

Brookfield Local School District

American History

Curriculum Map Overview

Unit 1: Documents that Shaped the Nation

Time Frame: 3 Weeks

Standards: Statements 5-9

Evidence of Learning: Students will analyze decisions made by the creators of the discussed documents and predict possible consequences of alternative courses of action. Students will develop a thesis and use evidence to support why they believe the different consequences would happen as a result of the alternative courses of action. Students will be able to identify examples of how one document and its consequences caused another to come about (Example: The Enlightenment in Europe was a direct influence of the Declaration of Independence).

Assessment: Formative instructional practices will be used throughout the unit to ensure students' understanding of the content. An example is a cooperative activity that will require students to put the first, second, and last paragraphs of the Declaration of Independence in their own words. Translating the old style to a more modern language will force students to think critically about what Thomas Jefferson was trying to say. Another formative practice is a group activity that will require students with different agendas to make a common decision. This will allow them to see the one of the main problems with the Articles of Confederation. After the activity, the students will be required to write a paragraph explaining it. I will be checking with each group for understanding during class time. A summative writing assignment and teacher feedback of the assignment will be given at the end of the unit to ensure student learning. This assignment will require students to explain how the Enlightenment time period affected the development and ideas that are included in Declaration of Independence. They will be required to cite various Enlightenment ideas and be able to compare them to the ideas in the Declaration.

Unit 2: Industrialization and Progressivism

Time Frame: 10 weeks

Standards: Statements 10-14 (Chapters 5-9)

Evidence of Learning: Explain how the rise of corporations, heavy industry, and technological innovations transformed America from an agricultural to an industrial nation. Students will explain the major social and economic effects of industrialization. Analyze how immigration, migration and urbanization transformed American life. Explain how post-Reconstruction political and social developments led to institutionalized racism in the United States. Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries.

Assessment: Formative instructional practices will be used throughout the unit to ensure students understanding of the content. Examples of the formative instruction include "10 words or less" summaries, which will force the students to summarize various sections of the text in ten words or less. I will check with them while they are working to make sure they are on task and meeting the

expectations. Another formative assessment will come through an activity that will require students to pretend they are emigrating to America at the turn of the 20th century. They will make important decisions that immigrants had to make before they left their homeland. A reflection of the activity will follow. An example of a summative assessment is a journal portfolio that will require students to write a journal entry as a person getting ready to leave their homeland, a person on the journey to America, a person arriving in America, a person living in America, and a person at the end of their life in America. The portfolio will show the students' understanding of what immigrants went through and the decisions they had to make as people coming here, and then the adjustments they had to make when they got here. It can also help them show the kinds of changes that occurred in America as a result of immigration.

Unit 3: Foreign Affairs from Imperialism to Post-World War I

Time Frame: 3 weeks

Standards: Statements 15-16 (Chapters 11-12)

Evidence of Learning: Students will analyze events that allowed the U.S. to become a world power in the early 20th century. Explain why the U.S. became involved in a war overseas. Explain why and how the U.S. moved to a policy of isolationism following the war.

Assessment: Formative instructional practices will be used throughout the unit to ensure students' understanding of the content. An example of a formative assessment is a KWL chart of World War I. They would tell what they know and what they want to know about WWI and then at the end, tell what they learned about WWI. A summative assessment to cover the content standard would be an essay explaining how imperialism, the Spanish-American War, and WWI allowed the US to become a world power.

Unit 4: Prosperity, Depression and the New Deal

Time Frame: 5 weeks

Standards: Statements 17-20 (Chapters 13-15)

Evidence of Learning: Students will explain how racial intolerance, the Red Scare and anti-immigrant attitudes contributed to social unrest during the post WWI era. Explain how new innovations in transportation and technology result in social and cultural changes. Describe social changes that occurred between the World Wars. Analyze the causes of the Great Depression. Explain how the New Deal contributed to an expanded role of government.

Assessment: Formative instructional practices will be used throughout the unit to ensure students' understanding of the content. An example of the formative assessment is an assembly line activity, in which students will create their own assembly line to make a product faster and more efficiently than they could have the old fashioned way. After the assignment, students will reflect on the benefits of the assembly line. Summative assessment for this unit is a test that includes multiple choice, short answer, and extended response questions. The extended response and short answer questions will require students to analyze the New Deal, evaluate its success, and explain the government's new responsibilities as a result of the New Deal.

Unit 5: From Isolation to World War

Time Frame: 2 Weeks

Standards: Statements 21-23 (Chapter 17)

Evidence of Learning: Explain reasons for the American isolationism between the wars. Describe the changes that occurred in American Society as a result of WWII. Summarize how nuclear weapons have changed the nature of war.

Assessment: Formative instructional practices will be used throughout the unit to ensure students' understanding of the content. Writing a letter to a congressman of the time to tell him if you believe he should vote for or against joining the League of Nations is an example of formative assessment for this unit. Writing an essay to explain the effects of nuclear weapons is an example of summative assessment.

Unit 6: The Cold War and Social Transformations In the U.S.

Time Frame: 9 weeks

Standards: Statements 24-31

Evidence of Learning: Students will explain the policy of containment. Explain how the Red Scare and McCarthyism reflected Cold War fears in America. Analyze how Cold War conflicts influenced domestic and foreign politics from 1945-1992. Describe the events that led to the end of the Cold War. Summarize the struggle for racial and gender equality and extension of civil rights. Explain how American life was affected by the economic boom following the war. Explain the causes and effects of the population moving from the city to the suburbs. Explain why the government's role in various aspects of society have become topic for debate since 1945.

Assessment: Form

ative instructional practices will be used throughout the unit to ensure students' understanding of the content. A KWL of the Cold War is a good starting point for the unit. Many of them will have at least heard of it by this time, so this will give the teacher a good judgment of where to begin. Summative assessment for this unit would include a Cold War project where groups will choose a major Cold War event: Describe the event, explain its significance and evaluate its outcomes.

Unit 7: United States and the Post-Cold War World (1991-Present)

Time Frame: 2 weeks

Standards: Statements 31-32

Evidence of Learning: Students will explain how the American economy has been affected by globalization. Describe political, economic and security challenges the U.S. has faced since 9/11.

Assessment: Formative instructional practices will be used throughout the unit to ensure students' understanding of the content. An example is having students write their recollection of 9/11 and if they can think of any changes that happened in America as a result of it. Formative assessment can include writing about a current event, explaining America's position and strategy with it.