

## Course Map Example - US History

COURSE TITLE: U.S. History				
	UNIT 1	UNIT 2	UNIT 3	UNIT 4
UNIT TITLE	Unit 1; The Struggle for Equality and Civil Rights	Unit 2: Imperialism and Global Conflict	Unit 3: The Cold War and Counter Culture	Unit 4: Age of Terror
LENGTH OF UNIT	One quarter	One quarter	One quarter	One quarter
ESSENTIAL QUESTION(S)	<ol style="list-style-type: none"> <li>How do Americans define progress? Should this definition be expanded? Why or why not?</li> <li>What criteria should we use when defining a movement as a success or failure?</li> <li>What do successful reform efforts have in common?</li> <li>How large of a role should the government play in solving a society's problems?</li> </ol>	<ol style="list-style-type: none"> <li>In what ways can a nation influence or dominate another country?</li> <li>In what ways can the media influence public opinion?</li> <li>When should the United States intervene in foreign conflicts?</li> <li>What should be the goal of international peace treaties?</li> <li>How do global conflicts impact domestic policy and the lives of civilians?</li> <li>What long term consequences of global</li> </ol>	<ol style="list-style-type: none"> <li>How did the Cold War both prevent and promote cooperation between nations?</li> <li>How can policy makers determine when revolutions have indigenous roots rather than being caused by an imperialist nation attempting world domination?</li> <li>How did the Cold War impact third world countries who were drawn into the conflict?</li> <li>Why is competition both beneficial and</li> </ol>	<ol style="list-style-type: none"> <li>How should a government balance national security issues with personal liberty and privacy?</li> <li>Should a president be given the constitutional authority to wage war without declaring war?</li> <li>To what extent should patriotism be promoted within our institutions and by the media?</li> <li>How do political and geographical factors within foreign nations impact a war effort?</li> </ol>

	5. What civil rights issues still need to be addressed in our society today?	conflicts create?	harmful?  5. How can competition lead to crisis and opportunity?  6. When should prevailing assumptions that drive hostility between two or more nations be examined and scrutinized?	5. How should a nation measure the success of a military conflict?  6. How can public perception limit or enhance the effectiveness of a war effort?
<b>STANDARDS</b>	<p>1. Historical evidence varies in terms of its credibility and reasoning making it essential that students learn to evaluate historical sources.</p> <p>2. The diversity of human experience makes it essential that a wide range of sources be considered when attempting to draw historical conclusions.</p> <p>3. Considering the origin, authority, structure, and context of a source are essential to understand the meaning and strength of the source.</p> <p>4.Strong,credible historical</p>	<p><b>History 9–12.12</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><b>HIST 9–12.10</b> Critique the appropriateness of the historical sources used in a secondary interpretation</p> <p><b>Hist-9-12.7</b>-Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p> <p><b>INQ 9–12.6</b> Gather relevant information</p>	<p><b>History 9–12.12</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><b>HIST 9–12.10</b> Critique the appropriateness of the historical sources used in a secondary interpretation</p> <p><b>Hist-9-12.7</b>-Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p> <p><b>INQ 9–12.6</b> Gather relevant information</p>	<p><b>History 9–12.12</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><b>HIST 9–12.10</b> Critique the appropriateness of the historical sources used in a secondary interpretation</p> <p><b>Hist-9-12.7</b>-Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p> <p><b>INQ 9–12.6</b> Gather relevant information</p>

	sources will often be corroborated by supporting pieces of evidence and testimony.	from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
<b>CONCEPTS</b>	<ol style="list-style-type: none"> <li>1. Historical evidence varies in terms of its credibility and reasoning making it essential that students learn to evaluate historical sources.</li> <li>2. The diversity of human experience makes it essential that a wide range of sources be considered when attempting to draw historical conclusions.</li> <li>3. Considering the origin, authority, structure, and context of a source are essential to understand the meaning and</li> </ol>	<ol style="list-style-type: none"> <li>1. The limitations inherent in certain primary and secondary sources when attempting to draw historical conclusions.</li> <li>2. Asking relevant questions of historical sources will enhance students' ability to pursue diverse historical sources when researching historical controversies.</li> <li>3. Historical conclusions drawn by secondary sources will only be as strong as the sources that they have based them upon.</li> <li>4. Examining the causes</li> </ol>	<ol style="list-style-type: none"> <li>1. The weaknesses and limitations of imposing overarching simplistic labels upon nations with unique backgrounds.</li> <li>2. The limitations of attempting to solve complicated social and political problems through the use of military force.</li> <li>3. The impact that propaganda used in speeches and other forms of communication can have on a population.</li> <li>4. The difference between official statements from the U.S. government concerning</li> </ol>	<ol style="list-style-type: none"> <li>1. The impact and influence the media has by framing national and international conflicts in a certain manner.</li> <li>2. The inherent challenges involved in interpreting the constitution during a time of national crisis.</li> <li>3. The necessity of interpreting primary sources for themselves as opposed to relying upon media outlets to do so.</li> <li>4. The similarities and differences that nations have when interpreting the same event.</li> <li>5. The potential short and long term economic/social consequences of political</li> </ol>

	<p>strength of the source.</p> <p>4. Strong, credible historical sources will often be corroborated by supporting pieces of evidence and testimony.</p>	<p>and effects of key historical events can help us understand the present and prepare for the future.</p> <p>5. Traditional explanations about historical events are often revise or replaced through examining new evidence or bringing a fresh perspective to previous conclusions</p>	<p>international conflict and the reality of the military situation as it really is.</p> <p>5. The similarities and differences between democracy and communism</p> <p>6. The strengths and weaknesses of the anti-war movement in terms of its ability to enact political change.</p>	<p>decisions.</p>
<b>SKILLS</b>	<p>1. Critiquing claims and evidence in terms of their credibility as well as the use of the reasoning, sequencing, and supporting details of explanations</p> <p>2. Gathering relevant information from multiple sources representing a wide range of views</p> <p>3. Using the origin,</p>	<p>1. Detecting possible limitations in various kinds of historical evidence and differing secondary interpretations.</p> <p>2. Generating questions about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>3. Critiquing the appropriateness of the historical sources used in a secondary interpretation</p> <p>4. Analyzing multiple and complex causes and effects of</p>	<p>1. Examining the historical and cultural backgrounds of colonial nations to determine their propensity to choose different political systems.</p> <p>2. Identifying the key problems that impact the stability of a society and determine the effectiveness that military intervention will have in achieving a lasting solution.</p> <p>3. Analyzing primary and secondary sources and determining the amount of</p>	<p>1. Tracing the development of foreign policy based upon underlying Assumptions.</p> <p>2. Analyzing U.S. constitutional principles and how they relate to national security and privacy issues.</p> <p>3. Interpreting primary sources related to national foreign policy decisions.</p> <p>4. Comparing and contrasting U.S. assumptions concerning international conflicts with</p>

	<p>authority, structure, context, and corroborative value of the sources to guide the selection</p>	<p>events in the past. 5. Integrating evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past</p>	<p>propaganda used to achieve a desired outcome.</p> <p>4. Comparing and contrasting official government documents with the testimony of key military figures to determine the status of a given war effort.</p> <p>5. Identifying the key characteristics of communism and democracy and recognizing their implementation within a political system.</p> <p>6. Identifying the goals of a protest movement and evaluating the extent to which they were able to meet them.</p>	<p>other foreign nations. 5. Connecting economic and social conditions with foreign policy decisions.</p>
<p><b>PERFORMANCE TASK/SUMMATIVE</b></p>	<p>Unit Test</p>	<p>Unit Test</p>	<p>Unit Test</p>	<p>Unit test</p>

<b>VOCABULARY</b>	<p> The Progressive Movement  Brown vs. Bd Of Ed  Suffrage  Immigration  Ellis Island  Chinese Exclusion Act  Montgomery Bus Boycott  Susan B. Anthony Martin  Luther King Jr.  Rosa Parks 19th Amendment  NAACP Freedom Rides  Sit Ins Freedom Summer  The Great Migration Voting  Rights Act of 1965  SCLC Langston Hughes  Nativism Defacto and Dejure  Segregation  The Ku Klux Klan Malcolm X  Flappers Stokely Carmichael.  Civil Rights Act of 1957  Affirmative Action  The Harlem Renaissance  Zoot Suit Riots  Civil Rights Act of 1964  American Indian Movement  Marcus Garvey  Civil Rights Act of 1968  Louis Armstrong  Duke Ellington  Besse Smith  Indian Reorganization Act of </p>	<p> Imperialism  Alfred T. Mahan  yellow journalism  U.S.S. Maine  George Dewey  The Rough Riders  The Spanish American War  The Treaty of Paris  The Platt Amendment  Protectorate  The Philippines  Open Door Policy  The Boxer Rebellion  The Panama Canal  <u>Roosevelt Corollary</u> </p>	<p> <b>Cold War</b>  Truman  Potsdam Conference  Satellite Nations  Containment  Iron Curtain  Truman Doctrine  Marshall Plan  Berlin Airlift  NATO (North Atlantic Treaty Organization)  Chiang Kai-Shek  Mao Zedong  House Un-American Activities Committee (HUAC)  Communism  Hollywood Ten  Blacklist  Alger Hiss  The Rosenbergs  McCarthyism/Joseph McCarthyism  H-Bomb  Brinkmanship  Warsaw Pact  Geneva  Suez War  Eisenhower Doctrine  Nikita Khrushchev  U-2 Incident  Red Scare </p>	<p> Iraq  Iran  Afghanistan  9/11  Twin Towers  George Bush  al-Qaeda  Invasion of Kuwait  Gulf War  Operation Desert Storm  Age of Terror  Terrorism  ISIS  Taliban  Axis of Evil  Patriot Act </p>
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