

Course: U.S. History: Since Reconstruction

Unit: American Government

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) What was the purpose for establishing the constitution? 2.) What are the powers of the Legislative? 3.) Describe ways the states are independent and subject to the federal government? 4.) How are amendments ratified? 5.) What are the basic freedoms guaranteed by the first ten 	<p>SS-HS-1.1.1 Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals.</p> <p>SS-HS-1.1.2 Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution).</p> <p>SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).</p> <p>SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority</p>	<p>demonstrate an understanding (e.g., illustrate, write, model, present, debate) of the nature of government:</p> <p>examine ways that democratic governments do or do not preserve and protect the rights and liberties of their constituents (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution)</p> <p>compare purposes and sources of power of various forms of government in the world, and analyze their effectiveness in establishing order, providing security and accomplishing goals</p> <p>evaluate the relationship between and among the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) and the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties)</p> <p>examine conflicts within and among different governments and analyze their impacts on historical or current events</p>	<ol style="list-style-type: none"> 1.) Vocabulary quizzes and terms 2.) Constitution unit test 3.) Open Response: Discuss the Rights and Responsibilities of citizens in a democracy 	<ol style="list-style-type: none"> 1.) Read the Preamble/ Constitution and articles 2.) Building vocab exercise 3.) Constitution review sheet 4.) Amendments review sheet 5.) "Blessings of Liberty" 	

<p>amendments ?</p>	<p>rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." SS-HS-1.3.1 Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. SS-HS-1.3.2 Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). SS-HS-1.3.3 Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). SS-HS-2.2.1 Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History</p>	<p>examine issues related to the intent of the Constitution of the United States and its amendments: explain the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and how effective these principles are in protecting individual rights and promoting the "common good" analyze how powers of government are distributed and shared among levels and branches, and how this distribution of powers works to protect the "common good" (e.g., Congress legislates on behalf of the people, the President represents the people as a nation, the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution) investigate the rights of individuals (e.g., Freedom of Information Act, free speech, civic responsibilities in solving global issues) to explain how those rights can sometimes be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure), the rights of others (e.g., slander, libel), and civic responsibilities (e.g., personal belief/responsibility versus civic responsibility) evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g.,</p>			
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	<p>(Reconstruction to present). SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p>	<p>servicing as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces)</p> <p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>use a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images):</p> <ul style="list-style-type: none"> interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media): interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region) 			
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		<p>analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity</p> <p>evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions</p> <p>explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>investigate interactions among human activities and the physical environment in the modern world (1500 A.D. to present) and United States (Reconstruction to present):</p> <p>describe human strategies (e.g., transportation, communication, technology) used to overcome limits of the physical environment</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data):</p> <p>investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history)</p> <p>examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p>			
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Boone County High School Curriculum Map: Social Studies

Course: U.S. History: Since Reconstruction

Unit: Reconstruction

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) What was Lincoln's plan for Reconstruction? 2.) How did Johnson's plan differ from Lincoln's? 3.) Why was Johnson impeached? 4.) What groups were in conflict in the south? 5.) Why did Reconstruction end? 	<p>SS-HS-4.3.1 Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p> <p>SS-HS-5.2.1 Students will compare and contrast the ways in which various Reconstruction plans were approached and evaluate the outcomes of Reconstruction.</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>demonstrate an understanding of the nature of culture: analyze cultural elements of diverse groups in the United States (Reconstruction to present) describe how belief systems, knowledge, technology, and behavior patterns define cultures analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements</p> <p>use a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images): interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of</p>	<ol style="list-style-type: none"> 1.) Quiz over Reconstruction terms 2.) Unit test 3.) Reteaching Section 4 	<ol style="list-style-type: none"> 1.) Legislative chart of Reconstruction laws and amendments 2.) Article "Impeachment of Andrew Johnson" 3.) "Now He Belongs to the Ager's" film guide 4.) Sharecropping map interpretation 5.) List of key terms 6.) Supreme court 	

		<p>resources and markets, individual preference, centralization versus dispersion)</p> <p>investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media):</p> <p>interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region)</p> <p>analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity</p> <p>evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions</p> <p>explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>analyze the causes of movement and settlement (e.g., famines, military conflicts, climate, economic opportunity) and their impacts in different places and at different times in history</p> <p>investigate interactions among human activities and the physical environment in the modern world (1500 A.D. to present) and United States (Reconstruction to present):</p> <p>describe human strategies (e.g., transportation, communication, technology) used to overcome</p>		<p>cases – Dred Scott, Plessy v. Ferguson</p>	
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		<p>limits of the physical environment</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data):</p> <ul style="list-style-type: none"> investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history) examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected) <p>compare, contrast and evaluate the approaches and effectiveness of Reconstruction programs</p>			
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Boone County High School Curriculum Map: Social Studies

Course: U.S. History: Since Reconstruction

Unit: Westward Expansion

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) Contrast the cultures of Native American and white settlers 2.) How did the government deal with growing conflict among Native Americans and white settlers? 3.) How did transcontinental RR open up west for settlement? 4.) How did government encourage western settlement? 	<p>SS-HS-4.1.2 Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.</p> <p>SS-HS-4.2.2 Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place.</p> <p>SS-HS-4.3.1 Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-4.4.1 Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.</p> <p>SS-HS-4.4.3 Students will explain how group and individual perspectives impact the use of</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)</p> <p>use a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images):</p> <p>interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion)</p> <p>investigate regions of the Earth's surface using information</p>	<ol style="list-style-type: none"> 1.) Section quizzes 2.) Unit Test 	<ol style="list-style-type: none"> 1.) 'How the West Was Lost' film guide 2.) Key Terms (ex.) manifest destiny 3.) Map of western USA/Transcontinental RR 	

	<p>natural resources (e.g., mineral extraction, land reclamation). SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. SS-HS-5.2.3 Students will explain the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War.</p>	<p>from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media):</p> <ul style="list-style-type: none"> interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region) analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present) <p>analyze the causes of movement and settlement (e.g., famines, military conflicts, climate, economic opportunity) and their impacts in different places and at different times in history</p> <p>explain how technology has facilitated the movement of goods, services and populations, increased economic interdependence, and influenced development of centers of economic activity (e.g., cities, interstate highways, airports, rivers, railroads, computers, telecommunications)</p> <p>investigate interactions among human activities and the physical</p>			
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		<p>environment in the modern world (1500 A.D. to present) and United States (Reconstruction to present): describe human strategies (e.g., transportation, communication, technology) used to overcome limits of the physical environment</p> <p>interpret and analyze possible global effects (e.g., global warming, destruction of the rainforest, acid rain) of human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods)</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data): investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history) examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p>			
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Boone County High School Curriculum Map: Social Studies

Course: U.S. History: Since Reconstruction

Unit: The Gilded Age: The Rise of Big Business, Labor Unrest, Immigration, and Urbanization

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) From which parts of the world did immigrants come to the United States? 2.) For what reason did they journey to America? 3.) What difficulties did immigrants face? 4.) What types of discrimination did new immigrants face? 5.) Why did immigrants settle in our nation's 	<p>SS-HS-3.2.2 Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives and partnerships.</p> <p>SS-HS-3.2.3 Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return).</p> <p>SS-HS-3.3.1 Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences).</p> <p>SS-HS-3.3.2 Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).</p> <p>SS-HS-3.3.3 Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>demonstrate an understanding of the nature of culture: analyze cultural elements of diverse groups in the United States (Reconstruction to present) describe how belief systems, knowledge, technology, and behavior patterns define cultures analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements</p> <p>compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news</p>	<ol style="list-style-type: none"> 1.) Section quizzes 2.) Unit test 3.) Reteaching quizzes 4.) Open Response: Black migration released 	<ol style="list-style-type: none"> 1.) Immigration maps 2.) Immigration pictures 3.) Jacob Riis "How the Other Half Lives" smart board 4.) Key terms 5.) Citizenship Test 6.) Acirema activity 7.) Primary source reading: "Jane Addams" 8.) A&E Biography: "Andrew Carnegie" 9.) Primary 	

<p>cities?</p> <p>6.) What is the social gospel movement?</p> <p>7.) What were the roles of political machines?</p>	<p>SS-HS-3.3.4 Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.</p> <p>SS-HS-3.4.2 Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world.</p> <p>SS-HS-4.2.1 Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).</p> <p>SS-HS-4.2.2 Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place.</p> <p>SS-HS-4.2.3 Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).</p> <p>SS-HS-4.2.4 Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-4.3.1 Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military</p>	<p>media, artifacts)</p> <p>describe how economic institutions (e.g., corporations, labor unions, banks, stock markets, cooperatives, partnerships) help to deal with scarcity</p> <p>analyze free enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, workers, savers and investors)</p> <p>describe relationships between and among markets (e.g., local, national, global) and exchange of goods and services:</p> <p>explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences)</p> <p>describe how financial and non-financial incentives influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions)</p> <p>explain or model cause-effect relationships between the level of competition in a market and the number of buyers and sellers</p> <p>research laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) and analyze their purposes and effects in the United States and in the global marketplace</p> <p>analyze changing relationships between and among business, labor and government (e.g., unions, anti-trust laws, tariff</p>		<p>Source: “The History of Standard Oil Company”</p>	
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	<p>conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). SS-HS-4.4.1 Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment. SS-HS-4.4.3 Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation). SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. SS-HS-5.2.2 Students will explain how the rise of big business, factories, mechanized farming and the labor movement impacted the lives of Americans.</p>	<p>policy, price controls, subsidies, tax incentives), and examine the effects of those changing relationships on production, distribution and consumption in the United States</p> <p>describe how different factors (e.g., new knowledge, technological change, investments in capital goods and human capital/resources) have increased productivity in the world</p> <p>use a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images):</p> <ul style="list-style-type: none"> interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media): interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region) analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity evaluate reasons for stereotypes (e.g., all cities are dangerous and 			
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		<p>dirty; rural areas are poor) associated with places or regions explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>analyze the causes of movement and settlement (e.g., famines, military conflicts, climate, economic opportunity) and their impacts in different places and at different times in history</p> <p>explain how technology has facilitated the movement of goods, services and populations, increased economic interdependence, and influenced development of centers of economic activity (e.g., cities, interstate highways, airports, rivers, railroads, computers, telecommunications)</p> <p>investigate interactions among human activities and the physical environment in the modern world (1500 A.D. to present) and United States (Reconstruction to present): describe human strategies (e.g., transportation, communication, technology) used to overcome limits of the physical environment</p> <p>interpret and analyze possible global effects (e.g., global warming, destruction of the rainforest, acid rain) of human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods)</p>			
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		<p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data): investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history) examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p> <p>explain how the rise of big business, factories, mechanized farming, and the labor movement have impacted the lives of Americans</p> <p>examine the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War</p>			
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Boone County High School Curriculum Map: Social Studies

Course: U.S. History: Since Reconstruction

Unit: American Imperialism and the Spanish American War

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) What is the policy of U.S. imperialism? 2.) What were the major factors that contributed to the growth of American Imperialism? 3.) Why did some Americans have a strong overseas economic interest? 4.) Explain how events escalated between the U.S. and Spain. 	<p>SS-HS-2.1.1 Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-3.1.1 Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices.</p> <p>SS-HS-4.1.2 Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images):</p> <ul style="list-style-type: none"> interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media): interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region) analyze pros and cons of 	<ol style="list-style-type: none"> 1.) Section quizzes 2.) Chapter test 3.) Reteaching quizzes 	<ol style="list-style-type: none"> 1.) World map to plot U.S. interest 2.) Key terms and vocabulary 3.) Clips of 'Panama Canal' movie 4.) 'Rough Riders to Rushmore' TR biography 5.) Primary source: "Queen Liliuokalani" 6.) Map: Spanish American War 7.) Yellow journalism 	

<p>5.) What were the results of the Spanish American War?</p>	<p>(Reconstruction to present). SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p>	<p>physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>investigate interactions among human activities and the physical environment in the modern world (1500 A.D. to present) and United States (Reconstruction to present): describe human strategies (e.g., transportation, communication, technology) used to overcome limits of the physical environment</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data): investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history) examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p>			
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Boone County High School Curriculum Map: Social Studies

Course: U.S. History: Since Reconstruction

Unit: The Progressive Era

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) What were the major goals of the progressive? 2.) How does prohibition fit into reform movement? 3.) How did reforms protect children and change working conditions? 4.) What was the consequence of the war for Spain and for the USA? 5.) What was the Platt Amendment 	<p>SS-HS-3.3.4 Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.</p> <p>SS-HS-3.4.1 Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world.</p> <p>SS-HS-3.4.2 Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world.</p> <p>SS-HS-4.4.3 Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>describe how financial and non-financial incentives influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions) explain or model cause-effect relationships between the level of competition in a market and the number of buyers and sellers research laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) and analyze their purposes and effects in the United States and in the global marketplace</p> <p>analyze changing relationships between and among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives), and examine the effects of those changing relationships on production, distribution and consumption in</p>	<ol style="list-style-type: none"> 1.) Section quizzes 2.) Chapter test 3.) Reteaching quizzes 	<ol style="list-style-type: none"> 1.) Key vocabulary 2.) Primary Source: "Child Labor in the Coal Mines" 3.) The Jungle – Upton Sinclair 4.) Critical thinking transparencie s "Progressive movement" "Child Labor" 5.) Comparison of Progressive under TR/Taft/Wilson 	

<p>?</p> <p>6.) Why did western powers seek to establish spheres of influence in China?</p> <p>7.) Explain TR's tactics in developing Panama Canal to further U.S. interest.</p> <p>8.) What were the objections to U.S. imperialism?</p> <p>9.) How did Susan B. Anthony help the cause of women?</p> <p>10.) What was TR "Square Deal"?</p> <p>11.) What impact did muckrakers have on society?</p>	<p>status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p> <p>SS-HS-5.2.2 Students will explain how the rise of big business, factories, mechanized farming and the labor movement impacted the lives of Americans.</p> <p>SS-HS-5.2.4 Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women's suffrage).</p>	<p>the United States</p> <p>use a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images):</p> <p>interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion)</p> <p>investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media):</p> <p>interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region)</p> <p>analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity</p> <p>evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions</p> <p>explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>investigate interactions among human activities and the physical environment in the modern world (1500 A.D. to present) and United</p>		<p>6.) Primary Source: "The States of Women" Susan B. Anthony</p>	
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		<p>States (Reconstruction to present): describe human strategies (e.g., transportation, communication, technology) used to overcome limits of the physical environment</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data): investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history) examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p> <p>explain and evaluate the impact of significant social, political and economic changes (e.g., imperialism to isolationism, industrial capitalism, urbanization, political corruption, initiation of reforms) during the Progressive Movement, World War I and the Twenties</p>			
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Boone County High School Curriculum Map: Social Studies

Course: U.S. History: Since Reconstruction

Unit: World War I

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) What caused WWI? 2.) What alliances divided Europe? 3.) What crisis sparked the war? 4.) What characteristics describe trench warfare? 5.) In what important battles did U.S. troops fight? 6.) What caused the collapse of Germany? 7.) How did government and business cooperate at 	<p>SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-3.4.1 Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world.</p> <p>SS-HS-4.3.1 Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and</p>	<p>demonstrate an understanding (e.g., illustrate, write, model, present, debate) of the nature of government:</p> <p>examine ways that democratic governments do or do not preserve and protect the rights and liberties of their constituents (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution)</p> <p>compare purposes and sources of power of various forms of government in the world, and analyze their effectiveness in establishing order, providing security and accomplishing goals</p> <p>evaluate the relationship between and among the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) and the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties)</p> <p>examine conflicts within and among different governments and analyze their impacts on historical or current events</p>	<ol style="list-style-type: none"> 1.) Key vocabulary quiz 2.) Quizzes/War in Europe/War at Home 3.) Unit test 4.) Open Response: The Treaty of Versailles and Wilson's 14 points 	<ol style="list-style-type: none"> 1.) Map of Europe 2.) Primary source: "Zimmerman Note" 3.) Prioritize Wilson's 14 points from European perspective 4.) Analyze Treaty of Versailles final document 5.) Analyze propaganda posters from WWI 6.) Analyze changes WWI brought to home front 	

<p>home during war?</p> <p>8.) How did government promote the war?</p> <p>9.) How were civil liberties attacked during war?</p> <p>10.) What social changes occurred for blacks and women?</p> <p>11.) How did the government finance the war?</p> <p>12.) What was the great migration flu pandemic?</p> <p>13.) What were Wilson's 14 points?</p> <p>14.) Explain U.S. reaction to Treaty of Versailles.</p> <p>15.) Explain consequence of war.</p>	<p>perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p> <p>SS-HS-5.2.4 Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women's suffrage).</p> <p>SS-HS-5.3.4 Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II).</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>explain or give examples of how communications between groups can be influenced by cultural differences; explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)</p> <p>describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>explain how governments with limited budgets consider revenues, costs and opportunity when planning expenditures</p> <p>describe how economic institutions (e.g., corporations, labor unions, banks, stock markets, cooperatives, partnerships) help to deal with scarcity</p> <p>analyze free enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, workers, savers and investors)</p>		<p>7.) Identify civil liberties curtailed during WWI</p> <p>8.) Movie: "Lost Battalion"</p>	
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		<p>describe relationships between and among markets (e.g., local, national, global) and exchange of goods and services: explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences)</p> <p>analyze changing relationships between and among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives), and examine the effects of those changing relationships on production, distribution and consumption in the United States</p> <p>use a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images): interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media): interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the</p>			
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		<p>Appalachian region) analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>analyze the causes of movement and settlement (e.g., famines, military conflicts, climate, economic opportunity) and their impacts in different places and at different times in history</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data): investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history) examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p> <p>explain and evaluate the impact of significant social, political and economic changes (e.g., imperialism to isolationism,</p>			
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		industrial capitalism, urbanization, political corruption, initiation of reforms) during the Progressive Movement, World War I and the Twenties			
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Boone County High School Curriculum Map: Social Studies

Course: U.S. History: Since Reconstruction

Unit: Jazz Age (1920's)

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<p>1.) How did the image of the flapper embody changing values of young women in the 1920's?</p> <p>2.) What African American artists are known to be key parts of the Italian Renaissance ?</p> <p>3.) What critical issues threatened the American economy in the late 1920's?</p>	<p>SS-HS-3.2.3 Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return).</p> <p>SS-HS-3.3.1 Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences).</p> <p>SS-HS-3.3.2 Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).</p> <p>SS-HS-3.3.3 Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.</p> <p>SS-HS-3.3.4 Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>describe how financial and non-financial incentives influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions) explain or model cause-effect relationships between the level of competition in a market and the number of buyers and sellers research laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) and analyze their purposes and effects in the United States and in the global marketplace</p> <p>use a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images): interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of</p>	<p>1.) Vocabulary quizzes</p> <p>2.) Section quizzes</p> <p>3.) Unit test</p> <p>4.) Open Response released item: Jazz Age</p>	<p>1.) Analyze changes brought to 1920's in areas of politics, entertainment, music, dance, and fads</p> <p>2.) Primary source: Charles Lindbergh, F. Scott Fitzgerald, Georgia O'Keeffe</p> <p>3.) Jazz music of Duke Ellington</p> <p>4.) Movie: "1927" or "Jazz Age"</p>	

	<p>competition in the United States and in the global marketplace. SS-HS-3.4.1 Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world.</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p> <p>SS-HS-5.2.4 Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women's suffrage).</p>	<p>resources and markets, individual preference, centralization versus dispersion)</p> <p>investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media):</p> <p>interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region)</p> <p>analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity</p> <p>evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions</p> <p>explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>onstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data):</p> <p>investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history)</p> <p>examine multiple cause-effect relationships that have shaped</p>			
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		<p>history (e.g., showing how a series of events are connected)</p> <p>explain and evaluate the impact of significant social, political and economic changes (e.g., imperialism to isolationism, industrial capitalism, urbanization, political corruption, initiation of reforms) during the Progressive Movement, World War I and the Twenties</p>			
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Boone County High School Curriculum Map: Social Studies

Course: U.S. History: Since Reconstruction

Unit: The Great Depression and the New Deal

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) How did the Great Depression affect the economy in the U.S. and throughout the world? 2.) How did the depression affect men, women, and children? 3.) What was Hoover's initial response to the depression? 4.) What was the Bonus Army? 5.) How effective was FDR's New Deal 	<p>SS-HS-1.1.3 Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</p> <p>SS-HS-3.1.1 Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices.</p> <p>SS-HS-3.1.2 Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.</p> <p>SS-HS-3.2.3 Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return).</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>explain how governments with limited budgets consider revenues, costs and opportunity when planning expenditures</p> <p>describe how economic institutions (e.g., corporations, labor unions, banks, stock markets, cooperatives, partnerships) help to deal with scarcity</p> <p>describe how financial and non-financial incentives influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions)</p>	<ol style="list-style-type: none"> 1.) Vocabulary quizzes 2.) Section quizzes 3.) Unit test 4.) Open Response: Comparison of 1st New Deal to 2nd/analysis of effectiveness 	<ol style="list-style-type: none"> 1.) Key Vocabulary terms 2.) Primary source: "Hoovervilles" 3.) Movie 1930 – 1934 4.) Analyze political cartoons 5.) New dead chart of legislation 6.) Movie: "Life in the 1930's" 7.) Primary source: "Story of the Bonus 	

<p>reforms?</p> <p>6.) What was the purpose of the 2nd New Deal?</p> <p>7.) How did the New Deal treat minorities?</p> <p>8.) How effective was the New Deal?</p> <p>9.) What were the legacies of the New Deal?</p>	<p>SS-HS-3.3.1 Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences). SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. SS-HS-5.2.5 Students will evaluate how the Great Depression, New Deal policies and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (e.g., emergence of the U.S. as economic and political superpower).</p>	<p>explain or model cause-effect relationships between the level of competition in a market and the number of buyers and sellers</p> <p>research laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) and analyze their purposes and effects in the United States and in the global marketplace</p> <p>analyze changing relationships between and among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives), and examine the effects of those changing relationships on production, distribution and consumption in the United States</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images):</p> <p>interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion)</p> <p>investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media):</p> <p>interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam</p>		<p>Army”</p> <p>8.) Transparencies: New Deal, Nine Old Men, U.S. economic indicators 1929-1939</p>	
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		<p>Memorial, Ellis Island, the Appalachian region) analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>explain how technology has facilitated the movement of goods, services and populations, increased economic interdependence, and influenced development of centers of economic activity (e.g., cities, interstate highways, airports, rivers, railroads, computers, telecommunications)</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data): investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history) examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p>			
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		<p>evaluate how the Great Depression, New Deal policies, and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (emergence of the U.S. as economic and political superpower)</p>			
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Boone County High School Curriculum Map: Social Studies

Course: U.S. History: Since Reconstruction

Unit: World War II

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) What governments took over in Russia, Italy, Germany, and Japan? 2.) Why did America follow an isolationist policy in the 1930's? 3.) What foreign policy action did Hitler take after he came to power? 4.) What action freed Hitler to attack Poland? 5.) What tactics did he use? 6.) What was the phony 	<p>SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-3.4.1 Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world.</p> <p>SS-HS-4.3.1 Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and</p>	<p>demonstrate an understanding (e.g., illustrate, write, model, present, debate) of the nature of government:</p> <p>examine ways that democratic governments do or do not preserve and protect the rights and liberties of their constituents (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution)</p> <p>compare purposes and sources of power of various forms of government in the world, and analyze their effectiveness in establishing order, providing security and accomplishing goals</p> <p>evaluate the relationship between and among the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) and the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties)</p> <p>examine conflicts within and among different governments and analyze their impacts on historical or current events</p>	<ol style="list-style-type: none"> 1.) Vocabulary terms 2.) Section quizzes – War in Europe/War at home 3.) Reteaching quizzes 4.) Unit test 5.) Open Response: Comparison of WWI to WWII 	<ol style="list-style-type: none"> 1.) Map of Europe: WWII 2.) Blitzkrieg to the Bomb 3.) Holocaust pictures 4.) Transparencies: German Nazi Campaign poster, Timeline of events in Europe leading to WWII 5.) Primary Sources: Pearl Harbor, War Ration stamps, Bombing of Nagasaki, 	

<p>war?</p> <p>7.) What was the result of the battle of Britain?</p> <p>8.) What happened to the Jews after the Nazi's took power?</p> <p>9.) What was the goal of the final solution?</p> <p>10.) What did the U.S. do after WWII began in Europe?</p> <p>11.) Why was Japan on a collision course with the U.S.?</p> <p>12.) What event precipitated America's entry into WWII?</p> <p>13.) What was the Selective Service System?</p> <p>14.) What contributions did women and</p>	<p>perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p> <p>SS-HS-5.2.6 Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam).</p> <p>SS-HS-5.2.7 Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War) and evaluate the impact of these efforts.</p> <p>SS-HS-5.3.4 Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II).</p> <p>SS-HS-5.3.5 Students will explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe and the Middle East, and evaluate the</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>explain or give examples of how communications between groups can be influenced by cultural differences; explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)</p> <p>describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>explain how governments with limited budgets consider revenues, costs and opportunity when planning expenditures</p> <p>describe how economic institutions (e.g., corporations, labor unions, banks, stock markets, cooperatives, partnerships) help to deal with scarcity</p> <p>analyze free enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, workers, savers and investors)</p>		<p>Japanese Internment</p> <p>6.) Transparency /Human cost of WWII</p>	
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<p>minorities make to the war effort?</p> <p>15.) How did American industry contribute to the war effort?</p> <p>16.) How did the federal government control the economy?</p> <p>17.) What important battles took place in Africa and the Eastern front?</p> <p>18.) What was D Day?</p> <p>19.) What did allied troops find in Germany?</p> <p>20.) How extensive was Japanese conquest?</p> <p>21.) Why was the Battle of Midday important?</p> <p>22.) What is</p>	<p>impact of these events on the global community.</p>	<p>describe relationships between and among markets (e.g., local, national, global) and exchange of goods and services: explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences)</p> <p>analyze changing relationships between and among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives), and examine the effects of those changing relationships on production, distribution and consumption in the United States</p> <p>use a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images): interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media): interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the</p>			
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<p>“island hopping”?</p> <p>23.) What is the “Manhattan Project”?</p> <p>24.) Why was the atomic bomb used to end WWII?</p> <p>25.) Why were Japanese Americans placed in internment camps?</p>		<p>Appalachian region) analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>analyze the causes of movement and settlement (e.g., famines, military conflicts, climate, economic opportunity) and their impacts in different places and at different times in history</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data): investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history) examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p> <p>analyze how the United States participates with the global community to maintain and restore world peace (e.g., League</p>			
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		<p>of Nations, United Nations, Cold War politics, Persian Gulf War), and evaluate the impact of these efforts</p> <p>research issues or interpret accounts of historical events in U.S. history using primary and secondary sources (e.g., biographies, films, periodicals, Internet resources, textbooks, artifacts)</p> <p>evaluate how the Great Depression, New Deal policies, and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (emergence of the U.S. as economic and political superpower)</p>			
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Boone County High School Curriculum Map: Social Studies

Course: U.S. History: Since Reconstruction

Unit: Cold War at Home (1945 – 1975)

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) What caused suspicion between USA and USSR after WWII? 2.) What were the origins of the Cold War? 3.) How did China's civil war add to USA's anxiety over communism ? 4.) What was McCarthyism? 5.) What was the policy of brinkmanship? 6.) What is the Eisenhower 	<p>SS-HS-1.1.3 Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</p> <p>SS-HS-1.3.1 Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another.</p> <p>SS-HS-2.2.1 Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>demonstrate an understanding of the nature of culture: analyze cultural elements of diverse groups in the United States (Reconstruction to present) describe how belief systems, knowledge, technology, and behavior patterns define cultures analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements</p> <p>describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p>	<ol style="list-style-type: none"> 1.) Section quizzes 2.) Quizzes on vocabulary terms 3.) Unit test 	<ol style="list-style-type: none"> 1.) "Iron Curtain" speech 2.) Articles "Rosenburg's are Executed" "Powers U-2 Plane Shot Down" 3.) Movie: "1950-59" 4.) Primary source: "Crisis in Little Rock" "I Have a Dream" "Letters from Birmingham Jail Supreme Court Case" "Brown v. Board of Education – 	

<p>doctrine and Truman doctrine?</p> <p>7.) How did sputnik affect the USA?</p> <p>8.) Why were Americans concerned about U.S. security?</p> <p>9.) What was the House Committee of Un-American Activities?</p> <p>10.) Who were the Rosenberg's ?</p> <p>11.) How did "Plessy v. Ferguson" legalize segregation?</p> <p>12.) Who was Rosa Parks and what was her role in civil rights?</p> <p>13.) What was SNCC SCLC?</p> <p>14.) How did</p>	<p>SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-3.2.3 Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return).</p> <p>SS-HS-3.3.1 Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences).</p> <p>SS-HS-3.3.2 Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).</p> <p>SS-HS-4.2.2 Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place.</p> <p>SS-HS-4.2.3 Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).</p> <p>SS-HS-4.4.1 Students will explain how humans develop strategies (e.g., transportation,</p>	<p>explain or give examples of how communications between groups can be influenced by cultural differences; explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)</p> <p>describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p>explain results and issues related to interdependence of personal, national and international economic activities (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present):</p> <p>analyze how economies of nations around the world (e.g., China, India, Japan) affect and are affected by American economic policies</p> <p>use a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images):</p> <p>interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of</p>		<p>Tupeka, Kansas”</p> <p>5.) Transparency – Percentage of African Americans registered to vote</p> <p>6.) Civil rights pictures</p> <p>7.) United Streaming – MLK/I Have a Dream Speech</p>	
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<p>Freedom Riders expose optimism to civil rights?</p> <p>15.) What was Kennedy's response?</p> <p>16.) Who was James Meridith and what did he do?</p> <p>17.) What role did TV play in affecting civil rights legislation?</p> <p>18.) How did civil rights workers win a voting rights act?</p> <p>19.) What caused a division in civil rights movement?</p> <p>20.) What problems were faced by African Americans living in northern cities?</p>	<p>communication, technology) to overcome limits of their physical environment.</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p>SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p> <p>SS-HS-5.2.6 Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam).</p> <p>SS-HS-5.2.7 Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War) and evaluate the impact of these efforts.</p>	<p>resources and markets, individual preference, centralization versus dispersion)</p> <p>investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media):</p> <p>interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region)</p> <p>analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity</p> <p>evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions</p> <p>explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data):</p> <p>investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history)</p> <p>examine multiple cause-effect relationships that have shaped</p>			
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		<p>history (e.g., showing how a series of events are connected)</p> <p>analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War), and evaluate the impact of these efforts</p> <p>analyze economic growth in America after WWII (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties, and conflicts over political issues (e.g., McCarthyism, U.S. involvement in Vietnam)</p>			
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Boone County High School Curriculum Map: Social Studies

Course: U.S. History: Since Reconstruction

Unit: Cold War Foreign Policy (1945 – 1975)

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) How did the Korean War begin? 2.) How did USA aid South Korea? 3.) What were the results of the Korean War? 4.) What was the Bay of Pigs, Cuban Missile Crisis, and Berlin Wall incidents that occurred while JFK was president? 5.) How did the above incidents change U.S. 	<p>SS-HS-1.3.3 Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces).</p> <p>SS-HS-2.1.1 Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-3.4.3 Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and</p>	<p>demonstrate an understanding (e.g., illustrate, write, model, present, debate) of the nature of government:</p> <p>examine ways that democratic governments do or do not preserve and protect the rights and liberties of their constituents (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution)</p> <p>compare purposes and sources of power of various forms of government in the world, and analyze their effectiveness in establishing order, providing security and accomplishing goals</p> <p>evaluate the relationship between and among the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) and the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties)</p> <p>examine conflicts within and among different governments and analyze their impacts on historical or current events</p>	<ol style="list-style-type: none"> 1.) Vocabulary quizzes 2.) Section review and reteaching quizzes 3.) Unit test 4.) Open Response: Comparison of Korea and Vietnam 	<ol style="list-style-type: none"> 1.) Map: Korea and Vietnam 2.) Movie: "Letters from Vietnam" 3.) Primary source: Letter from a Vietnam soldier 4.) Transparency : "Impact of Tet Offensive" 5.) War in Vietnam protest songs 6.) Primary source: LBJ on Vietnam and reelection 	

<p>foreign policy?</p> <p>6.) When did the French rule Vietnam?</p> <p>7.) Who were the Vietminh and Veit cong?</p> <p>8.) What was the Tonkin Gulf Resolution?</p> <p>9.) What role did Westmoreland D. Rusk and R. McNamara play on the Vietnam War?</p> <p>10.) Why did U.S. troops have moral problems?</p> <p>11.) How did TV broadcast from Vietnam affect the support for the war?</p> <p>12.) What were the major draft issues?</p>	<p>humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). SS-HS-4.1.2 Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information. SS-HS-4.2.1 Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region). SS-HS-4.2.4 Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present). SS-HS-4.3.1 Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present)</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>explain results and issues related to interdependence of personal, national and international economic activities (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present): analyze how economies of nations around the world (e.g., China, India, Japan) affect and are affected by American economic policies</p> <p>use a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images): interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media): interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam</p>			
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<p>13.) What was the Tet Offensive?</p> <p>14.) How did the Tet offensive change president Johnson's popularity?</p> <p>15.) What was Vietnamization and its goals?</p> <p>16.) What was Nixon's policy concerning Vietnam?</p> <p>17.) What happened at My Lai?</p> <p>18.) Why were students protesting events in Cambodia?</p> <p>19.) What happened at Kent State?</p>	<p>and United States History (Reconstruction to present). SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p> <p>SS-HS-5.2.6 Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam).</p> <p>SS-HS-5.2.7 Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War) and evaluate the impact of these efforts.</p> <p>SS-HS-5.3.5 Students will explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe and the Middle East, and evaluate the impact of these events on the global community.</p>	<p>Memorial, Ellis Island, the Appalachian region) analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity</p> <p>evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions</p> <p>explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data):</p> <p>investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history)</p> <p>examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p> <p>analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War), and evaluate the impact of these efforts</p>			
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		<p>analyze the impact of the rise of both the United States and the Soviet Union to superpower status following World War II, development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe, and the Middle East</p>			
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Boone County High School Curriculum Map: Social Studies

Course: U.S. History: Since Reconstruction

Unit: United States Since 1975

Essential Questions	Core Content (What do your students need to KNOW?)	Program Of Studies	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (How will you teach it?)	Resources (What materials will you need)
<ol style="list-style-type: none"> 1.) What was Nixon's New Federalism Plan? 2.) What were Nixon's Foreign policy goals? 3.) Why did anyone attempt to steal information from DNC headquarters ? 4.) How was the White House involved in the cover up? 5.) How did president Ford and Carter 	<p>SS-HS-3.4.3 Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p>SS-HS-4.2.4 Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p>SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p>SS-HS-5.1.2</p>	<p>analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems</p> <p>explain results and issues related to interdependence of personal, national and international economic activities (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present):</p> <ul style="list-style-type: none"> analyze how economies of nations around the world (e.g., China, India, Japan) affect and are affected by American economic policies <p>a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images):</p> <ul style="list-style-type: none"> interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of 			

<p>attempt to remedy our worst economic crisis in decades?</p> <p>6.) What were the camp David Accords?</p> <p>7.) Why did Iranian Revolutions take American hostages?</p> <p>8.) How was national environmental issues addressed in the 1970's?</p> <p>9.) How were civil rights issues and rights of women dealt with in the 1970's?</p> <p>10.) Why was Reagan's election in 1980 a victory for conservatism?</p> <p>11.) What were</p>	<p>Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. SS-HS-5.3.5 Students will explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe and the Middle East, and evaluate the impact of these events on the global community.</p>	<p>resources and markets, individual preference, centralization versus dispersion)</p> <p>investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media):</p> <p>interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region)</p> <p>analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity</p> <p>evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions</p> <p>explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)</p> <p>interpret and analyze possible global effects (e.g., global warming, destruction of the rainforest, acid rain) of human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods)</p> <p>demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources,</p>			
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<p>the major social concerns of the 1980's?</p> <p>12.) What is American foreign after the Cold War?</p>		<p>Internet, timelines, maps, data): investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history) examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p> <p>analyze the impact of the rise of both the United States and the Soviet Union to superpower status following World War II, development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe, and the Middle East</p>			
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Boone County High School Curriculum Map: Social Studies