



Dublin City Schools Social Studies K – 12 Vision Statement

The Dublin City Schools K-12 Social Studies Education will provide many learning opportunities that will help students to:

- develop thinking as educated citizens who seek to understand and acknowledge with appreciation diverse perspectives
- confidently communicate informed evidence-based opinions and understanding through positive civil discourse and empathy
- use credible facts to make reasoned decisions for themselves and the common good
- further develop evaluation and critical thinking skills while considering implicit/explicit bias in multiple sources, studies, surveys and statistics
- work collaboratively with others to evaluate, question and problem solve, while recognizing there may be multiple perspectives and solutions.
- develop civic responsibility with the goal of encouraging responsible citizens and active participants in the community.

The Dublin K-12 Social Studies educational experience will allow students to see how social studies can be integrated into different disciplines and is relevant to many aspects of life. There is a greater emphasis on problem based/inquiry learning rather than just the memorization of historic dates, people, and events. There is a focus on the connections between current events and the past in order to solidify relevancy for students.

The balance of content and skills will inspire students to become successful global citizens in an interdependent world as well as effective decision makers that act responsibly in a diverse democratic society. We believe that empowering students to construct their learning with knowledge that includes broad themes of history, economics/financial literacy, geography, global awareness/culture and government will ultimately assist each of our students in making a successful transition to a positive and productive civic life.

Social Studies Instructional Model

Dublin Teachers continue to be committed to the workshop model of instruction with a focus of inquiry around topics throughout the units of study.

Social Studies K-12 Inquiry Workshop



Fostering Inquiry Focused Mini-lesson	Collaborative Learning	Reflection
<p><i>Components of fostering inquiry may include:</i></p> <ul style="list-style-type: none"> • Connecting to the learning goal • Connecting to previous learning • Establishing the compelling question(s) and identifying essential questions (<i>These questions can be teacher or student generated</i>). • Explicitly teaching content/skill (e.g., preview, video clip, focused lecture) • Brief opportunities for students to share thinking together around the goal (active engagement) • Linking to the collaborative practice time and overall goals 	<p><i>Components of collaborative learning may include:</i></p> <ul style="list-style-type: none"> • Informal Assessment gathering (<i>teacher observation of learning and monitoring of progress</i>) • Collaborative group work (<i>e.g., visual discoveries, role play, simulations, student led discussions, debate, mock trial, experiential exercise, problem solving group work, investigate</i>) • Teacher conferring to differentiate with individual students or groups • Resource and research support given as needed • Evaluating resources & compiling evidence 	<p><i>Components of reflection may include:</i></p> <ul style="list-style-type: none"> • Student sharing of new learning, reasoned conclusions and discoveries • Student reflecting on the learning goal • Teacher reflecting on student learning (i.e., understandings, misconceptions, overall thinking) for future planning • Student or group processing of the learning in a variety of ways (e.g., technology integration) • Preparing and participating in a culminating event to share learning • Taking informed action

Instructional Agreements for Social Studies Learning in the Dublin City Schools Inquiry Workshop

1. Through the use of compelling questions, learning goals will be communicated to guide students through expectations for learning.
2. The classroom environment will foster differentiated student experiences focused on active collaborative learning with an emphasis on exploration, problem solving, research and analysis.
3. Teachers will provide students with a safe place to interpret current issues based on historical connections from class and analysis using credible sources. The changing world requires Social Studies educators to remain diligent in staying current as it relates to geography, history and cultural learning.
4. Teachers are committed to integrating conversations around learning across multiple subject areas when possible.
5. Teachers will assess through a variety of methods that allow students to share their understanding of the learning goals. (*refer to the Depth of Knowledge framework for Social Studies*).
6. By the end of each unit, students will be able to explain why the topic of study is relevant to our current conditions and how the topic has left its impact on our world today.

Support for the Implementation of the Instructional Program

Units of Study will be posted on the Dublin Curriculum Wiki per grade and reviewed yearly by department chairs and content leads in collaboration with the Teaching & Learning Division. Pacing and topics of study will be addressed within the units of study. Resources will be defined and shared within the unit documents. Online resources will continue to be an emphasis in the Social Studies curriculum as a part of an ongoing adoption. In addition, educators will utilize additional supplemental resources in combination with current event documents throughout the year.

[Link to Ohio's Learning Standards for Social Studies](#) (*adopted Feb. 2018*)

[Link to Ohio's Model Curriculum for Social Studies](#) (*has content elaboration and expectations for learning*)

Commitment to History and Heritage

There are a number of lists that circulate through the educational community around widely recognized awareness months and day(s) for a specific group, culture or cause. These months and day(s) are intended to help raise awareness and understanding for the group, culture or cause. It is expected that K-12 Social Studies teachers are aware of these months/days and integrate purposeful learning activities throughout each year within the context of the units of study focusing attention on the dates below. Teachers have flexibility and are encouraged to infuse learning throughout the year regardless of the date of recognition.

- September (first Monday): **Labor Day** (<https://www.dol.gov/general/laborday/history>)
- September 11: **Patriot Day** (<https://www.911memorial.org/learn/students-and-teachers/lesson-plans>)
- September 17: **Constitution Day** (<https://www.constitutionday.com/>)
- September 15 - October. 15: **Hispanic Heritage Month** (<https://www.hispanicheritagemonth.gov/about/>)
- October (second Monday) **Columbus Day/Indigenous Peoples' Day** (<https://www.history.com/topics/exploration/columbus-day>)
- November: **American Indian Heritage Month**: (<https://www.loc.gov/law/help/commemorative-observations/american-indian.php>)
- November (first Tuesday following the first Monday in November): **Election Day** (<https://www.history.com/news/why-is-election-day-a-tuesday-in-november>)
- November 11: **Veterans Day** (<https://ocss.org/Veterans-Day>)
- December 10: **Human Rights Day** (<https://www.loc.gov/law/help/commemorative-observations/human-rights-day.php>)
- January: **Martin Luther King Jr. Day** (<https://www.history.com/this-day-in-history/mlk-federal-holiday-declared>)
- February: **Black History Month/African American History Month** (<https://www.africanamericanhistorymonth.gov/about/>)
- February: **Presidents Day** (<https://www.history.com/topics/holidays/presidents-day>)
- March: **Women's History Month** (<https://womenshistorymonth.gov/>)
- March: **Developmental Disabilities Awareness Month** (<https://ddc.ohio.gov/dd-awareness-month#:~:text=March%20is%20Developmental%20Disabilities%20Awareness%20Month>)
- April: **Arab American Heritage Month** (<https://www.arabamerica.com/celebrating-national-arab-american-heritage-month/>)
- May: **Asian and Pacific-Islander American Heritage Month** (<https://asianpacificheritage.gov/>)
- May: (last Monday in May) **Memorial Day** (<https://www.history.com/topics/holidays/memorial-day-history>)
- June: **Lesbian, Gay, Bisexual and Transgender Pride Month** (<https://youth.gov/feature-article/june-lgbt-pride-month>)

Teachers should reference the resources compiled on the DCS Curriculum Wiki to assist in planning.

Dublin City Schools Social Studies Graded Course of Study

American History

American History

This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

OVERALL COMPELLING QUESTION: Who are we as Americans and how has our past impacted our present and potential future?						
Unit A Foundations of Democracy	Unit B Industrialization and Progressivism (1877-1920)	Unit C Foreign Affairs from Imperialism to Post-World War I (1898-1930)	Unit D Prosperity, Depression And The New Deal (1919-1941)	Unit E From Isolation To World War (1930-1945)	Unit F The Cold War (1945-1991) and Social Transformations In The United States (1945-1994)	Unit G United States And The Post-Cold War World (1991 To Present)
Topic 1: Founding Documents	Topic 1: Industrialization/ Immigration Topic 2: Progressivism	Topic 1: Imperialism Topic 2: World War I	Topic 1: 1920s Topic 2: The Great Depression & The New Deal	Topic 1: World War II	Topic 1: Origins of the Cold War Topic 2: Civil Rights Topic 3: Vietnam & the Nixon Years Topic 4: Conservative Tide	Topic 1: Post-Cold War America
First Semester				Second Semester		

Dublin City Schools Social Studies Graded Course of Study American History

Unit A Foundations of Democracy	Unit B Industrialization and Progressivism (1877-1920)	Unit C Foreign Affairs from Imperialism to Post-World War I (1898-1930)	Unit D Prosperity, Depression And The New Deal (1919-1941)	Unit E From Isolation To World War (1930-1945)	Unit F The Cold War (1945-1991) and Social Transformations In The United States (1945-1994)	Unit G United States And The Post-Cold War World (1991 To Present)
<p>Overarching Question:</p> <p><i>How did the Enlightenment ideals of the social contract, natural rights, and the separation of powers influence the American Revolution and the founding of the nation?</i></p>	<p>Overarching Question:</p> <p><i>How did the transformation of the United States from an agricultural to an increasingly industrialized and urbanized society bring about significant economic, political, diplomatic, social, environmental, and cultural changes?</i></p>	<p>Overarching Question:</p> <p><i>How did global conflicts over resources, territories, and ideologies challenge America's isolationist policies?</i></p>	<p>Overarching Questions:</p> <p><i>Why did cultural conflicts increase under the pressure of mass culture and "modern" values and ideas?</i></p> <p><i>How did economic distress significantly alter the role of the federal government?</i></p>	<p>Overarching Questions:</p> <p><i>How did global distress renew debates over the United States' values and its role in the world?</i></p> <p><i>How did the United States become propelled into a dominant global position?</i></p>	<p>Overarching Questions:</p> <p><i>After World War II, how did the United States grapple with prosperity and new international responsibilities?</i></p> <p><i>How did the United States struggle to live up to its democratic ideals?</i></p>	<p>Overarching Questions:</p> <p><i>As the United States transitioned to a post-Cold War world, why did the nation experience renewed ideological and cultural debates?</i></p> <p><i>How did the United States redefine its foreign policy, and adapt to a more globalized world?</i></p>

Unit A: Foundations of Democracy		
Compelling Questions	Content Statements	Recommended Resources
<p><i>Where did the framers of the U.S. Constitution get the ideas that inspired them to frame our government the way they did?</i></p> <p><i>What are Constitutional rights? How are they protected?</i></p>	<p>4. The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.</p> <p>5. The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.</p> <p>6. The U.S. Constitution established the foundations of the American nation</p>	<p><i>Common Sense</i></p> <p>Declaration of Independence</p> <p>Articles of Confederation</p> <p>Northwest Ordinance</p>

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<p><i>What issues within the British colonial system led to the desire to create a new government?</i></p> <p><i>What were the Federalist and Anti-Federalist critiques regarding the new Constitution?</i></p> <p><i>How does the Constitution distribute power in terms of checks and balances and separation of powers?</i></p> <p><i>How well does the Constitution of the United States continue to serve the needs of the United States of America?</i></p>	<p>and the relationship between the people and their government.</p> <p>7. The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.</p>	<p>Iroquois Great Law of Peace</p> <p>Constitution/Bill of Rights</p> <p>Federalist Papers</p> <p><i>Plessy v. Ferguson</i></p> <p><i>A Century of Dishonor</i> (excerpts)</p>
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Expectations for Learning:

Some documents in American history have considerable importance for the development of the nation. Students should be able to use historical thinking skills to examine key documents, which form the basis for the United States of America.

Students will understand what makes the government a republic rather than a true democracy?

Unit B: Industrialization and Progressivism (1877-1920)		
Compelling Questions	Content Statements	Recommended Resources
<p>Industrialization/Immigration</p> <p><i>What problems, particularly in cities, were created as a result of rapid industrialization and urbanization?</i></p> <p><i>In what ways did the formation of labor unions allow workers to attain better conditions in the workplace? In what ways did they fail?</i></p>	<p>Industrialization/Immigration</p> <p>8. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.</p> <p>9. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.</p> <p>10. Immigration, internal migration and urbanization transformed</p>	<p>Industrialization/Immigration</p> <p>The New Colossus</p> <p>How the Other Half Lives (excerpts)</p> <p>The Jungle (excerpts)</p> <p>The Gospel of Wealth</p> <p>Jane Addams Helping the Poor and the Well-to-Do</p>

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<p><i>Was America really “the land of opportunity?”</i></p> <p><i>In what ways was America a land of opportunity for new immigrants? In what ways was it not?</i></p> <p><i>What were the challenges and rewards for immigrants coming to the United States? How might different waves of immigrants answer this question differently over the course of American history?</i></p> <p><i>Why and how has anti-immigrant sentiment arisen at different points throughout U.S. history?</i></p> <p><i>How did the continued expansion of the United States contribute to increased conflict with Native Americans? How did Native Americans resist cultural genocide?</i></p> <p><i>How did the end of Reconstruction and a return to Southern home rule expand discrimination and legal discrimination against African Americans?</i></p>	<p>American life.</p> <p>11. Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.</p> <p>12. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.</p>	
<p>Progressivism</p> <p><i>What role, if any, should the federal government have in ensuring the safety and well-being of its citizens?</i></p> <p><i>How successful were the reforms of the Progressive Era? Specifically, did the Progressive Era transform the lives of minority groups?</i></p>	<p>Progressivism</p> <p>13. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.</p>	<p>Progressivism</p> <p>Cross of Gold speech (excerpts)</p> <p>Sherman Antitrust Act</p> <p>Atlanta Compromise speech (excerpts)</p> <p>The Souls of Black Folk (excerpts)</p>

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Expectation for Learning:

Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Students should understand that growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement, and developed the infrastructure that facilitated the settling of the West. Students should also connect that as an effect, a period of progressive reform emerged in response to political corruption and exploitative practices of big business.

Unit C: Foreign Affairs from Imperialism to Post-World War I (1898-1930)

Compelling Questions	Content Statements	Recommended Resources
<p>Imperialism</p> <p><i>For what purposes, economic and otherwise, did Americans engage in imperialism?</i></p> <p><i>Was American expansion overseas justified?</i></p> <p><i>How did American imperialism reshape global relationships?</i></p>	<p>Imperialism</p> <p>14. As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.</p>	<p>Imperialism</p> <p>“Big Stick” speech (excerpts)</p> <p>“The White Man’s Burden”</p>
<p>World War I</p> <p><i>Was war inevitable in 1914?</i></p> <p><i>In what ways did propaganda and anti-German sentiment make it difficult for the United States to maintain neutrality?</i></p> <p><i>Should a democratic government tolerate dissent during times of war and other crises?</i></p> <p><i>Was the League of Nations effective in maintaining international peace and stability?</i></p>	<p>World War I</p> <p>15. After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.</p>	<p>World War I</p> <p><i>Schenck v. United States</i></p> <p>Wilson’s Fourteen Points</p> <p>Treaty of Versailles (excerpts)</p>

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Expectation for Learning: The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace. Students should be able to explain the circumstances that enabled the United States to emerge as a world power in the early 1900s and why the nation turned to isolationism following the end of the first world war.

Unit D: Prosperity, Depression And The New Deal (1919-1941)

Compelling Questions	Content Statements	Recommended Resources
<p>1920s</p> <p><i>In what ways did African Americans and women advance during the 1920s?</i></p> <p><i>How did the cultural challenges of the 1920s positively and/or negatively impact society? Consider: minority relations (African Americans in Tulsa, women, nativism, prohibition, religion.)</i></p> <p><i>How did economic conditions and development in the arts and entertainment help create the reputation of the 1920s as the Roaring Twenties?</i></p> <p><i>Was the United States well-prepared for the economic boom of the 1920s?</i></p>	<p>1920s</p> <p>16. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.</p> <p>17. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.</p> <p>18. Movements such as the Harlem Renaissance, African American migration, women’s suffrage and Prohibition all contributed to social change.</p>	<p>1920s</p> <p>Harlem Renaissance poetry</p> <p>The New Woman & “The Right to One’s Body”</p> <p>PBS “Slavery by Another Name”</p> <p>Tulsa Reading from the Tulsa Museum</p>
<p>The Great Depression & The New Deal</p> <p><i>How did the superficial prosperity of the 1920s contribute to the Great Depression?</i></p>	<p>The Great Depression & The New Deal</p> <p>19. The Great Depression was caused, in part, by the federal government’s monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.</p>	<p>The Great Depression & The New Deal</p> <p>Rugged Individualism speech (excerpts)</p> <p>FDR inaugural address (excerpts)</p> <p>Dorthea Lange photos</p>

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<p><i>Was the New Deal an effective response to the Depression?</i></p> <p><i>How did the New Deal positively and negatively impact minorities, specifically blacks, Native Americans, and women?</i></p> <p><i>How did the role of the federal government change as a result of the responses to the Great Depression?</i></p>		<p>New Deal programs</p>
<p>Expectation for Learning: The Post-World War I period was characterized by economic, social, and political turmoil. Students should be able to explain how post-war prosperity led to an improved standard of living for many and resulted in social and cultural changes and tensions. Students also need to identify the economic disruptions that followed the end of the war and the attempts to fix the Great Depression through an increasing number of federal government programs.</p>		

Unit E: From Isolation To World War (1930-1945)		
Compelling Questions	Content Statements	Recommended Resources
<p>World War II</p> <p><i>How did U.S. foreign policy move from isolationism to intervention as a result of global conflicts?</i></p> <p><i>How important was the homefront in the United States to achieving victory over the Axis Powers?</i></p> <p><i>How did the war affect the experiences of marginalized groups both in the military and on the home front?</i></p>	<p>World War II</p> <p>20. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.</p> <p>21. United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.</p>	<p>World War II</p> <p>Day of Infamy speech</p> <p><i>Korematsu v. United States</i></p> <p>Internment Camp SHEG</p>
<p>Expectation for Learning: The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments, which reasserted their power through aggression and created conditions leading to the Second World War. Students should be able to discuss the causes for U.S. entry into World War II, which changed the country's focus from isolationism to international involvement.</p>		

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Unit F: The Cold War (1945-1991) and Social Transformations In The United States (1945-1994)		
Compelling Questions	Content Statements	Recommended Resources
<p>Origins of the Cold War (1945-1960)</p> <p><i>Why were the ideologies of the United States and the Soviet Union in opposition and how did these differences impact the world?</i></p> <p><i>Was containment an effective policy to thwart communist expansion?</i></p> <p><i>How did the Cuban Missile Crisis change the scope of the Cold War?</i></p> <p><i>What were the Cold War fears of the American people? How successfully did the government address these fears?</i></p> <p><i>Should the United States have fought “limited wars” to contain communism?</i></p> <p><i>Were the 1950s a time of great peace, progress, and prosperity for all Americans?</i></p> <p><i>What were the economic and social conditions in the United States after World War II?</i></p>	<p>Origins of the Cold War (1945-1960)</p> <p>22. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.</p> <p>23. The United States followed a policy of containment during the Cold War in response to the spread of communism.</p> <p>24. The Second Red Scare and McCarthyism reflected Cold War fears in American society.</p> <p>25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.</p> <p>28. The postwar economic boom and advances in science and technology, produced changes in American life.</p> <p>30. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.</p>	<p>Origins of the Cold War (1945-1960)</p> <p>The Long Telegram</p> <p>Enemies from Within speech</p> <p>Truman Doctrine (excerpts)</p> <p>Marshall Plan (excerpts)</p> <p>North Atlantic Treaty (excerpts)</p> <p>Eisenhower Doctrine (excerpts)</p> <p>Affluent Society (excerpts)</p> <p>War on Poverty speech</p> <p>Kennedy/Nixon debate</p> <p>Cuban Missile Crisis speech (Oct 22)</p>
<p>Civil Rights</p> <p><i>Did the Civil Rights Movement expand democracy for all Americans?</i></p> <p><i>Is violence or nonviolence the most effective means to achieve social change?</i></p> <p><i>Was the 1960s an era of personal and group liberation? Consider African Americans, Asian</i></p>	<p>Civil Rights</p> <p>27. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.</p> <p>29. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.</p>	<p>Civil Rights</p> <p><i>Brown v. Board of Education</i></p> <p>“Letter from a Birmingham Jail” (excerpts)</p> <p>“I Have a Dream” speech</p> <p>“The Ballot or the Bullet” speech</p> <p>Black Panthers’ Ten-Point Program</p> <p>Confession of Emmett Till’s killers (Look Magazine)</p>

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<p><i>Americans, Latinos, Native Americans, power dynamics of the majority, and women.</i></p>		<p><i>The Feminine Mystique</i> (excerpts)</p>
<p>Vietnam & the Nixon Years</p> <p><i>How did an expanded military intervention in Vietnam increase U.S. influence around the world?</i></p> <p><i>Should the president be able to wage war without Congressional authorization?</i></p> <p><i>Was the Watergate scandal a sign of strength or weakness in the United States' system of government?</i></p> <p><i>What were the causes and consequences of population movements in the United States that led to suburbanization, the growth of the Sun Belt/decline of the Rust Belt, and immigration to the United States?</i></p> <p><i>What factors or events led to a need for environmental protection?</i></p>	<p>Vietnam & the Nixon Years</p> <p>25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.</p> <p>29. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.</p> <p>30. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.</p>	<p>Vietnam & the Nixon Years</p> <p>Selected protest songs</p> <p>Camp David Accords</p> <p><i>Silent Spring</i> (excerpts)</p> <p>“Silent Majority” speech (excerpts)</p> <p>Watergate tapes</p> <p>“Nixon Resignation” speech</p> <p>“Crisis of Confidence” speech (excerpts)</p>
<p>Conservative Tide</p> <p><i>What were the social and economic goals of New Right conservatives?</i></p> <p><i>Did the foreign policies of the Reagan administration strengthen or weaken the United States?</i></p> <p><i>What role did the Reagan and Bush administrations play in the eventual end of the Cold War in the late 1980s?</i></p>	<p>Conservative Tide</p> <p>26. The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.</p> <p>30. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.</p>	<p>Conservative Tide</p> <p>The Economic Recovery Tax Act (1981)</p> <p>“Evil Empire” speech (excerpts)</p> <p>Speech at the Berlin Wall</p>

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Expectation for Learning: The United States and the Union of Soviet Socialist Republics (U.S.S.R.) emerged as the two strongest powers in international affairs. Students should be able to identify the ideological differences between the two nations, and how they challenged one another in a series of confrontations known as the Cold War. Meanwhile, the United States was undergoing fundamental social change in the post-war period. Students should be able to summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States during this time.

Unit G: United States And The Post-cold War World (1991 To Present)

Compelling Questions	Content Statements	Recommended Resources
<p>Post-Cold War America</p> <p><i>What are the advantages and disadvantages of becoming a more interconnected world?</i></p> <p><i>Is the world safer since the end of the Cold War?</i></p> <p><i>Is it the responsibility of the United States today to be the world's "policeman?"</i></p> <p><i>What are the effects of international conflict, economics, competition, and globalization on the US and American society?</i></p>	<p>Post-Cold War America</p> <p>31. Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.</p> <p>32. The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.</p> <p>33. Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.</p>	<p>Post-Cold War America</p> <p>NAFTA (excerpts)</p> <p>Don't Ask, Don't Tell</p> <p>PATRIOT Act</p>

Expectation for Learning: The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism, and the proliferation of nuclear weapons. Students should be able to describe the political, national security, and economic challenges the United States faced in the post-Cold War period and following the attacks on September 11, 2001. Additionally, students should be able to analyze how the American economy has been impacted by improved global communications, international trade, and overseas competition.

Dublin City Schools Social Studies Graded Course of Study American History

Additional Supplemental Resources Used throughout the Course

Bill of Rights Institute
CIA World Factbook
C2 Teachers
Gilder Lehrman Institute of American History
History Channel
John Green's Crash Course
Khan Academy
National Constitution Center
National Geographic
Scholastic "Up Front" Magazine
PBS Learning Media
People's Century series
Stanford History Education Group
Smithsonian Education
Stamped Racism, Antiracism, and You
TED-Ed
Vox Maps that Explain