

Thomaston Public Schools - Curriculum Overview and Pacing Guide

Course Title: United States History		
School: Thomaston High School	Grade: 11	Curriculum Pacing: 36 weeks
Unit One: Societal Change	Unit Two: America on the World Stage	Unit Three: The Rise of a Super Power
Unit Pacing: 5 weeks	Unit Pacing: 5 weeks	Unit Pacing: 8 weeks
<p>Unit Overview: In this unit the students will study the growth in industry which changed not only America's foreign policy, but also created the wage gap and the societal gap between the owner and the worker. The students will read primary source government documents as well as first hand accounts of life at this time to have a better understanding of the differences between rich and poor, high society and lower class. The students will conduct research on their own as well as in groups to show how this gap led to a change in society and the creation of the Progressive Era. Students will have debates and discussions about the effectiveness of governmental policies that were meant to help the poor.</p>	<p>Unit Overview: In this unit, the students will study America's rise on the world stage with its involvement in the First World War. The students will read primary source documents which raise the question of whether or not America should have been involved in the war in Europe. The students will also study the aftermath of the war which led to an exploration of the individual and its clash with society norms during the Roaring 20s. The students will conduct independent as well as group research into the causes of America's involvement in the war and question whether or not we should have entered the war. The students will create presentations to express their point of view as well as have class discussions on what they have researched. The students will also compare and contrast the ever changing societal norms that began in the 1920s and discover how we see these changes today.</p>	<p>Unit Overview: In this unit the students will study how America shifted from a time of expression and growth into a global depression. The students will read primary documents as well first hand accounts of what life was like for the everyday American affected by the Great Depression and what they needed to do in order to survive. The students will conduct in-depth research into the government's response and determine through debate and dialogue whether the New Deal was a success or a failure. The students will also learn how America became a superpower in the world with their victory in World War II. By reading primary documents of both the American plans and Japanese plans the students will compare and contrast each countries' response to the impending crisis of conflict between the two. The students will answer the moral questions raised during war, such as dropping the Atomic Bomb. The students will also conduct a Socratic Seminar concerning America's alliance with Great Britain in the early stages of the war in Europe.</p>
<p>Compelling Questions:</p> <p>1. How has classism affected America as a country? How does it affect me?</p>	<p>Compelling Questions:</p> <p>1. Throughout history, why has America intervened in conflicts between other nations?</p>	<p>Compelling Questions:</p> <p>1. What would life have been like for me during the Great Depression? Can something like the</p>

<p>2. Do national governments, including America's, have an obligation to protect the poor? What about the wealthy? What should I expect from my government?</p>	<p>Should I be expected to risk my life in the defense of another's?</p> <p>2. Is it better to be a conformist or to stand up for one's self? What are the consequences of conformity and rebellion?</p>	<p>Great Depression happen today?</p> <p>2. Is fear necessary in order to keep peace? Are notions of world peace feasible or unrealistic?</p>
<p>Priority Learning Targets</p> <p>1. I can analyze the role of citizens in the US political system, and the theory and practice of democracy in the US. (CIV 9–12.USH.1)</p> <p>2. I can analyze how historical contexts have shaped and continue to shape perspectives. (HIST 9–12.USH.4)</p> <p>3. I can argue how specific advancements in technology and human capital have increased or decreased economic growth and standards of living. (ECO 9–12.USH.5)</p> <p>4. I can situate my own perspective or viewpoint on an issue or topic within a range of expert opinions. (INQ 9–12.3)</p> <p>5. I can create strong arguments by selecting evidence drawn from multiple sources that contains little to no inconsistencies. (INQ 9–12.8)</p> <p>6. I can argue what makes a question important or worth asking. (INQ 9–12.1)</p>	<p>Priority Learning Targets</p> <p>1. I can argue the extent to which specific changes or continuities shaped a historical era(s). (HIST 9–12.USH.2)</p> <p>2. I purposefully integrate evidence from multiple historical sources and interpretations in order to create strong arguments about the past. (HIST 9–12.USH.12)</p> <p>3. I can analyze and critique the effectiveness with which a given citizen(s) or institution(s) addresses social and political problems. (CIV 9–12.CG.5)</p> <p>4. I can develop and refine critical questions that help me inquire about a topic or issue in order to develop a stand or take action. (INQ 9–12.4)</p> <p>5. I can gather information from a variety of sources as to capture a wide range of views, using considerations of author, origin, structure, context, and accuracy to guide my selection. (INQ 9–12.6)</p> <p>6. I can refine claims and counterclaims so that my arguments addresses the significance and strength of my position and addresses the limitations of others. (INQ 9–12.9)</p>	<p>Priority Learning Targets</p> <p>1. I can analyze instances where American society has instituted change that supports common good and citizens' rights and instances where common good and citizens' rights have been violated. (CIV 9–12.USH.5)</p> <p>2. I can evaluate market fluctuations and connect them to specific government policies. (ECO 9–12.USH.3)</p> <p>3. I can compare and contrast people's perspectives throughout history and account for complex and interacting factors that created similarities and differences in such perspectives.(HIST 9–12.USH.3)</p> <p>4. I can argue what makes a question important or worth asking. (INQ 9–12.1)</p> <p>5. I can refine claims and counterclaims so that my arguments addresses the significance and strength of my position and addresses the limitations of others. (INQ 9–12.2)</p> <p>6. I can situate my own perspective or viewpoint on an issue or topic within a range of expert opinions. (INQ 9–12.9)</p>
<p>Unit Four: The Cold War</p>	<p>Unit Five: Presidential Power</p>	<p>Unit Six: Terrorism and America</p>

Unit Pacing: 8 weeks	Unit Pacing: 4 weeks	Unit Pacing: 6 weeks
<p>Unit Overview: In this unit the students will learn of the undeclared war with the Soviet Union following the Allied victory in World War II. By using primary source documents as well as doing in-depth research the students will chronicle the beginning of the Cold War following Potsdam and ended with the fall of the Berlin Wall. The students will link the “hot wars” that involved the United States and indirectly involved the Soviet Union to the overall American doctrine of containing communism. The students will also complete group research into the history of the Red Scare as well how it affected American society in the 1950s.</p>	<p>Unit Overview: In this unit the students will learn about the rise of Presidential power and how that power led to corruption and the downfall of one president. The students will engage in independent and group research to compare and contrast the Watergate Scandal and the subsequent resignation of President Nixon, the rise of the Reagan Revolution and the stain of the Iran-Contra Affair, and finally the Monica Lewinsky Scandal which led to the second impeachment of a president in American history.</p>	<p>Unit Overview: In this unit the students will study what terrorism is and how it has come to affect their everyday lives. The students will engage in research and debate to find the origins of International terrorism on American soil as well as contrasting it with homegrown terrorism. The students will study events such as Waco, the Oklahoma City bombing, the first Twin Towers attack as well as the events on September 11, 2001. The students will lead discussions amongst themselves on these topics as well as having a Socratic Seminar.</p>
<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. What role does fear play in the relationship between me and my government? Can/should I trust my government to keep me safe? 2. As an American, should I want the freedoms I enjoy to be shared by people everywhere? Is it America’s job to spread and demand those freedoms around the world? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. Should the President of the United States be held to the same laws and expectations as citizens, including me? 2. What happens when the President violates the laws or responsibilities of his office? What can I do as a citizen in these instances? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How did 9/11 change the world? How is my world today different than the pre-9/11 world? 2. Why do individuals resort to terrorism? How can I avoid feelings of paranoia and attitudes of bias in the face of ongoing terror threats?
<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can argue the extents to which conflict and/or cooperation amongst specific countries, regions, and peoples has resulted from globalization and/or scarcity of resources.(GEO 9–12.USH.4) 2. I can argue the extent to which multiple and complex causes made specific events to 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can argue how circumstances particular to times and places led to important historical events. (HIST 9–12.USH.1) 2. I can argue whether current perspectives are based on historically accurate or inaccurate interpretations of past events. (HIST 9–12.USH.6) 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can argue how circumstances particular to times and places led to important historical events. (HIST 9–12.USH.1) 2. I can compare and contrast multiple texts about a common historical issue, event, or context in order to discover differences in authors’ perspectives and their effects on the

<p>happen and/or the extent to which effects of those events relate to such causes. (HIST 9–12.USH.11)</p> <p>3. I can judge public policies by their intended and unintended outcome, and related consequences. (CIV 9–12.USH.4)</p> <p>4. I can critique the accuracy and biases of a source in how it approaches or answers critical questions related to an issue or topic and make determinations of that source’s legitimacy. (INQ 9–12.5)</p> <p>5. I can gather information from a variety of sources as to capture a wide range of views, using considerations of author, origin, structure, context, and accuracy to guide my selection. (INQ 9–12.6)</p> <p>6. I can create strong arguments by selecting evidence drawn from multiple sources that contains little to no inconsistencies. (INQ 9–12.8)</p>	<p>3. I can create and utilize a comprehensive list of historical sources to pursue an inquiry, adding to my source list as necessary. (HIST 9–12.USH.9)</p> <p>4. I can compare and contrast my opinions of a source’s credibility with those of experts in order to determine a source’s credibility. (INQ 9–12.7)</p> <p>5. I can refine claims and counterclaims so that my arguments addresses the significance and strength of my position and addresses the limitations of others. (INQ 9–12.9)</p> <p>6. I can develop and refine critical questions that help me inquire about a topic or issue in order to develop a stand or take action. (INQ 9–12.4)</p>	<p>way history is reported in each text. (HIST 9–12.USH.5)</p> <p>3. I can argue the extent to which multiple and complex causes made specific events to happen and/or the extent to which effects of those events relate to such causes. (HIST 9–12.USH.11)</p> <p>4. I can situate my own perspective or viewpoint on an issue or topic within a range of expert opinions. (INQ 9–12.2)</p> <p>5. I can critique the accuracy and biases of a source in how it approaches or answers critical questions related to an issue or topic and make determinations of that source’s legitimacy. (INQ 9–12.5)</p> <p>6. I can gather information from a variety of sources as to capture a wide range of views, using considerations of author, origin, structure, context, and accuracy to guide my selection. (INQ 9–12.6)</p>
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