rise of urbanization impact the cultural landscape?• What is the role of women in the mass economy?• How does nationalism spur militarism?• What is the role of religion in American culture?		
Unit Objectives: <ul style="list-style-type: none">• The students will be able to analyze how nationalism after the War of 1812 influenced economic policies and foreign affairs.• The students will be able to examine how the American economy was transformed during the Industrial Revolution and how it affected society.• The students will be able to evaluate the issues that led to the controversial outcome of the election of 1824 and the reasons Andrew Jackson won the election of 1828.• The students will be able to examine how the U.S. political system became more democratic in the 1820's and the 1830's.• The students will be able to analyze how the arrival of Irish and German immigrants helped shape the United States during the period of nationalism.• The students will be able to write an essay evaluating the reasons for the rise of populism in the nation reflected in the election of Andrew Jackson.		

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

Important Standards Addressed in this Unit:

- 5.1.U.F - Analyze the role political symbols play in civil disobedience and patriotic activities
- 5.2.U.B - Analyze strategies used to resolve conflicts in society and government
- 6.3.U.B - Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. • Ethnicity and Race • Working conditions • Immigration • Military conflict • Economic Stability
- 6.4.U.C - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

Misconceptions:

- Students have a hard time identifying nationalism when it's happening in America, but they are capable of identifying it in other nations. Jackson is their chance at identifying what nationalism behaves like and how it operates.

<p>Concepts/Content:</p> <ul style="list-style-type: none"> • NATIONALISM <ul style="list-style-type: none"> ○ economic (a National Bank of the U.S.) ○ judicial ○ diplomatic • Missouri Compromise • The “corrupt bargain” • Monroe Doctrine • Development of infrastructure • Beginnings of industry in the North • The Nullification Crisis • Treatment of the Indigenous • Martin Van Buren • Tippecanoe and Tyler Too • New Wave of Immigrants • The Second Great Awakening • Utopias • Transcendentalism • Abolitionism • Social Movements • Temperance • Women’s Suffrage • American literature and mass culture 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Notetaking • Primary source analysis • Class discussion • Essay writing (both LEQ and DBQ) • Thesis writing • Short answer question skills • Multiple choice test taking strategies • Study strategies for multi-chapter exams 	<p>Description of Activities:</p> <ul style="list-style-type: none"> • Class discussion • Class examination of primary sources and maps • Class contributions to short answer questions
<p>Assessments:</p> <ul style="list-style-type: none"> • Multiple choice test with short answer section. • LEQ Essay • DBQ Essay 		



Interdisciplinary Connections:

- ELA

Additional Resources:

- District approved textbook
- District approved supplemental materials
 - The Declaration of Sentiments
 - Washington Irving's "Legend of Sleepy Hollow" text (the intro)
 - NINA Laws
 - The Monroe Doctrine (primary source)



Subject: AP U.S. History	Grade: 10 th	Suggested Timeline: 5 weeks
Unit Title: Manifest Destiny and Slavery		
Unit Overview/Essential Understanding: Students will learn how White invasion of the West and slavery were collaborative movements to support White government initiatives to control the continent. They will analyze the events that happened and its impact on the development of the country. As they research, they will reflect on the impact slavery had on politics and government. Essential Questions: <ul style="list-style-type: none">• How did westward migration affect the relationship between the United States and other countries and peoples during this time?• What factors motivated white people to want to move west during this period?• Is the civil war inevitable?		
Unit Objectives: <ul style="list-style-type: none">• The students will be able to evaluate how the economic differences between the North and the South caused tensions.• The students will be able to analyze the impact of slavery as an institution in America and its far reaching consequences.• The students will be able to determine the cause and effect relationship of westward White imperialism of the Indigenous west and the genocide of Native Americans.• The students will be able to analyze Native lands and accurately place it geographically on a map.• The students will be able to analyze events leading up to the Texas War of Independence.• The students will be able to analyze the role of new agricultural technology in the successful settlement of the Great Plains.• The students will be able to examine the effects of increased American migration into the Southwest.• The students will be able to evaluate the outcome of the war with Mexico for both the U.S. and Mexico.• The students will be able to write an essay reflecting the impact of slavery on American politics and government in the years to come.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.• 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.		

- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
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Important Standards Addressed in this Unit:

- 5.2.U.A - Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system
- 5.2.U.B - Analyze strategies used to resolve conflicts in society and government

Misconceptions:

- Students often allow themselves to be persuaded by the language of their textbooks and often do not question the wording of their texts when it calls White invasion of the Indigenous west "settlers" and Homesteaders. We strive to break this ill worded historical record.

Concepts/Content:

- Slavery
- Abolitionism
- White Imperialism of the Indigenous West

Competencies/Skills:

- Notetaking
- Primary source analysis
- Class discussion

Description of Activities:

- Class discussion
- Class examination of primary sources and maps
- Class contributions to short answer questions

<ul style="list-style-type: none"> • Mormonism out West • War with Mexico • American invasion of Central America • The Republic of Texas • The Oregon territory • The Forgotten presidencies leading up to Lincoln 	<ul style="list-style-type: none"> • Essay writing (both LEQ and DBQ) • Thesis writing • Short answer question skills • Multiple choice test taking strategies • Study strategies for multi-chapter exams 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Multiple choice test with short answer questions • LEQ essay • DBQ essay 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • ELA 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved supplemental materials 	



Subject: AP U.S. History	Grade: 10 th	Suggested Timeline: 5 weeks
Unit Title: Sectionalism, The Civil War and Reconstruction		
Unit Overview/Essential Understanding: Students will learn how the growing rift between the North and the South led to the outbreak of war when Lincoln was elected. Students will learn how the Civil War transformed America and how Reconstruction sought to reconcile the social, political and economic problems in the South. Essential Questions: <ul style="list-style-type: none">• Can the nation's union of states be broken?• Should war be conducted against both military and civilian populations?• What should the response be to the South after the war?• What role should the federal and state governments play in freeing former slaves and to what degree?• How should women be treated after the war's end and their helpmate role in the war?• What political struggles and cultural tensions continue to exist long after the Civil War ends?		
Unit Objectives: <ul style="list-style-type: none">• The students will be able to identify the different resources available between the North and the South.• The students will be able to examine why President Lincoln decided to issue the Emancipation Proclamation and how it changed the meaning of the war.• The students will be able to identify the experiences on the home front in the Union and the Confederacy.• The students will be able to analyze and explain the importance of the Gettysburg Address.• The students will be able to analyze the strategies for success laid out by the North and the South in the war.• The students will be able to interpret the significance and outcome of important battles of the Civil War.• The students will be able to explain the consequences of Radical Republicans taking control of Congress.• The students will be able to identify how different groups in the South responded to Reconstruction.• The students will be able to analyze and interpret primary source documents, including political cartoons.• The students will be able to write an essay analyzing and evaluating the relationship between the Radical Republicans and President Johnson in reconstructing the American south.		

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
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- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

Important Standards Addressed in this Unit:

- 5.3.U.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy

Misconceptions:

- Students do not understand that the Civil War was not about slavery, it was a fight to keep the union together. Slavery was the catalyst for the sectional tension but Lincoln famously said that, "If I could save the union without freeing any slaves I would do it; and if I could save it by freeing all the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that."
- Students also are shocked to discover that Johnson, Lincoln's VP was not also a Republican like him, which made it harder for the nation to eradicate racism and move forward with progressive agendas.

- Students are also amazed to discover that there was an entire plot to take down Lincoln and his advisors all in the same night.

Concepts/Content:

- How the war with Mexico opens up the slavery question....again
- The Wilmot Proviso
- Popular Sovereignty and slavery
- Free-Soil Party
- Henry Clay: The Human Band Aid
- The Compromise of 1850
- The Fugitive Slave Act
- The Underground Railroad
- Uncle Tom's Cabin
- Kansas-Nebraska Act
- The Dred Scott decision
- The Lincoln-Douglas Debates
- John Brown's Raid at Harper's Ferry
- The Election of 1860
- The Southern Secession
- The Battles of the Civil War
- Generals, strategies and turning points of the Civil War
- Emancipation Proclamation
- Gettysburg Address
- Women and minorities in the war effort
- The End of the Civil War
- Lincoln's Assassination
- Reconstruction
- The Freedmen's Bureau

Competencies/Skills:

- Notetaking
- Primary source analysis
- Class discussion
- Essay writing (both LEQ and DBQ)
- Thesis writing
- Short answer question skills
- Multiple choice test taking strategies
- Study strategies for multi-chapter exams

Description of Activities:

- Class discussion
- Class examination of primary sources and maps
- Class contributions to short answer questions



<ul style="list-style-type: none">• The Andrew Johnson presidency• The Radical Republicans• Military Reconstruction v. 10% Plan• Impeachment of Johnson• Wade-Davis Bill• Rise of the Ku Klux Klan• Purchase of Alaska		
Assessments: <ul style="list-style-type: none">• Multiple choice test with short answer• LEQ essay• DBQ essay		
Interdisciplinary Connections: <ul style="list-style-type: none">• ELA – reading of any text dealing with racism.	Additional Resources: <ul style="list-style-type: none">• District approved textbook• District approved supplemental materials	



Subject: AP U.S. History

Grade: 10th

Suggested Timeline: 3 weeks

Unit Title:

The Gilded Age

Unit Overview/Essential Understanding:

Students will learn how local and state governments fought corruption as a side effect of patronism and spoils system politics introduced by Jackson. Students will learn how newspapers become the voice of truth and reason, helping to bring down political machines and later in American history help bring down big business corruption.

Essential Questions:

- How did the United States become an industrialized society after the Civil War?
- What role does unbridled capitalism play in the growth of wealth in America during this time?
- Why are trusts/monopolies bad/good for the American economy?
- How does the Second Industrial Revolution impact the way America views work and labor unions?
- What role does Marxism play in the rhetorical argument against labor unions?
- How does heavy immigration lead to political machines in state and local governments?
- What is the role of the merit system in reorganizing politics?
- How does art reflect the importance of the masses in this period and the reality that they faced?

Unit Objectives:

- The students will be able to outline the push and pull factors that influenced immigration to the United States.
- The students will be able to compare and contrast the political candidacies of William Jennings Bryan and William McKinley.
- The students will be able to outline the long-term legacy of the Populists' ideas.
- The students will be able to describe the main political and economic issues of the Gilded Age.
- The students will be able to examine the settlement patterns of immigrants and their influence on American culture.
- The students will be able to examine the problems that developed as more people crowded into urban areas.
- The students will be able to evaluate the reasons for and course of the Populist movement and its legacy.
- The students will be able to identify the main political and economic issues of the Gilded Age.
- The students will be able to evaluate how the rights of African Americans were eroded after Reconstruction.
- The students will be able to write an essay analyzing the impact of immigration and urbanization on American politics and the creation of political machines.

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

Important Standards Addressed in this Unit:

- 5.3.U.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy
- 5.3.U.F - Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments
- 5.4.U.A - Explain how United States foreign policy is developed

Misconceptions:

- The biggest misconception students have is that just because you are White does not guarantee you a place of supremacy in society. The Irish for example did not have the same rights as other White people until slaves were freed and competed in the job market with the Irish. Skin color is a currency immigrants in the latter end of the 1800's had to acquire via economic competition.

<p>Concepts/Content:</p> <ul style="list-style-type: none"> • Europeans flood into America • Ellis Island • Asian immigration • Nativism • American migration to cities • Separation by class • Urban governments • Gilded Age politics • Political machines • Social reformers • Realism • Civil Service reform • Election of 1884 • Unrest in rural America • The Rise of Populism • Election of 1896 • Jim Crow laws • Imposing segregation in America 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Notetaking • Primary source analysis • Class discussion • Essay writing (both LEQ and DBQ) • Thesis writing • Short answer question skills • Multiple choice test taking strategies • Study strategies for multi-chapter exams 	<p>Description of Activities:</p> <ul style="list-style-type: none"> • Class discussion • Class examination of primary sources and maps • Class contributions to short answer questions
<p>Assessments</p> <ul style="list-style-type: none"> • Multiple choice test and short answer section • LEQ essay • DBQ essay 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • ELA - written response 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved supplemental materials <ul style="list-style-type: none"> ○ "How the Irish Became White" - Noel Ignatiev ○ Thomas Nast political cartoons of Boss Tweed ○ The Tenement Museum in Manhattan virtual tours 	



Subject: AP U.S. History	Grade: 10 th	Suggested Timeline: 3 weeks
Unit Title: Industry, Agriculture and Social Reform in the Gilded Age		
Unit Overview/Essential Understanding: Students will learn about the new inventions for farmers and for factory workers that revitalized the agricultural and manufacturing industries. Students will also learn how the increase in immigration and urbanization in the cities, attracted to the surge in job offers in America. Students will also examine how the surge in immigration and urbanization led to the social reform movement to help newly immigrated peoples succeed. Essential Questions: <ul style="list-style-type: none">• What factors motivate white people to travel out west and take significant chances on their future?• What is the role of technology out west in helping homesteaders survive on farms?• How effective/important was the transcontinental railroad in transporting people and goods out west?• What is the relationship between whites and the Indigenous out west?• How does ecological imperialism of the buffalo by whites impact the Indigenous cultures out west?		
Unit Objectives: <ul style="list-style-type: none">• The students will be able to explain how population growth is affected by natural resources and geographic factors.• The students will be able to explain how technology affects history.• The students will be able to read and analyze primary sources, including written texts or historical photographs.• The students will be able to analyze how mining and ranching affected the development of the west.• The students will be able to evaluate the factors that encouraged the White invasion of the Great Plains following the Civil War.• The students will be able to evaluate the factors that caused conflicts between Indigenous people's and White invaders on the Great Plains.• The students will be able to analyze the impact of White invasion of the Great Plains on the future of Indigenous people's in America.• The students will be able to write an essay reflecting the impact of the White invasion of the Great Plains on the Indigenous.• The students will be able to summarize the conditions that helped the United States industrialize in the late-nineteenth century.• The students will be able to identify the important changes that the railroad industry brought to the nation.		

- The students will be able to categorize different information about the major industrial strikes during this time.
- The students will be able to examine the various resources that enabled the United States to industrialize quickly.
- The students will be able to analyze how the spread of railroads changed the nation.
- The students will be able to examine the rise of large-scale businesses and their different forms of organization.
- The students will be able to examine the rise of organized labor, and the reasons it failed to achieve its major goals.
- The students will be able to write an essay exploring how captains of industry or robber barons changed the economic landscape of America.

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

Important Standards Addressed in this Unit:

- 6.4.U.D - Explain how the level of development of transportation, communication networks, and technology affect economic interdependence
- 6.5.U.B - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

Misconceptions:

- Students believe that the Gilded Age is a time of corruption and speculation, rather than a time of urbanization, industrialization, cultural broadening, and increases in regulation.

Concepts/Content:

- The growth of the mining industry
- White invasion of the Great Plains
- Western statehood
- Cattle ranching out west
- Farming out west
- White invasion of the Hispanic Southwest
- Homesteaders and prospectors
- The Wheat Belt
- Struggles of the Plains Indians
- Wars out west between Natives and Whites
- Industrialization of America
- The labor force and immigration
- New inventions
- Laissez-faire capitalism
- Building of the transcontinental railroad
- The rise of Big Business
- Unions

Competencies/Skills:

- Notetaking
- Primary source analysis
- Class discussion
- Essay writing (both LEQ and DBQ)
- Thesis writing
- Short answer question skills
- Multiple choice test taking strategies
- Study strategies for multi-chapter exams

Description of Activities:

- Class discussion
- Class examination of primary sources and maps
- Class contributions to short answer questions



Assessments:

- Multiple choice test and short answer section.
- LEQ essay
- DBQ essay

Interdisciplinary Connections:

- ELA

Additional Resources:

- District approved textbook
- District approved supplemental materials



Subject: AP U.S. History	Grade: 10 th	Suggested Timeline: 5 weeks
Unit Title: The Age of Imperialism and Progressivism Begins		
Unit Overview/Essential Understanding: Students will learn about the U.S. movement towards imperialism after the complete conquest of the Native west. Students will learn how the U.S. increased its naval power in an attempt to imperialize other nations for their resources. Simultaneously the Progressive movement ignited and attempted to correct the side effects of laissez fair economics and social ills. Essential Questions: <ul style="list-style-type: none">• How are empires built?• Can politics fix social problems?• Should government aim to fix social problems?		
Unit Objectives: <ul style="list-style-type: none">• The students will be able to interpret primary source materials, including economic data, paintings, and political cartoons.• The students will be able to identify and analyze important information as displayed on a map.• The students will be able to identify possible causes for the sinking of the USS Maine.• The students will be able to compare and contrast information about political leaders.• The students will be able to evaluate how the desire for new markets and the need for resources were motivating factors for American imperialism.• The students will be able to examine why the U.S. attempted to reduce European influence in the Western Hemisphere.• The students will be able to identify the causes of the Spanish-American War.• The students will be able to identify the origins, significance, and consequences of the Open Door policy.• The students will be able to examine how the construction of the Panama Canal, the Roosevelt Corollary, and dollar diplomacy spread U.S. influence to other nations.• The students will be able to write an essay exploring how accomplishing Manifest Destiny led to the growth of the U.S. navy and the desire for imperialism abroad.• The students will be able to identify the progressives and what they believed caused social problems.• The students will be able to summarize how the progressives helped to make government more efficient and responsive to citizens.		

- The students will be able to explain how President Roosevelt supported conservation.
- The students will be able to describe how President Taft's beliefs differed from the progressives' beliefs.
- The students will be able to analyze contrasting ideas within a political philosophy.
- The students will be able to describe the successes and failures of progressivism.
- The students will be able to examine the nature of the societal problems that progressives hoped to solve.
- The students will be able to compare and contrast the progressive philosophies of Teddy Roosevelt and William Howard Taft.
- The students will be able to write an essay exploring the successes and failures of the Progressive movement.

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

Important Standards Addressed in this Unit:

- 5.1.U.D - Compare and contrast the basic principles and ideals found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution
- 5.1.U.F - Analyze the role political symbols play in civil disobedience and patriotic activities
- 5.2.U.B - Analyze strategies used to resolve conflicts in society and government

Misconceptions:

- Students are caught off guard by how many civil rights our government processes. The Progressive fight continued for years and has given Americans many opportunities.
- In their heads, the last time somebody wrote a law was when they wrote the U.S. Constitution, and so they are shocked to realize that people brought an improvement to democratic processes in the early 1900's.

Concepts/Content:

- Building support for imperialism
- The desire for new markets
- Building a modern navy
- American expansion in the Pacific
- Diplomacy in Latin America
- Yellow-Journalism
- The Spanish-American War
- The Open-Door Policy
- The Boxer Rebellion
- The Roosevelt Corollary
- Panama Canal
- Diplomacy in Mexico
- The Big Stick Diplomacy
- Dollar Diplomacy
- The Roosevelt Administration
- The Taft Administration
- The Rise of Progressivism
- Muckrakers

Competencies/Skills:

- Notetaking
- Primary source analysis
- Class discussion
- Essay writing (both LEQ and DBQ)
- Thesis writing
- Short answer question skills
- Multiple choice test taking strategies
- Study strategies for multi-chapter exams

Description of Activities:

- Class discussion
- Class examination of primary sources and maps
- Class contributions to short answer questions



<ul style="list-style-type: none">• Women's suffrage• The Prohibition Movement• T.R. and Trustbusting• Conservation in America• Taft's Reforms		
Assessments: <ul style="list-style-type: none">• Multiple choice test with short answer section• LEQ essay• DBQ essay		
Interdisciplinary Connections: <ul style="list-style-type: none">• ELA• Business class	Additional Resources: <ul style="list-style-type: none">• District approved textbook• District approved supplemental materials<ul style="list-style-type: none">○ Primary source material for the Spanish-American War and yellow journalism	



Subject: AP U.S. History	Grade: 10 th grade	Suggested Timeline: 3 weeks
Unit Title: Wilsonian Progressivism and World War I		
Unit Overview/Essential Understanding: Students will learn how Wilson rode into the presidency with a promise of bringing a Progressive agenda yet entered the U.S. in WWI and engaged in the Big Stick and in Dollar Diplomacy to advance the cause of freedom. They will examine the social, political and economic facts of the first world war. As they research, students will reflect on the collective forces behind the origins of the war. Essential Questions: <ul style="list-style-type: none">• Why do nations go to war?• What is the role of rhetoric and propaganda in getting support for a world war?• How does nationalism/militarism/alliances/imperialism create the perfect storm for a world war?• Does WWI lead America to demand justice for people living in America like it did for the people living abroad?		
Unit Objectives: <ul style="list-style-type: none">• The students will be able to analyze how Wilson's progressive philosophies differed from those of Roosevelt and Taft.• The students will be able to compare and contrast the factors that caused European nations and the United States to become involved in World War I.• The students will be able to summarize how World War I affected life on the home front.• The students will be able to evaluate how new technology changed warfare during World War I.• The students will be able to describe the effects of World War I on the U.S. economy.• The students will be able to identify the major causes of World War I, including militarism, alliances, imperialism, and nationalism.• The students will be able to describe what life was like on the home front for women and minorities.• The students will be able to examine how the war affected the economy and how economic factors lead to a Red Scare after the war.• The students will be able to write an essay reflecting the collective forces behind the origins of the first World War.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.		

- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

Important Standards Addressed in this Unit:

- 5.4.U.A - Explain how United States foreign policy is developed

Misconceptions:

- Students will come into WWI knowing a little bit due to the fact that they had American history last year, however they are not map savvy and have misconceptions about the start of the war and where it was located.

Concepts/Content:

- The Election of 1912
- Wilson's Progressive reforms
- Anti-trust movement
- Limits to Progressivism

Competencies/Skills:

- Notetaking
- Primary source analysis
- Class discussion

Description of Activities:

- Class discussion
- Class examination of primary sources and maps
- Class contributions to short answer questions

<ul style="list-style-type: none"> • World War I Begins • Militarism and alliances • Imperialism and nationalism • Assassination of Archduke Ferdinand • The Balkan Powder Keg • U.S. enter WWI • War hits the homefront • Combat in WWI • Military technology in WWI • The Treaty of Versailles • The Red Scare 	<ul style="list-style-type: none"> • Essay writing (both LEQ and DBQ) • Thesis writing • Short answer question skills • Multiple choice test taking strategies • Study strategies for multi-chapter exams 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Multiple choice test and short answer section • LEQ essay • DBQ essay 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • ELA 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved supplemental materials 	

Subject: AP U.S. History	Grade: 10 th grade	Suggested Timeline: 3 weeks
Unit Title: The Roaring 20's		
Unit Overview/Essential Understanding: Students will learn about the rise in consumer goods, freedoms for women and the increase in the mass culture and how it reflected these growing changes. Students will also learn about how the stock market collapsed ruining the consumer high of the 1920's.		
Essential Questions: <ul style="list-style-type: none"> • How was social and economic life different in the early twentieth century from that of the late nineteenth century? • How has the cultural identify of the United States changed over time? • How do Black Americans protest for rights in America at this time? • What causes changes in the economy over time? • How do depressions affect societies? 		
Unit Objectives: <ul style="list-style-type: none"> • The students will be able to explain the idea of supply-side economics and how it is supposed to stimulate the economy. • The students will be able to identify causes and effects of anti-immigrant prejudices. • The students will be able to identify the main characteristics of art, literature, and popular culture of the era. • The students will be able to identify the causes and effects of the Harlem Renaissance. • The students will be able to examine the U.S. economic policies of the 1920s. • The students will be able to analyze how the new consumer society of the 120's affected Americans. • The students will be able to evaluate the effect of nativism on American society during this decade. • The students will be able to evaluate how the popular culture of the 1920s and the emergence of mass media affected American society. • The students will be able to explain how speculation caused the stock market to fall. • The students will be able to describe how the stock market crash affected the entire nation. • The students will be able to list the effects of the Great Depression on the American people, their art, and their entertainment. • The students will be able to describe life during the Dust Bowl. • The students will be able to categorize the initiatives Hoover instituted in response to the Depression, and describe their results. • The students will be able to identify how speculation caused the stock market to fail. 		

- The students will be able to examine how the events of the stock market crash affected the entire nation- not only Wall Street.
- The students will be able to examine the lack of action taken on behalf of the Hoover administration to promote recovery during the Great Depression.
- The students will be able to evaluate how citizens reacted to Hoover's recovery efforts.

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
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- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

Important Standards Addressed in this Unit:

- 5.3.U.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy
- 5.2.U.D - Evaluate and demonstrate what makes competent and responsible citizens

Misconceptions:

- Students are shocked when we read Harlem Renaissance poetry and discuss the meaning and intent of the literature. They didn't realize that through poetry words could reflect a rebellion; and that Blacks used poetry to express their sadness, anger, frustration, fear, hate and rebellion instead of taking to the streets to protest because Blacks did not have the right to protest.

Concepts/Content:

- The Harding Administration
- Teapot Dome scandal
- Silent Cal
- The Dawes Plan
- Washington Naval Conference
- Kellogg-Briand Pact
- Rise in consumer goods and advertising
- Consumerism
- Agricultural crisis
- Nativism and immigration
- Prohibition
- The rise and fall of the Ku Klux Klan
- Bohemian art and culture
- The rise of the mass culture and media
- The Harlem Renaissance
- Black Nationalism
- The Bull Market
- The Election of 1928
- The Stock Market Crash
- The Roots of the Great Depression
- The Depression Worsens
- The Dust Bowl

Competencies/Skills:

- Notetaking
- Primary source analysis
- Class discussion
- Essay writing (both LEQ and DBQ)
- Thesis writing
- Short answer question skills
- Multiple choice test taking strategies
- Study strategies for multi-chapter exams.

Description of Activities:

- Class discussion
- Class examination of primary sources and maps
- Class contributions to short answer questions



<ul style="list-style-type: none">• Arts and entertainment in the 1930's• Hoover attempts recovery but too late, not enough and not to the right people• The Bonus Army		
Assessments: <ul style="list-style-type: none">• Multiple choice test with short answer section• LEQ essay• DBQ essay		
Interdisciplinary Connections: <ul style="list-style-type: none">• ELA – poetry unit for Black poetry in American and globally	Additional Resources: <ul style="list-style-type: none">• District approved textbook• District approved supplemental materials<ul style="list-style-type: none">○ The Poetry Foundation	



Subject: AP U.S. History	Grade: 10 th	Suggested Timeline: 3 weeks
Unit Title: The Great Depression and the New Deal		
Unit Overview/Essential Understanding: Students will learn how the Great Depression was handled poorly by President Hoover who was subsequently voted out of office in favor of FDR who led reforms for the economy through his Alphabet Soup programs. The New Deal legislature was both successful and failing and illustrated the growing power of the executive branch. A conservative backlash also rose out of the New Deal side effects which later found a home in the Red Scare of the 1950's. Essential Questions: <ul style="list-style-type: none">• Can and should the government fix the economy?• Is government responsible for the economic well-being of its citizens?• Can socialism save capitalism?		
Unit Objectives: <ul style="list-style-type: none">• The students will be able to describe the qualities of an effective leader.• The students will be able to summarize the First New Deal programs and their effects.• The students will be able to explain why Roosevelt decided to introduce new legislation to fight the depression.• The students will be able to describe how the Wagner Act and the Social Security Act affected Americans.• The students will be able to summarize the effects the New Deal legislation had on federal and state governments.• The students will be able to examine the ways in which the New Deal sought to reform the financial system.• The students will be able to analyze the political pressures Roosevelt faced from the left and the right, and how he responded to their criticisms.• The students will be able to write an essay reflecting the impact that the New Deal had on ending the Great Depression.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.• 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.		

- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

Important Standards Addressed in this Unit:

- 6.3.U.C - Compare and contrast the taxation policies of the local, state, and national governments
- 6.4.U.C - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 6.4.U.A - Explain how specialization contributes to economic interdependence on a national and international level

Misconceptions:

- Students do not easily grasp how quickly an entire nation can lose its economy, students come into this unit confused how it all came crashing down in a house of cards. When we discuss buying on margin and on credit, students begin to understand how this leads to economic catastrophe.

Concepts/Content:

- Roosevelt's rise to power
- The Election of 1932
- The 1st Hundred Days

Competencies/Skills:

- Notetaking
- Primary source analysis
- Class discussion

Description of Activities:

- Class discussion
- Class examination of primary sources and maps

<ul style="list-style-type: none"> • Banks and Debt Relief • Farms and Industry • The Alphabet Soup programs • Success of the 1st New Deal • The Second New Deal • The Supreme Court and the New Deal • The New Deal Ends 	<ul style="list-style-type: none"> • Essay writing (both LEQ and DBQ) • Thesis writing • Short answer question skills • Multiple choice test taking strategies • Study strategies for multi-chapter exams. 	<ul style="list-style-type: none"> • Class contributions to short answer questions
<p>Assessments:</p> <ul style="list-style-type: none"> • Multiple choice test with short answer section • LEQ essay • DBQ essay 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Economics 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved supplemental materials 	



Subject: AP U.S. History	Grade: 10 th	Suggested Timeline: 1 week
Unit Title: WWII		
Unit Overview/Essential Understanding: Students will learn about WWII, the reasons for why, events that took place during the war and the side effects of war on the globe and America. Students will also examine the role of women and minorities during the war and the economic and social freedoms that they experienced. Essential Questions: <ul style="list-style-type: none">• Could World War II have been prevented?• Why do some people not respond to injustice while others try to prevent injustice?• What kind of sacrifices does war require?• What are the roles of nationalism/militarism/alliances/imperialism in a world war?• What rights does America begin to champion for its own people after WWII, since it was a "People's War?"• How does science and technology change global warfare forever?• What are the moral repercussions of nuclear war?• How can global organizations shape the future of nations and their economies?		
Unit Objectives: <ul style="list-style-type: none">• The students will be able to explain how new dictatorships and militaristic expansion led to global warfare.• The students will be able to explain the policy of appeasement.• The students will be able to list factors that allowed Germany to achieve early military victories.• The students will be able to explain how the experiences of the United States in World War I influenced reactions to military aggression in the 1930's.• The students will be able to describe the aftermath of the attack on Pearl Harbor.• The students will be able to identify the reasons behind the persecution of Jews during the 1930's.• The students will be able to describe the events of the Holocaust and the atrocities committed against Europe's Jews.• The students will be able to write an essay reflecting on the reasons for WWII and how they impacted the shifting global power structure.• The students will be able to analyze statistical information showing how the U.S. economy performed during the war.		

- The students will be able to analyze and interpret primary sources in various forms, including photographs and written text.
- The students will be able to recognize the geographic factors that determined much of the strategy of the Pacific War.
- The students will be able to analyze and evaluate information provided in graphs and charts.
- The students will be able to identify, analyze, and evaluate important information shown on a map.

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

Important Standards Addressed in this Unit:

- 6.3.U.D - Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US. • Ethnicity and Race • Working conditions • Immigration • Military conflict • Economic Stability
- 5.3.U.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy



Misconceptions:

- Students have the misconception that America did not know what was happening with the Jews in the Holocaust, but they learn how the Jews were not welcome to enter the U.S. as refugees in 1939 from Germany.
- Students also have the misconception that war ends all types of relationships between nations, and they learn that U.S. companies such as IBM were making money off of the Nazi's while America was fighting them.

Concepts/Content:

- The rise of dictators
- The Munich Crisis
- Invasion of Poland
- American Neutrality
- Roosevelt's Internationalism
- Attack on Pearl Harbor
- Nazi's in Germany
- The Holocaust
- The Final Solution
- Extermination Camps
- Militarism in America
- Women and minorities in the military and on the homefront
- American economy on the homefront
- Fighting Japan
- Navajo code talkers
- Halting the Germans
- D-Day
- Collapse of the Third Reich
- The Manhattan Project

Competencies/Skills:

- Notetaking
- Primary source analysis
- Class discussion
- Essay writing (both LEQ and DBQ)
- Thesis writing
- Short answer question skills
- Multiple choice test taking strategies
- Study strategies for multi-chapter exams.

Description of Activities:

- Class discussion
- Class examination of primary sources and maps
- Class contributions to short answer questions

Assessments:

- Multiple choice test with short answer questions
- LEQ essay



- DBQ essay

Interdisciplinary Connections:

- Military history

Additional Resources:

- District approved textbook
- District approved supplemental materials
 - IBM profits off the Nazis - forbes.com

Subject: AP U.S. History	Grade: 10 th	Suggested Timeline: 2 weeks
Unit Title: The Cold War, America in the 1950's		
Unit Overview/Essential Understanding: Students will learn how the Cold War began in the immediate aftermath of WWII, kicking off a 30-year war of words, intentions, and actions between the U.S. and the Soviet Union. Students will also learn about the desire Americans had to “return to normalcy” and consume goods and pursue the American Dream in an effort to amuse and insulate themselves.		
Essential Questions: <ul style="list-style-type: none"> • How did the Cold War shape postwar international relations? • How did Cold War tensions affect American society? • What is the impact of consumerism, communism, conformity and containment on American domestic and foreign policy? 		
Unit Objectives: <ul style="list-style-type: none"> • The students will be able to explain how the Potsdam Conference increased tensions between the United States and the Soviet Union. • The students will be able to describe how the spread of the Cold War beyond Europe caused the United States to be involved in an armed conflict less than five years after WWII ended. • The students will be able to analyze the effects of the Red Scare on people, policies, and culture in the United States. • The students will be able to analyze whether Eisenhower’s policies were effective. • The students will be able to evaluate the impact of Truman’s policies during the first years of the Cold War. • The students will be able to identify the theory of containment and how it influenced U.S. foreign policy. • The students will be able to summarize the state of the U.S. economy after World War II. • The students will be able to describe how the lives of Americans changed after World War II. • The students will be able to compare and contrast the postwar experiences of different groups and regions in the United States. 		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none"> • 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events. 		

- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

Important Standards Addressed in this Unit:

- 5.3.U.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy
- 5.4.U.A - Explain how United States foreign policy is developed
- 5.2.U.B - Analyze strategies used to resolve conflicts in society and government
- 6.1.U.B - Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States

Misconceptions:

- Students are generally knowledgeable about life in the Cold War from pop culture. They carry misconceptions about communism and what it means and how it operates. We usually have to break through the problem of every student blindly saying that "communism is bad", but they can't explain why.

Concepts/Content:	Competencies/Skills:	Description of Activities:
<ul style="list-style-type: none"> • The United Nations • The Yalta Conference • Division of Germany • Truman takes control • The Iron Curtain • Containment • The Long Telegram • Crisis in Iran • The Truman Doctrine • The Marshall Plan • The Berlin Airlift • NATO • Mao in China • The Korean War • McCarthyism • The Rosenberg's • The McCarran Act • Pop culture in the Cold War • Brinkmanship • Iran and Guatemala • CIA • The Eisenhower Doctrine • U2 Spy Plan Incident • Returning to a peacetime economy • Truman's programs • The Election of 1948 • The Eisenhower presidency • Suburbs and the American Dream • The Baby Boom 	<ul style="list-style-type: none"> • Notetaking • Primary source analysis • Class discussion • Essay writing (both LEQ and DBQ) • Thesis writing • Short answer question skills • Multiple choice test taking strategies • Study strategies for multi-chapter exams. 	<ul style="list-style-type: none"> • Class discussion • Class examination of primary sources and maps • Class contributions to short answer questions



<ul style="list-style-type: none">• Scientific advances and mass media• The rise of advertising and consumerism• Rock and Roll• The Beatnik Movement• Poverty, "How the Other Half Lives"• Urban renewal and urban removal• The Termination policy of Native Americans• Juvenile delinquency in America		
Assessments: <ul style="list-style-type: none">• Multiple choice test with short answer section• LEQ essay• DBQ essay		
Interdisciplinary Connections: <ul style="list-style-type: none">• Music, ELA, science	Additional Resources: <ul style="list-style-type: none">• District approved textbook• District approved supplemental materials<ul style="list-style-type: none">• YouTube for live, primary source material to view music, Beatniks, film trailers, etc.• Michael Harrington's book "How the Other Half Lives"	



Subject: AP U.S. History	Grade: 10 th	Suggested Timeline: 2 weeks
Unit Title: The 1960's and 1970's Social Movements		
Unit Overview/Essential Understanding: Students will examine how the 1960's and 1970's were a turbulent follow up to the determinedly placid 1950's. Students will learn how political leaders embraced the growing power of the executive government and used it for political gain. Students will also examine the social and political and economic social movements of the 1960's and 1970's as attempts to level the playing field for Americans who were not straight, white, males. Essential Questions: <ul style="list-style-type: none">• How do social movements effect change in laws?• What is the role of the U.S. in international police situations?• Is communism a real or perceived threat to the American way of life?		
Unit Objectives: <ul style="list-style-type: none">• The students will be able to explain the effects of the Warren Court rulings.• The students will be able to identify how aid programs for developing nations and an expanded space program were intended to contain communism and help the United States stay ahead in technology.• The students will be able to describe the War on Poverty and analyze its successes and failures.• The students will be able to write an essay reflecting the social and scientific ways that the U.S. advanced into the New Frontier.• The students will be able to examine social movements for equality such as the Civil Rights Movement, the Feminist Movement, the Native American Movement and the Hispanic Movement.• The students will be able to identify and examine the events during the Vietnam War.• The students will be able to evaluate the impact of the Vietnam War on containment and the credibility gap in America.• The students will be able to examine and evaluate the impact of the liberal social movements on American politics and culture.• The students will be able to write an essay evaluating the reasons for and impacts of the social movements for equality during the 1960's and 1970's.• The students will be able to evaluate the impact of the Nixon administration on domestic and foreign policy.• The students will be able to examine the impact of the Watergate scandal on American politics and government.• The students will be able to examine the success and failures of the environmental movement of the 1970's.		

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

Important Standards Addressed in this Unit:

- 6.2.U.C - Evaluate the impact of advertising and media on individual and group behavior throughout United States history
- 6.2.U.D - Explain how the laws of supply and demand impacted individuals and groups behavior over time
- 5.3.U.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy
- 5.3.U.F - Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments

Misconceptions:

- Students often think that Kennedy was a beloved president and that he probably won by a landslide against Nixon in 1960. They learn that it was a close election pitting a new monied Catholic with good looks and charm against a bootstraps politician carrying executive experience.

<p>Concepts/Content:</p> <ul style="list-style-type: none"> • The election of 1960 • Kennedy's domestic policies • Warren Court reforms • Containing communism • The Alliance for Progress • The Peace Corps • The Space Race • The Bay of Pigs fiasco • The Berlin Wall • The Cuban Missile Crisis • The Assassination of JFK • Johnson becomes president • The Great Society • The election of 1964 • The Civil Rights Movement • The Vietnam War • The Nixon presidency • Watergate scandal • The Environmental movement 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Notetaking • Primary source analysis • Class discussion • Essay writing (both LEQ and DBQ) • Thesis writing • Short answer question skills • Multiple choice test taking strategies • Study strategies for multi-chapter exams 	<p>Description of Activities:</p> <ul style="list-style-type: none"> • Class discussion • Class examination of primary sources and maps • Class contributions to short answer questions
<p>Assessments:</p> <ul style="list-style-type: none"> • Multiple choice test with short answer section • LEQ essay • DBQ essay 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • ELA 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • District approved supplemental materials <ul style="list-style-type: none"> ○ Zapruder film of the JFK assassination ○ Oyez.com for court cases ○ For primary source access: 	

- | | |
|--|---|
| | <ul style="list-style-type: none">○ YouTube video for life in East Germany○ YouTube footage of the Vietnam conflict○ YouTube video for Civil Rights movement leaders, events○ Rachel Carson's text "Silent Spring" |
|--|---|



Subject: AP U.S. History

Grade: 10th

Suggested Timeline: 3 weeks

Unit Title:

The 1980's to Modern Day

Unit Overview/Essential Understanding:

Students will learn about the backlash conservative movements that rose out of the liberal movements of the 1960's and 1970's. Students will also learn about the different foreign and domestic policies held by each administration and how those policies have impacted America today and how they might have a relationship to former policies.

Essential Questions:

- What is the role of political parties in shaping the rhetoric and systems of delivering information to citizens?
- How do modern presidents effect policies that demonstrate their political leanings?
- What is the role of partisanship in shaping modern day legislature?
- In learning that Americans will rally around a president who is fighting a common, foreign enemy, what have modern presidents done to curry that domestic favor?
- How has domestic policy shifted between the 1980's and 1990's as a result of the 60's and 70's social movements?
- How has domestic policy progressed/regressed since the 1990's?
- What is the modern role of the United States on the world stage?
- How does globalization impact the American economy?

Unit Objectives:

- The students will be able to contrast liberalism and conservatism.
- The students will be able to identify the major issues facing the Reagan administration.
- The students will be able to identify the major issues facing the George H.W. Bush administration.
- The students will be able to identify the major issues facing the Clinton administration.
- The students will be able to identify the major issues facing the George W. Bush administration.
- The students will be able to identify the major issues facing the Obama administration.
- The students will be able to identify the major issues facing the Trump administration.
- The students will be able to identify the major issues facing the Biden administration.
- The students will be able to write an essay reflecting the major changes between the liberal movements of the 70's and the conservative backlash of the 80's and 90's.

Focus Standards Addressed in this Unit:

- 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented.

Important Standards Addressed in this Unit:

- 5.4.U.A - Explain how United States foreign policy is developed
- 5.3.U.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy
- 6.1.U.B - Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States
- 6.1.U.C - Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations
- 6.2.U.A - Analyze the flow of goods and services in the national economy

<p>Misconceptions:</p> <ul style="list-style-type: none"> The students think that America has only foreign policy successes in the modern age, and they are interested in discovering how American foreign policy in the modern age has come back to bite us from the Cold War. 		
<p>Concepts/Content:</p> <ul style="list-style-type: none"> The Reagan and George H.W. Bush Administrations The Clinton Administration The George W. Bush Administration The Obama Administration The Trump Administration The Biden Administration Domestic and Foreign policy successes and failure for each administration 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> Notetaking Primary source analysis Class discussion Essay writing (both LEQ and DBQ) Thesis writing Short answer question skills Multiple choice test taking strategies Study strategies for multi-chapter exams 	<p>Description of Activities:</p> <ul style="list-style-type: none"> Class discussion Class examination of primary sources and maps Class contributions to short answer questions
<p>Assessments:</p> <ul style="list-style-type: none"> Multiple choice test with short answer section LEQ essay DBQ essay 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ELA and communications courses 	<p>Additional Resources:</p> <ul style="list-style-type: none"> District approved textbook District approved supplemental materials <ul style="list-style-type: none"> Twitter YouTube 	