



US History L2 Unit 1 - A Panorama of American Eras

Unit Focus

The 11th Grade United States History course will allow for students to focus on the major themes of equality, economics, and foreign policy to help drive and define the Nation's history in the 20th and 21st centuries. This introductory "launch" unit focuses students on many of the reading, research, writing, and historical thinking skills being applied throughout the course. Throughout the two trimesters, using a "workshop-style" model, students will have several days each unit to work with their peers and the instructor as they build a culminating opinion/argumentative research paper and performance-based project in the final unit of the course. Designated activities will also be dedicated to an application of these skills and reflection on the process. In addition, a focus on inquiry, research, sourcing, and communication skills will also be assessed as students will be required in subsequent units to participate in classroom discourse as they challenge their peers' thinking.

Specifically, this initial unit also includes a foundational "panoramic" analysis of American history based on an arrangement of chrono-thematic eras from the nation's founding through the modern day. Students will trace and analyze key events, statistics, and development of ideas/innovation over eras to both determine patterns and inspire research topic selection. Workshop sessions and deeper exploration of historical eras in American history help the students build the foundations of research and opinion/argumentative writing. An end of unit performance allows students to create an informative visualization of a significant era in American history which will be referenced by the class throughout the course.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>Common Core Standards <i>History/Social Studies : 11</i> 919804 Reading History 919805 Key Ideas and Details CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>• CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>919819 Writing History & Science 919820 Text Types and Purposes CCSS.ELA-LITERACY.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>• CCSS.ELA-LITERACY.WHST.11-12.2A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables),</p>	T1 Trace key events, statistics, and development of ideas/innovations over time to determine patterns (<i>Analyzing, Synthesizing</i>)		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	U1 (SS.D1.U.31) Historians and social scientists work to explain what happened and its significance through a continuous process of questioning, research, analysis, and interpretation.	Q1 (SS.D1.EQ.46) How do I investigate/figure out what happened or what might happen and its significance? Q2 (SS.H.EQ.25) How do historians use historical context to impact understanding of events?	
	U2 (SS.H.U.15) Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts.	Q3 (SS.D3.EQ.53) Whose story is this? Who is being left out? How do I seek out the whole story?	
	ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE	SKILLS		
K1 Significant, chronologically-based eras throughout United States history	S1 explaining how questions reflect enduring issues S2 explaining interpretations and applications of disciplinary		

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

and multimedia when useful to aiding comprehension.
919833 Production and Distribution of Writing

- CCSS.ELA-LITERACY.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Performance Standards
Social Studies : 11
1011233 DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY

- INQ.9--12.1 Explain how a question reflects an enduring issue in the field.
- INQ.9--12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

1011239 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS
1011283 History

- HIST.9--12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST.9--12.14 Analyze multiple and complex causes and effects of events in the past.
- HIST.9--12.2 Analyze change and continuity in historical eras.
- HIST.9--12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

Student Growth and Development 21st Century Capacities Matrix
Critical Thinking

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.
- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.

K2 The themes of equality, economics, and foreign policy as significant themes in United States history

K3 The elements of culture

K4 Historical thinking skills (reading, research/sourcing, and writing)

K5 Vocabulary: Americanism, historical era, equality, economics, foreign policy, culture, sourcing, contextualizing, corroborating, close reading

concepts associated with compelling questions

S3 evaluating historical events

S4 analyzing historical eras and factors that influenced individual perspectives

S5 analyzing cause and effect

S6 determining central ideas or information from sources

S7 providing an accurate summary of the relationship between key details and ideas

S8 introducing a topic and organizing complex ideas

S9 producing clear and coherent writing