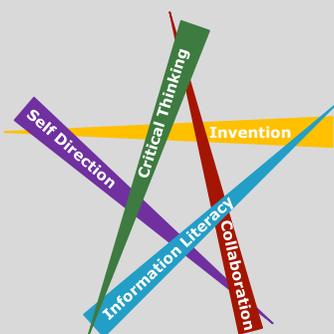


**Curriculum Development Course at a Glance  
Planning For High School Social Studies**

<b>Content Area</b>	Social Studies	<b>Grade Level</b>	High School
<b>Course Name/Course Code</b>	U.S. History		
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. History	1. The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources	SS09-GR.HS-S.1-GLE.1	
	2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time	SS09-GR.HS-S.1-GLE.2	
	3. The significance of ideas as powerful forces throughout history	SS09-GR.HS-S.1-GLE.3	
2. Geography	1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions	SS09-GR.HS-S.2-GLE.1	
	2. Explain and interpret geographic variables that influence the interaction of people, places, and environments	SS09-GR.HS-S.2-GLE.2	
	3. The interconnected nature of the world, its people and places	SS09-GR.HS-S.2-GLE.3	
3. Economics	1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources	SS09-GR.HS-S.3-GLE.1	
	2. Economic policies impact markets	SS09-GR.HS-S.3-GLE.2	
	3. Government and competition impact markets	SS09-GR.HS-S.3-GLE.3	
4. Civics	1. Research, formulate positions and engage in appropriate civic participation to address local, state, and national issues or policies	SS09-GR.HS-S.4-GLE.1	
	2. Purposes of and limitations on the foundations, structures and functions of government	SS09-GR.HS-S.4-GLE.2	
	3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government	SS09-GR.HS-S.4-GLE.3	

**Colorado 21<sup>st</sup> Century Skills**



**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*

**Reading & Writing Standards for Literacy  
in History/Social Studies 6 - 12**

**Reading Standards**

- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

**Writing Standards**

- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

**Curriculum Development Course at a Glance  
Planning For High School Social Studies**

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
The American Dream	6-9 weeks	1
Change is a Comin'	6-9 weeks	2
War & Peace	6-9 weeks	3
Population (Shifts Happen)	6-9 weeks	4

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

<b>Unit Title</b>	The American Dream		<b>Length of Unit</b>	6-9 weeks	
<b>Focusing Lens(es)</b>	Perceptions/Beliefs	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.HS-S.1-GLE.1 SS09-GR.HS-S.1-GLE.2 SS09-GR.HS-S.1-GLE.3 SS09-GR.HS-S.2-GLE.1 SS09-GR.HS-S.2-GLE.2	SS09-GR.HS-S.3-GLE.2 SS09-GR.HS-S.4-GLE.2 SS09-GR.HS-S.4-GLE.3	
<b>CCSS Reading Standards for Literacy in History/ Social Studies 9-12</b>	<u><a href="#">Grades 9-10</a></u> CCSS.RH.9-10.1 CCSS.RH.9-10.6 CCSS.RH.9-10.8 CCSS.RH.9-10.9	<u><a href="#">Grades 11-12</a></u> CCSS.RH.11-12.1 CCSS.RH.11-12.6 CCSS.RH.11-12.8 CCSS.RH.11-12.9	<b>CCSS Writing Standards for Literacy in History/ Social Studies 9-12</b>	<u><a href="#">Grades 9-10</a></u> CCSS.WHST.9-10.1 CCSS.WHST.9-10.4 CCSS.WHST.9-10.8 CCSS.WHST.9-10.10	<u><a href="#">Grades 11-12</a></u> CCSS.WHST.11-12.1 CCSS.WHST.11-12.4 CCSS.WHST.11-12.8 CCSS.WHST.11-12.10
<b>Inquiry Questions (Engaging- Debatable):</b>	<ul style="list-style-type: none"> <li>• What factors promote and restrict access to the American Dream? (SS09-GR.HS-S.1-GLE.1-EO.a) and (SS09-GR.HS-S.1-GLE.2.IQ.4,5)</li> <li>• How do governments balance the common good versus individual rights? (SS09-GR.HS-S.4-GLE.2-EO.b,c)</li> <li>• How do governments choose to allocate resources and what are the results?</li> </ul>				
<b>Unit Strands</b>	History, Geography, Economics, Civics				
<b>Foundational Historical/ Geographic Concepts</b>	Evidence, historical interpretation/narrative, facts, significance, primary/secondary sources, argument, hypothesis, evidentiary support, physical resources, social/political/cultural spaces, human interactions, cultural boundaries, cartographer, absolute and relative location, maps, visual representations, boundaries, sustainability				
<b>Concepts</b>	Individual rights, democracy, values, government, unity, diversity, sustainability, economic policy(ies), American Dream, common good, allocation of resources, push/pull factors, civil rights, culture, geographic representations, immigration, social movement, governmental policies				

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Historical narratives (interpretations) are dependent on existing primary and secondary sources and known facts and are, therefore, partial in nature and subject to revision(s) as new sources become available (SS09-GR.HS-S.1-GLE.1-EO.a,d)	How have historical interpretations of the Cold War changed with new evidence?	How might the discovery of new evidence change the historical narrative of an event or person?

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

<p>Historians’ definition of significance (i.e., what facts and sources matter and why) allows them to make informed decisions in determining the evidentiary support they use to build and defend their argument(s) (SS09-GR.HS-S.1-GLE.1-EO.b,c)</p>	<p>What were the significant events/issues that historians identified in relation to changes in civil rights from Reconstruction to the present?</p>	<p>How do historians define and determine significance?</p>
<p>Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c)</p>	<p>How have maps illustrated the increase in population density and the interdependence of human and natural resources?</p>	<p>How can geographic tools help us determine the fair and equitable allocation of global resources?</p>
<p>Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)</p>	<p>How have maps documented changing political/national boundaries (e.g. the addition of new states to the United States)?</p>	<p>How do maps document political, cultural and/or social priorities? How have cartographers views of the world changed over time?</p>
<p>Perceptions of the ability to attain economic/social success exemplify unity and diversity as individuals share goals of advancement but express them in unique ways (SS09-GR.HS-S.1-GLE.2-EO.h )</p>	<p>How did the quest for the American Dream help unite and diversify American culture during the 20<sup>th</sup> century? How did Horatio Alger’s “rags to riches” stories define the American Dream in the 19<sup>th</sup> century? (SS09-GR.HS-S.1-GLE.1-EO.b ) and (SS09-GR.HS-S.1-GLE.2-EO.h; IQ.4,5) How did federal immigration policy limit access to the American Dream during the period 1880-1930? (SS09-GR.HS-S.4-GLE.2-EO.b)</p>	<p>How do the perceptions and the reality of the American Dream differ? (SS09-GR.HS-S.1-GLE.2-EO.g) How does diversity influence American culture? (SS09-GR.HS-S.1-GLE.2-EO.g; IQ.4,5)</p>
<p>Beliefs about the role of government in a democracy shape governmental policies and decisions about individual responsibilities and collective responsibilities (SS09-GR.HS-S.4-GLE.2-EO.b,c)</p>	<p>In what ways were the goals of President Lyndon B. Johnson’s Great Society achieved? (SS09-GR.HS-S.1-GLE.2-EO.g) and (SS09-GR.HS-S.4-GLE.2-EO.b,c) How did the emergence of neo-conservatism by the 1980s stem from the liberalism of the 1960s? (SS09-GR.HS-S.1-GLE.3-EO.a) How did the philosophy of non-violence affect rights movements of various groups throughout the second half of the 20<sup>th</sup> century? (SS09-GR.HS-S.1-GLE.2-EO.g) and (SS09-GR.HS-S.2-GLE.2-EO.b)</p>	<p>How do differing beliefs about democratic policy drive cultural/social change? (SS09-GR.HS-S.4-GLE.2-EO.b,c)</p>

**Curriculum Development Overview  
Unit Planning for High School Social Studies**

The rights of individuals to participate as enfranchised citizens reflect (changes in) popular perceptions of humanity and human rights (SS09-GR.HS-S.1-GLE.3-EO.c) and (SS09-GR.HS-S.4-GLE.2-EO.c)	How did individual rights (e.g. suffrage) both expand and contract (Patriot Act) during the second half of the 20 <sup>th</sup> century? (SS09-GR.HS-S.1-GLE.3-EO.e) and (SS09-GR.HS-S.4-GLE.2-EO.c)	Is the American Dream still within reach?
Policy (social, economic, governmental) making within a democratic society often requires balancing the rights of individuals against the common good (SS09-GR.HS-S.3-GLE.2-EO.a,d,f) and (SS09-GR.HS-S.4-GLE.2-EO.f,g)	How does the Supreme Court ruling in Schenck v. United States reflect this balancing act? (SS09-GR.HS-S.4-GLE.2-EO.f,g) How did the decision to expand the federal defense budget after WWII impact American society? (SS09-GR.HS-S.3-GLE.2-EO.c; RA.2)	How do laws and governmental policy reflect beliefs about rights? (SS09-GR.HS-S.1-GLE.3-EO.e) and (SS09-GR.HS-S.4-GLE.2-EO.b)

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>Differences among competing political philosophies in the United States (SS09-GR.HS-S.4-GLE.2-EO.c)</li> <li>How the national and state governments balance between individual rights and the common good (SS09-GR.HS-S.4-GLE.2-EO.b,c)</li> <li>Supreme court cases that reflect the balancing of the rights of individuals and the common good (e.g., Schenck v. United States; District of Columbia v. Heller; Korematsu v. United States; Plyler v. Doe case 1982) (SS09-GR.HS-S.4-GLE.2-EO.f)</li> <li>Reasons why immigrants leave their homeland to come to America to seek the American Dream (e.g. push/pull factors) (SS09-GR.HS-S.1-GLE.2-EO.g)</li> <li>The historical roots of the American Dream and how ideas about the American Dream have changed over time (SS09-GR.HS-S.1-GLE.2-EO.e) and (SS09-GR.HS-S.1-GLE.2-EO.e,g)</li> <li>The background, significance, and outcomes of the Cold War (SS09-GR.HS-S.1-GLE.2-EO.f,g)</li> </ul>	<ul style="list-style-type: none"> <li>Analyze complexity of issues U.S. history (e.g. suffrage movement) (SS09-GR.HS-S.1-GLE.3-EO.c)</li> <li>Construct and defend a written historical argument (SS09-GR.HS-S.1-GLE.1-EO.c)</li> <li>Gather and compare historical information to identify differing perspectives (SS09-GR.HS-S.1-GLE.1-EO.b)</li> <li>Compare and contrast different systems of governmental functions (SS09-GR.HS-S.4-GLE.3-EO.f)</li> <li>Differentiate between facts and historical interpretation (SS09-GR.HS-S.1-GLE.1-EO.d)</li> </ul>

<b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>The ideal of the American Dream demonstrates the impact of diversity on American culture throughout U.S. history.</i>
<b>Academic Vocabulary:</b>	Analyze, discuss, construct, defend, compare/contrast, gather, differentiate, interdependence, culture

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

**Technical Vocabulary:**

Liberalism, neo-conservatism, immigration, social movements, non-violence, Great Society, historical narrative, enfranchised citizen, Patriot Act, Reconstruction, civil rights, human/natural resources, cartographer, national/international, American Dream, democracy, unity, diversity, sustainability, economic policy(ies), common good, allocation of resources, individual rights, push/pull factors, Cold War, suffrage, governmental policies

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

<b>Unit Title</b>	Change is a Comin’		<b>Length of Unit</b>	6-9 weeks	
<b>Focusing Lens(es)</b>	Transformation	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.HS-S.1-GLE.1 SS09-GR.HS-S.1-GLE.2 SS09-GR.HS-S.1-GLE.3 SS09-GR.HS-S.2-GLE.1	SS09-GR.HS-S.2-GLE.2 SS09-GR.HS-S.4-GLE.2 SS09-GR.HS-S.4-GLE.3	
<b>CCSS Reading Standards for Literacy in History/ Social Studies 9-12</b>	<u><a href="#">Grades 9-10</a></u> CCSS.RH.9-10.1 CCSS.RH.9-10.2 CCSS.RH.9-10.6 CCSS.RH.9-10.8	<u><a href="#">Grades 11-12</a></u> CCSS.RH.11-12.1 CCSS.RH.11-12.2 CCSS.RH.11-12.6 CCSS.RH.11-12.8	<b>CCSS Writing Standards for Literacy in History/ Social Studies 9-12</b>	<u><a href="#">Grades 9-10</a></u> CCSS.WHST.9-10.2 CCSS.WHST.9-10.6 CCSS.WHST.9-10.7 CCSS.WHST.9-10.8 CCSS.WHST.9-10.9	<u><a href="#">Grades 11-12</a></u> CCSS.WHST.11-12.2 CCSS.WHST.11-12.6 CCSS.WHST.11-12.7 CCSS.WHST.11-12.8 CCSS.WHST.11-12.9
<b>Inquiry Questions (Engaging- Debatable):</b>	<ul style="list-style-type: none"> <li>• What ideas and events have transformed American culture over time? (SS09-GR.HS-S.1-GLE.2-EO.f)</li> <li>• What circumstances encourage people to challenge power and authority?</li> <li>• Who holds power in American society?</li> </ul>				
<b>Unit Strands</b>	History, Geography, Civics, Economics				
<b>Foundational Historical/ Geographic Concepts</b>	Evidence, historical interpretation/narrative, facts, significance, primary/secondary sources, argument, hypothesis, evidentiary support, physical resources, social/political/cultural spaces, human interactions, cultural boundaries, cartographer, absolute and relative location, maps, visual representations, boundaries, sustainability				
<b>Concepts</b>	Justice, culture, equality, minority rights, civil disobedience/liberties, national unity, civic engagement, liberty, majority rule, values, place, environment, discrimination, civil rights, socio-economic, suffrage, physical/human resources, human rights, segregation				

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Historical narratives (interpretations) are dependent on existing primary and secondary sources and known facts and are, therefore, partial in nature and subject to revision(s) as new sources become available (SS09-GR.HS-S.1-GLE.1-EO.a,d)	How have historical interpretations of the progression of civil rights movements changed with new evidence?	How might the discovery of new evidence change the historical narrative of an event or person?

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

<p>Historians’ definition of significance (i.e., what facts and sources matter and why) allows them to make informed decisions in determining the evidentiary support they use to build and defend their argument(s) (SS09-GR.HS-S.1-GLE.1-EO.b,c)</p>	<p>What were the significant events/issues that historians identified in relation to changes in civil rights from Reconstruction to the present?</p>	<p>How do historians define and determine significance?</p>
<p>Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c)</p>	<p>How have maps illustrated the connections between physical/human resources and socio-economic status?</p>	<p>How can geographic tools help us determine the fair and equitable allocation of global resources?</p>
<p>Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)</p>	<p>How have maps illustrated the changes in human settlements and movements with the expansion of human rights?</p>	<p>How do maps document political, cultural and/or social priorities? How have cartographers views of the world changed over time?</p>
<p>Conflicts over civil rights typically require (re)examinations of when majority rule should trump minority rights and vice versa (SS09-GR.HS-S.1-GLE.2-EO.e,g) and (SS09-GR.HS-S.4-GLE.2-EO.d)</p>	<p>What factors led to the court decision <i>Brown v. Board of Education, Topeka Kansas</i> to overturn <i>Plessy v Ferguson</i>? (SS09-GR.HS-S.1-GLE.2-EO.f,g) and (SS09-GR.HS-S.4-GLE.2-EO.f)</p> <p>What social, political and economic factors facilitated the ratification of the Nineteenth Amendment in 1920? (SS09-GR.HS-S.1-GLE.2-EO.d) and (SS09-GR.HS-S.4-GLE.2-EO.f)</p>	<p>In what ways do peoples’ rights reflect the beliefs of the time period? (SS09-GR.HS-S.1-GLE.2-EO.e) and (SS09-GR.HS-S.1-GLE.3-EO.c)</p>
<p>Definitions of national unity based on romantic ideals of <i>justice for all</i> are often tested by populations who question the existence and breadth of civil liberties (SS09-GR.HS-S.1-GLE.3-EO.d)</p>	<p>How was the Civil Rights movement of the 1950s and 1960s able to help dismantle the economic and societal discrimination established by the era of Jim Crow? (SS09-GR.HS-S.1-GLE.2-EO.a)</p>	<p>How are acts of civil disobedience effective ways to bring about change? When is civil disobedience in the best interest of the minority?</p>

**Curriculum Development Overview  
Unit Planning for High School Social Studies**

<p>Issues of context, place, and environment often dictate the distinct forms and enactment of civil disobedience (SS09-GR.HS-S.2-GLE.2-EO.e)</p>	<p>Why did the Civil Rights Movement originate in the Southern States? (SS09-GR.HS-S.1-GLE.2-EO.e)          Were the Rodney King Riots a form of civil disobedience?          How did acts of civil disobedience (e.g. Kent State) influence the government to end the conflict in Vietnam by bringing troops home?          How does art and literature impact/influence/reflect acts of civil disobedience? (SS09-GR.HS-S.1-GLE.3-EO.f; IQ.3)</p>	<p>What makes for effective forms of civil disobedience?</p>
<p>Advancing social equality in a democratic society requires the active civic engagement of citizens (SS09-GR.HS-S.4-GLE.2-EO.f,g)</p>	<p>In what ways were the Progressives able to affect systemic change in the early twentieth century? (SS09-GR.HS-S.1-GLE.3-EO.e)          How has civic engagement advanced the rights of women in the Twentieth Century?</p>	<p>How do democratic ideals and practices motivate people to act for societal change?</p>

<p><b>Critical Content:</b> My students will <b>Know</b>...</p>	<p><b>Key Skills:</b> My students will be able to <b>(Do)</b>...</p>
<ul style="list-style-type: none"> <li>• The origins and significance of major reform groups and movements of the 20<sup>th</sup> century (e.g. Progressives, New Deal, Great Society, muckrakers, trustbusters) (SS09-GR.HS-S.1-GLE.2-EO.g) and (SS09-GR.HS-S.1-GLE.3-EO.a,c)</li> <li>• The historical development of and impact of technological and scientific innovations between 1865-present (SS09-GR.HS-S.1-GLE.3-EO.b)</li> <li>• Methods for change in a democratic society (e.g. voting, civil rights movements, activist courts, strikes, unions) (SS09-GR.HS-S.4-GLE.2-EO.b; IQ.3)</li> <li>• Examples of art and literature that reflected and advanced the reforms of the twentieth century (SS09-GR.HS-S.1-GLE.3-EO.f)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and analyze primary sources for point of view and historical context (SS09-GR.HS-S.1-GLE.1-EO.a) and (SS09-GR.HS-S.4-GLE.3-EO.d)</li> <li>• Identify aspects of complexity within historical issues through analysis of primary and secondary sources (SS09-GR.HS-S.1-GLE.1-EO.a,b)</li> <li>• Identify and explain significant issues that cause historical change</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Progressives advocated for the expansion of human right and civil liberties, which resulted in significant reforms, legislation, and Constitutional amendments.</i></p>

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

<b>Academic Vocabulary:</b>	Examine, analyze, debate, investigate, support, advocate, compare/contrast, cause/effect, culture
<b>Technical Vocabulary:</b>	Trustbuster, segregation (de facto and de jure), Jim Crow, Voting Rights Act of 1965, Amendments 16-21, Plessy vs. Ferguson, Brown vs. Board, civil rights, strike, union, immigration, New Deal, New Freedom, Progressives, muckraker, Great Society, Civil Rights Movement, civic engagement, discrimination, suffrage, human rights, civil disobedience

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

<b>Unit Title</b>	War & Peace		<b>Length of Unit</b>	6-9 weeks	
<b>Focusing Lens(es)</b>	Conflict/Compromise	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.HS-S.1-GLE.1 SS09-GR.HS-S.1-GLE.2 SS09-GR.HS-S.1-GLE.3 SS09-GR.HS-S.2-GLE.1 SS09-GR.HS-S.2-GLE.3	SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.3-GLE.2 SS09-GR.HS-S.4-GLE.1 SS09-GR.HS-S.4-GLE.2 SS09-GR.HS-S.4-GLE.3	
<b>CCSS Reading Standards for Literacy in History/ Social Studies 9-12</b>	<u><a href="#">Grades 9-10</a></u> CCSS.RH.9-10.1 CCSS.RH.9-10.6 CCSS.RH.9-10.7	<u><a href="#">Grades 11-12</a></u> CCSS.RH.11-12.1 CCSS.RH.11-12.6 CCSS.RH.11-12.7	<b>CCSS Writing Standards for Literacy in History/ Social Studies 9-12</b>	<u><a href="#">Grades 9-10</a></u> CCSS.WHST.9-10.2 CCSS.WHST.9-10.5 CCSS.WHST.9-10.7 CCSS.WHST.9-10.8	<u><a href="#">Grades 11-12</a></u> CCSS.WHST.11-12.2 CCSS.WHST.11-12.5 CCSS.WHST.11-12.7 CCSS.WHST.11-12.8
<b>Inquiry Questions (Engaging- Debatable):</b>	<ul style="list-style-type: none"> <li>• What circumstances lead United States to war and are they ever justified?</li> <li>• What is the importance of compromise in American government? (SS09-GR.HS-S.4-GLE.2-EO.c)</li> <li>• How is the exchange of ideas an important aspect of a democratic society? (SS09-GR.HS-S.4-GLE.2-EO.c)</li> </ul>				
<b>Unit Strands</b>	History, Geography, Economics, Civics				
<b>Foundational Historical/ Geographic Concepts</b>	Evidence, historical interpretation/narrative, facts, significance, primary/secondary sources, argument, hypothesis, evidentiary support, physical resources, social/political/cultural spaces, human interactions, cultural boundaries, cartographer, absolute and relative location, maps, visual representations, boundaries, sustainability				
<b>Concepts</b>	Dilemma, compromise, rights, tension, protest, foreign policy, liability, isolationism, imperialism, environmentalism, alliance, communism, nationalism, militarism, geopolitical, resources, international				

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Historical narratives (interpretations) are dependent on existing primary and secondary sources and known facts and are, therefore, partial in nature and subject to revision(s) as new sources become available (SS09-GR.HS-S.1-GLE.1-EO.a,d)	How have historical interpretations of the United States' major (inter)national conflicts changed with new evidence?	How might the discovery of new evidence change the historical narrative of an event or person?

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

<p>Historians’ definition of significance (i.e., what facts and sources matter and why) allows them to make informed decisions in determining the evidentiary support they use to build and defend their argument(s) (SS09-GR.HS-S.1-GLE.1-EO.b,c)</p>	<p>What were the significant events/issues that historians identified in relation to changes in the origins and nature of U.S. conflicts?</p>	<p>How do historians define and determine significance?</p>
<p>Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c)</p>	<p>How have maps illustrated the usage/depletion/conservation of materials and resources necessary to maintain its military strength/presence?</p>	<p>How can geographic tools help us determine the fair and equitable allocation of global resources?</p>
<p>Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)</p>	<p>How have maps documented changing political/national boundaries that the U.S. helped facilitate as a result of their participation in international conflicts?</p>	<p>How do maps document political, cultural and/or social priorities? How have cartographers views of the world changed over time?</p>
<p>Forces of imperialism, nationalism, militarism, economic self-interest, and geopolitical alliances taken to the extreme can result in international conflicts (SS09-GR.HS-S.1-GLE.3-EO.e) and (SS09-GR.HS-S.3-GLE.2-EO.b) and (SS09-GR.HS-S.4-GLE.3-EO.d)</p>	<p>How did the financial consequences of the Treaty of Versailles of 1919 aid in the coming of WWII? (SS09-GR.HS-S.3-GLE.2-EO.b) and (SS09-GR.HS-S.3-GLE.1-EO.c)</p>	<p>How does a nation weigh the opportunity costs of war? How do ethical dilemmas push nations to war? (SS09-GR.HS-S.1-GLE.3-EO.d) and (SS09-GR.HS-S.2-GLE.3-EO.a,d) To what degree should nations make decisions based on economic self-interest? (SS09-GR.HS-S.3-GLE.2-EO.b)</p>
<p>International alliances form in order to safeguard participating nations’ people and to protect political, financial, and social interests (SS09-GR.HS-S.2-GLE.3-EO.a) and (SS09-GR.HS-S.4-GLE.3-EO.d)</p>	<p>How did the Allies during WWII reflect a necessary cooperation that lead to a positive outcome? (SS09-GR.HS-S.1-GLE.2-EO.c) and (SS09-GR.HS-S.4-GLE.3-EO.d) How did the Marshall Plan of 1946 impact the relationship between western Europe and the United States? How is the formation of NATO and the United Nations an example of a peace time alliance?</p>	<p>Are NATO and the United Nations still relevant?</p>
<p>During times of conflict, people typically cooperate and/or take on unexpected roles and responsibilities to fulfill societal needs (SS09-GR.HS-S.1-GLE.2-EO.h)</p>	<p>How did the role of women change/expand during World Wars I and II? How did World War I facilitate the Great Migration?</p>	<p>Which processes of democratic government are most successful in gaining cooperation among competing groups? (SS09-GR.HS-S.4-GLE.1-EO.b) and (SS09-GR.HS-S.4-GLE.3-EO.c)</p>

**Curriculum Development Overview  
Unit Planning for High School Social Studies**

<p>Anti-war protests/movements may shift public perceptions of war leading to (re) examinations of foreign policies and international involvement (SS09-GR.HS-S.4-GLE.1-EO.c)</p>	<p>How did the US Senate’s refusal to support President Wilson during the peace negotiations after World War I affect the outcome of the war for the United States? (SS09-GR.HS-S.1-GLE.2-EO.f)</p> <p>How did tension between Cold War aims and waning public support around the Vietnam conflict provide an ethical dilemma for the American government during the 1960’s and 70’s? (SS09-GR.HS-S.1-GLE.3-EO.d) and (SS09-GR.HS-S.2-GLE.3-EO.a,d)</p>	<p>How do people resolve differences while remaining respectful of multiple perspectives? (SS09-GR.HS-S.4-GLE.1-IQ.4)</p>
---	---	---

<p><b>Critical Content:</b> My students will <b>Know</b>...</p>	<p><b>Key Skills:</b> My students will be able to <b>(Do)</b>...</p>
<ul style="list-style-type: none"> <li>• The critical ideas, actions, and decisions that led the United States to war/conflict (e.g. World War I, World War II, Vietnam, Korea) (SS09-GR.HS-S.1-GLE.3-EO.e)</li> <li>• The importance of the principles of democracy in a democratic society (e.g. majority rule, compromise) (SS09-GR.HS-S.4-GLE.2-EO.c)</li> <li>• The outcomes of WWI, WWII, Korean War, Vietnam, and the Gulf War (SS09-GR.HS-S.1-GLE.2-EO.f)</li> <li>• The origins and significance of peace keeping organizations (e.g. NATO, United Nations)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the complexity of events in American History (SS09-GR.HS-S.1-GLE.2-EO.c)</li> <li>• Critique various primary sources for bias/accuracy (SS09-GR.HS-S.4-GLE.1-EO.e)</li> <li>• Research and interpret multiple viewpoints</li> <li>• Analyze how cooperation and conflict influence the division and control of earth (SS09-GR.HS-S.2-GLE.3-EO.d)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki, although controversial, propelled the United States into a role as a world power.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Discuss, multiple perspectives, cause/effect, compare/contrast, analyze, critique, investigate</p>
<p><b>Technical Vocabulary:</b></p>	<p>Militarism, isolationism, alliance(s), Treaty of Versailles, communism, Vietnam, ethical dilemma, debate, compromise, rights, tension, protest, foreign policy, liability, isolationism, imperialism, geopolitical, Great Migration, Cold War, Marshall Plan, NATO, war, United Nations, nationalism</p>

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

Unit Title	Population (Shifts Happen)		Length of Unit	6-9 weeks	
Focusing Lens(es)	Movement	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.HS-S.1-GLE.1 SS09-GR.HS-S.1-GLE.2 SS09-GR.HS-S.1-GLE.3 SS09-GR.HS-S.2-GLE.1 SS09-GR.HS-S.2-GLE.2	SS09-GR.HS-S.2-GLE.3 SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.3-GLE.5 SS09-GR.HS-S.4-GLE.2	
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	<a href="#">Grades 9-10</a> CCSS.RH.9-10.1 CCSS.RH.9-10.2 CCSS.RH.9-10.6	<a href="#">Grades 11-12</a> CCSS.RH.11-12.1 CCSS.RH.11-12.2 CCSS.RH.11-12.6	CCSS Writing Standards for Literacy in History/ Social Studies 9-12	<a href="#">Grades 9-10</a> CCSS.WHST.9-10.6 CCSS.WHST.9-10.7 CCSS.WHST.9-10.8 CCSS.WHST.9-10.9	<a href="#">Grades 11-12</a> CCSS.WHST.11-12.6 CCSS.WHST.11-12.7 CCSS.WHST.11-12.8 CCSS.WHST.11-12.9
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> <li>How does the movement of people reflect the changing needs of a society?</li> <li>How do economic factors affect migration patterns? (SS09-GR.HS-S.2-GLE.3-EO.f)</li> </ul>				
Unit Strands	History, Geography, Economics, Civics				
Foundational Historical/ Geographic Concepts	Evidence, historical interpretation/narrative, facts, significance, primary/secondary sources, argument, hypothesis, evidentiary support, physical resources, social/political/cultural spaces, human interactions, cultural boundaries, cartographer, absolute and relative location, maps, visual representations, boundaries, sustainability				
Concepts	Settlement(s), movement, beliefs, traditions, scarcity, abundance, migration/immigration, technological advances, political expression, cultural diffusion/values, location, push/pull factors, community				

Generalizations My students will <b>Understand</b> that...	Guiding Questions	
	Factual	Conceptual
Historical narratives (interpretations) are dependent on existing primary and secondary sources and known facts and are, therefore, partial in nature and subject to revision(s) as new sources become available (SS09-GR.HS-S.1-GLE.1-EO.a,d)	How have historical interpretations of U.S. migration patterns/trends have changed with new evidence?	How might the discovery of new evidence change the historical narrative of an event or person?
Historians' definition of significance (i.e., what facts and sources matter and why) allows them to make informed decisions in determining the evidentiary support they use to build and defend their argument(s) (SS09-GR.HS-S.1-GLE.1-EO.b,c)	What were the significant events/issues that historians identified in relation to changes in migratory patterns?	How do historians define and determine significance?

**Curriculum Development Overview**  
**Unit Planning for High School Social Studies**

<p>Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c)</p>	<p>How have maps illustrated the connections between (re) settlement patterns and the locations of human and natural resources?</p>	<p>How can geographic tools help us determine the fair and equitable allocation of global resources?</p>
<p>Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)</p>	<p>How have maps documented changing cultural boundaries (e.g. the locations and settlements of specific immigrant communities)?</p>	<p>How do maps document political, cultural and/or social priorities? How have cartographers views of the world changed over time?</p>
<p>Movement and (re)settlement of people diffuses ideas and beliefs which often challenges prevailing cultural values, beliefs, and traditions (SS09-GR.HS-S.2-GLE.3-EO.c,f)</p>	<p>How did immigration and nativism in the early 20<sup>th</sup> century shape values, beliefs, and traditions of American society? (SS09-GR.HS-S.1-GLE.3-EO.e) and (SS09-GR.HS-S.4-GLE.2-EO.f) How did the Great Migration during World War I enhance arts and literature in American society? (SS09-GR.HS-S.1-GLE.3-EO.f) and (SS09-GR.HS-S.2-GLE.3-EO.e) What were the origins of the Red Scare, Yellow Peril, and anti-German sentiments in U.S. immigration history?</p>	<p>How do push-pull factors affect patterns of (re)settlement? (SS09-GR.HS-S.1-GLE.2-EO.e) and (SS09-GR.HS-S.2-GLE.3-EO.e) How does increasing globalization influence the interaction of people on Earth (SS09-GR.HS-S.2-GLE.3-IQ.2)</p>
<p>Both scarcity and an abundance of goods, services, and resources can create new patterns of settlement (SS09-GR.HS-S.2-GLE.3-EO.f) and (SS09-GR.HS-S.3-GLE.1-EO.b)</p>	<p>How did economic circumstances during the 1930's affect movement of people within the United States? How did movement of peoples change as a result of WWII? How did personal financial decisions affect the movement of people during the Great Depression? (SS09-GR.HS-S.2-GLE.2-EO.c) and (SS09-GR.HS-S.3-GLE.5-EO.c) How did geographic and economic circumstances prompt the migration of people during the Dust Bowl? (SS09-GR.HS-S.1-GLE.2-EO.f) and (SS09-GR.HS-S.2-GLE.2-EO.a) and (SS09-GR.HS-S.3-GLE.1-EO.a,b)</p>	<p>How do economic factors help determine human (re)settlement? (SS09-GR.HS-S.3-GLE.1-EO.b)</p>

**Curriculum Development Overview  
Unit Planning for High School Social Studies**

<p>Patterns of migration, facilitated by technological advances in transportation, reflect the pursuit of aspirational goals around social/cultural/civil rights, political expression, and economic mobility (SS09-GR.HS-S.2-GLE.3-EO.e)</p>	<p>What were the major push-pull factors that increased immigration into the United States during the 19<sup>th</sup> and 20<sup>th</sup> centuries? What factors influenced the Great Migration of Europeans to the United States in the 1870s? What ideals of the American Dream have changed or remained constant across waves of U.S. immigration?</p>	<p>Who should decide, and what factors should be most significant when countries determine their immigration policies? What predictions can be made about human migration patterns? (SS09-GR.HS-S.2-GLE.3-IQ.3)</p>
---	--	---

<p><b>Critical Content:</b> My students will <b>Know</b>...</p>	<p><b>Key Skills:</b> My students will be able to <b>(Do)</b>...</p>
<ul style="list-style-type: none"> <li>• The reasons for the migration of peoples, goods, and services across the United States</li> <li>• The reasons for, implications and outcomes of population shifts resulting from the economic and social demand during times of war (SS09-GR.HS-S.1-GLE.2-EO.f) and (SS09-GR.HS-S.2-GLE.3-EO.e)</li> <li>• Patterns of settlement among and within the United States (e.g. Great Migration, immigration, rise of the Sunbelt) (SS09-GR.HS-S.2-GLE.3-EO.e)</li> <li>• The effects of U.S. immigration policies on the migration and settlement of people within the United States (e.g. Hart-Celler Act, Bracero programs, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify aspects of complexity within historical issues through analysis of primary and secondary sources (SS09-GR.HS-S.1-GLE.1-EO.a,b)</li> <li>• Identify and explain significant issues that cause historical change</li> <li>• Analyze the complexity of events in American History (SS09-GR.HS-S.1-GLE.2-EO.c)</li> <li>• Gather data, make inferences, and draw conclusions from map and other visual representations (SS09-GR.HS-S.2-GLE.1-EO.a,b,c)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Historically, the patterns of human settlement across the United States have been influenced by social, economic, and political factors.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Settlement, movement, beliefs, traditions</p>
<p><b>Technical Vocabulary:</b></p>	<p>Immigration, migration, scarcity, abundance, economic freedom/mobility, political expression, cultural diffusion/values, Red Scare, Yellow Peril, anti-German sentiments, Great Migration, nativism, migratory patterns, globalization, push/pull factors</p>