

Overview of Year 8/11 USHG Curriculum (Simmons/ Harter/Wilson)

Sept & Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
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Unit 1 (7th grade case studies) Theme: <i>Compromise is/is not always Just.</i> 11.1- Colonial Foundations 11.2- Constitutional Foundations 11.3-Expansion, Nationalism, and Sectionalism	Unit 2 <i>What brings us together may also break us apart</i> 11.4 & 11.5-Post Civil war /Industrialization and Urbanization	Unit 3 <i>Unintended setbacks after rising</i> 11.6 & 11.7 The Rise of American Power/ Prosperity and depression	Unit 4 11.8 & 11.9 WWII and Cold War	Unit 5 11.10 Social and Economic Change/D omestic Issues (1945-Present)	Unit 6 11.11 The United States in a Globalizing World (1990-Present)	Review
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Unit 1	Understanding- <i>Compromise is/is not always Just</i>	Essential Question- <i>Compromise is/is not always JUST?</i>
CCSS 11.1 & 11.2 & 11.3 BIG ideas from 7th grade around the theme: <i>Compromise is/is not always Just.</i>	U1: When two or more groups with differing norms and beliefs interact, compromise or conflict may result. (Slavery and government) U2: Social, political, and economic conflicts can lead to an imbalance of power. (Westward Expansion and oppression of Native Americans) U3: Tenacity drives collaboration to work towards a common goal (Abolitionist/Women's movement and Events leading to the Civil War) U4: (Analysis and Contextualization)?? Corroboration of sources is necessary when trying to make sense of history	EQ1: What is compromise? Who is it beneficial for? If compromise cannot be achieved, then what? EQ2: How does one group establish power over another group? EQ3: What are the consequences of social, political, and economic injustices? EQ4: Why do societies establish social structures that do not treat people equally and benefit all?
Transfer Goal: (#3) Solve a problem (question, challenge the status quo, develop an opinion, and take action) by integrating and evaluating multiple perspectives from diverse media.		
Performance Task: letter to editor (or self) regarding the importance and implication of compromise (Connection to compromise in history). ***Curriculum Embedded Performance Task		
Common Formative Assessment: Sourcing and Contextualization graphic organizer- Transcript of President Andrew Jackson’s message to congress “On Indian Removal” (1830)		
Criteria for Success: Interpreting text, analysis and reflection, corroboration, contextualization, planning and organization, problem solving, self-assessment checklist		

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Unit 2	Understanding	Essential Question: Why does progress create problems?
<p><i>What brings us together may also break us apart</i></p> <p>11.4 & 11.5- Post Civil war /Industrialization and Urbanization</p>	<p>U1: Conflict resolution making can result in more severe problems later on if not addressed properly. (Reconstruction)</p> <p>U2: Social, political, and economic progress for one person or group can result in offensive and unjust treatment from another. (Discrimination of cultures)</p> <p>U3: New goals and achievements often follow growth and change(Industrialization/urbanization/societal problems/reforms)</p> <p>U4: Chronological reasoning and causation is important to understand historical continuity and change</p>	<p>EQ1: What skills are needed in order to survive a life changing event?</p> <p>EQ2: How can your success result in someone else feeling threatened? Why are people threatened by the success of others?</p> <p>EQ3: Why is it sometimes hard to embrace change? Why is it easy to accept the norm?</p> <p>EQ4: Why is it important to understand causes and effects?</p>
<p>Transfer Goal: (#1) Thinks purposefully and critically about domestic and global issues OR (#5) Advocate for yourself and others by acting as an informed participant in our democracy and promoting social justice. OR (#4) Effectively communicate for different purposes and audiences using diverse media.</p>		
<p>Performance Task: ????? Research a “problem” in society/school that resulted from a new law/rule. Determine the effectiveness of this change and also its unintended consequences. Create possible solutions to the remaining issues that you could personally help advocate for.</p>		
<p>Common Formative Assessment: Sourcing and Contextualization graphic organizer excerpt from Plessy vs Ferguson (1896) court case</p>		
<p>Criteria for success: Contextualization, Cause and effect relationships, Evaluation (effectiveness of change), writing mechanics,</p>		

Unit 3	Understanding	Essential Question: What responsibilities come with being a leader?
<p>11.6 & 11.7 The Rise of American Power/ Prosperity and depression</p>	<p>U1: Power (or leadership) comes with responsibility (US as a World Power) “Great Power comes great responsibility”</p> <p>U2: War and conflict has important social, political, and economic effects. (WWI)</p> <p>U3: Modern vs Traditional changes (20’s & 30’s)</p> <p>U4: Chronological reasoning and causation is important to understanding short term and long term effects.</p>	<p>EQ1: What responsibilities come with being a leader?</p> <p>EQ2: How do actions have consequences?</p> <p>EQ3: Are some nations superior to others?</p> <p>EQ4: How does a nation react when it is in crisis?</p>
<p>Transfer Goal: Thinks purposefully and critically about domestic and global issues.</p>		

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Performance Task:
Common Formative Assessment: Sourcing and Contextualization graphic organizer excerpt from Wilson's Fourteen Points
Criteria for success

Unit 4	Understanding	Essential Question
11.8 & 11.9 WWII and Cold War	<p>U1: Conflict may increase as more participations interact</p> <p>U2: One's self perception can influence actions towards others</p> <p>U3: Conflict reforms society and culture</p> <p>U4: Connecting historical developments to specific circumstances of time and place is essential to connect with broader regional, national and global issues.</p>	<p>EQ 1: Are some wars more just than others?</p> <p>EQ2: How can wartime justify taking rights away from citizens.</p> <p>EQ3: How can you mediate a conflict between people with cultural differences.</p> <p>EQ4: How can the effects of major events cause greater conflict across the globe.</p>
Transfer Goal:		
Performance Task:		
Common Formative Assessment: Sourcing and Contextualization graphic organizer excerpt from <i>Korematsu v United States (1944)</i>		
Criteria for success		

Unit 5	Understanding	Essential Question
11.10 Social and Economic Change/Domestic Issues (1945-Present)	<p>U1: Individuals and groups have the power to create change in society.</p> <p>U2: Government has a flexibility or inability to allow change.</p>	<p>EQ1: How can groups or individuals create change within society?</p> <p>EQ2: How involved should the government be in lives of its citizens?</p>
Transfer Goal:		
Performance Task:		
Common Formative Assessment		

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Sourcing and Contextualization graphic organizer excerpt from <i>Brown v Board of Education of Topeka (1954)</i>
Criteria for success

Unit 6	Understanding	Essential Question
The United States in a Globalizing World (1990-Present)		
Transfer Goal:		
Performance Task:		
Common Formative Assessment		
Sourcing and Contextualization graphic organizer excerpt from <i>US Patriot Act (2001)</i>		
Criteria for success		