

## Owego Apalachin CSD Blueprint

Teacher Name: Roos / Swider		Course Name: US History	
SMART Goal: To implement new strategies in order to focus on skills students need to successfully complete the multiple-choice portion of the Regents in order to increase our mastery percentage by the end of the year.			
<i>Timeline on all Units is flexible to accommodate distance learning.</i>			
Unit Name	Content Learning Targets	Learning Targets	
<b>11.1 COLONIAL FOUNDATIONS AND GEOGRAPHY (1607–1763)</b>	11.1a <ul style="list-style-type: none"> <li>Migration patterns of Europeans in relation to Indigenous Peoples.</li> </ul>	1 - Informed Individual Expression 2 - Development of political, economic, labor, and social systems/structures, with geographic influence 3 - Connections to current events to create relevancy 4 - Expansion of the United States' influence and response to others 5 - Managing internal conflict	
	11.1b <ul style="list-style-type: none"> <li>Impacts of geographic factors on social structures and analyze the evolution of the institution of slavery.</li> </ul>		
	11.1c <ul style="list-style-type: none"> <li>Enlightenment theories and their influence on self-government.</li> </ul>	<b>Essential Learning Skills</b>	
<b>Core Vocabulary</b> Geographers, Geography, Great Plains, Central Plains, Midwest, Mississippi River, Appalachian Mountains, Rocky Mountains, Population density, New England, Manifest Destiny, Sun Belt, Pacific Northwest, Great Lakes, Middle Atlantic Region, Absolute Location, Relative Location		<b>Check-In</b> <ul style="list-style-type: none"> <li>Bell Ringer</li> <li>Completion of daily activities in packets</li> <li>2-week multiple choice practice check-in</li> <li>Unit Assessment</li> </ul>	<b>Resources Required</b> <i>ss-framework-9-12</i> <i>Americans Text</i> <i>Materials on Schoology</i>

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Unit Name	Content Learning Targets	Learning Targets
<b>11.2 CONSTITUTIONAL FOUNDATIONS AND IN ACTION (1763 – 1824)</b>	11.2a <ul style="list-style-type: none"> <li>• Enlightenment challenged by the French and Indian War and Britain’s government attempt to gain greater political and economic control over the colonies.</li> <li>• Colonial resistance to British efforts to gain greater political and economic control, and the British response.</li> </ul>	1 - Informed Individual Expression 2 - Development of political, economic, labor, and social systems/structures, with geographic influence 3 - Connections to current events to create relevancy 4 - Expansion of the United States' influence and response to others 5 - Managing internal conflict
	11.2b <ul style="list-style-type: none"> <li>• Cause and effect of the Revolution, and the ideas contained in the Declaration of Independence with a consideration of its long-term impacts.</li> <li>• Impacts of the Revolutionary War on workers, African Americans, women, and Native Americans.</li> </ul>	<b>Essential Learning Skills</b>
	11.2c <ul style="list-style-type: none"> <li>• First government faced internal challenges and resulted in the writing of a new Constitution.</li> <li>• The development of the Constitution, including the major debates and their resolutions, which included compromises over representation, taxation, and slavery.</li> <li>• Federalism and the structure created by the Constitution as part of a reflection of the first government.</li> <li>• Rights and protections provided by the Bill of Rights and to whom they initially applied, with a reflection on personal responsibility.</li> </ul>	1 - Analyze text or data strategically for: understanding, connections, structures, essential information, and annotation 2 - Develop an argument or claim and support it with details and evidence 3 - Develop, use, and align common language in Vocabulary 4 - Organize information/See relationships, patterns/Use Models of Organization/Plan 5 - Communicate clearly and effectively in reading, writing, speaking and listening/Collaborate 6 - Make inferences and predictions/Summarize 7 - Identify main idea, theme, key phrases and issues 8 - Evaluate and Synthesize multiple sources of Information/Research 9 - Apply background and content knowledge to skills/Demonstrate 10 - Think critically and creatively/Strategize/Problem Solve (multi-step)

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	<p>11.2d</p> <ul style="list-style-type: none"> <li>• Constitution in action with a focus on the presidential actions and precedents established by George Washington, including those articulated in his Farewell Address.</li> <li>• Controversy over Hamilton’s economic plan and its impacts on the development of political parties.</li> <li>• I can understand Supreme Court cases, including <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>Gibbons v. Ogden</i>, and analyze how these decisions strengthened the powers of the federal government.</li> </ul> <p>11.2e</p> <ul style="list-style-type: none"> <li>• US expansion and nationalism discussed through the; Louisiana Purchase, the War of 1812, and the Monroe Doctrine strengthened nationalism.</li> </ul>		
<p><b>Core Vocabulary</b>            Geographers, Geography, Great Plains, Central Plains, Midwest, Mississippi River, Appalachian Mountains, Rocky Mountains, Population density, New England, Manifest Destiny, Sun Belt, Pacific Northwest, Great Lakes, Middle Atlantic Region, Absolute Location, Relative Location</p>		<p><b>Check-In</b></p> <ul style="list-style-type: none"> <li>• Bell Ringer</li> <li>• Completion of daily activities in packets</li> <li>• 2-week multiple choice practice check-in</li> <li>• Unit Assessment</li> </ul>	<p><b>Resources Required</b>  <i>ss-framework-9-12</i>  <i>Americans Text</i>  <i>Materials on Schoology</i></p>

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Unit Name	Content Learning Targets	Learning Targets	
<b>11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865)</b>	11.3a <ul style="list-style-type: none"> <li>The market revolution included technological developments, the development of transportation networks, the growth of domestic industries, which increased demands for free and enslaved labor.</li> <li>Political democracy, the changing role of women, and Jackson’s presidency’s strengthening of executive power challenged constitutional principles.</li> </ul>	1 - Informed Individual Expression 2 - Development of political, economic, labor, and social systems/structures, with geographic influence 3 - Connections to current events to create relevancy 4 - Expansion of the United States' influence and response to others 5 - Managing internal conflict	
	11.3b <ul style="list-style-type: none"> <li>Perspectives on States rights by examining the Kentucky and Virginia Resolutions and the nullification crisis.</li> <li>The development of the abolitionist movement, as slavery expanded into new territories.</li> <li>Women’s rights movement coincided with the abolitionist movement.</li> </ul>	<b>Essential Learning Skills</b>	
11.3c <ul style="list-style-type: none"> <li>Evaluate the reasons why the North prevailed over the South and the impacts of the war based on geography.</li> <li>Expansion of executive and federal power through the suspension of habeas corpus and the issuance of the Emancipation Proclamation.</li> <li>Long-term effects of the Gettysburg Address.</li> </ul>	1 - Analyze text or data strategically for: understanding, connections, structures, essential information, and annotation 2 - Develop an argument or claim and support it with details and evidence 3 - Develop, use, and align common language in Vocabulary 4 - Organize information/See relationships, patterns/Use Models of Organization/Plan 5 - Communicate clearly and effectively in reading, writing, speaking and listening/Collaborate 6 - Make inferences and predictions/Summarize 7 - Identify main idea, theme, key phrases and issues 8 - Evaluate and Synthesize multiple sources of Information/Research 9 - Apply background and content knowledge to skills/Demonstrate 10 - Think critically and creatively/Strategize/Problem Solve (multi-step)		
<b>Core Vocabulary</b> Louisiana Purchase, War of 1812, Monroe Doctrine, Market Revolution, Jackson, Worcester v Georgia, States Rights, Kentucky and Virginia Resolutions, Nullification, Abolitionist, Nat Turner, Sojourner Truth, William Lloyd Garrison, Frederick Douglass, Harriet Beecher Stowe, Grimke Sisters, Lucretia Mott, Elizabeth Cady Stanton, Seneca Falls Convention (1848), Missouri Compromise, Manifest Destiny, Texas and Mexican-American War, Compromise of 1850, Kansas-Nebraska Act, Dred Scott, John Brown		<b>Check-In</b> <ul style="list-style-type: none"> <li>Bell Ringer</li> <li>Completion of daily activities in packets</li> <li>2-week multiple choice practice check-in</li> <li>Unit Assessment</li> </ul>	<b>Resources Required</b> <i>ss-framework-9-12</i> <i>Americans Text</i> <i>Materials on Schoology</i>

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Unit Name	Content Learning Targets	Learning Targets
<b>11.4 POST-CIVIL WAR ERA (1865 – 1900):</b>	11.4a <ul style="list-style-type: none"> <li>• Constitutional amendments and the role of Radical Republicans in Reconstruction that undermined individuals, groups, and government institutions limiting the rights of African Americans.</li> <li>• Freedmen attempts to build independent lives.</li> <li>• Election of 1876 and the compromise of 1877.</li> </ul>	1 - Informed Individual Expression 2 - Development of political, economic, labor, and social systems/structures, with geographic influence 3 - Connections to current events to create relevancy 4 - Expansion of the United States' influence and response to others 5 - Managing internal conflict
	11.4b <ul style="list-style-type: none"> <li>• Economic developments and their impacts during the 1860's to 1890's.</li> <li>• Federal policy developments towards Native Americans.</li> </ul> 11.4c <ul style="list-style-type: none"> <li>• Nationalism impact on the start of the Mexican–American War, and immigration.</li> </ul>	<div style="background-color: #000080; color: white; text-align: center; padding: 2px;"><b>Essential Learning Skills</b></div> 1 - Analyze text or data strategically for: understanding, connections, structures, essential information, and annotation 2 - Develop an argument or claim and support it with details and evidence 3 - Develop, use, and align common language in Vocabulary 4 - Organize information/See relationships, patterns/Use Models of Organization/Plan 5 - Communicate clearly and effectively in reading, writing, speaking and listening/Collaborate 6 - Make inferences and predictions/Summarize 7 - Identify main idea, theme, key phrases and issues 8 - Evaluate and Synthesize multiple sources of Information/Research 9 - Apply background and content knowledge to skills/Demonstrate 10 - Think critically and creatively/Strategize/Problem Solve (multi-step)
<b>Core Vocabulary</b> 13 <sup>th</sup> ,14 <sup>th</sup> ,15 <sup>th</sup> Amendments, Radical Republicans, Reconstruction, Black Codes, Jim Crow Laws, Ku Klux Klan, Plessy v. Ferguson (1896), Freedman’s Bureau, Election of 1876, Compromise of 1877, Carlisle Indian School, Assimilation, Acculturation, Homestead Act (1862),Dawes Act (1887), Treaty of Guadalupe Hidalgo, Chines Exclusion Act of 1882		<b>Check-In</b> <ul style="list-style-type: none"> <li>• Bell Ringer</li> <li>• Completion of daily activities in packets</li> <li>• 2-week multiple choice practice check-in</li> <li>• Unit Assessment</li> </ul>
		<b>Resources Required</b> <i>ss-framework-9-12</i> <i>Americans Text</i> <i>Materials on Schoology</i>

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Unit Name	Content Learning Targets	Learning Targets	
<b>11.5 INDUSTRIALIZATION AND URBANIZATION (1870 – 1920):</b>	<b>11.5a</b> <ul style="list-style-type: none"> <li>• Technological innovations that facilitated industrialization, considering energy sources, natural resources, transportation, and communication.</li> <li>• Growth of industries created new business practices and organizational structures.</li> <li>• Evaluate the effectiveness of state and federal attempts to regulate business.</li> <li>• Demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors.</li> <li>• Development and response to labor unions.</li> <li>• Progressive Era reforms, woman’s suffrage movement, and temperance and prohibition movements.</li> <li>• Reform efforts by individuals and the consequences of those efforts.</li> </ul>	1 - Informed Individual Expression 2 - Development of political, economic, labor, and social systems/structures, with geographic influence 3 - Connections to current events to create relevancy 4 - Expansion of the United States' influence and response to others 5 - Managing internal conflict	
		<b>Essential Learning Skills</b>	
		1 - Analyze text or data strategically for: understanding, connections, structures, essential information, and annotation 2 - Develop an argument or claim and support it with details and evidence 3 - Develop, use, and align common language in Vocabulary 4 - Organize information/See relationships, patterns/Use Models of Organization/Plan 5 - Communicate clearly and effectively in reading, writing, speaking and listening/Collaborate 6 - Make inferences and predictions/Summarize 7 - Identify main idea, theme, key phrases and issues 8 - Evaluate and Synthesize multiple sources of Information/Research 9 - Apply background and content knowledge to skills/Demonstrate 10 - Think critically and creatively/Strategize/Problem Solve (multi-step)	
<b>Core Vocabulary</b> John D Rockefeller, Andrew Carnegie, J.P. Morgan, Henry Ford, Wabash, St. Louis & Pacific R.R. v. Illinois (1886), Interstate Commerce Act, Sherman Antitrust Act, Theodore Roosevelt, Trust-busting, Monopoly, Northern Securities Co. v. US (1904), Urbanization, push-pull factors, Grange Movement, Populist Party, Unionize, Knights of Labor, American Federation of Labor, American Railway Union, International Ladies Garment Workers' Union, Industrial Workers of the World, Progressive, 16 <sup>th</sup> and		<b>Check-In</b> <ul style="list-style-type: none"> <li>• Bell Ringer</li> <li>• Completion of daily activities in packets</li> <li>• 2-week multiple choice practice check-in</li> </ul>	<b>Resources Required</b> <i>ss-framework-9-12</i> <i>Americans Text</i> <i>Materials on Schoology</i>

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17<sup>th</sup> Amendments, Federal Reserve System, Woman's Suffrage, 19<sup>th</sup> Amendment, Temperance and Prohibition Movements, 18<sup>th</sup> Amendment, Jane Addams, Jacob Riis, Tenement Reform Commission, Upton Sinclair, Margaret Sanger, Ida Tarbell, Standard Oil Company, Lynching, Booker T. Washington, Tuskegee Institute, W.E.B. Dubois, National Association for the Advancement of Colored People, The Crisis, the Silent Protest

- Unit Assessment

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Unit Name	Content Learning Targets	Learning Targets
<b>11.6 THE RISE OF AMERICAN POWER (1890 – 1920):</b>	11.6a <ul style="list-style-type: none"> <li>Economic and strategic interests that led the United States to seek foreign markets, resources, and coaling stations.</li> <li>Causes and effects of the Spanish-American War and the debates between anti-imperialists and imperialists.</li> </ul>	1 - Informed Individual Expression 2 - Development of political, economic, labor, and social systems/structures, with geographic influence 3 - Connections to current events to create relevancy 4 - Expansion of the United States' influence and response to others 5 - Managing internal conflict
	11.6b <ul style="list-style-type: none"> <li>Investigate the reasons for the shift from neutrality to involvement in World War I.</li> <li>Attempts at a lasting peace and the failure to gain support for Senate ratification of the Treaty of Versailles</li> </ul> 11.6c <ul style="list-style-type: none"> <li>Mobilizing for war and contributions of women and African Americans in the war effort.</li> <li>Investigate the causes and effects of the Great Migration on American society.</li> <li>Postwar recession, fear of radicals, xenophobia, and the Red Scare (1919–1921).</li> </ul>	<b>Essential Learning Skills</b>
<b>Core Vocabulary</b> Spanish American War, Anti-imperialist, Imperialism, Treaty of Paris of 1898, Annexation, Panama Canal, Roosevelt Corollary, Neutrality, Woodrow Wilson, World War I, Fourteen Points, Versailles Peace Conference, League of Nations, Treaty of Versailles, Great Migration, Schenck v. United States, Xenophobia, Red Scare	<b>Check-In</b> <ul style="list-style-type: none"> <li>Bell Ringer</li> <li>Completion of daily activities in packets</li> <li>2-week multiple choice practice check-in</li> <li>Unit Assessment</li> </ul>	<b>Resources Required</b> <i>ss-framework-9-12</i> <i>Americans Text</i> <i>Materials on Schoology</i>



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Unit Name	Content Learning Targets	Learning Targets	
<b>11.7 PROSPERITY AND DEPRESSION (1920 – 1939):</b>	11.7a <ul style="list-style-type: none"> <li>• Cultural trends associated with the Roaring Twenties, including women’s efforts at self-expression and their changing roles.</li> <li>• Social upheaval through the prohibition, immigration, and anti-progress.</li> </ul>	1 - Informed Individual Expression 2 - Development of political, economic, labor, and social systems/structures, with geographic influence 3 - Connections to current events to create relevancy 4 - Expansion of the United States' influence and response to others 5 - Managing internal conflict	
	11.7b <ul style="list-style-type: none"> <li>• Artistic contributions associated with the Harlem Renaissance and its impact on national culture.</li> </ul>	<b>Essential Learning Skills</b>	
11.7c <ul style="list-style-type: none"> <li>• Economic prosperity during the 1920s and the underlying weaknesses of the economy that led to the Great Depression.</li> <li>• Compare and contrast the responses to the Great Depression and the Dust Bowl.</li> <li>• Evaluate presidential leadership during the Depression.</li> </ul>	1 - Analyze text or data strategically for: understanding, connections, structures, essential information, and annotation 2 - Develop an argument or claim and support it with details and evidence 3 - Develop, use, and align common language in Vocabulary 4 - Organize information/See relationships, patterns/Use Models of Organization/Plan 5 - Communicate clearly and effectively in reading, writing, speaking and listening/Collaborate 6 - Make inferences and predictions/Summarize 7 - Identify main idea, theme, key phrases and issues 8 - Evaluate and Synthesize multiple sources of Information/Research 9 - Apply background and content knowledge to skills/Demonstrate 10 - Think critically and creatively/Strategize/Problem Solve (multi-step)		
<b>Core Vocabulary</b> Roaring Twenties, Prohibition, Quota Acts, Scopes Trial, Harlem Renaissance, Black Nationalism, Marcus Garvey, Great Depression, Herbert Hoover, Dust Bowl, New Deal, Court packing	<b>Check-In</b> <ul style="list-style-type: none"> <li>• Bell Ringer</li> <li>• Completion of daily activities in packets</li> <li>• 2-week multiple choice practice check-in</li> <li>• Unit Assessment</li> </ul>	<b>Resources Required</b> <i>ss-framework-9-12</i> <i>Americans Text</i> <i>Materials on Schoology</i>	

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Unit Name	Content Learning Targets	Learning Targets
11.8 WORLD WAR II (1935 – 1945):	11.8a <ul style="list-style-type: none"> <li>• Prewar efforts at neutrality and the shift to economic involment.</li> <li>• Failutre of negotiations with Japan and United States that led to the Japanese attack on Pearl Harbor.</li> <li>• Presidential leadership during World War II, and how technological advancements altered the nature of war and the extent of its devastation.</li> </ul>	1 - Informed Individual Expression 2 - Development of political, economic, labor, and social systems/structures, with geographic influence 3 - Connections to current events to create relevancy 4 - Expansion of the United States' influence and response to others 5 - Managing internal conflict
	11.8b <ul style="list-style-type: none"> <li>• Wartime mobilization efforts and their effects on unemployment rates, and on women and minorities.</li> </ul> 11.8c <ul style="list-style-type: none"> <li>• Investigate American officials' knowledge of the Holocaust, evaluating the degree to which intervention may have been possible and arguments made at the Nuremberg War Crimes trials.</li> <li>• Role in creating the United Nations Universal Declaration of Human Rights.</li> </ul>	<div style="background-color: #000080; color: white; text-align: center; padding: 5px;"><b>Essential Learning Skills</b></div> 1 - Analyze text or data strategically for: understanding, connections, structures, essential information, and annotation 2 - Develop an argument or claim and support it with details and evidence 3 - Develop, use, and align common language in Vocabulary 4 - Organize information/See relationships, patterns/Use Models of Organization/Plan 5 - Communicate clearly and effectively in reading, writing, speaking and listening/Collaborate 6 - Make inferences and predictions/Summarize 7 - Identify main idea, theme, key phrases and issues 8 - Evaluate and Synthesize multiple sources of Information/Research 9 - Apply background and content knowledge to skills/Demonstrate 10 - Think critically and creatively/Strategize/Problem Solve (multi-step)
<b>Core Vocabulary</b> Neutrality Acts, Cash and Carry, Lend-Lease, Pearl Harbor, Grand Alliance, Atomic Bomb, Manhattan Project, Korematsu v. US, Holocaust, Justice Robert Jackson, Nuremberg War Crime Trials, Eleanor Roosevelt, United Nations, Universal Declaration of Human Rights		<b>Check-In</b> <ul style="list-style-type: none"> <li>• Bell Ringer</li> <li>• Completion of daily activities in packets</li> <li>• 2-week multiple choice practice check-in</li> <li>• Unit Assessment</li> </ul>
		<b>Resources Required</b> <i>ss-framework-9-12</i> <i>Americans Text</i> <i>Materials on Schoology</i>

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Unit Name	Content Learning Targets	Learning Targets	
<b>11.9 COLD WAR (1945 – 1990)</b>	<p>11.9a</p> <ul style="list-style-type: none"> <li>Trace key decisions made at wartime conferences as they helped bring about the start of the Cold War.</li> <li>Consider how containment policies represented a shift in American foreign policy.</li> <li>Domestic concerns about the spread of communism and the rise of McCarthyism.</li> <li>Congressional effort to limit presidential power through the War Powers Act.</li> </ul> <p>11.9b</p> <ul style="list-style-type: none"> <li>Trace the acceleration of the nuclear arms race, and the Space Race.</li> <li>Soviet motives for placing missiles in Cuba and the impact of the Cuban missile crisis on Soviet-American relations, leading to the adoption of the Nuclear Test Ban Treaty.</li> </ul> <p>11.9c</p> <ul style="list-style-type: none"> <li>Foreign policy toward the Middle East.</li> </ul> <p>11.9d</p> <ul style="list-style-type: none"> <li>Late Cold War policies and Soviet problems.</li> </ul>	<p>1 - Informed Individual Expression</p> <p>2 - Development of political, economic, labor, and social systems/structures, with geographic influence</p> <p>3 - Connections to current events to create relevancy</p> <p>4 - Expansion of the United States' influence and response to others</p> <p>5 - Managing internal conflict</p>	
		<b>Essential Learning Skills</b>	
<p>1 - Analyze text or data strategically for: understanding, connections, structures, essential information, and annotation</p> <p>2 - Develop an argument or claim and support it with details and evidence</p> <p>3 - Develop, use, and align common language in Vocabulary</p> <p>4 - Organize information/See relationships, patterns/Use Models of Organization/Plan</p> <p>5 - Communicate clearly and effectively in reading, writing, speaking and listening/Collaborate</p> <p>6 - Make inferences and predictions/Summarize</p> <p>7 - Identify main idea, theme, key phrases and issues</p> <p>8 - Evaluate and Synthesize multiple sources of Information/Research</p> <p>9 - Apply background and content knowledge to skills/Demonstrate</p> <p>10 - Think critically and creatively/Strategize/Problem Solve (multi-step)</p>		<p><b>Check-In</b></p> <ul style="list-style-type: none"> <li>Bell Ringer</li> <li>Completion of daily activities in packets</li> <li>2-week multiple choice practice check-in</li> <li>Unit Assessment</li> </ul>	
<p><b>Core Vocabulary</b></p> <p>Cold War, Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Berlin Blockade, Containment, Communism, McCarthyism, Korea, War Powers Act, Gulf of Tonkin, Space Race, Sputnik, Cuban Missile Crisis, Nuclear Test Ban Treaty, Détente, Camp State of Israel David Accords, Berlin Wall, Détente, Vietnam</p>		<p><b>Resources Required</b></p> <p><i>ss-framework-9-12</i></p> <p><i>Americans Text</i></p> <p><i>Materials on Schoology</i></p>	

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Unit Name	Content Learning Targets	Learning Targets
<b>11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present)</b>	11.10a <ul style="list-style-type: none"> <li>• Examine the roles and impact of civil rights leaders, and organizations, and their perspectives on change.</li> <li>• Judicial actions and legislative achievements during the movement.</li> <li>• Analyze the impact of non-violent protests.</li> </ul>	1 - Informed Individual Expression 2 - Development of political, economic, labor, and social systems/structures, with geographic influence 3 - Connections to current events to create relevancy 4 - Expansion of the United States' influence and response to others 5 - Managing internal conflict
	11.10b <b>Trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations:</b> <ul style="list-style-type: none"> <li>• Modern women’s movement (e.g., <i>The Feminine Mystique</i> [1963], National Organization for Women , Equal Pay Act and Title IX, <i>Roe v. Wade</i>)</li> <li>• Native Americans (e.g., American Indian Movement, Russell Means, native identity, and land claims)</li> <li>• Brown Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers)</li> <li>• People with disabilities (e.g. Individuals with Disabilities Education Act [1975], Americans with Disabilities Act [1990] )</li> <li>• Rights of the accused (e.g., <i>Mapp v. Ohio</i> [1961], <i>Gideon v. Wainwright</i> [1963], <i>Miranda v. Arizona</i> [1966])</li> <li>• Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration reform)</li> <li>• Gay Rights and the LGBT movement (e.g., Stonewall Inn riots [1969], efforts for equal legal rights)</li> <li>• Environment (e.g., <i>Silent Spring</i> [1962], Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, Environmental Protection Agency [1970], Reagan’s policy)</li> </ul>	<div style="background-color: #000080; color: white; text-align: center; padding: 5px;"><b>Essential Learning Skills</b></div> 1 - Analyze text or data strategically for: understanding, connections, structures, essential information, and annotation 2 - Develop an argument or claim and support it with details and evidence 3 - Develop, use, and align common language in Vocabulary 4 - Organize information/See relationships, patterns/Use Models of Organization/Plan 5 - Communicate clearly and effectively in reading, writing, speaking and listening/Collaborate 6 - Make inferences and predictions/Summarize 7 - Identify main idea, theme, key phrases and issues 8 - Evaluate and Synthesize multiple sources of Information/Research 9 - Apply background and content knowledge to skills/Demonstrate 10 - Think critically and creatively/Strategize/Problem Solve (multi-step)

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	<ul style="list-style-type: none"> <li>• Student rights (e.g., <i>Engel v. Vitale</i> [1962], <i>Tinker v. Des Moines School District</i> [1969], <i>New Jersey v. TLO</i> [1985])</li> </ul> <p>11.10c</p> <ul style="list-style-type: none"> <li>• Economic policies of President Johnson (Great Society) and President Reagan (Reaganomics) regarding the size and role of the federal government.</li> <li>• Examine the causes of the financial panic of 2008 and the federal government’s response to the Great Recession.</li> <li>• Examine the debates over the role of the government in providing a social safety net.</li> </ul>		
<p><b>Core Vocabulary</b>            Martin Luther King Jr, Stokely Carmichael, Fannie Lou Hamer, Malcolm X, NAACP, SCLC, SNCC ,Brown v Board of Education, Civil Rights Act 1964, Heart of Atlanta Motel, Inc. V. US (1964), Voting Rights Act of 1965, Montgomery bus boycott, Little Rock, Arkansas, Birmingham protest, March on Washington, Feminine Mystique, NOW, Equal Pay Act, Title IX, Roe v Wade, American Indian Movement, Russell Means, Brown Power ,Cesar Chavez, United Farm Workers, Individuals with Disabilities Education Act, Americans with Disabilities Act, Mapp v Ohio, Gideon v. Wainwright, Miranda v. Arizona, Immigration acts of 1965 and 1986, Gay Rights, LGBT movement, Stonewall Inn riots, Silent Spring, Clean air act of 1970, Clean water act of 1972, Environmental Protection Agency, 1970(Reagan’s Policy, <i>Engel v. Vitale</i>, <i>Tinker v. Des Moines SD</i>, <i>NJ v TLO</i>, Great Society, Reaganomics, Financial panic of 2008, Great Recession, Safety Net, SS Trust Fund, Medicare Trust Fund, Affordable Care Act</p>		<p><b>Check-In</b></p> <ul style="list-style-type: none"> <li>• Bell Ringer</li> <li>• Completion of daily activities in packets</li> <li>• 2-week multiple choice practice check-in</li> <li>• Unit Assessment</li> </ul>	<p><b>Resources Required</b>  <i>ss-framework-9-12</i>  <i>Americans Text</i>  <i>Materials on Schoology</i></p>

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Unit Name	Content Learning Targets	Learning Targets	
<b>11.11 THE UNITED STATES IN A GLOBALIZING WORLD (1990 – present)</b>	11.11a <ul style="list-style-type: none"> <li>• Examine the decision to oppose Iraq’s invasion of Kuwait.</li> <li>• Trace United States foreign policy and explore the tension between defending human rights and the reluctance to intervene stemming from the Vietnam syndrome.</li> </ul>	1 - Informed Individual Expression 2 - Development of political, economic, labor, and social systems/structures, with geographic influence 3 - Connections to current events to create relevancy 4 - Expansion of the United States' influence and response to others 5 - Managing internal conflict	
	11.11b <ul style="list-style-type: none"> <li>• Reactions to the September 11, 2001, attacks, including responses of the American public, and security vs. nationalism.</li> <li>• Evaluate the USA PATRIOT Act, including constitutional issues raised about the violation of civil liberties by the federal government’s electronic surveillance programs.</li> </ul>	<b>Essential Learning Skills</b>	
	11.11c <ul style="list-style-type: none"> <li>• Examine the positive and negative consequences of globalization in relation to the United States economy.</li> <li>• Investigate the role of multinational corporations and their influence on both the United States economy and on other countries around the world.</li> <li>• Examine the economic relationship and the strategic rivalry between the United States and China.</li> </ul>	1 - Analyze text or data strategically for: understanding, connections, structures, essential information, and annotation 2 - Develop an argument or claim and support it with details and evidence 3 - Develop, use, and align common language in Vocabulary 4 - Organize information/See relationships, patterns/Use Models of Organization/Plan 6 - Make inferences and predictions/Summarize 7 - Identify main idea, theme, key phrases and issues 8 - Evaluate and Synthesize multiple sources of Information/Research 9 - Apply background and content knowledge to skills/Demonstrate 10 - Think critically and creatively/Strategize/Problem Solve (multi-step)	
<b>Core Vocabulary</b> Persian Gulf War, Iraq, Kuwait, Bosnia, Rwanda, Kosovo, Vietnam Syndrome, War on Terror, USA Patriot Act, globalization, Strategic rivalry, multinational Corporations		<b>Check-In</b> <ul style="list-style-type: none"> <li>• Bell Ringer</li> <li>• Completion of daily activities in packets</li> <li>• 2-week multiple choice practice check-in</li> <li>• Unit Assessment</li> </ul>	<b>Resources Required</b> <i>ss-framework-9-12</i> <i>Americans Text</i> <i>Materials on Schoology</i>