

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: U.S. HISTORY

UNIT OF STUDY (1 ST quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Readings, Argumentative Writing, DBQ's, and Research Based Discussions)
Unit #1.a AMERICAN BEGINNINGS	H 2.1 H 3. 16 H 3.17 H 3.24 H 3.22	<i>These first four mini units represent an early U.S. history overview. These topics are addressed in great depth in earlier grades. Teachers should spend no more than</i>	<ul style="list-style-type: none"> To what degree is the government allowed to impose upon individual liberties? How does the legacy of this period affect subsequent generations? 	<ul style="list-style-type: none"> There were major regional differences and ethnic, social and religious diversity in colonial America that led to later conflicts. Ideas that took hold in the Revolution have persistent effects today. 	DBQ Binder: <ul style="list-style-type: none"> How revolutionary was the Revolution? Project Tahoe: <ul style="list-style-type: none"> Understanding Puritanism A Contemporary Look at Puritan America (discussion lesson) The Declaration of Independence vs Common Sense (discussion lesson) SHEG: <ul style="list-style-type: none"> The Declaration of Independence: Why did the Founders write the Declaration of Independence?
Unit #1.b A NEW NATION	H 2.1 H 3.17 H 3.24 H 3.25	<i>6 weeks teaching this overview of the most essential content.</i>	<ul style="list-style-type: none"> What should be the relationship between a government and its people? 	<ul style="list-style-type: none"> Creating the <i>Constitution & Bill of Rights</i> Federalist vs. Anti-Federalists and the emergence of a party system 	DBQ Binder: <ul style="list-style-type: none"> How Democratic was Andrew Jackson? Project Tahoe: C3 Inquiries: <ul style="list-style-type: none"> Did the Constitution Establish a Just Government?

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: U.S. HISTORY

UNIT OF STUDY (1 ST quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Readings, Argumentative Writing, DBQ's, and Research Based Discussions)
Unit #1.c CIVIL WAR & RECON- STRUCTION	H 2.2 H 3.7 H 3.22 H 3.24	<i>These first four mini units represent an early U.S. history overview. These topics are addressed in great depth in earlier grades. Teachers should spend no more than</i>	<ul style="list-style-type: none"> To what degree is the government allowed to impose upon individual liberties? When is conflict justified? 	<ul style="list-style-type: none"> Causes of the Civil War Impacts of the Civil War Impact of Jim Crow The rebuilding of the country socially, politically, economically, and geographically 	DBQ Binder: <ul style="list-style-type: none"> What Caused the Civil War? Project Tahoe: <ul style="list-style-type: none"> The Three C's of Secession (discussion lesson) Lincoln's Second Inaugural Address (close reading) SHEG: <ul style="list-style-type: none"> The Emancipation Proclamation: Who Freed the Slaves? Abraham Lincoln SAC Were African Americans Free During Reconstruction? SAC
Unit #1.d WESTWARD EXPANSION	H 2.3 H 2.4 H 2.7 H 3.22 H 3.25	<i>6 weeks teaching this overview of the most essential content.</i>	<ul style="list-style-type: none"> When is conflict justified? How is society impacted by technology? 	<ul style="list-style-type: none"> Why conflicts occurred between the U.S. and Natives and other countries and how these conflicts were resolved. How the theory of Manifest Destiny impacted Westward movement. How new technologies impacted Westward movement. 	DBQ Binder: <ul style="list-style-type: none"> The California Gold Rush: a Personal Journal How Violent was the Old West? SHEG: <ul style="list-style-type: none"> Manifest Destiny: The Ideology Through Maps C3 Inquiries:

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: U.S. HISTORY

UNIT OF STUDY (2 nd quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Readings, Argumentative Writing, DBQ's, and Research Based Discussions)
Unit #2 INDUSTRIAL- IZATION AND IMMIGRATION	H 1.1 H 1.2 H 1.3 H 1.4 H 1.5 H 1.6 H 1.15 H 1.16 H 2.5 H 3.2 H 3.3 H 3.17 H 3.24	2-3 Weeks	<ul style="list-style-type: none"> • In what ways, is rapid industrialization been a blessing and a curse? • How was society impacted by immigration and industrialization? • To what degree is the government allowed to impose upon individual liberties? 	<ul style="list-style-type: none"> • Legislation limiting immigration and promoting and limited big business • Changing demographic trends • Impact of urbanization 	<p>DBQ Binder:</p> <p>Project Tahoe:</p> <ul style="list-style-type: none"> • 19th & 20th Century Immigration Policy Debate (document analysis and writing exercise) • Wealth and Trade Unions (close reading) <p>SHEG:</p> <ul style="list-style-type: none"> • Chinese Immigration and Exclusion • The Homestead Strike • Albert Parsons SAC • The Pullman Strike <p>C3 Inquiries:</p> <ul style="list-style-type: none"> • Immigration: Is Anything New about Today's Immigration Policy Debate?

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: U.S. HISTORY

UNIT OF STUDY (2 nd quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Readings, Argumentative Writing, DBQ's, and Research Based Discussions)
Unit #3 PROGRESSIVE ERA	H 1.1-1.6 H 3.2 H 3.3 H 3.4 H 3.5	2-3 Weeks	<ul style="list-style-type: none"> • What is the role of government in ensuring equality among its citizens? • What should be the relationship between a government and its people? • In what ways, is rapid industrialization been a blessing and a curse? • How does the legacy of this period affect subsequent generations? 	<ul style="list-style-type: none"> • Legislation of the progressives • Changing role of state and national governments • Lasting impacts of progressive policies 	<p>DBQ Binder:</p> <ul style="list-style-type: none"> • Was Andrew Carnegie a Hero? <p>Project Tahoe:</p> <ul style="list-style-type: none"> • What Are the Three Most Important Issues of the Populist Movement? (DBQ) • Was Theodore Roosevelt deserving of the 1906 Nobel Peace Prize? (DBQ) <p>SHEG:</p> <ul style="list-style-type: none"> • Political Bosses: Were They Corrupt? • Jacob Riis: Analyzing His Photography • Settlement House Movement SAC • Japanese School Segregation in San Francisco • Booker T. Washington v W.E.B. Dubois <p>C3 Inquiries:</p>

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: U.S. HISTORY

UNIT OF STUDY (2 nd quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Readings, Argumentative Writing, DBQ's, and Research Based Discussions).
Unit #4 IMPERIALISM AND WWI	H 2.5-2.8 H 2.21 H 3.24 H 3.25 H 4.1 H 4.11 H 4.12 H 4.14 H 4.16 H 4.22	2-3 Weeks	<ul style="list-style-type: none"> • When is conflict justified? • How does global interdependence impact US political decision making? • To what degree is the government allowed to impose upon individual liberties? 	<ul style="list-style-type: none"> • U.S. imperialist involvement • Causes and effects of WWI • Home front during WWI 	<p>DBQ Binder:</p> <p>Project Tahoe:</p> <ul style="list-style-type: none"> • During National Emergencies what is the appropriate response government should take to maintain peace and safety?(Discussion Lesson) <p>SHEG:</p> <ul style="list-style-type: none"> • Maine Explosion • Spanish-American War • Philippine-American War Political Cartoons • Soldiers in the Philippines • U.S Entry into WWI • Sedition in World War I • League of Nations <p>C3 Inquiries:</p>

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: U.S. HISTORY

UNIT OF STUDY (3 rd quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Readings, Argumentative Writing, DBQ's, and Research Based Discussions)
Unit #5 1920's	H 1.7 H 1.8 H 3.6 H 3.7 H 3.22 H 3.23	1-2 Weeks	<ul style="list-style-type: none"> • How do technological changes impact history? • To what degree is the government allowed to impose upon individual liberties? • How does the legacy of this period affect subsequent generations? 	<ul style="list-style-type: none"> • Women's Suffrage • Red Scare • Boom economy • Culture in the Age of Modernity • Legislation – Prohibition 	<p>DBQ Binder:</p> <p>Project Tahoe:</p> <ul style="list-style-type: none"> • H.L. Mencken- Lost Generation (Close Reading) <p>SHEG:</p> <ul style="list-style-type: none"> • Background on Woman Suffrage • Anti-Suffragists • Chicago Race Riots of 1919 • Prohibition • Marcus Garvey • Palmer Raids • Scopes Trial • Mexican Labor in the 1920s <p>C3 Inquiries:</p>

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: U.S. HISTORY

UNIT OF STUDY (3 rd quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Readings, Argumentative Writing, DBQ's, and Research Based Discussions)
Unit #6 THE GREAT DEPRESSION AND THE NEW DEAL	H 2.9 H 2.10	1-2 Weeks	<ul style="list-style-type: none"> • What should be the relationship between the government and its people? 	<ul style="list-style-type: none"> • Stock Market Crash – Causes • Legislation during the New Deal • The presidency and lasting impact of FDR 	<p>DBQ Binder:</p> <ul style="list-style-type: none"> • What Caused the Great Depression? <p>Project Tahoe:</p> <ul style="list-style-type: none"> • What is the Legacy of the New Deal? (Discussion Lesson) <p>SHEG:</p> <ul style="list-style-type: none"> • Social Security: Revolutionary or Social Appeasement? • New Deal SAC: Was it Successful? • Causes of the Dust Bowl • Zoot Suit Riots: What Caused Them? <p>C3 Inquiries:</p>

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: U.S. HISTORY

UNIT OF STUDY (3 rd quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Readings, Argumentative Writing, DBQ's, and Research Based Discussions)
Unit #8 WWII	H 2.11 H 2.12 H 2.21 H 3.18 H 3.24 H 4.1 H 4.14 H 4.16 H 4.22	2-3 Weeks	<ul style="list-style-type: none"> • Is conflict justified? 	<ul style="list-style-type: none"> • Causes & Impacts • Changes on the home front • European & Pacific Theaters • Impacts of new technologies (including atomic weapons) 	<p>DBQ Binder:</p> <p>Project Tahoe:</p> <ul style="list-style-type: none"> • Was Wartime Mobilization a Success Due to the Use of Propaganda During WWII? (DBQ) • Korematsu v United States (close reading) • Was Dropping the Atomic Bomb on Japan Justified? (discussion lesson) <ul style="list-style-type: none"> ○ Additional Resources • Should Truman Have Dropped the Bomb? (DBQ) <p>SHEG:</p> <ul style="list-style-type: none"> • The Atomic Bomb • Japanese Internment <p>C3 Inquiries:</p> <ul style="list-style-type: none"> • World War II: Why Was the U.S. on the Winning Side of World War II?

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: U.S. HISTORY

UNIT OF STUDY (3 rd quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Readings, Argumentative Writing, DBQ's, and Research Based Discussions)
Unit #9 1950'S COLD WAR	H 2.12-13 H 2.15 H 2.22 H 3.10-12 H 3.16 H 3.22-23 H 4.1-3 H 4.5 H 4.16 - 4.18 H 4.22-23	2-3 Weeks	<ul style="list-style-type: none"> • What should be the relationship between the government and its people? • How does global interdependence impact US political decision making? 	<ul style="list-style-type: none"> • McCarthyism • Policies of containment and resulting conflicts 	<p>DBQ Binder:</p> <p>Project Tahoe:</p> <ul style="list-style-type: none"> • Were the 1950s a decade of social conformity? (DBQ) • Joseph McCarthy and the First Amendment (discussion lesson) • Propaganda and the Cold War (discussion lesson) <p>SHEG:</p> <ul style="list-style-type: none"> • Women in the 1950s • The Cold War • The Cuban Missile Crisis • Korean War • Truman and MacArthur <p>C3 Inquiries:</p>

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: U.S. HISTORY

UNIT OF STUDY (4 th quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Readings, Argumentative Writing, DBQ's, and Research Based Discussions)
Unit #10 1960'S CIVIL RIGHTS	H 2.14 H 3.15 H 3.8-3.10 H 3.13 H 3.19 H 3.22-3.24	3 Weeks	<ul style="list-style-type: none"> • What is the role of government in regards to ensuring equality among its citizens? • What should be the relationship between the government and its people? • What is the impact of media on society? 	<ul style="list-style-type: none"> • Landmark Legislation • Civil Rights Leaders/Organizations • Culture & Counterculture • The role of media in setting the agenda 	<p>DBQ Binder:</p> <ul style="list-style-type: none"> • Why Was the Equal Rights Amendment Defeated? <p>Project Tahoe:</p> <ul style="list-style-type: none"> • Cesar Chavez and the Farm Labor Movement (OUT) • Violent v Non Violent" Which Philosophy made the most sense for America in the 1960s? (DBQ) • African American Struggle for Equality (controversial lesson) <p>SHEG:</p> <ul style="list-style-type: none"> • The Montgomery Bus Boycott • Civil Rights Act of 1964 • The Great Society <p>C3 Inquiries:</p> <ul style="list-style-type: none"> • What made Nonviolent Protest Effective during the Civil Rights Movement?

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: U.S. HISTORY

UNIT OF STUDY (4 th quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Readings, Argumentative Writing, DBQ's, and Research Based Discussions)
Unit #11 VIETNAM	H 2.15 H 3.10 H 3.13 H 3.19 H 3.23-3.25 H 4.3-4.5 H 4.17 H 4.22	2 Weeks	<ul style="list-style-type: none"> • When is conflict justified? • What should be the relationship between the government and its people? • How is society impacted by technology? • To what degree is the government allowed to impose upon individual liberties? 	<ul style="list-style-type: none"> • Causes • Technology of war and media coverage • Impacts/Effects • Home front 	<p>DBQ Binder:</p> <p>Project Tahoe:</p> <ul style="list-style-type: none"> • Gulf of Tonkin (one pager) • Agree or Disagree: The U.S. planned on escalating the conflict in Vietnam prior to the second incident in the Gulf of Tonkin. (DBQ) • What Effect did the Protest Movements of the 1960s have on ending the War in Vietnam? (DBQ) • The Vietnam War and its Impact on American Society (discussion lesson) <p>SHEG:</p> <ul style="list-style-type: none"> • Gulf of Tonkin Resolution • Anti-Vietnam War Movement <p>C3 Inquiries:</p>

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: U.S. HISTORY

UNIT OF STUDY (4 th quarter cont.)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Readings, Argumentative Writing, DBQ's, and Research Based Discussions).
Unit # 12 21ST CENTURY	H 2.5 H 2.15 H 2.21 H 2.23 - 2.25 H 3.11 H 3.13 H 3.18 H 3.21 H 3.22 H 3.24 H 3.25 H 4.4 - 4.10 H 4.21 - 4.24	1-2 Weeks	<ul style="list-style-type: none"> When is conflict justified? To what degree is the government allowed to impose upon individual liberties? How does global interdependence impact US political decision making? 	<ul style="list-style-type: none"> Terrorism Globalization Legislation 	<p>DBQ Binder:</p> <p>Project Tahoe:</p> <ul style="list-style-type: none"> Should the Electoral College be Eliminated?(DBQ) Is Affirmative Action a Good Thing, or Reverse Racism? (controversial issue) Collective Memory and the Reimagining of Monuments (discussion lesson) <p>SHEG:</p> <p>C3 Inquiries:</p> <ul style="list-style-type: none"> Johnson and Reagan: How Should the President Foster Economic Opportunity? Who's to Blame for the Great Recession?