EAST PENN SCHOOL DISTRICT

AMERICAN STUDIES I

Approved 10/19
Effective 8/20

Unit 1: Disunion And Reconstruction

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

D2.His.1.9-12.
Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12.
Analyze change and continuity in historical eras.

D2.His.3.9-12.
Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.Geo.5.9-12.
Evaluate how political and economic decisions throughout time have influenced cultural and environmental</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to understand how recurring patterns in history can inform judgements about current events and other issues.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Students will understand how social, economic, political, and geographic practices affect: military conflict, marginalization of people, expansion, immigration, and the role of power and government.</td><td>ESSENTIAL QUESTIONS
EQ1: How do marginalized people drive change?
EQ2: How do people’s fear and anxiety impact societal conflict and compromise?
EQ3: When are the sacrifices of war worth the consequences?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: About slavery in the United States and the impact of slavery on the time period of 1850-1865.
K2: The differences between the Union and Confederacy in regard to objectives, resources, strategy, and leadership
K3: How the Civil War was fought and its impact on the nation</td><td>Students will be skilled at...
S1: Analyzing primary and secondary sources
S2: Interpreting maps, graphs, and battle plans
S3: Evaluating new ideas and perspectives
S4: Analyzing historical arguments</td></tr>
</table>

characteristics of various places and regions. D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. D2. Econ.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. D2. Civ.5.9-12. Evaluate citizens and institutions effectiveness in addressing social and political problems at the local, state, tribal, nationale and/or international level. D2. Geo.2.9-12. Use maps, satellite images, photographs and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.	K4: How the US was rebuilt after the Civil War	S5: Describing/evaluating causes and effects of specific historical developments or processes S6: Identifying connections between the past and present

Unit 2: Era Of Expansion

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Standards

D2.His.1.9-12.
Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.3.9-12.
Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.12.9-12.
Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

D2.Geo.5.9-12.
Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2. Econ.8.9-12.
Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

D2.Eco.1.9-12.
Analyze how incentives influence choices that may</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to understand how recurring patterns in history can inform judgements about current events and other issues.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Students will understand how social, economic, political, and geographic practices affect: military conflict, marginalization of people, expansion, immigration, and the role of power and government.</td><td>ESSENTIAL QUESTIONS
EQ1: How do personal motives encourage a person’s behavior?
EQ2: When does technology do more harm than good?
EQ3: What makes personal struggle and sacrifice worth it?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: How technology impacted the lives of various groups of people and the economy.
K2: How the government impacted the lives of various groups of people and the economy
K3: The relationship between government, business ownership, and labor.
K4: How the rise of cities and immigration impacted society</td><td>Students will be skilled at...
S1: Analyzing primary and secondary sources
S2: Interpreting maps, graphs, and battle plans
S3: Evaluating new ideas and perspectives
S4: Analyzing historical arguments
S5: Describing/evaluating causes and effects of specific historical developments or processes.
S6: Identifying connections between the past and present</td></tr>
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result in policies with a range of costs and benefits for different groups. D2. Civ.5.9-12. Evaluate citizens and institutions effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level. D2. Geo.2.9-12. Use maps, satellite images, photographs and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.		

Unit 3: America Enters The World Stage (Imperialism And World War I)

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Standards

D2.Civ.6.9-12.
Critique relationships among governments, civil societies, and economic markets.

D2.His.1.9-12.
Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.15.9-12.
Distinguish between long term causes and triggering events in developing a historical argument.

D2.Geo.5.9-12.
Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Eco.1.9-12.
Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

D2.Econ.5.9-12.
Describe the consequences of competition in specific markets.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to understand how recurring patterns in history can inform judgements about current events and other issues.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Students will understand how social, economic, political, and geographic practices affect: military conflict, marginalization of people, expansion, immigration, and the role of power and government.</td><td>ESSENTIAL QUESTIONS
EQ1: How can US intervention damage society?
EQ2: What should our place be in world affairs?
EQ3: How does war shape people and culture?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: The economic, political, and military motivations of Imperialism
K2: How militarism, forming alliances, imperialism and nationalism sparked European conflict
K3: Understand how European policies and practices led to the US entering WWI
K4: How WWI was fought
K5: How WWI impacted US and world affairs</td><td>Students will be skilled at...
S1: Analyzing primary and secondary sources
S2: Interpreting maps, graphs, and battle plans
S3: Evaluating new ideas and perspectives
S4: Analyzing historical arguments
S5: Describing/evaluating causes and effects of specific historical developments or processes.
S6: Identifying connections between the past and present</td></tr>
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D2. Geo.2.9-12. Use maps, satellite images, photographs and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.		

Unit 4: America Looks Inward: Politics, Economy, Culture (Progressivism/20s/Depression)

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Standards

D2.His.1.9-12.
Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.15.9-12.
Distinguish between long term causes and triggering events in developing a historical argument.

D2.His.2.9-12.
Analyze change and continuity in historical eras.

D2.His.14.9-12.
Analyze multiple and complex causes and effects of events in the past.

D2.Geo.5.9-12.
Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to understand how recurring patterns in history can inform judgements about current events and other issues.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Students will understand how social, economic, political, and geographic practices affect: military conflict, marginalization of people, expansion, immigration, and the role of power and government.</td><td>ESSENTIAL QUESTIONS
EQ1: How are politics and culture connected?
EQ2: How is the Constitution a living document?
EQ3: How does life experience shape your choices?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: How social, political, and economic situations lead to reform
K2: The expanding role of government
K3: The cultural contributions of marginalized groups
K4: The global cause and effects of the Great Depression
K5: The possible consequences of government policies and actions on the economy
K6: How technology impacted culture, the economy, and political decisions</td><td>Students will be skilled at...
S1: Analyzing primary and secondary sources
S2: Interpreting maps, graphs, and battle plans
S3: Evaluating new ideas and perspectives
S4: Analyzing historical arguments
S5: Describing/evaluating causes and effects of specific historical developments or processes.
S6: Identifying connections between the past and present</td></tr>
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D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others. D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. D2.Civ.4.9-12. Explain how the US Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.		

Unit 5: World In Crisis (WWII)

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Standards

D2.Civ.6.9-12.
Critique relationships among governments, civil societies, and economic markets.

D2.His.1.9-12.
Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.15.9-12.
Distinguish between long term causes and triggering events in developing a historical argument.

D2.Geo.5.9-12.
Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Eco.1.9-12.
Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

D2.Econ.5.9-12.
Describe the consequences of competition in specific markets.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to understand how recurring patterns in history can inform judgements about current events and other issues.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Students will understand how social, economic, political, and geographic practices affect: military conflict, marginalization of people, expansion, immigration, and the role of power and government.</td><td>ESSENTIAL QUESTIONS
EQ1: How do marginalized people drive change?
EQ2: How do people’s fear and anxiety impact societal conflict and compromise?
EQ3: When are the sacrifices of war worth the consequences?
EQ4: When is war justified?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: How and why WWII began
K2: How changing political philosophies lead to WWII
K3: The impact of technology on warfare
K4: The similarities and differences between the European Theater, Pacific Theater, and the Homefront
K5: The cause and effect Holocaust</td><td>Students will be skilled at...
S1: Analyzing primary and secondary sources
S2: Interpreting maps, graphs, and battle plans
S3: Evaluating new ideas and perspectives
S4: Analyzing historical arguments
S5: Describing/evaluating causes and effects of specific historical developments or processes
S6: Identifying connections between the past and present</td></tr>
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D2. Geo.2.9-12. Use maps, satellite images, photographs and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.		

Textbooks

On-Level

America: Pathways to the Present, Cayton, Perry, Reed, Winkler ©2005
Publisher: Prentice Hall

Honors

The American Pageant , 13th Edition, ©2006
Publisher: McDougal Litttel

Other supplemental sources will be added during the year.