

HS CP US History II

Huntingdon Area School District

UNITS (8/8 SELECTED)

SUGGESTED DURATION

 Unit 1: The Civil War and Reconstruction to Jim Crow to the 1960s to Today	<i>30 lessons</i>
 Unit 2: Second Industrial Revolution	<i>20 lessons</i>
 Unit 3: Progressive Movement	<i>15 lessons</i>
 Unit 4: From Prosperity to the Great Depression	<i>15 lessons</i>
 Unit 5: American Prosperity after WWI through the Great Depression	<i>15 lessons</i>
 Unit 6: World Conflicts Leading to WWII through Early Cold War Years (1941 to 1960)	<i>30 lessons</i>
 Unit 7: A period of Turmoil, Change, and New Issues	<i>30 lessons</i>
 Unit 8: Nixon and Carter Administrations through though the Reagan Era to Modern Day America	<i>20 lessons</i>

Unit 1: The Civil War and Reconstruction to Jim Crow to the 1960s to Today

HS CP US History II

UNIT OVERVIEW

The American Civil War was a cataclysmic event that was arguably unavoidable. Events leading to the Civil War and during the War Between the States will be explored. Effects of the war and even through today are described. Reconstruction was the repairing and bring together of the nation after the Civil War up to arguably today's times. Also explored is the crucial period of Westward Expansion and the effects on all Americans, including Native Americans

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - History

8

8.1

8.1.12.A

8.1.12.B

8.1.12.C

8.2

8.2.12.A

8.2.12.B

8.2.12.C

8.2.12.D

8.3

8.3.12.A

8.3.12.B

8.3.12.C

8.3.12.D

8.4

8.4.12.A

8.4.12.B

8.4.12.C

8.4.12.D

BIG IDEAS

Big Ideas

- **Belief systems and cultural norms which led to the American Civil War**
- **Events that shaped influential Americans from the early 1800s to today**
- **The rebuilding of our nation from the time period after the Civil War till today (also known as Reconstruction)**
- **Westward Expansion effected all Americans, including Native Americans**

ESSENTIAL QUESTIONS

Essential Questions

- **Who were the key players and what were the events that brought the US into a civil war?**
- **What took place during the Civil War and how does it still impact our nation?**
- **What was Reconstruction and how could it be argued it is still a time period current Americans are living in?**
- **What were pros and cons of Westward Expansion?**

Unit 1: The Civil War and Reconstruction to Jim Crow to the 1960s to Today

HS CP US History II

LEARNING TARGETS: KNOWLEDGE & SKILLS

to

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
People, events, cultural beliefs that led to the American Civil War	Students will be able to describe cultural and political climate that led to the American Civil War.
Major events which led to the arguably inevitable Civil War	Students will be able to describe life in the US that brought us to war.
Life and internal strife within the US during the Civil War	Students will be able to describe the meat and potatoes of the Civil War. This includes the individuals, documents, legislation, battles, daily life of citizens, non-citizens, etc.
The Civil War made some people famous and some infamous.	Students will be able to analyze key figures during and after the war.
The Civil War was a crossroads for the nation.	Students will be able to describe what life was like before, during, and after the Civil war in the North <i>and</i> the South.
Reconstruction was (and is) a painful period in our nation's history	Students will be able to detail key figures, events, documents, court cases, etc. of the time period known as Reconstruction

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Pros and Cons of Westward Expansion	Students will list and describe the pros and cons of Westward Expansion.

Unit 1: The Civil War and Reconstruction to Jim Crow to the 1960s to Today

HS CP US History II

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Chapter 3 Exam	Formative	Key events and people leading up to and including the Civil war
Writing prompts	Formative	Key events and people leading up to and including the Civil war
Student created documentaries, analysis of political cartoons, verbal discussion of the time before, during, and after the Civil War	Formative, Summative, and Diagnostic	Key events and people leading up to and including the Civil war and Reconstruction
Chapter 4 Exam	Formative	Reconstruction
Chapter 5 Exam	Formative	Westward Expansion

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Student generated documentaries, skits, posters, etc.	Formative, Summative, and project-based.	Westward Expansion

Unit 2: Second Industrial Revolution

HS CP US History II

UNIT OVERVIEW

The Second Industrial Revolution and America's Gilded Age is a unit that focuses on the major historical events in American history from the late 1800's through the early 1900's. Students will explore the time period known as the second industrial revolution and how this time period changed the nature of American work and society. Students will also learn about the influx of immigration to the United States from 1891-1910 and how these new immigrants had an impact on the society and culture of the United States. Finally, students will explore a time period known as America's Gilded Age in which government corruption was common. All of these themes will be used to develop a basis going forward to the progressive era in which many of issue stemming from the second industrial revolution and gilded age were addressed by Americans pushing for change. Through the content students will also have the opportunity to work on critical thinking, research, writing, and reading skills.

STANDARDS

Pennsylvania - Grade 12 - History

8.1.12.A

8.1.12.B

8.1.12.C

8.2.12.A

8.2.12.B

8.2.12.C

8.2.12.D

8.3.12.A

STANDARDS/EXPECTATIONS

Unit 2: Second Industrial Revolution

HS CP US History II

BIG IDEAS

Big Ideas

• Chapter 6

- Technological innovations in the second industrial revolution revolutionized the American economy and society
- The push for increased profits by entrepreneurs led to difficult working conditions and the creation of workers unions

• Chapter 7

- American life was greatly shaped by the culture of the new immigrants (immigrants to the U.S. from 1891-1910)
- Increased immigration sparked feelings of both pro-immigration and anti-immigration, these sentiments are recurring themes in U.S. History
- The modern city was a result of immigration and industrialization

• Chapter 8

- Immigrants played an important role in politics through the political machines
- Corruption in government was common and had widespread effects

ESSENTIAL QUESTIONS

Essential Questions

- How did American society change as a result of the technological innovations and changes in business practices during the second industrial revolution?
- Was the economic growth created by technological innovations and the emergence of the railroad, steel, and oil industries worth the cost?
- How did unfair political and economic conditions encourage reform movements?

Unit 2: Second Industrial Revolution

HS CP US History II

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
The second industrial revolution changed the nature and conditions of work	Students will explain how/why the second industrial revolution changed work in the U.S.
The technological and business advancements of the second industrial revolution led to difficult working and living conditions for many Americans, while leading to great wealth for others.	Students will analyze the information and formulate an opinion about whether the benefits of the second industrial revolution outweigh the costs and support their opinion with historical evidence.
The (Southern and Eastern) European immigrants brought their culture with them to the United States	Students will be able to explain how the cultures of the new immigrants impacted culture in America
As immigrants came to the United States they often moved to American cities to seek jobs in the industrial factories. This influx of both immigrants and other Americans to the cities in search of work led to rapid urbanization across the United States.	Students will identify how increased immigration and urbanization led to changes in American cities
The inequalities that existed in American society led to a push for reform	Students will list common complaints American citizens had and explain how these issues led to a push for reform.

Unit 2: Second Industrial Revolution

HS CP US History II

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Chapter 6 Test	Formative	Second Industrial Revolution Industrialists and their impact
Chapter 7 Test	Formative	Transformation of American Society
Chapter 8 Test	Formative	Politics in the Gilded Age
Student created documentary on Titans of Industry	Project based	Students create a documentary on a Titan of Industry and their impact on American society

Unit 3: Progressive Movement

HS CP US History II

UNIT OVERVIEW

The unit on the Progressive Movement covers the push for change in America during the early 1900's. Students will learn about how both American citizens as well as some government officials pushed for changes in business, labor, and government practices in the United States during this time. Through the content students will also have the opportunity to work on critical thinking, research, writing, and reading skills.

8.1.12 A 8.1.12 B 8.1.12 C 8.3.12 A 8.3.12 C. 8.3.12 D.

Students will understand that: 1. Progressivism formed out of the need to reform the government, economics, and society. 2. American individuals and groups contributed both politically and culturally during the Progressive Era. 3. The Progressive Movement had a far-reaching impact on this era for future generations.

STANDARDS/EXPECTATIONS

Unit 3: Progressive Movement

HS CP US History II

BIG IDEAS

Big Ideas

• **Chapter 9:**

- Workers during this time often faced unfavorable conditions such as long work hours, low wages, and dangerous working conditions.
- Many living in cities lived in unsanitary conditions and crowded tenement buildings.
- In the Gilded Age, big business had a lot of political power VS In the Progressive era, average citizens had more political power.
- The Progressive Movement exposed the underbelly of corruption of the Gilded Age.
 - Female and child laborers were exploited in the workplace; ie. Triangle Shirtwaist Fire.
 - Legislation was passed to reform the workplace
 - The Court system ruled in cases involving terms of employment (Lochner v. New York, 1905) (Muller v. Oregon, 1908) etc.
 - Unions formed to protect workers rights (AFL, ILGWU, IWW, etc.)
 - Temperance movement and other various organizations worked toward improving the plight of different groups of Americans.

• **Chapter 10:**

- Reforms were made to clean up city governments
- Theodore Roosevelt becomes president and works to give every American a new lease on life with his "Square Deal" legislation while he also sought to protect the environment,
- Businesses were regulated in the form of Trustbusting and legislation was enacted to protect consumers with new legislation
- William Howard Taft comes in as President and works to undermine many of Teddy Roosevelt's progressive reforms
- Woodrow Wilson was elected in 1912 and helps the average American with new banking laws, trustbusting, and labor laws for everyone, including children.
- Women gained the right to vote with the 19th Amendment in 1920

Unit 3: Progressive Movement

HS CP US History II

ESSENTIAL QUESTIONS

Essential Questions

- How did unfair political and economic conditions encourage reform movements?
- How did the Progressive Era and the Gilded age differ?
- What were the positive and negative aspects of reform during the Progressive Era?
- How did Theodore Roosevelt, other progressive politicians, and the media attempt to reform the government, economy, and society?
- Were the farmers (Farmers' Alliance and National Grange) successful in achieving their goals of reform? Why or why not?

Unit 3: Progressive Movement

HS CP US History II

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<p>Students will know (Acquired Knowledge)</p>	<p>Students can do (Acquired Skill)</p>
<p>Workers during this time often faced unfavorable conditions such as long work hours, low wages, and dangerous working conditions. Students will need to do: 1.</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Students will be able to identify and explain the unfavorable conditions faced by many in America during this time period and how these conditions sparked many groups to push for reform</p> </div>
<div style="border: 1px solid black; padding: 5px;"> <p>Many living in cities lived in unsanitary conditions and crowded tenement buildings.</p> </div>	<p>Students will analyze and explain the difference between the political climate in the Gilded Age and Progressive Era.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Politics in the Gilded Age often were corrupt.</p> </div>	<p>Students will complete a project where they will describe and analyze the goals, views, and accomplishments of these progressive politicians.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>These unfavorable working, living, and political conditions led labor unions and other progressive activist groups to push for change.</p> </div>	<p>Students will analyze and describe how successful the Farmers Alliance and the National Grange were in terms of achieving their goals by comparing and contrasting the goals they had with their ultimate accomplishments.</p>

Unit 3: Progressive Movement

HS CP US History II

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Chapter 9 Exam	Formative	The Age of Reform
Chapter 10 Exam	Formative	Progressive Politicians
Student created documentary on Titans of Industry	Project based	Age of Reform and Progressive Politicians

Unit 4: From Prosperity to the Great Depression

HS CP US History II

UNIT OVERVIEW

For the unit, America Becomes a World Power, students will learn about America's expanding global influence from the late 1800's to the early 1900's. Some of the main topics covered will be American expansion, the Spanish-American War, and World War I. Through this content students will also have the opportunity to work on critical thinking, research, writing, and reading skills.

8.5.11-12.A. 8.5.11-12.B 8.5.11-12.C. 8.5.11-12.D. 8.5.11-12.E

Students will understand that: 1. Imperialist desires drove U.S. expansion 2. The Monroe Doctrine greatly influenced American foreign policy during this era 3. World War I affected the entire world and future international relations 4. American went to war both at home and abroad 5. American foreign policy experienced a big shift from an isolationism to an internationally-involved country 6. Women's role/involvement in World War I helped the women's suffrage movement.

STANDARDS/EXPECTATIONS

BIG IDEAS

Big Ideas

- **Chapter 11:**
 - **US interest in having influence Cuba and the rest of Latin America**
 - **Some argue that US actions in the Philippines conflicted with democratic principles**
- **Chapter 12 :**
 - **US brought into WWI**
 - **US involvement in WWI**
 - **Impact of WWI on US and future world relations**

Unit 4: From Prosperity to the Great Depression

HS CP US History II

ESSENTIAL QUESTIONS

Essential Questions

- How did American foreign policy shift toward imperialism during this time?
- What events caused America to join World War I?
- How did America's involvement in World War I impact the outcome of the war?
- How did World War I impact Americans on the home front as well as future international relations.

Unit 4: From Prosperity to the Great Depression

HS CP US History II

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Imperialist desires drove U.S. expansion	Students will be able to explain...how The Monroe Doctrine was used by several politicians to justify America's increasing expansion and global influence during this time period.
The Monroe Doctrine greatly influenced American foreign policy during this era	Students be able to explain how...This era marked a definitive shift in American foreign policy from isolationism to an increasing sense of imperialism and increased global influence.
World War I affected the entire world and future international relations	Students will identify and explain several examples of the America's shifting foreign policy.
American went to war both at home and abroad	Students will be able to describe ways our citizens responded to world actions domestically and internationally.
American foreign policy experienced a big shift from an isolationism to an internationally- involved country	Students will be able to explain the reason of the foreign policy shift.
Women's role/involvement in World War I helped the women's suffrage movement.	Students will be able to detail the critical role of women in the victory in WWI as well as the basis for a well deserved and hard fought independence of the American woman

Unit 4: From Prosperity to the Great Depression

HS CP US History II

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Chapter 11 Exam	Formative	America and the World/US Imperialism
Chapter 12 Exam	Formative	WWI
Student created posters / Essays	Project-based and summative	American Imperialism and WWI
Student created documentaries	project-based and summative	American Imperialism, WWII, role and changing of the ways women were regarded in American society

Unit 5: American Prosperity after WWI through the Great Depression

HS CP US History II

UNIT OVERVIEW

From Prosperity to the Great Depression is a unit that will focus on America's economy and society in from the 1920's through the Great Depression. Content in this unit will span from the prosperous 1920's through the difficult times of the 1930's. There will be an emphasis on the various government economic policies implemented during this time and the impact these policies had on America. Through the content students will also have the opportunity to work on critical thinking, research, writing, and reading skills.

8.5.11-12.A. 8.5.11-12.B. 8.5.11-12.C. 8.5.11-12.D. 8.5.11-12.E

STANDARDS/EXPECTATIONS

Unit 5: American Prosperity after WWI through the Great Depression

HS CP US History II

BIG IDEAS

Big Ideas

• Chapter 14

- After WWI, there was an economic "Boom" in America
- Life in the 1920's was "Roaring" for many Americans financially, in leisure activities, and various other changes in lifestyle
- This period saw a renaissance of art, lit, and music
- The role of experiences of women changed dramatically
- Prohibition became the way of life, and along with it, the rise of bootlegging and organized crime

• Chapter 15

- The Economic Bubble of the 1920s burst in 1929, with the beginning of The Great Depression (throughout the world and specifically within the US
- Americans experiences economic hardships in scale the nation had never seen, without government programs to help alleviate the suffering.

• Chapter 16

- FDR was elected president in 1932, and brought with him many government programs in the form of The New Deal and The Second New Deal.
- Though FDR's social programs had success, it would be WWII that took the US out of The Great Depression

Unit 5: American Prosperity after WWI through the Great Depression

HS CP US History II

ESSENTIAL QUESTIONS

Essential Questions

- 1. Describe the American economy/society during the era known as the "Roaring '20's".
- 2. What impact did Henry Ford and his business practice have on life in the 1920s? What impact did the growing automobile industry have on the American economy?
- 3. How did business and consumer practices during the 1920's eventually lead to the Great Depression in America?
- 4. What caused the stock market to crash in 1929?
- 5. What were the main components of FDR's New Deal policies?
- 6. How did the Great Depression and the economic regulations/government programs set up during this era impact future American generations?

Unit 5: American Prosperity after WWI through the Great Depression

HS CP US History II

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
America became a global economic leader during the 1920's.	Identify and explain the factors that enabled America to become a global economic leader during this time period.
America's economy experienced a time of increased prosperity during the 1920s.	Describe the America economy and the impact it had on society during the 1920's.
Henry Ford's new assembly line method of production revolutionized production in America.	Describe how the use of an assembly line changed the nature of work in America.
The 1920's led to new ideas about consumer spending.	Explain the impact of the automobile industry on the American society and economy.
Purchasing items on credit became common practice in America during this time period.	Students will describe and explain the causes of the stock market crash in 1929, how these factors led to the stock market crash, and the broader significance of this stock market crash on the U.S. and global economy.
There was little government regulation/ intervention in the American economy.	Students will identify and explain how New Deal policies impacted the American economy then as well as how some policies continue to impact America.

Unit 5: American Prosperity after WWI through the Great Depression

HS CP US History II

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Chapter 14 Exam	Formative	The Jazz Age/Roaring 20s
Chapter 15	Formative	The Great Depression
Chapter 16 Exam	Formative	FDR and The New Deal Era
Student created Roaring 20's Skits	Project based	Students illustrate The Roaring 20s
Student writings and essays which, at least in part, are student prompted	Summative	Illustration of student learning of cultural events and life during the Roaring 20s and the Great Depression

Unit 6: World Conflicts Leading to WWII through Early Cold War Years (1941 to 1960)

HS CP US History II

UNIT OVERVIEW

This unit will dig into the international and domestic events that brought the world into WWII, including events that shaped the world we live in now. The events that brought the US out of a foreign policy of Isolationism to a shift to involvement in world affairs up and to current times is deeply explained. The monumental change from the US and the Soviet Union from being allies in WWII to adversaries during WWII is investigated.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - History

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8.1.12.A

8.1.12.B

8.1.12.C

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8.3.12.A

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8.4.12.A

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8.4.12.C

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Unit 6: World Conflicts Leading to WWII through Early Cold War Years (1941 to 1960)

HS CP US History II

BIG IDEAS

Big Ideas

- **Chapters 17 and 18:**
 - **Events that brought the world and the United States from international peace after WWI to a Second World War.**
 - **The rise of Nazism, Fascism, and Imperialistic Japan**
 - **Including the events that led to the rise of Hitler in Germany, the Holocaust, and how their evil doings were made possible as well as how those actions affect the world (and the US) to this day (in a world-wide effort to prevent such carnage from happening again)**
 - **Effects of such events at the time and how they affect the world today (Holocaust, Nazi, Italian, and Japanese Imperialism and quest for world domination leading to policies still affecting the world (and the US foreign policy) up to and including today.**
 - **America clinging to Isolationism till the attack on Pearl Harbor.**
 - **War efforts on the US home front that fueled Allied victory.**
 - **Events that led the Allies (with unwavering and irreplaceable support from the US) to victory over the Axis Powers in the bloodiest conflict the world has ever seen.**
 - **Circumstances that allowed for Allied victory in the European and Pacific Theaters of WWII**

Unit 6: World Conflicts Leading to WWII through Early Cold War Years (1941 to 1960)

HS CP US History II

ESSENTIAL QUESTIONS

Essential Questions

- Why did the US have a policy of Isolationism from WWI until being brought into WWII?
- How could such cataclysmic events be allowed to transpire round the world that led to the rise of Fascism which in turn brought the world to a second world war?
- How could seemingly good people (including those in the US) allow the mass genocide of the Holocaust to transpire and what have we learned?
- What actions are taken today by the US (and the world) to prevent such evil from taking place around the world?
- What roles did the US play in the Allied effort to stop the Axis powers?
- How did the US go from being allies to enemies of the Soviet Union on a world stage in what is known as The Cold War?

Unit 6: World Conflicts Leading to WWII through Early Cold War Years (1941 to 1960)

HS CP US History II

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Events that led the world to allow (largely through a policy of appeasement) to the brink of a second world war	Students will be able to describe the conditions that led to the rise of the Axis powers (within proper context in their nations).
Circumstances that made the Rise of Hitler, Mussolini, and Imperialistic Japan possible (along with their devious actions)	Students will be able to detail why people in their perspective countries were complicit and/or sat back and allow evil to happen.
Reasons the US and the world allowed the actions of Hitler, Mussolini, and Japan to take place, largely unchecked until a second world war was inevitable	Students will detail reasons the US remained neutral prior to and during Nazi rule/Japanese Imperialism.
The awful genocide of the Holocaust and what really transpired and why this must never be allowed to occur again	Students will be able to detail the evil doings of Nazi Germany, Fascist Italy, and Imperialistic Japan.
The role the US in particular (and the world in general) played in stopping the evil doings of the Axis Powers	Students will describe the role the US specifically (and the world in general) put an end to the Axis Powers.
Specific actions taken by the US (and the world) to put an end to WWII which led to the Cold War	Students will be able to explain what led to adversarial feelings and events that took place between the US and the USSR

Unit 6: World Conflicts Leading to WWII through Early Cold War Years (1941 to 1960)

HS CP US History II

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Chapters 17 and 18 Exams	Formative	America from Isolationism to Interventionism, to the Cold War
17 and 18 Exams	Formative	World events including the Holocaust, WWII, and Japanese Imperialism to the end of the Axis Powers
Student created (and technologically created) skits and documentaries	Project based	US and world occurrences detailing the lead to the Holocaust, WWII, and Allied victory
Writing prompts to increase individual thought	Summative	US and world occurrences detailing the lead to the Holocaust, WWII, and Allied victory

Unit 7: A period of Turmoil, Change, and New Issues

HS CP US History II

UNIT OVERVIEW

The time period *after* WWII and including the Cold War, Economic Prosperity, a New Cultural Frontier, The Civil Rights Movement, and through the Vietnam Era is seen as a period of great unrest, cultural change for the better, and internal strife. This unit explores the time period from 1945 to 1975 in America.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - History

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8.3.12.B 8.3.12.C 8.3.12.D 8.4 8.4.12.A 8.4.12.B 8.4.12.C 8.4.12.D

BIG IDEAS

Big Ideas

- **Challenges and spoils of the aftermath of WWII**
- **America looking at and moving in the direction of fixing itself culturally and legislatively**
- **The Civil Rights Movement**
- **Vietnam Era policies and effects on the homefront**

ESSENTIAL QUESTIONS

Essential Questions

- What was life like for various people in the US after WWII through the end of the Vietnam War?
- What governmental legislation was put into place to better America?
- What were the results of governmental legislation?
- How was America being changed for the better for *all* Americans?
- How did the Vietnam War affect America then and now?

Unit 7: A period of Turmoil, Change, and New Issues

HS CP US History II

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
The spoils and agonies after WWII in America	Students will be able to describe the ups and downs of winning WWII.
Worries of the Cold War in the US and abroad	Students will be able to describe the real fears of government officials and the average citizens during the Cold War in domestically and in foreign lands.
JFK and LBJ's Great Society	Students will list and analyze the advances and struggles during presidencies of JFK and LBJ.
Civil Rights Movement	Students will learn of the gains made by civil rights leaders and the movement toward a society that is more equal for all Americans.
Struggles on the war front and domestically of Vietnam War	Students will be able to describe the purported reason for the Vietnam War in relation to the Cold War as well as the internal strife within our country because of it.

Unit 7: A period of Turmoil, Change, and New Issues

HS CP US History II

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Chapters 20-21 Exam	Formative	Post WWII through JFK and LBJ
Chapter 22	Formative	The Civil Rights Movement
Primary source readings, interviews with people from the time, and report of findings	Formative, summative, project based	The Civil Rights Movement
Chapter 24	Formative	The Vietnam Era
Primary source readings, interviews with people from the time, and report of findings	Formative, summative, project based	The Vietnam Era

Unit 8: Nixon and Carter Administrations through through the Reagan Era to Modern Day America

HS CP US History II

UNIT OVERVIEW

The time period from the Richard Nixon Administration to Reagan and the end of the Cold War are detailed.

Then the 1990s period of American Capitalism to the tragic events of 9/11 are explored. Finally, the most recent of times and how they affect us today.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - History

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BIG IDEAS

Big Ideas

- **Distrust in our government in the 1970s**
- **Influences and effects of Ronald Reagan Administration policies**
- **American Capitalism in the 1990s**
- **Tragic Events over the decades that influenced the tragic events of 9/11 as well as lessons learned from those days**
- **The Economic Bust and Recession of 2008 through political strife of today as well as current events**

Unit 8: Nixon and Carter Administrations through through the Reagan Era to Modern

Day America

HS CP US History II

ESSENTIAL QUESTIONS

Essential Questions

- Why did Americans learn to distrust the US Government so much in the 1970s?
- How did Reagan's policies help and/or help everyday Americans?
- What is meant by the Expanse of American Capitalism of the 1990s?
- How did the tragedy of 9/11 affect America then and now?
- In what ways has Politics become more and more polarized since 2008?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
American distrust in American Government in the 70s.	Students will list reasons people learned to distrust the government during the 1970s.
A look into the policies of Reagan.	Students will explain the pros and cons of the Reagan Administration.
Spending boom of the 1990s.	Students will be able to explain the economic boom of the 1990s, in a way that repeated itself from the Roaring 20s.
9/11 and lessons learned.	Students will be able to describe how our world has changed since 9/11.
From 2008 Recession to divisive politics of today	Students will explain how the US has become more divisive over the last 25 years.

Unit 8: Nixon and Carter Administrations through through the Reagan Era to Modern Day America

HS CP US History II

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Chapter 25 Exam	Formative	Nixon and Carter
Chapter 26 Exam	Formative	Reagan Years
Student created essays, digital skits, and documentaries	formative, summative, project based	1980s and 1990s
Chapter 27 Exam	Formative	1990 to the present day
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> Student created essays, digital skits, and documentaries </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> Student created essays, digital skits, and documentaries </div>	1990 to Present day