

UNIT TITLE & QUESTIONS & TOPICS	ACADEMIC SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CRSE ALIGNMENT	CONTENT STANDARDS
<p>UNIT 1 September</p> <p>TITLE: Colonial Foundations</p> <p>ESSENTIAL QUESTION: What forces shaped the British colonies of North America?</p> <p>SUPPORTING QUESTIONS: 1. What role did Geography play in shaping early American settlements? 2. To what extent did European colonization impact the native peoples of North America? 3. What factors caused political, social and economic</p>	<p>RGHS Focus Skills</p> <p>Students will read, annotate, analyze, and interpret multiple text-based primary & secondary source documents, summarizing the authors central idea or claim of each document (Reading Comprehension)</p> <p>Students will identify sourcing and reliability of primary & secondary source documents by examining strengths & weaknesses and potential biases (Document Analysis)</p> <p>Students will read, annotate, analyze, and interpret visual images, maps, charts, graphs, and compare evidence to establish historical and/or geographic connections and significance (Document Analysis)</p> <p>Students will write argumentative and/or claim based paragraphs/essays using evidence and reasoning from selected primary & secondary sources to support claims and are structured with logical organization and analysis</p>	<p>Selected Texts from NYCDOE</p> <ul style="list-style-type: none"> - ushistory.newvisions.org - www.weteachnyc.org <p>Selected Materials from Outside Sources</p> <ul style="list-style-type: none"> -History.com -Topics history.com -National geographic - teacher resources nationalgeographic.org -Library of Congress https://www.loc.gov/ -UH DigitalHistory http://www.digitalhistory.uh.edu -Social History for every classroom- Resources for teachers https://shec.ashp.cuny.edu/ -Stanford History Education Group https://sheg.stanford.edu/ -PBS 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> - Primary & Secondary Source guided worksheets - Image/maps/charts /& graphs guided worksheets -Jigsaw and/or graphic Organizer worksheets -Exit ticket responses -Whole class and/or small group discussions -Individual and/or peer reviewed activity worksheets based on a rubric <p>SUMMATIVE:</p> <ul style="list-style-type: none"> -Traditional and/or new Stimulus based multiple choice questions. 	<p>-Students will collaborate with peers to engage in deep meaningful discussions based around content and answer complex questions collaboratively.</p> <p>-Students will work collaboratively toward goals and hold each other accountable in supportive ways</p> <p>(Student facilitator strategy)</p> <p>(Jigsaw discussion strategy)</p> <p>("How do you know"</p>	<p>NEW YORK STATE SOCIAL STUDIES FRAMEWORK & STANDARDS</p> <p>11.1a Contact between Native American* groups and Europeans occurred through cultural exchanges, resistance efforts, and conflict</p> <p>11.1b A number of factors influenced colonial economic development, social structures, and labor systems, causing variation by region.</p> <p>11.1c Colonial political developments were influenced by British political traditions,</p>

<p>differences among the colonies?</p> <p>4. What caused the colonists from different states to unite against the French and Native Americans?</p> <p>TOPICS:</p> <p>1.North American Geography</p> <p>2.The impact of European Colonization on Native American peoples</p> <p>3.Colonial America</p> <p>4.French and Indian War</p>	<p>(Written Expression)</p>	<p><i>pbs.org</i></p> <p>-The Nystrom Education Atlas of the United States History (2014)</p>	<p>-Document based questions</p> <p>-Document based essay</p> <p><i>(New Regents Framework NYS)</i></p>	<p>question strategy)</p>	<p>Enlightenment ideas, and the colonial experience. Self-governing structures were common, and yet varied across the colonies.</p>
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<p>UNIT 2 October</p> <p>TITLE: American Revolution & Constitution</p> <p>ESSENTIAL QUESTION: How do challenges lead or force people to change?</p> <p>SUPPORTING QUESTIONS: 1. What were the causes & effects of the American revolution?</p>	<p>RGHS Focus Skills</p> <p>Students will read, annotate, analyze, and interpret multiple text-based primary & secondary source documents, summarizing the authors central idea or claim of each document (Reading Comprehension)</p> <p>Students will identify sourcing and reliability of primary & secondary source documents by examining strengths & weaknesses and potential biases (Document Analysis)</p> <p>Students will read, annotate, analyze, and interpret visual images, maps, charts, graphs, and compare evidence to establish historical and/or geographic connections and significance (Document Analysis)</p>	<p>Selected Texts from NYCDOE</p> <p>- ushistory.newvisions.org</p> <p>- www.weteachnyc.org</p> <p>Selected Materials from Outside Sources</p> <p>-History.com -Topics history.com</p> <p>-National geographic - teacher resources nationalgeographic.org</p> <p>-Library of Congress https://www.loc.gov/</p> <p>-UH DigitalHistory</p>	<p>FORMATIVE:</p> <p>-Primary & Secondary Source guided worksheets</p> <p>- Image/maps/charts /& graphs guided worksheets</p> <p>-Jigsaw and/or graphic Organizer worksheets</p> <p>-Exit ticket responses</p> <p>-Whole class and/or small group discussions</p>	<p>-Students will collaborate with peers to engage in deep meaningful discussions based around content and answer complex questions collaboratively.</p> <p>-Students will work collaboratively toward goals and hold each other</p>	<p>NEW YORK STATE SOCIAL STUDIES FRAMEWORK & STANDARDS</p> <p>11.2a Following the French and Indian War, the British government attempted to gain greater political and economic control over the colonies. Colonists resisted these efforts, leading to increasing tensions between the</p>

<p>2. How does federalism shape American society?</p> <p>3. What are the basic components of the US Federal Government?</p> <p>4. How did the Washington presidency help establish the groundwork for the executive office?</p> <p>TOPICS:</p> <ol style="list-style-type: none"> 1. Impact of French & Indian War (causes) 2. Declaration of Independence 3. Revolutionary War 4. Constitutional Convention & US Constitution 5. GW Presidency 	<p>Students will write argumentative and/or claim based paragraphs/essays using evidence and reasoning from selected primary & secondary sources to support claims and are structured with logical organization and analysis</p> <p>(Written Expression)</p>	<p>http://www.digitalhistory.uh.edu</p> <p>-Social History for every classroom- Resources for teachers https://shec.ashp.cuny.edu/</p> <p>-Stanford History Education Group https://sheg.stanford.edu/</p> <p>-PBS pbs.org</p> <p>-The Nystrom Education Atlas of the United States History (2014)</p>	<p>-Individual and/or peer reviewed activity worksheets based on a rubric</p> <p>SUMMATIVE:</p> <p>-Traditional and/or new Stimulus based multiple choice questions.</p> <p>-Document based questions</p> <p>-Document based essay</p> <p><i>(New Regents Framework NYS)</i></p>	<p>accountable in supportive ways</p> <p>(Student facilitator strategy)</p> <p>(Jigsaw discussion strategy)</p> <p>("How do you know" question strategy)</p>	<p>colonists and the British government.</p> <p>11.2b Failed attempts to mitigate the conflicts between the British government and the colonists led the colonists to declare independence, which they eventually won through the Revolutionary War, which affected individuals in different ways.</p> <p>11.2c Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led</p>
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					<p>the Federalists to agree to add a bill of rights to the Constitution.</p> <p>11.2d Under the new Constitution, the young nation sought to achieve national security and political stability, as the three branches of government established their relationships with each other and the states.</p>
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<p>UNIT 3 November</p> <p>TITLE: Expansion, Nationalism, Sectionalism</p> <p>ESSENTIAL QUESTION: What events and forces shaped the evolution of the American identity?</p> <p>SUPPORTING QUESTIONS:</p> <p>1. How did America change socially, politically, and economically between 1800 and 1820?</p> <p>2. Why did feelings of sectionalism arise in America between Northern & Southern States 1820 - 1865?</p>	<p>RCHS Focus Skills</p> <p>Students will read, annotate, analyze, and interpret multiple text-based primary & secondary source documents, summarizing the authors central idea or claim of each document (Reading Comprehension)</p> <p>Students will identify sourcing and reliability of primary & secondary source documents by examining strengths & weaknesses and potential biases (Document Analysis)</p> <p>Students will read, annotate, analyze, and interpret visual images, maps, charts, graphs, and compare evidence to establish historical and/or geographic connections and significance (Document Analysis)</p> <p>Students will write argumentative and/or claim based paragraphs/essays using evidence and reasoning from selected primary & secondary sources to support claims and are structured with logical organization and analysis (Written Expression)</p>	<p>Selected Texts from NYCDOE</p> <p>- ushistory.newvisions.org</p> <p>- www.weteachnyc.org</p> <p>Selected Materials from Outside Sources</p> <p>-History.com -Topics history.com</p> <p>-National geographic - teacher resources nationalgeographic.org</p> <p>-Library of Congress https://www.loc.gov/</p> <p>-UH DigitalHistory http://www.digitalhistory.uh.edu</p> <p>-Social History for every classroom- Resources for teachers https://shec.ashp.cuny.edu/</p> <p>-Stanford History Education Group https://sheg.stanford.edu/</p> <p>-PBS pbs.org</p> <p>-The Nystrom Education Atlas of the United States History (2014)</p>	<p>FORMATIVE:</p> <p>-Primary & Secondary Source guided worksheets</p> <p>- Image/maps/charts /& graphs guided worksheets</p> <p>-Jigsaw and/or graphic Organizer worksheets</p> <p>-Exit ticket responses</p> <p>-Whole class and/or small group discussions</p> <p>-Individual and/or peer reviewed activity worksheets based on a rubric</p> <p>SUMMATIVE:</p> <p>-Traditional and/or new Stimulus based multiple choice questions.</p> <p>-Document based questions</p> <p>-Document based essay</p>	<p>-Students will collaborate with peers to engage in deep meaningful discussions based around content and answer complex questions collaboratively.</p> <p>-Students will work collaboratively toward goals and hold each other accountable in supportive ways</p> <p>(Student facilitator strategy)</p> <p>(Jigsaw discussion strategy)</p> <p>("How do you know" question strategy)</p>	<p>NEW YORK STATE SOCIAL STUDIES FRAMEWORK & STANDARDS</p> <p>11.3a American nationalism was both strengthened and challenged by territorial expansion and economic growth.</p> <p>11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.</p> <p>11.3c Long-standing disputes over States rights and slavery and the secession of Southern states from the Union, sparked by the election of Abraham Lincoln, led to the Civil War. After the issuance of the</p>
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<p>3. What were the causes of the Civil War?</p> <p>TOPICS:</p> <ol style="list-style-type: none">1. Adams & Jefferson Presidencies2. Marshall Court & Strengthening of Fed Government3. Westward Expansion- Manifest Destiny & Nationalism4. Jacksonian Democracy5. Slavery & The Abolition movement6. Sectionalism			<p><i>(New Regents Framework NYS)</i></p>		<p>Emancipation Proclamation, freeing the slaves became a major Union goal. The Civil War resulted in tremendous human loss and physical destruction.</p>
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<p>UNIT 4 November-December</p> <p>TITLE: Reconstruction</p> <p>ESSENTIAL QUESTION: Is there one American Experience?</p> <p>SUPPORTING QUESTIONS: 1. What was the social, political, and economic impact of reconstruction? 2. What were the social, political, and economic</p>	<p><u>RGHS Focus Skills</u></p> <p>Students will read, annotate, analyze, and interpret multiple text-based primary & secondary source documents, summarizing the authors central idea or claim of each document (Reading Comprehension)</p> <p>Students will identify sourcing and reliability of primary & secondary source documents by examining strengths & weaknesses and potential biases (Document Analysis)</p> <p>Students will read, annotate, analyze, and interpret visual images, maps, charts, graphs, and compare evidence to establish historical and/or geographic connections and significance (Document Analysis)</p>	<p><u>Selected Texts from NYCDOE</u></p> <p>- ushistory.newvisions.org</p> <p>- www.weteachnyc.org</p> <p><u>Selected Materials from Outside Sources</u></p> <p>-History.com -Topics history.com</p> <p>-National geographic - teacher resources nationalgeographic.org</p> <p>-Library of Congress https://www.loc.gov/</p> <p>-UH DigitalHistory http://www.digitalhistory.uh.edu</p>	<p>FORMATIVE:</p> <p>- Primary & Secondary Source guided worksheets</p> <p>- Image/maps/charts /& graphs guided worksheets</p> <p>-Jigsaw and/or graphic Organizer worksheets</p> <p>-Exit ticket responses</p> <p>-Whole class and/or small group discussions</p> <p>-Individual and/or peer reviewed activity worksheets based on a rubric</p>	<p>-Students will collaborate with peers to engage in deep meaningful discussions based around content and answer complex questions collaboratively.</p> <p>-Students will work collaboratively toward goals and hold each other accountable in supportive ways</p>	<p><u>NEW YORK STATE SOCIAL STUDIES FRAMEWORK & STANDARDS</u></p> <p>11.4a Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.</p> <p>11.4b The 14th and 15th amendments failed to address the rights of women.</p>

<p>impacts of manifest destiny?</p> <p>TOPICS:</p> <ol style="list-style-type: none"> 1. Reconstruction 2. 13/14/15th Amendments 3. Southern response to reconstruction 3. African Americans & Jim Crow 4. Women's rights movement 5. Social, Political, and Economic impacts of westward expansion and the transcontinental Railroad. 	<p>Students will write argumentative and/or claim based paragraphs/essays using evidence and reasoning from selected primary & secondary sources to support claims and are structured with logical organization and analysis (Written Expression)</p>	<p>-Social History for every classroom- Resources for teachers https://shec.ashp.cuny.edu/</p> <p>-Stanford History Education Group https://sheg.stanford.edu/</p> <p>-PBS pbs.org</p> <p>-The Nystrom Education Atlas of the United States History (2014)</p>	<p>SUMMATIVE:</p> <p>-Traditional and/or new Stimulus based multiple choice questions.</p> <p>-Document based questions</p> <p>-Document based essay</p> <p><i>(New Regents Framework NYS)</i></p>	<p>(Student facilitator strategy)</p> <p>(Jigsaw discussion strategy)</p> <p>("How do you know" question strategy)</p>	<p>11.4c Federal policies regarding westward expansion had positive effects on the national economy but negative consequences for Native Americans.</p> <p>11.4d Racial and economic motives contributed to long-standing discrimination and opposition to Chinese immigration.</p>
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<p>UNIT 5 December</p> <p>TITLE: Gilded Age- Progressive Era</p> <p>ESSENTIAL QUESTION: How do people affect change in society?</p> <p>SUPPORTING QUESTIONS: 1. How did rapid growth in industrialization, urbanization, and</p>	<p>RCHS Focus Skills</p> <p>Students will read, annotate, analyze, and interpret multiple text-based primary & secondary source documents, summarizing the authors central idea or claim of each document (Reading Comprehension)</p> <p>Students will identify sourcing and reliability of primary & secondary source documents by examining strengths & weaknesses and potential biases (Document Analysis)</p>	<p>Selected Texts from NYCDOE</p> <p>-ushistory.newvisions.org</p> <p>-www.weteachnyc.org</p> <p>Selected Materials from Outside Sources</p> <p>-History.com -Topics history.com</p> <p>-National geographic - teacher resources nationalgeographic.org</p> <p>-Library of Congress https://www.loc.gov/</p> <p>-UH DigitalHistory</p>	<p>FORMATIVE:</p> <p>- Primary & Secondary Source guided worksheets</p> <p>-Image/maps/charts/& graphs guided worksheets</p> <p>-Jigsaw and/or graphic Organizer worksheets</p> <p>-Exit ticket responses</p> <p>-Whole class and/or small group discussions</p> <p>-Individual and/or peer reviewed activity worksheets based on a rubric</p>	<p>-Students will collaborate with peers to engage in deep meaningful discussions based around content and answer complex questions collaboratively.</p> <p>-Students will work collaboratively toward goals and</p>	<p>NEW YORK STATE SOCIAL STUDIES FRAMEWORK & STANDARDS</p> <p>11.5a New technologies and economic models created rapid industrial growth and transformed the United States.</p> <p>11.5b Rapid industrialization and urbanization created significant challenges and societal</p>

<p>immigration lead to changes in American society?</p> <p>2. To what extent did progressive era social, political, and economic reforms shape American society?</p> <p>TOPICS: 1. Industrialization, immigration & Urbanization 2. Labor rights movement 3. Social, economic, and political reform 4. Women's suffrage movement</p>	<p>Students will read, annotate, analyze, and interpret visual images, maps, charts, graphs, and compare evidence to establish historical and/or geographic connections and significance (Document Analysis)</p> <p>Students will write argumentative and/or claim based paragraphs/essays using evidence and reasoning from selected primary & secondary sources to support claims and are structured with logical organization and analysis (Written Expression)</p>	<p>http://www.digitalhistory.uh.edu</p> <p>-Social History for every classroom- Resources for teachers https://shec.ashp.cuny.edu/</p> <p>-Stanford History Education Group https://sheg.stanford.edu/</p> <p>-PBS pbs.org</p> <p>-The Nystrom Education Atlas of the United States History (2014)</p>	<p>SUMMATIVE:</p> <p>-Traditional and/or new Stimulus based multiple choice questions.</p> <p>-Document based questions</p> <p>-Document based essay</p> <p><i>(New Regents Framework NYS)</i></p>	<p>hold each other accountable in supportive ways</p> <p>(Student facilitator strategy)</p> <p>(Jigsaw discussion strategy)</p> <p>("How do you know" question strategy)</p>	<p>problems that were addressed by a variety of reform efforts</p>
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<p>UNIT 6 January</p> <p>TITLE: Rise of American Power and WWI</p> <p>ESSENTIAL QUESTION: What motivations and intentions shape foreign affairs?</p>	<p><u>RGHS Focus Skills</u></p> <p>Students will read, annotate, analyze, and interpret multiple text-based primary & secondary source documents, summarizing the authors central idea or claim of each document (Reading Comprehension)</p> <p>Students will identify sourcing and reliability of primary & secondary source documents by examining strengths & weaknesses and potential biases (Document Analysis)</p>	<p><u>Selected Texts from NYCDOE</u></p> <p>-ushistory.newvisions.org</p> <p>-www.weteachnyc.org</p> <p><u>Selected Materials from Outside Sources</u></p> <p>-History.com -Topics <i>history.com</i></p> <p>-National geographic - teacher resources <i>nationalgeographic.org</i></p> <p>-Library of Congress <i>https://www.loc.gov/</i></p> <p>-UH DigitalHistory</p>	<p><u>FORMATIVE:</u></p> <p>- Primary & Secondary Source guided worksheets</p> <p>- Image/maps/charts/& graphs guided worksheets</p> <p>-Jigsaw and/or graphic Organizer worksheets</p> <p>-Exit ticket responses</p> <p>-Whole class and/or small group discussions</p> <p>-Individual and/or</p>	<p>-Students will collaborate with peers to engage in deep meaningful discussions based around content and answer complex questions collaboratively.</p> <p>-Students will work collaborative</p>	<p>NEW YORK STATE SOCIAL STUDIES FRAMEWORK</p> <p>11.6a In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States' role in the world.</p> <p>11.6b While the United States attempted to follow its traditional policy of neutrality at the beginning of</p>

<p>SUPPORTING QUESTIONS:</p> <p>1. Why did the United States take on a more active role as a world leader in the early 1900's?</p> <p>2. To what extent did World War I affect American society socially, politically, and economically?</p> <p>TOPICS:</p> <p>1. Spanish American War 2. Roosevelt Corollary 3. America as a global leader 4. American Imperialism 5. American Neutrality in WWI 6. World War I & the United States 7. Homefront during the war</p>	<p>Students will read, annotate, analyze, and interpret visual images, maps, charts, graphs, and compare evidence to establish historical and/or geographic connections and significance (Document Analysis)</p> <p>Students will write argumentative and/or claim based paragraphs/essays using evidence and reasoning from selected primary & secondary sources to support claims and are structured with logical organization and analysis (Written Expression)</p>	<p>http://www.digitalhistory.uh.edu</p> <p>-Social History for every classroom- Resources for teachers https://shec.ashp.cuny.edu/</p> <p>-Stanford History Education Group https://sheg.stanford.edu/</p> <p>-PBS pbs.org</p> <p>-The Nystrom Education Atlas of the United States History (2014)</p>	<p>peer reviewed activity worksheets based on a rubric</p> <p>SUMMATIVE:</p> <p>-Traditional and/or new Stimulus based multiple choice questions.</p> <p>-Document based questions</p> <p>-Document based essay</p> <p><i>(New Regents Framework NYS)</i></p>	<p>ly toward goals and hold each other accountable in supportive ways</p> <p>(Student facilitator strategy)</p> <p>(Jigsaw discussion strategy)</p> <p>("How do you know" question strategy)</p>	<p>World War I, the nation eventually became involved in the war. President Woodrow Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points.</p> <p>11.6c World War I had important social, political, and economic effects on American society. Students will investigate the effects of mobilization on the United States economy, including the role and contributions of women and African Americans in the war effort. Students will investigate the causes and effects of the Great Migration on American society. Students will examine the Supreme Court decision</p>
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					concerning civil liberties in Schenck v. United States (1919). Students will examine the relationship between postwar recession, fear of radicals, xenophobia, and the Red Scare (1919–1921).
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<p>UNIT 7 January-February</p> <p>TITLE: Prosperity and Depression</p> <p>ESSENTIAL QUESTION: To what extent does the American economy shape the American Experience?</p> <p>SUPPORTING QUESTIONS: 1. How did the American economy and American culture change in the 1920's and 1930's? 2. What were the causes and effects of the Great Depression?</p> <p>TOPICS: 1. 1920's & Economic Prosperity</p>	<p><u>RCHS Focus Skills</u></p> <p>Students will read, annotate, analyze, and interpret multiple text-based primary & secondary source documents, summarizing the authors central idea or claim of each document (Reading Comprehension)</p> <p>Students will identify sourcing and reliability of primary & secondary source documents by examining strengths & weaknesses and potential biases (Document Analysis)</p> <p>Students will read, annotate, analyze, and interpret visual images, maps, charts, graphs, and compare evidence to establish historical and/or geographic connections and significance (Document Analysis)</p> <p>Students will write argumentative and/or claim based paragraphs/essays using evidence and reasoning from selected primary & secondary sources to support claims and are structured with logical organization and analysis (Written Expression)</p>	<p><u>Selected Texts from NYCDOE</u></p> <p>-ushistory.newvisions.org</p> <p>-www.weteachnyc.org</p> <p><u>Selected Materials from Outside Sources</u></p> <p>-History.com -Topics history.com</p> <p>-National geographic - teacher resources nationalgeographic.org</p> <p>-Library of Congress https://www.loc.gov/</p> <p>-UH DigitalHistory http://www.digitalhistory.uh.edu</p> <p>-Social History for every classroom- Resources for teachers https://shec.ashp.cuny.edu/</p> <p>-Stanford History Education Group https://sheg.stanford.edu/</p> <p>-PBS pbs.org</p> <p>-The Nystrom Education Atlas of the United States History (2014)</p>	<p><u>FORMATIVE:</u></p> <p>- Primary & Secondary Source guided worksheets</p> <p>- Image/maps/charts/ & graphs guided worksheets</p> <p>-Jigsaw and/or graphic Organizer worksheets</p> <p>-Exit ticket responses</p> <p>-Whole class and/or small group discussions</p> <p>-Individual and/or peer reviewed activity worksheets based on a rubric</p> <p><u>SUMMATIVE:</u></p> <p>-Traditional and/or new Stimulus based multiple choice questions.</p> <p>-Document based questions</p> <p>-Document based essay</p>	<p>In this unit, students will:</p> <p>-Students will collaborate with peers to engage in deep meaningful discussions based around content and answer complex questions collaboratively.</p> <p>-Students will work collaboratively toward goals and hold each other accountable in supportive ways</p> <p>(Student facilitator strategy)</p> <p>(Jigsaw discussion strategy)</p> <p>("How do you know" question strategy)</p>	<p>NEW YORK STATE SOCIAL STUDIES FRAMEWORK</p> <p>11.7a The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values</p> <p>11.7b African Americans continued to struggle for social and economic equality while expanding their own thriving and unique culture. African American cultural achievements were increasingly integrated into national culture.</p> <p>11.7c For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great</p>
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<p>2. Shifts in American cultural values 3. African Americans in the 1920's 4. Economic depression of the 1930's 5. FDR's response to the Great Depression</p>			<p><i>(New Regents Framework NYS)</i></p>	<p>Depression. President Franklin D. Roosevelt's responses to the Great Depression increased the role of the federal government.</p>
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UNIT TITLE & ESSENTIAL QUESTION	UNIT SKILLS & CONTENT	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CRSE ALIGNMENT	NEXT GENERATION/CONTENT STANDARDS
<p>UNIT 8 February-March</p> <p>TITLE: WW2</p> <p>ESSENTIAL QUESTION: How have foreign affairs (WW2) shaped or influenced America abroad and at home?</p> <p>SUPPORTING QUESTIONS: 1. How did US participation in WW2 shape the role of the United States in the modern world? 2. How did US participation in WW2 affect the American economy & society?</p> <p>TOPICS:</p>	<p>RGHS Focus Skills</p> <p>Students will read, annotate, analyze, and interpret multiple text-based primary & secondary source documents, summarizing the authors central idea or claim of each document (Reading Comprehension)</p> <p>Students will identify sourcing and reliability of primary & secondary source documents by examining strengths & weaknesses and potential biases (Document Analysis)</p> <p>Students will read, annotate, analyze, and interpret visual images, maps, charts, graphs, and compare evidence to establish historical and/or geographic connections and significance (Document Analysis)</p> <p>Students will write argumentative and/or claim based paragraphs/essays using</p>	<p>Selected Texts from NYCDOE</p> <p>-ushistory.newvisions.org</p> <p>-www.weteachnyc.org</p> <p>Selected Materials from Outside Sources</p> <p>-History.com -Topics history.com</p> <p>-National geographic - teacher resources nationalgeographic.org</p> <p>-Library of Congress https://www.loc.gov/</p> <p>-UH DigitalHistory http://www.digitalhistory.uh.edu</p> <p>-Social History for every classroom- Resources for teachers https://shc.ashp.cuny.edu/</p> <p>-Stanford History Education Group https://sheg.stanford.edu/</p> <p>-PBS pbs.org</p> <p>-The Nystrom Education</p>	<p>FORMATIVE:</p> <p>- Primary & Secondary Source guided worksheets</p> <p>- Image/maps/charts /& graphs guided worksheets</p> <p>-Jigsaw and/or graphic Organizer worksheets</p> <p>-Exit ticket responses</p> <p>-Whole class and/or small group discussions</p> <p>-Individual and/or peer reviewed activity worksheets based on a rubric</p> <p>SUMMATIVE:</p> <p>-Traditional and/or new Stimulus based multiple choice questions.</p>	<p>In this unit, students will:</p> <p>-Students will collaborate with peers to engage in deep meaningful discussions based around content and answer complex questions collaboratively.</p> <p>-Students will work collaboratively toward goals and hold each other accountable in supportive ways</p> <p>(Student facilitator strategy)</p> <p>(Jigsaw discussion strategy)</p>	<p>NEW YORK STATE SOCIAL STUDIES FRAMEWORK</p> <p>11.8a As situations overseas deteriorated, President Roosevelt's leadership helped to move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war</p> <p>11.8b United States entry into World War II had a significant impact on American society</p> <p>11.8c In response to World War II and the Holocaust, the United States played a major role in efforts to prevent such human suffering in the future.</p>

<p>1. World War 2 in Europe 2. American Neutrality in WWII 3. US participation in WWII 4. Homefront during the war 5. Japanese internment during WWII 6. FDR's leadership during WWII</p>	<p>evidence and reasoning from selected primary & secondary sources to support claims and are structured with logical organization and analysis (Written Expression)</p>	<p>Atlas of the United States History (2014)</p>	<p>-Document based questions -Document based essay <i>(New Regents Framework NYS)</i></p>	<p>("How do you know" question strategy)</p>	
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UNIT TITLE & ESSENTIAL QUESTION	UNIT SKILLS & CONTENT	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CRSE ALIGNMENT	NEXT GENERATION/CONTENT STANDARDS
<p>UNIT 9 April</p> <p>TITLE: Cold War</p> <p>ESSENTIAL QUESTION: How have foreign affairs/struggles shaped or influenced modern American society?</p> <p>SUPPORTING QUESTIONS: 1. What were the causes and effects of the Cold War? 2. How did the Cold War impact American foreign and</p>	<p>RCHS Focus Skills</p> <p>Students will read, annotate, analyze, and interpret multiple text-based primary & secondary source documents, summarizing the authors central idea or claim of each document (Reading Comprehension)</p> <p>Students will identify sourcing and reliability of primary & secondary source documents by examining strengths & weaknesses and potential biases (Document Analysis)</p> <p>Students will read, annotate, analyze, and interpret visual images, maps, charts, graphs, and compare evidence to establish historical and/or geographic connections and significance (Document Analysis)</p> <p>Students will write</p>	<p>Selected Texts from NYCDOE</p> <p>-ushistory.newvisions.org</p> <p>-www.weteachnyc.org</p> <p>Selected Materials from Outside Sources</p> <p>-History.com -Topics history.com</p> <p>-National geographic - teacher resources nationalgeographic.org</p> <p>-Library of Congress https://www.loc.gov/</p> <p>-UH DigitalHistory http://www.digitalhistory.uh.edu</p> <p>-Social History for every classroom- Resources for teachers https://shec.ashp.cuny.edu/</p> <p>-Stanford History Education Group https://sheg.stanford.edu/</p> <p>-PBS</p>	<p>FORMATIVE:</p> <p>- Primary & Secondary Source guided worksheets</p> <p>-Image/maps/charts/& graphs guided worksheets</p> <p>-Jigsaw and/or graphic Organizer worksheets</p> <p>-Exit ticket responses</p> <p>-Whole class and/or small group discussions</p> <p>-Individual and/or peer reviewed activity worksheets based on a rubric</p> <p>SUMMATIVE:</p> <p>-Traditional and/or new Stimulus based multiple choice questions.</p> <p>-Document based</p>	<p>In this unit, students will:</p> <p>-Students will collaborate with peers to engage in deep meaningful discussions based around content and answer complex questions collaboratively.</p> <p>-Students will work collaboratively toward goals and hold each other accountable in supportive ways</p>	<p>NEW YORK STATE SOCIAL STUDIES FRAMEWORK</p> <p>11.9a After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment</p> <p>11.9b The United States and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited the arms buildup and improved United States-Soviet relations.</p> <p>11.9c American strategic interests in the Middle East</p>

<p>domestic policy?</p> <p>TOPICS: 1.Cold War events from 1945 - 1980 2. Impact of the Cold War on the United States 3. Cuban Missile Crisis 4. Space Race 5. Vietnam War 6. Truman, Eisenhower, Kennedy, and Nixon presidencies</p>	<p>argumentative and/or claim based paragraphs/essays using evidence and reasoning from selected primary & secondary sources to support claims and are structured with logical organization and analysis (Written Expression)</p>	<p><i>pbs.org</i></p> <p>-The Nystrom Education Atlas of the United States History (2014)</p>	<p>questions</p> <p>-Document based essay</p> <p><i>(New Regents Framework NYS)</i></p>	<p>(Student facilitator strategy)</p> <p>(Jigsaw discussion strategy)</p> <p>("How do you know" question strategy)</p>	<p>grew with the Cold War, the creation of the State of Israel, and the increased United States dependence on Middle Eastern oil. The continuing nature of the Arab-Israeli dispute has helped to define the contours of American policy in the Middle East.</p> <p>11.9d A combination of factors contributed to the end of the Cold War, including American policies and Soviet economic and political problems that led to the loss of Soviet control over Eastern Europe</p>
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UNIT TITLE & ESSENTIAL QUESTION	UNIT SKILLS & CONTENT	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CRSE ALIGNMENT	NEXT GENERATION/CONTENT STANDARDS
<p>UNIT 10 May</p> <p>TITLE: Domestic Change</p> <p>ESSENTIAL QUESTION: Does America live up to its founding ideals?</p>	<p><u>RCHS Focus Skills</u></p> <p>Students will read, annotate, analyze, and interpret multiple text-based primary & secondary source documents, summarizing the authors central idea or claim of each document (Reading Comprehension)</p> <p>Students will identify sourcing and reliability of primary & secondary source documents by</p>	<p><u>Selected Texts from NYCDOE</u></p> <p>-ushistory.newvisions.org</p> <p>-www.weteachnyc.org</p> <p><u>Selected Materials from Outside Sources</u></p> <p>-History.com -Topics history.com</p> <p>-National geographic - teacher resources nationalgeographic.org</p>	<p><u>FORMATIVE:</u></p> <p>- Primary & Secondary Source guided worksheets</p> <p>-Image/maps/charts/& graphs guided worksheets</p> <p>-Jigsaw and/or graphic Organizer worksheets</p> <p>-Exit ticket responses</p> <p>-Whole class and/or</p>	<p>In this unit, students will:</p> <p>-Students will collaborate with peers to engage in deep meaningful discussions based around content and answer complex</p>	<p>NEW YORK STATE SOCIAL STUDIES FRAMEWORK</p> <p>11.10a After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to</p>

<p>SUPPORTING QUESTIONS: How did the role of the Federal Government in American society evolve from 1945 to the present?</p> <p>To what extent did the Civil Rights movement shape modern American society?</p> <p>TOPICS: 1. Civil Rights Movement 2. Warren Court 3. Social movements in the modern era 4. Federal government & the social safety net 5. Impact of Johnson & Regan on the economy</p>	<p>examining strengths & weaknesses and potential biases (Document Analysis)</p> <p>Students will read, annotate, analyze, and interpret visual images, maps, charts, graphs, and compare evidence to establish historical and/or geographic connections and significance (Document Analysis)</p> <p>Students will write argumentative and/or claim based paragraphs/essays using evidence and reasoning from selected primary & secondary sources to support claims and are structured with logical organization and analysis (Written Expression)</p>	<p>-Library of Congress https://www.loc.gov/</p> <p>-UH DigitalHistory http://www.digitalhistory.uh.edu</p> <p>-Social History for every classroom- Resources for teachers https://shec.ashp.cuny.edu/</p> <p>-Stanford History Education Group https://sheg.stanford.edu/</p> <p>-PBS pbs.org</p> <p>-The Nystrom Education Atlas of the United States History (2014)</p>	<p>small group discussions</p> <p>-Individual and/or peer reviewed activity worksheets based on a rubric</p> <p>SUMMATIVE:</p> <p>-Traditional and/or new Stimulus based multiple choice questions.</p> <p>-Document based questions</p> <p>-Document based essay</p> <p><i>(New Regents Framework NYS)</i></p>	<p>questions collaboratively.</p> <p>-Students will work collaboratively toward goals and hold each other accountable in supportive ways</p> <p>(Student facilitator strategy)</p> <p>(Jigsaw discussion strategy)</p> <p>("How do you know" question strategy)</p>	<p>redefine African American civil rights, though numerous issues remain unresolved.</p> <p>11.10b Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.</p> <p>11.10c Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.</p>
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UNIT TITLE & ESSENTIAL QUESTION	UNIT SKILLS & CONTENT	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CRSE ALIGNMENT	NEXT GENERATION/CONTENT STANDARDS
<p>UNIT 11 May</p> <p>TITLE: Contemporary America</p> <p>ESSENTIAL QUESTION: How has the role of the United States of America as</p>	<p><u>RGHS Focus Skills</u></p> <p>Students will read, annotate, analyze, and interpret multiple text-based primary & secondary source documents, summarizing the authors central idea or claim of each document (Reading Comprehension)</p> <p>Students will identify sourcing and reliability of</p>	<p><u>Selected Texts from NYCDOE</u></p> <p>-<i>ushistory.newvisions.org</i></p> <p>-<i>www.weteachnyc.org</i></p> <p><u>Selected Materials from Outside Sources</u></p> <p>-History.com -Topics history.com</p> <p>-National geographic - teacher resources</p>	<p><u>FORMATIVE:</u></p> <p>- Primary & Secondary Source guided worksheets</p> <p>-Image/maps/charts/& graphs guided worksheets</p> <p>-Jigsaw and/or graphic Organizer worksheets</p> <p>-Exit ticket responses</p> <p>-Whole class and/or</p>	<p>In this unit, students will:</p> <p>-Students will collaborate with peers to engage in deep meaningful discussions based around content and answer</p>	<p>NEW YORK STATE SOCIAL STUDIES FRAMEWORK</p> <p>11.11a The United States created a coalition to defeat Iraq in the Persian Gulf War (1991), but was reluctant to commit American military power through the rest of the decade.</p>

<p>a global leader evolved?</p> <p>SUPPORTING QUESTIONS:</p> <p>1. What are the effects of international conflict, economic competition, and globalization on the USA & American society?</p> <p>TOPICS:</p> <p>1.Persian Gulf War 2. Modern foreign policy 3. War on Terror & Impact on America 4. Globalization & the economy 5. Obama Presidency</p>	<p>primary & secondary source documents by examining strengths & weaknesses and potential biases (Document Analysis)</p> <p>Students will read, annotate, analyze, and interpret visual images, maps, charts, graphs, and compare evidence to establish historical and/or geographic connections and significance (Document Analysis)</p> <p>Students will write argumentative and/or claim based paragraphs/essays using evidence and reasoning from selected primary & secondary sources to support claims and are structured with logical organization and analysis (Written Expression)</p>	<p><i>nationalgeographic.org</i></p> <p>-Library of Congress <i>https://www.loc.gov/</i></p> <p>-UH DigitalHistory <i>http://www.digitalhistory.uh.edu</i></p> <p>-Social History for every classroom- Resources for teachers <i>https://shec.ashp.cuny.edu/</i></p> <p>-Stanford History Education Group <i>https://sheg.stanford.edu/</i></p> <p>-PBS <i>pbs.org</i></p> <p>-The Nystrom Education Atlas of the United States History (2014)</p>	<p>small group discussions</p> <p>-Individual and/or peer reviewed activity worksheets based on a rubric</p> <p>SUMMATIVE:</p> <p>-Traditional and/or new Stimulus based multiple choice questions.</p> <p>-Document based questions</p> <p>-Document based essay</p> <p><i>(New Regents Framework NYS)</i></p>	<p>complex questions collaboratively</p> <p>-Students will work collaboratively toward goals and hold each other accountable in supportive ways</p> <p>(Student facilitator strategy)</p> <p>(Jigsaw discussion strategy)</p> <p>("How do you know" question strategy)</p>	<p>11.11b In response to the terrorist attacks of September 11, 2001, the United States launched the War on Terror, which involved controversial foreign and domestic policies.</p> <p>11.11c Globalization and advances in technology have affected the United States economy and society.</p>
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