

Modern US History Curriculum



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CTECS - Vision of Graduate

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver

Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

Work Ready

To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

Respectful

Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

Skilled Socially

Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

A Critical Thinker

Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

An Effective Communicator

Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Using Assessments</p> <ol style="list-style-type: none"> 4. Using informal assessments of the whole class 5. Using formal assessments of individual students 	<p>Conducting Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Conducting Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Conducting Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Using Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact 	<p>Using Engagement Strategies</p> <ol style="list-style-type: none"> 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Implementing Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures <p>Building Relationships</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress within the academic program. It provides a clear pathway of skill development, increasing complexity, and academic proficiency across the four-year sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure academic alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

Social Studies Vision

The vision for social studies in the Connecticut Technical Education and Career System (CTECS) is to empower students to think critically about the past in order to navigate and shape the future. Within our technical high school setting, we connect historical knowledge to real-world industries, civic responsibility, innovation, and workforce readiness. Through inquiry, analysis of diverse perspectives, and application of historical thinking skills, students develop informed judgment, ethical awareness, and the ability to engage thoughtfully in a rapidly changing global society.

Our vision is to graduate college and career-ready students who understand the historical foundations of their trades, communities, and democratic institutions—and who are prepared to contribute responsibly as skilled professionals and informed citizens.

Social Studies Curriculum Philosophy

The CTECS Social Studies Curriculum 24-25 revision was modeled after the CSDE Social Studies Model Curriculum. The curricula were constructed using the [Connecticut State Department of Education \(CSDE\) K–12 Curricula Design Principles Handbook](#) as a framework to structure the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course and grade; it provides a roadmap of the essential learning outcomes for mastery by the end of the grade/course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

Aligned Prioritized Standards

- [CT State Social Studies Standards](#)
- [The College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History](#)
- [Common Core State Standards for English Language Arts \(ELA\) and Literacy in History/Social Studies, Science, and Technical Subjects](#)

Modern US History Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Unit Priority Standards	His.16.US.a. Civ.5.US.a. His.4.US.a.	Civ.12.US.a. His.4.US.b. His.14.US.a.	His.4.US.c. Eco.8.US.a. ECO.6.US.a.	His.16.US.c. His.14.US.c	His.5.US.a. His.14.US.e. His.15.US.a.	His.1.US.c. Civ.13.US.b.	His.2.US.b. Eco.3.US.a.

Modern US History Curriculum Unit 1

Priority Standards Addressed in Unit 1

Content Standards

His.16.US.a.

Analyze the competing goals for moderate and radical Reconstruction using evidence from multiple relevant historical sources (e.g., 14th and 15th Amendments, Dred Scott case)

Civ.5.US.a.

Evaluate the effectiveness of state and federal government in upholding the Reconstruction Amendments (e.g., Black Codes, Enforcement Acts, Jim Crow laws).

His.4.US.a.

Analyze complex and interacting factors that influenced the perspectives of individuals and groups regarding social, economic, and political issues of the Gilded Age (e.g., environmentalism, immigration, labor, nativism, urbanization, western expansion).

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - Inq.9-12.10 (Supporting Standard)
 - Inq.9-12.11 (Supporting Standard)
 - Inq.9-12.12 (Supporting Standard)
- command of the language; written and verbal
 - Inq.9-12.10 (Supporting Standard)
 - Inq.9-12.11 (Supporting Standard)
 - Inq.9-12.12 (Supporting Standard)

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - Inq.9-12.10 (Supporting Standard)
 - Inq.9-12.11 (Supporting Standard)
 - Inq.9-12.12 (Supporting Standard)
- interacts with diverse audiences in a manner appropriate for the setting
 - Inq.9-12.12 (Supporting Standard)
- empathizes with and values others
 - Inq.9-12.12 (Supporting Standard)

A Critical Thinker

- applies unbiased analysis and evaluation
 - His.16.US.a.
 - Civ.5.US.a.
 - His.4.US.a.
- willing to adapt new information and question things
 - His.16.US.a.
 - Civ.5.US.a.

- His.4.US.a.

A Problem Solver

- can persevere and adapt
 - His.16.US.a.
 - Civ.5.US.a.
 - His.4.US.a.
- able to determine the root cause of issues
 - His.16.US.a.
 - His.4.US.a.

Big Ideas:

- Conflicting approaches to Reconstruction led to partial progress toward equality and unity, but political disagreements and resistance limited lasting change.
- The success of constitutional rights depends on government enforcement and public support, as resistance can weaken or reverse progress toward equality.
- Rapid industrial and social change creates both opportunity and inequality, revealing the challenges of balancing economic growth with fairness and reform.

Essential Questions:

- How did the competing goals of moderate and radical Reconstruction shape the post-Civil War era, and what were the successes and limitations of these efforts in achieving equality and national unity?
- To what extent did state and federal governments uphold the promises of the Reconstruction Amendments, and how did resistance to these efforts shape racial and social dynamics in the United States?
- How did the social, economic, and political transformations of the Gilded Age reflect both the opportunities and challenges of a rapidly changing nation?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>His.16.US.a.</p> <ul style="list-style-type: none"> ● Reconstruction plans (moderate vs. radical) ● Congressional Reconstruction ● Presidential Reconstruction ● 14th Amendment ● 15th Amendment ● Dred Scott v. Sandford ● Civil rights ● Citizenship 	<p>His.16.US.a.</p> <ul style="list-style-type: none"> ● Analyze differences between moderate and radical Reconstruction goals ● Interpret the 14th and 15th Amendments using evidence ● Examine how the Dred Scott v. Sandford influenced Reconstruction debates ● Evaluate how different plans addressed citizenship and rights

<ul style="list-style-type: none"> ● Freedmen and formerly enslaved people ● Federal vs. state power 	<ul style="list-style-type: none"> ● Use multiple historical sources to support claims ● Compare perspectives of political leaders and groups ● Construct evidence-based arguments about Reconstruction outcomes
<p>Civ.5.US.a</p> <ul style="list-style-type: none"> ● Reconstruction Amendments (13th, 14th, 15th) ● State governments ● Federal government ● Black Codes ● Enforcement Acts ● Jim Crow laws ● Civil rights protections ● Equal protection ● Voting rights ● Resistance and opposition 	<p>Civ.5.US.a</p> <ul style="list-style-type: none"> ● Evaluate how effectively governments upheld the Reconstruction Amendments ● Analyze the impact of Black Codes and Jim Crow laws on rights ● Explain the purpose and impact of the Enforcement Acts ● Compare state and federal actions in protecting civil rights ● Assess how resistance limited the success of Reconstruction policies ● Use historical evidence to support evaluations of government effectiveness ● Form arguments about successes and failures in protecting rights
<p>His.4.US.a</p> <ul style="list-style-type: none"> ● Industrialization ● Urbanization ● Immigration ● Nativism ● Labor movements ● Environmentalism ● Western expansion ● Economic inequality ● Political machines ● Social classes ● Reform movements ● Perspectives (workers, business leaders, immigrants, reformers) 	<p>His.4.US.a</p> <ul style="list-style-type: none"> ● Analyze factors shaping perspectives of different groups ● Compare viewpoints on social, economic, and political issues ● Explain how industrialization and urbanization affected daily life ● Evaluate causes of labor conflict and reform movements ● Interpret how immigration and nativism influenced policy and society ● Analyze how multiple factors interact to shape historical perspectives ● Use evidence to explain differing responses to Gilded Age changes
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Freedmen's Bureau ● Sharecropping ● Black Codes ● Amendment ● Corruption ● Ku Klux Klan ● Lynching 	

- Poll Tax
- Jim Crow
- Literacy Test
- Grandfather Clause
- Radical Republicans
- Carpetbaggers
- Scalawags
- Monopoly
- Haymarket Affair
- Greed
- Capitalism
- Tycoons/Robber Barons
- Urbanization
- Exploitation
- Great Migration

Resources:

Technology:

- Actively Learn
- Blooket
- BreakoutEDU
- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- **Chapters 16, 18, & 19**
 - The Era of Reconstruction, 1865-1877
 - Industrialization & the Rise of Big Business, 1870-1900
 - The Growing Pains of Urbanization, 1870-1900

Cross Cycle Tasks:

Suggestions:

Last day of the Cycle:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:**Formative Assessments:****REQUIRED:**

- *Unit CFAs will be posted to Performance Matters by Fall 2026.*

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Reconstruction

- Digital Inquiry Group- Reconstruction assessment- Were African-Americans free during Reconstruction?

Gilded Age

- Robber Baron or Captain of Industry?
- Modern Day Robber Barons (compare to Gilded Age robber barons (Scholastic Upfront Access Required)

Summative Assessments:**REQUIRED:**

- *In development.*

Suggested:**Reconstruction**

- C3 inquiry- African-American voices and Reconstruction

Gilded Age

- The Gilded Age Film Guide
- C3 Inquiry- Is greed good?

Immigration

Local immigration history museum project

Opportunities for Interdisciplinary Connections:

[Interdisciplinary connections- resources](#)

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

English Language Arts:

- **Reconstruction:**
 - Read Reconstruction era poetry and personal narratives.
- **Gilded Age:**
 - Read several chapters of Upton Sinclair's "The Jungle." The Colossus poem

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- **Gilded Age:**
 - Research a topic related to the World's Fair of 1893 that took place in Chicago. (Person, invention, artwork, etc..) View a Ferris Wheel from 1893 through VR.
 - Research the environmental concerns related to this time period.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Music

- Incorporate music from the Civil War and Reconstruction.

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design

- Heating
- Ventilation and Air Conditioning
- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Modern US History Curriculum Unit 2

Priority Standards Addressed in Unit 2

Content Standards

Civ.12.US.a.

Analyze how people in the Progressive Era used and challenged laws to advance social, political, economic, and environmental reforms (e.g., courts, demonstrations, education, legislation).

His.4.US.b.

Analyze how economic and cultural hegemony influenced American perspectives of imperialism at the end of the 19th century (e.g., Spanish American War).

His.14.US.a.

Analyze the causes and effects of United States involvement in WWI (e.g., threats to United States neutrality, support for democracy, suppression of civil liberties, debate over the League of Nations and the United States role in global affairs)

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
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 - Inq.9-12.11 (Supporting Standard)
 - Inq.9-12.12 (Supporting Standard)
- command of the language; written and verbal
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Skilled Socially

- uses effective verbal and non-verbal communication skills
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- empathizes with and values others
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A Critical Thinker

- applies unbiased analysis and evaluation
 - Civ.12.US.a.
 - His.4.US.b.
 - His.14.US.a.
- willing to adapt new information and question things
 - Civ.12.US.a.
 - His.4.US.b.

- His.14.US.a.

A Problem Solver

- can persevere and adapt
 - Civ.12.US.a.
 - His.4.US.b.
 - His.14.US.a.
- able to determine the root cause of issues
 - Civ.12.US.a.
 - His.4.US.b.
 - His.14.US.a.

Big Ideas:

- Nations expand beyond their borders when economic interests, political power, and cultural beliefs align, shaping both foreign policy decisions and global relationships.
- Reform movements use laws and civic action to address societal problems, leading to expanded government roles and ongoing debates about rights, responsibilities, and the limits of power.
- Global conflicts reshape national identity by expanding international involvement while intensifying domestic debates over rights, security, and the meaning of democracy.

Essential Questions:

- What economic, cultural, and political factors influenced American perspectives on imperialism at the end of the 19th century, and how did these perspectives shape U.S. actions on the global stage?
- How did reformers in the Progressive Era use and challenge laws to address social, political, economic, and environmental issues, and what impact did these efforts have on American society and governance?
- What were the causes and effects of U.S. involvement in World War I, and how did the war shape the nation’s role in global affairs and its internal debates over civil liberties and democracy?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>Civ.12.US.a</p> <ul style="list-style-type: none"> ● Progressive Era ● Reform movements ● Laws and public policy ● Social, political, economic, environmental issues ● Civic action strategies: courts, demonstrations, education, legislation 	<p>Civ.12.US.a.</p> <ul style="list-style-type: none"> ● Analyze how reformers used and challenged laws to create change ● Explain the role of civic action (courts, protests, legislation) in reform movements ● Evaluate the effectiveness of different reform strategies

<ul style="list-style-type: none"> ● Government power and regulation ● Rights and responsibilities of citizens ● Key reform areas (labor, suffrage, conservation, anti-corruption) 	<ul style="list-style-type: none"> ● Use evidence to support claims about Progressive Era changes ● Make connections between reform efforts and expanded government roles
<p>His.4.US.b</p> <ul style="list-style-type: none"> ● Imperialism ● Economic hegemony (markets, trade, resources) ● Cultural hegemony (beliefs, values, superiority) ● American perspectives on expansion ● Foreign policy motivations ● Key event: Spanish American War ● Global influence and power 	<p>His.4.US.b.</p> <ul style="list-style-type: none"> ● Analyze how economic and cultural dominance shaped views on imperialism ● Explain motivations behind U.S. expansion abroad ● Evaluate how beliefs and interests influenced foreign policy decisions ● Use evidence from events like the Spanish-American War ● Make connections between domestic attitudes and global actions
<p>His.14.US.a</p> <ul style="list-style-type: none"> ● World War I ● Causes of U.S. involvement (neutrality, economic ties, threats) ● Democratic ideals and global role ● Civil liberties and government power ● Wartime policies and propaganda ● Debates over peace and internationalism ● Key issue: League of Nations ● Domestic and global impacts of war 	<p>His.14.US.a.</p> <ul style="list-style-type: none"> ● Analyze causes and effects of U.S. entry into WWI ● Explain how war shaped U.S. global influence ● Evaluate tensions between national security and civil liberties ● Assess debates over the League of Nations and global leadership ● Use evidence to support arguments about wartime policies ● Make connections between WWI and future U.S. foreign policy
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Harlem Hellfighters ● 14 Points ● Isolationism ● Neutrality ● League of Nations ● Progressivism ● Prohibition ● Red Scare ● Red Summer ● Zimmerman Telegram ● Roosevelt Corollary ● Paternalism ● Yellow Journalism ● Sphere of Influence ● Seward's Folly ● Rough Riders 	

- Anti-Imperialist League
- Hegemony
- Muckrakers
- NAACP
- Progressive Party
- Atlanta Compromise
- Niagara Movement
- Wobblies
- Women's Suffrage
- Silent Sentinels
- Square Deal
- Referendum
- Recall
- Great Migration
- Red Summer

Resources:

Technology:

- Actively Learn
- Blooket
- BreakoutEDU
- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- **Chapters 20, 21, 22, & 23**

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

Last day of the Cycle:

-

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts

(approx. 15 minutes)

Formative Assessments:

REQUIRED:

- ***Unit CFAs will be posted to Performance Matters by Fall 2026.***

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Progressive Era

- Actively Learn Speech from "Atlanta Address"
- BOR Institute- The Progressive Movement DBQ

World War I

- Station/Gallery Walk- Use WWI weapons and technology

Summative Assessments:

REQUIRED:

- ***In development.***

Suggested:

Imperialism

- Digital Inquiry Group- American-imperialism
- Inquiry- Was American expansion abroad justified?
- C3 Inquiry- How should we remember Emilio Aguinaldo?

Progressive Era

- Does the freedom of one group impact the freedom of another group? PBS Learning Media

Opportunities for Interdisciplinary Connections:

[Interdisciplinary connections- resources](#)

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

English Language Arts:

- **Reconstruction:**
 - Read Reconstruction era poetry and personal narratives.
- **Progressive Era:**
 - Read several chapters of Upton Sinclair's "The Jungle." The Colossus poem
- **World War 1**
 - Actively Learn "In Flanders field"- Poem
 - Selected reading from "All Quiet On The Western Front"

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- **Gilded Age:**
 - Research a topic related to the World's Fair of 1893 that took place in Chicago. (Person, invention, artwork, etc..) View a Ferris Wheel from 1893 through VR.
 - Research the environmental concerns related to this time period.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Art

Imperialism

- **Create your own political cartoon drawing related to American Imperialism**

Music

- Incorporate music from the Civil War and Reconstruction.

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services

- Digital Media
- Diesel and Heavy - Duty Equipment Repair
- Electrical
- Graphic Design
- Heating
- Ventilation and Air Conditioning
- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Modern US History Curriculum Unit 3

Priority Standards Addressed in Unit 3

Content Standards

His.4.US.c.

Analyze how racism shaped perspectives about individuals and groups and influenced government policy in the interwar period (e.g., education, eugenics, immigration, suffrage)

Eco.8.US.a.

Describe the possible consequences, both intended and unintended, of government policies to address social and economic problems during the Great Depression (e.g., civil rights, immigration, New Deal).

Eco.6.US.a.

Explain the reasons for federal intervention to stabilize markets in response to the Great Depression (e.g., banking, competition, housing, labor, stocks).

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - Eco.8.US.a.
 - Eco.6.US.a.
- command of the language; written and verbal
 - Eco.8.US.a.
 - Eco.6.US.a.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - Eco.8.US.a.
 - Eco.6.US.a.

A Critical Thinker

- applies unbiased analysis and evaluation
 - His.4.US.c.
 - Eco.8.US.a.
 - Eco.6.US.a.
- willing to adapt new information and question things
 - His.4.US.c.
 - Eco.8.US.a.
 - Eco.6.US.a.

A Problem Solver

- can persevere and adapt
 - His.4.US.c.
 - Eco.8.US.a.

- Eco.6.US.a.
- able to determine the root cause of issues
 - His.4.US.c.
 - Eco.8.US.a.
 - Eco.6.US.a.

Big Ideas:

- Economic crises often result from interconnected weaknesses in financial systems, and government intervention can be used to stabilize markets, restore confidence, and prevent further collapse.
- Government policies designed to solve economic and social crises can expand federal power, address immediate needs, and produce both intended benefits and unintended consequences.
- Government responses to crises affect social groups differently, often reinforcing or challenging inequalities while shaping future movements for civil rights and social welfare.

Essential Questions:

- What were the primary causes of the Great Depression, and how did federal government intervention aim to stabilize the economy during this crisis?
- How did government policies during the Great Depression, such as the New Deal, address social and economic problems, and what were the intended and unintended consequences of these policies?
- In what ways did the federal government’s responses to the Great Depression impact various social groups, such as African Americans, immigrants, and women, and how did these policies shape the future of civil rights and social welfare?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>His.4.US.c</p> <ul style="list-style-type: none"> ● Racism and discrimination ● Interwar period ● Public perceptions of individuals and groups ● Government policy ● Institutional racism ● Key policy areas: education, eugenics, immigration, suffrage ● Social hierarchy and inequality ● Civil rights limitations 	<p>His.16.US.a.</p> <ul style="list-style-type: none"> ● Analyze how racism shaped public attitudes and policies ● Explain the relationship between beliefs and government action ● Evaluate the impact of discriminatory policies on different groups ● Use evidence to support claims about inequality and policy ● Make connections between interwar racism and later civil rights movements
Eco.8.US.a	Eco.8.US.a.

<ul style="list-style-type: none"> ● Great Depression ● Government policies and programs (e.g., New Deal) ● Social and economic problems ● Intended consequences (relief, recovery, reform) ● Unintended consequences ● Civil rights impacts ● Immigration policy effects ● Expansion of federal government 	<ul style="list-style-type: none"> ● Describe intended and unintended consequences of policies ● Analyze how government actions addressed economic and social problems ● Evaluate the effectiveness and limitations of New Deal programs ● Use evidence to support claims about policy outcomes ● Make connections between policy decisions and social change
<p>Eco.6.US.a</p> <ul style="list-style-type: none"> ● Great Depression economic crisis ● Federal intervention ● Market failure and instability ● Key sectors: banking, competition, housing, labor, stocks ● Economic regulation and reform ● Public confidence and recovery ● Role of government in the economy 	<p>Eco.6.US.a.</p> <ul style="list-style-type: none"> ● Explain why federal intervention was necessary ● Analyze causes of market instability and collapse ● Evaluate how government actions stabilized key sectors ● Use evidence to support explanations of economic policy ● Make connections between economic crisis and government response
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Flapper ● Moving Assembly Line ● Teapot Dome Scandal ● Model T ● Bootlegging ● Prohibition ● Scopes Monkey Trial ● Red Summer ● Nativism ● Consumerism ● Second KKK ● Bank Run ● Black Tuesday ● Bonus Army ● Dust Bowl ● Hooverilles ● Scottsboro Boys ● Stock Market Crash 1929 ● Brain Trust ● Civilian Conservation Corps ● Social Security ● Supreme Court Packing ● Tennessee Valley Authority ● Works Progress Administration 	

Resources:**Technology:**

- Actively Learn
- Blooket
- BreakoutEDU
- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- Chapters 24, 25 & 26

Cross Cycle Tasks:**Last day of the Cycle:****Suggestions:**

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:**Formative Assessments:****REQUIRED:**

- *Unit CFAs will be posted to Performance Matters by Fall 2026.*

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Roaring 20's

- Great Migration
- Prohibition
- Sacco and Vanzetti
- Scopes Trial

Great Depression/New Deal

- Dust Bowl
- Social Security
- New Deal Structured Academic Controversy

Summative Assessments:

REQUIRED:

- *In development.*

Suggested:

Roaring 20's

- Were-the-1920s-the-roaring-20s-interactive-lesson/

Great Depression/New Deal

- C3 Inquiry- Was the New Deal a good deal?

Opportunities for Interdisciplinary Connections:

[Interdisciplinary connections- resources](#)

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

English Language Arts:

- Gallery walk of paintings, poems, photos and literary works from the Great Depression
- Choice Board: African-American Women in Arts and Literature
- Library of Congress- Great Depression and New Deal art
- **Primary source photographs/oral histories-** <https://www.loc.gov/classroom-materials/new-deal-programs-brother-can-you-spare-a-dime/>

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- **Gilded Age:**

- Research a topic related to the World's Fair of 1893 that took place in Chicago. (Person, invention, artwork, etc..) View a Ferris Wheel from 1893 through VR.
- Research the environmental concerns related to this time period.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Music

- Incorporate music from the Civil War and Reconstruction.

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation
 - Tourism
 - Hospitality and Guest Services Management
 - Veterinary Science
 - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking

- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Priority Standards Addressed in Unit 4

Content Standards

His.16.US.c.

Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese-American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military).

His.14.US.c.

Analyze the multiple and complex causes and effects of the nuclear age (e.g., Manhattan Project).

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - His.16.US.c.
- command of the language; written and verbal
 - His.16.US.c.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - His.16.US.c.

A Critical Thinker

- applies unbiased analysis and evaluation
 - His.16.US.c.
 - His.14.US.c.
- willing to adapt new information and question things
 - His.16.US.c.
 - His.14.US.c.

A Problem Solver

- can persevere and adapt
 - His.16.US.c.
 - His.14.US.c.
- able to determine the root cause of issues
 - His.16.US.c.
 - His.14.US.c.
- identifies multiple solutions and selects the most sensible approach
 - His.14.US.c.

Big Ideas:

- During times of crisis, governments may act in ways that both uphold and violate democratic ideals, revealing tensions between national security and individual rights.

- Scientific and technological advancements developed during conflict can transform global power structures and raise enduring ethical questions about their use.
- Government policies during wartime can reshape social and economic roles, expanding opportunities for some groups while reinforcing or challenging existing inequalities.

Essential Questions:

- How did the actions of the U.S. government during World War II, such as Japanese-American internment and segregated military regiments, both align with and contradict the nation’s founding ideals of freedom, equality, and justice?
- What were the key factors that led to the development of nuclear weapons during World War II, and how did the advent of the nuclear age reshape global power dynamics and ethical considerations in the postwar world?
- In what ways did the U.S. government’s wartime policies, such as the Bracero Program, Fair Employment Practices Act, and the role of women in the military, influence social and racial dynamics at home during World War II?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

His.16.US.c.

- U.S. founding ideals (freedom, equality, justice, democracy)
- World War II
- Federal government actions and policies
- Civil liberties and rights
- Contradictions between ideals and actions
- Key examples:
 - Japanese American internment
 - Holocaust response / intervention debates
 - Bracero Program
 - Fair Employment Practices Act (FEPA)
 - Segregated military regiments
 - Women in the military
- Multiple perspectives and experiences
- Primary and secondary sources

His.16.US.c.

- Develop arguments about the gap between ideals and actions
- Analyze government policies during WWII
- Evaluate how actions aligned with or contradicted democratic principles
- Use evidence from multiple sources to support claims
- Compare experiences of different groups affected by policies
- Synthesize information from diverse sources into a coherent argument

His.14.US.c.

- Nuclear age
- Atomic weapons / nuclear technology
- Key development: Manhattan Project
- Scientific and technological innovation
- Global power and deterrence
- Cold War tensions
- Ethical and moral considerations
- Short- and long-term effects of nuclear weapons

His.14.US.c.

- Analyze multiple causes of the nuclear age (scientific, political, military)
- Explain the immediate and long-term effects of nuclear weapons
- Evaluate the impact on global power and international relations
- Assess ethical considerations surrounding nuclear technology
- Use evidence to support claims about nuclear development and consequences
- Make connections between WWII innovations and Cold War dynamics

Academic Vocabulary

- World War II
- Appeasement
- Atomic weapons
- Big Three
- D-Day
- V-E Day
- Conscientious Objectors
- Double V Campaign
- Enola Gay
- Executive Order 9066
- Fascism
- Internment Camps
- Manhattan Project
- Propaganda
- Rosie The Riveter
- Zoot Suit Riot
- Lend-Lease Act

Resources:**Technology:**

- Actively Learn
- Blooket
- BreakoutEDU
- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- Chapter 27

Cross Cycle Tasks:**Suggestions:****Last day of the Cycle:**

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:**Formative Assessments:****REQUIRED:**

- *Unit CFAs will be posted to Performance Matters by Fall 2026.*

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

- Japanese-American-incarceration
- Zoot Suit Riots
- The D-Day Invasion 80 years later (Scholastic - UpFront Access)

Summative Assessments:**REQUIRED:**

- *In development.*

Suggested:

- Should the United States have used Atomic Weapons?
 - Use the classroom guides for the show, "The World Wars."
<https://www.history.com/study-guides> (Available on Amazon).

Opportunities for Interdisciplinary Connections:

[Interdisciplinary connections- resources](#)

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

English Language Arts:

- Read various poems of Japanese-American internees.
<https://www.nytimes.com/2017/12/07/learning/lesson-plans/teaching-japanese-american-internment-using-primary-resources.html>

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- Use resources to discuss the science behind the making of an Atomic Bomb. [How stuff works- Nuclear Bomb](#). Research military technology and advancements and explain how these items work.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Music

- Incorporate music from the Civil War and Reconstruction.

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
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 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning

- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
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- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Modern US History Curriculum Unit 5

Priority Standards Addressed in Unit 5

Content Standards

His.5.US.a.

Analyze how heightened tensions and misinformation about threats to democratic values led to widespread civil rights violations (e.g., House Un-American Activities Committee, Lavender Scare, Second Red Scare, televised news).

His.14.US.e.

Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam)

His.15.US.a.

Identify both long term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement (e.g., Southern Christian Leadership Conference, Black Panther Party, Student Nonviolent Coordinating Committee, American Jewish Congress, American Indian Movement, United Farm Workers, Congress of Racial Equality).

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - His.15.US.a.
- command of the language; written and verbal
 - His.15.US.a.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - His.16.US.c.

A Critical Thinker

- applies unbiased analysis and evaluation
 - His.5.US.a.
 - His.14.US.e.
 - His.15.US.a.
- willing to adapt new information and question things
 - His.5.US.a.
 - His.14.US.e.
 - His.15.US.a.

A Problem Solver

- can persevere and adapt
 - His.5.US.a.
 - His.14.US.e.
 - His.15.US.a.
- able to determine the root cause of issues
 - His.5.US.a.
 - His.14.US.e.
 - His.15.US.a.
- identifies multiple solutions and selects the most sensible approach
 - His.15.US.a.

Big Ideas:

- Fear of communism during the Cold War led the U.S. government to restrict civil liberties and justify discriminatory policies, demonstrating how misinformation and perceived threats can undermine democratic values.
- U.S. Cold War foreign policy aimed to promote and defend democracy abroad, but often conflicted with the nation’s founding ideals by supporting intervention, limiting self-determination, and prioritizing containment over freedom.
- The civil rights movement emerged from long-standing racial injustice and gained momentum during the Cold War, as grassroots organizations used diverse strategies to challenge segregation and push the nation to live up to its ideals of equality.

Essential Questions:

- How did heightened tensions during the Cold War, combined with misinformation about threats to democratic values, contribute to widespread civil rights violations and influence domestic policies such as the House Un-American Activities Committee and the Lavender Scare?
- In what ways did U.S. foreign policy and military interventions during the Cold War, such as the Truman Doctrine, Marshall Plan, and involvement in Korea, Cuba, and Vietnam, align with or conflict with the nation’s founding ideals of freedom and democracy?
- What were the long-term causes and key events that triggered efforts to abolish racial segregation and discrimination during the Cold War, and how did organizations like the Southern Christian Leadership Conference, Black Panther Party, and SNCC influence the civil rights movement?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
His.5.US.a <ul style="list-style-type: none"> ● Cold War tensions ● Misinformation / propaganda ● Democratic values (freedom, civil liberties) 	His.5.US.a <ul style="list-style-type: none"> ● Analyze cause-and-effect relationships between fear and policy ● Evaluate how misinformation influenced public opinion

<ul style="list-style-type: none"> ● Civil rights violations ● House Un-American Activities Committee (HUAC) ● Lavender Scare ● Second Red Scare ● Televised news / media influence ● Blacklisting ● Government surveillance 	<ul style="list-style-type: none"> ● Explain how government actions limited civil liberties ● Interpret primary sources (media clips, hearings, political cartoons) ● Draw connections between national security concerns and rights violations
<p>His.14.US.e</p> <ul style="list-style-type: none"> ● U.S. foreign policy ● Containment ● Democracy and founding ideals ● Military intervention ● Harry S. Truman / Truman Doctrine ● Marshall Plan ● North Atlantic Treaty Organization (NATO) ● Warsaw Pact ● Korean War ● Cuban Missile Crisis ● Vietnam War ● 1973 Chilean coup d'état 	<p>His.14.US.e</p> <ul style="list-style-type: none"> ● Evaluate whether actions aligned with democratic ideals ● Compare different foreign policy strategies and outcomes ● Construct arguments using historical evidence ● Analyze multiple perspectives (U.S., allies, opposing nations) ● Assess short- and long-term impacts of interventions ● Support claims with specific historical examples
<p>His.15.US.a</p> <ul style="list-style-type: none"> ● Racial segregation ● Discrimination and disenfranchisement ● Civil rights movement ● Long-term causes (Jim Crow laws, inequality) ● Triggering events (protests, court cases, violence) ● Southern Christian Leadership Conference (SCLC) ● Student Nonviolent Coordinating Committee (SNCC) ● Black Panther Party ● Congress of Racial Equality (CORE) ● American Indian Movement (AIM) ● United Farm Workers (UFW) ● American Jewish Congress 	<p>His.15.US.a</p> <ul style="list-style-type: none"> ● Identify and distinguish long-term vs. immediate causes ● Develop and defend historical arguments ● Analyze the impact of different organizations and strategies ● Compare methods (nonviolence, legal action, militancy, labor organizing) ● Use evidence to explain change over time ● Synthesize multiple events into a coherent explanation
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Cold War ● Korean War ● Vietnam War ● Proxy Wars ● Domino Theory ● Communism 	

- Capitalism
- Iron Curtain
- Mutually Assured Destruction (MAD)
- House Un-American Activities Committee (HUAC)
- Second Red Scare
- McCarthyism
- Civil Liberties
- Censorship
- Blacklisting
- Televised News
- Espionage
- Counterculture
- Hippies
- Brinkmanship
- Containment
- Détente
- Truman Doctrine
- Marshall Plan
- North Atlantic Treaty Organization (NATO)
- Warsaw Pact
- Bay of Pigs Invasion
- Cuban Missile Crisis
- Berlin Airlift
- Consumer Culture
- Suburbanization
- Foreign Policy
- Truman Doctrine
- Marshall Plan
- NATO
- Warsaw Pact
- Containment Policy
- Communism
- Korean War
- Vietnam War
- Southern Christian Leadership Conference (SCLC)
- Black Panther Party
- Student Nonviolent Coordinating Committee (SNCC)
- Congress of Racial Equality (CORE)
- Civil Rights Act
- Federal Housing Administration (FHA)
- Servicemen's Readjustment Act of 1944 (GI Bill)
- Levittown
- Redlining
- Interstate Highway System
- Suburbanization
- Civil Rights Movement
- Social Justice
- Brown v. Board of Education
- Roe v. Wade

- Voting Rights Act
- Civil Rights Act
- Equal Protection Clause

Resources:

Technology:

- Actively Learn
- Blooket
- BreakoutEDU
- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- Chapters 28 & 29
- Sample Social Studies unit- The Cold War
- Sample Social Studies unit- Civil Rights Movement
- I-Civics curriculum on civil rights- Voting rights act 1965, Civil Rights Movement, Nashville sit-ins, Civil Rights Act of 1964, Little Rock Nine, Fair Housing
- Black Americans killed for exercising right to vote- Smithsonian

Cross Cycle Tasks:

Suggestions:

Last day of the Cycle:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- *Unit CFAs will be posted to Performance Matters by Fall 2026.*

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:**REQUIRED:**

- *In development.*

Suggested:

- [C3 Inquiry- Civil Rights movement, Emmett Till, 2020 protest, Ruby Bridges](#)
- [Icivics: The Nashville sit-ins DBQuest](#)
- [Digital Inquiry Group- Montgomery-bus-boycott](#)
- [Digital Inquiry Group: anti-vietnam-war-movement](#)

Opportunities for Interdisciplinary Connections:

[Interdisciplinary connections- resources](#)

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccssso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

English Language Arts:

- Cold war- [Cold War era- Music and the Berlin Wall](#)
- Reagan and the cold war DBQ- <https://teachrock.org/lesson/reagan-cold-war-document-based-question-activity/>
- United Farm Workers- <https://teachrock.org/lesson/dolores-huerta-and-the-united-farm-workers-movement/>

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc**Mathematical Practice Standards****Next Generation Science Standards**

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- **Gilded Age:**

- Research a topic related to the World's Fair of 1893 that took place in Chicago. (Person, invention, artwork, etc..) View a Ferris Wheel from 1893 through VR.
- Research the environmental concerns related to this time period.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Music

- Civil Rights era music- <https://teachrock.org/lesson/music-of-the-civil-rights-movement-2/>
 - How did music advance the goals and inform the tactics of the civil rights movement?

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
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 - Landscape Design
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 - Masonry
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 - Plumbing, Heating and Cooling
 - Robotics and Automation
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 - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
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- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Modern US History Curriculum Unit 6

Priority Standards Addressed in Unit 6

Content Standards

His.1.US.c.

Evaluate how the ascendancy of the New Right was a reaction to social and economic change and consistent with broader historical trends.

Civ.13.US.b.

Evaluate United States policies to address public safety in terms of intended and unintended outcomes, and related consequences (e.g., War on Drugs).

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - Inq.9-12.10 (Supporting Standard)

- Inq.9-12.11 (Supporting Standard)
- Inq.9-12.12 (Supporting Standard)
- command of the language; written and verbal
 - Inq.9-12.10 (Supporting Standard)
 - Inq.9-12.11 (Supporting Standard)
 - Inq.9-12.12 (Supporting Standard)

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - Inq.9-12.10 (Supporting Standard)
 - Inq.9-12.11 (Supporting Standard)
 - Inq.9-12.12 (Supporting Standard)
- interacts with diverse audiences in a manner appropriate for the setting
 - Inq.9-12.12 (Supporting Standard)
- empathizes with and values others
 - Inq.9-12.12 (Supporting Standard)

A Critical Thinker

- applies unbiased analysis and evaluation
 - His.1.US.c.
 - Civ.13.US.b.
- willing to adapt new information and question things
 - His.1.US.c.
 - Civ.13.US.b.

A Problem Solver

- can persevere and adapt
 - His.1.US.c.
 - Civ.13.US.b.
- able to determine the root cause of issues
 - His.1.US.c.
 - Civ.13.US.b.

Big Ideas:

- The rise of the New Right reflected a conservative response to social and economic change, continuing a broader pattern in U.S. history of political realignment during periods of cultural tension.
- Policies like the War on Drugs aimed to improve public safety but produced unintended consequences, disproportionately impacting marginalized communities and reshaping debates over race and justice.

Essential Questions:

- How did the rise of the New Right in the late 20th century respond to social and economic changes, and how was it consistent with broader historical trends in American politics?
- What were the intended and unintended outcomes of U.S. policies like the War on

Drugs, and how did these policies affect public safety, racial dynamics, and social justice?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

His.1.US.c

- New Right movement
- Conservatism
- Political realignment
- Social change (civil rights movement, women’s rights, counterculture)
- Economic change (inflation, stagflation, tax policy)
- Federal vs. limited government
- Traditional values / family values
- Ronald Reagan
- Religious and political activism (e.g., Moral Majority)
- Historical trends in U.S. politics (cycles of reform and conservatism)

His.1.US.c

- New Right movement
- Conservatism
- Political realignment
- Social change (civil rights movement, women’s rights, counterculture)
- Economic change (inflation, stagflation, tax policy)
- Federal vs. limited government
- Traditional values / family values
- Ronald Reagan
- Religious and political activism (e.g., Moral Majority)
- Historical trends in U.S. politics (cycles of reform and conservatism)

Civ.13.US.b

- Public safety policy
- Crime and law enforcement
- War on Drugs
- Mass incarceration
- Mandatory minimum sentencing
- Racial disparities / systemic inequality
- Social justice
- Drug abuse and prevention
- Richard Nixon (policy origins)
- Ronald Reagan (policy expansion)

Civ.13.US.b

- Evaluate intended vs. unintended consequences of policies
- Analyze policy outcomes using evidence
- Assess the impact of policies on different groups
- Develop claims about effectiveness and fairness
- Compare policy goals with actual results
- Examine how policies shape social and racial dynamics

Academic Vocabulary

- Conservatism
- Neoliberalism
- Hyper-Consumerism
- Materialism
- Yuppies
- Digital Revolution
- Containment Policy
- Détente
- Cold War
- Truman Doctrine

- Marshall Plan
- Iron Curtain
- Cuban Missile Crisis
- Berlin Wall
- SALT Treaties
- Vietnam War
- Grassroots Movements
- Regionalism
- War on Drugs
- Criminal Justice Reform
- Mass Incarceration
- Mandatory Sentencing
- Drug Enforcement Administration (DEA)
- Three Strikes Law
- Civil Liberties

Resources:

Technology:

- Actively Learn
- Blooket
- BreakoutEDU
- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- Chapter 30

Alternative Primary and Secondary Sources (w/ activities)

Compiled by CTECS teachers

- [postwar-united-states-1945-to-1975/economic-and-social-transformations](#) - 1968 L.A. Riots, Stonewall uprising
- [postwar-united-states-1945-to-1975/the-cold-war](#)
- [1950'S American Consumerism interactive lesson](#)
- [The Great Society](#)
- [E-lessons/lyndon-b-johnson-and-ronald-reagan-and-federal-power](#)
- [PBS Frontline- "Drug Wars" 30 years of the War on Drugs in America](#)
- [Civics101 Podcast- War on Drugs](#)

- [PBS- Origins of the Conservative movement](#)
- [Vietnam War DBQ](#)
- [Upfront- Showdown-at-the-wall](#) (Scholastic - UpFront Access Needed)
- [1968- Vietnam and Race Relations](#)
- [Tear-wall-ronald-reagan-cold-war-responsibility](#)
- [Lyndon-johnson-and-ronald-reagan-two-views-of-federal-power](#)
- [Lavender-scare-history/](#)
- [Lavender-scare-gay-lesbian-life-post-wwii-america](#)
- <https://billofrightsintstitute.org/essays/the-birth-control-pill>

Cross Cycle Tasks:

Suggestions:

Last day of the Cycle:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- *Unit CFAs will be posted to Performance Matters by Fall 2026.*

Suggested:

- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- *In development.*

Suggested:

- [Digital Inquiry Group- Watergate](#)
- [Digital Inquiry Group- Equal-rights-amendment](#)
- [C3- LBJ and Reagan](#)
- [Vietnam-war-dbg](#)
- [Cold-war-dbg-1947-1989](#)
- [Structured Academic Controversy- Reaganomics](#)
- [Digital Inquiry Group- Iran-contra-affair](#)
- [Mock Impeachment Trial Nixon](#)

Opportunities for Interdisciplinary Connections:

[Interdisciplinary connections- resources](#)

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccssso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

- **Document Analysis:** Evaluating primary sources related to the rise of the New Right, popular culture, and digital technology innovations.
- **Debates and Discussions:** Engaging in structured debates on the effectiveness of public safety policies like the War on Drugs and the impact of hyper-consumerism.
- **Research Projects:** Investigating the role of digital technologies in cultural and political diffusion and the long-term causes of anti-communist foreign policies.
- **Essays and Reports:** Writing essays that argue the significance of social and economic changes leading to the ascendancy of the New Right and the impact of spatial changes in political participation.

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Music

- [Teachrock- Seventies-soul-the-soundtrack-of-turbulent-times/](#)
- [Teach Rock: Divergent-paths-in-the-1990s-gangsta-rap-and-conscious-hip-hop/](#)

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
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 - Bioscience and Environmental Technology
 - Biotechnology
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 - Graphic Design
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 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
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- Develop logic and reasoning/Reasoning and problem solving

- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Modern US History Curriculum Unit 7

Priority Standards Addressed in Unit 7

Content Standards

His.2.US.b.

Determine how changes in American foreign policy in the post-Cold War era influenced decision-making related to conflict resolution and military interventions (e.g., Gulf War, Iraq War, War in Afghanistan, War on Terror).

Eco.3.US.a.

Analyze the ways in which government subsidies influence production and distribution within and among markets in the United States economy (e.g., agriculture, education, healthcare, housing, infrastructure, technology).

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - Inq.9-12.10 (Supporting Standard)
 - Inq.9-12.11 (Supporting Standard)
 - Inq.9-12.12 (Supporting Standard)
- command of the language; written and verbal
 - Inq.9-12.10 (Supporting Standard)
 - Inq.9-12.11 (Supporting Standard)
 - Inq.9-12.12 (Supporting Standard)

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - Inq.9-12.10 (Supporting Standard)
 - Inq.9-12.11 (Supporting Standard)
 - Inq.9-12.12 (Supporting Standard)
- interacts with diverse audiences in a manner appropriate for the setting
 - Inq.9-12.12 (Supporting Standard)
- empathizes with and values others
 - Inq.9-12.12 (Supporting Standard)

A Critical Thinker

- applies unbiased analysis and evaluation
 - His.2.US.b.
 - Eco.3.US.a.
- willing to adapt new information and question things
 - His.2.US.b.
 - Eco.3.US.a.

A Problem Solver

- can persevere and adapt
 - His.2.US.b.
 - Eco.3.US.a.
- able to determine the root cause of issues
 - His.2.US.b.

- Eco.3.US.a.

Big Ideas:

- Post–Cold War foreign policy shifted toward interventionism and counterterrorism, reshaping how the U.S. resolves conflicts and defines its global leadership role.
- Government subsidies have shaped economic growth and distribution while contributing to inequality, reflecting ongoing debates about fairness, opportunity, and the role of government in American identity.
- Together, military interventions and economic policies have influenced how Americans understand their global responsibilities and domestic priorities, redefining national identity in the post–Cold War era.

Essential Questions:

- How did changes in U.S. foreign policy after the Cold War, including military interventions in the Gulf War, Iraq War, and War on Terror, shape the nation’s approach to conflict resolution and influence its national identity?
- In what ways have government subsidies in sectors like agriculture, healthcare, and technology influenced economic production, distribution, and social inequality in the United States, and how have these policies shaped American national identity?
- How have post-Cold War military interventions and government economic policies together influenced American perceptions of its role in the world and its domestic priorities?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance):

His.2.US.b

- Post–Cold War era
- U.S. foreign policy
- Military intervention
- Conflict resolution strategies
- Terrorism / counterterrorism
- National security
- Coalition building
- Unilateral vs. multilateral action
- Gulf War
- Iraq War
- War in Afghanistan
- War on Terror
- International organizations (e.g., United Nations)

His.2.US.b

- Determine how foreign policy influences military decisions
- Analyze cause-and-effect relationships in global conflicts
- Compare different approaches to conflict resolution
- Evaluate the role of international cooperation vs. unilateral action
- Use evidence to explain shifts in U.S. global strategy
- Assess the outcomes of military interventions

Eco.3.US.a

- Government subsidies
- Economic production
- Distribution of goods and services
- Markets / market outcomes
- Supply and demand
- Public vs. private sector
- Economic inequality
- Key sectors:
 - Agriculture
 - Healthcare
 - Education
 - Housing
 - Infrastructure
 - Technology

Eco.3.US.a

- Analyze how subsidies influence production decisions
- Explain how subsidies affect distribution across markets
- Evaluate the impact of subsidies on different industries
- Assess benefits and drawbacks of government intervention
- Compare outcomes across economic sectors
- Use economic reasoning to support claims about policy effects

Academic Vocabulary

- Foreign Policy
- Diplomacy
- Activism
- Legislation
- Advocacy
- Grassroots Movements
- Social Justice
- Equality
- Segregation/ Desegregation
- Production
- Distribution
- Subsidies
- Infrastructure
- Refugees
- National Security
- Civil Liberties
- Social Media
- Cybersecurity
- Media Literacy
- Domestic Policy
- Foreign Policy
- National Security
- Patriot Act
- Homeland Security
- Terrorism/ Counterterrorism

Resources:**Technology:**

- Actively Learn
- Blooket
- BreakoutEDU

- EdPuzzle
- Kahoot!
- Kami
- Padlet
- SORA
- YouTube

Suggested Texts:

- Chapter 31 & 32

Alternative Primary and Secondary Sources (w/ activities)

Compiled by CTECS teachers

- [Upfront- The Day That Changed The World- 9/11 \(Scholastic - UpFront Access Needed\)](#)
- [How did 9-11-change-everyday-life-for-americans-bridge-from-the-past](#)
- [Was-the-invasion-of-iraq-justified?](#)
- [Security-liberty-and-the-usa-patriot-act-llph](#)
- [E-lessons/isis-and-american-foreign-policy](#)
- [Upfront- Afghanistan-one-year-later \(Scholastic - UpFront Access Needed\)](#)
- [E-lessons/commemorating-9-11-and-americas-civic-values](#)
- <https://www.pbs.org/newshour/classroom/lesson-plans/2023/09/lesson-plan-9-11-ways-to-reflect-on-the-days-legacy-after-two-decades>
- <https://www.911memorial.org/learn/students-and-teachers/lesson-plans>
- <https://www.pewresearch.org/politics/2021/09/02/two-decades-later-the-enduring-legacy-of-9-11/>
- <https://www.pewresearch.org/internet/2021/09/01/how-the-internet-and-technology-shaped-americans-personal-experiences-amid-covid-19/>
- <https://www.nytimes.com/2021/09/09/learning/lesson-plans/10-ways-to-teach-about-9-11-with-the-new-york-times.html>

Cross Cycle Tasks:

Suggestions:

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Assessments:

Formative Assessments:

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- Brief Source Analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
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- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- *In development.*

Suggested:

- [The day the world changed- 9/11- Quiz](#)
- [The Day the World Changed - 9/11 - Article](#)
- [Security-liberty-and-the-usa-patriot-act-llph- Short writing response](#)
- [Digital Inquiry Group- Hurricane-Katrina- Assessment](#)

Opportunities for Interdisciplinary Connections:

[Interdisciplinary connections- resources](#)

[NYT Teaching-911-ideas-and-projects-from-teachers/](#)

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

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English Language Arts:

- **Reconstruction:**
 - Read Reconstruction era poetry and personal narratives.
- **Gilded Age:**
 - Read several chapters of Upton Sinclair's "The Jungle." The Colossus poem

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

- **Gilded Age:**
 - Research a topic related to the World's Fair of 1893 that took place in Chicago. (Person, invention, artwork, etc..) View a Ferris Wheel from 1893 through VR.
 - Research the environmental concerns related to this time period.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

Music

- Incorporate music from the Civil War and Reconstruction.

CTE Competency Standards

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