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|  |  2019-2020Modern United States History   |

<http://socialstudies.dmschools.org>

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U.S. History – Civil War to Present: Year at a Glance 2019-2020

**Primary Resource: TeachTCI History Alive! Pursuing American Ideals**

**Standards included in every unit:**

* SS-US.9-12.23. Analyze the relationship between historical sources and the secondary interpretations made from them.
* SS-US.9-12.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt’s Corollary to the Monroe Doctrine, Wilson’s Fourteen Points, New Deal Program Acts, Roosevelt’s Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower’s Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965.
* SS-US.9-12.25. Analyze how regional, racial, ethnic and gender perspectives influenced American history and culture.

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| SEMESTER 1 | **Unit 1: Identity Then/E Pluribus Unum** | **Unit 2: Domestic Reform** | **Unit 3: Immigration and Migration** |
| Topic Scales to be reported in IC | US Identity | Expansion and Restriction of Rights | Immigration and Migration |
| Reporting frequency of topic scores | **4 weeks** | **7 weeks** | **7 weeks** |
| *Approximate beginning and end dates for the topics* | 8/23 – 9/20 | 9/23 – 11/8 | 11/11 – 1/15 |
| *Standards Addressed* | *21, 23, 26* | *14, 15* | *17, 18, 27* |

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| SEMESTER 2 | **Unit 4: Economy** | **Unit 5: Conflict** | **Unit 6: US Issues** |
| Topic Scales to be reported in IC | Economic Growth | Foreign Conflict | Current Issues |
| Reporting frequency of topic scores | **6 weeks** | **6 weeks** | **6 weeks** |
| *Approximate beginning and end dates for the topics* | 1/21 – 2/28 | 3/2 – 4/17 | 4/20 – 5/28 |
| *Standards Addressed* | *13, 15, 16, 18* | *19, 20, 21, 26* | *15, 17, 22, 26* |

**Standards-Referenced Grading Basics**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate all learning targets from Level 2 but fewer than half of the learning targets from Level 3 | 2.0 |
| Demonstrate at least half of the Level 2 learning targets and none of the Level 3 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |

**Our purpose in collecting a body of evidence is to:**

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.

• Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.

• Show student learning of Level 3 targets through multiple and varying points of data

• Provide opportunities for feedback between student and teacher.

**Scoring**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**Guiding Practices of**

**Standards-Referenced Grading**

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

**\*\*\*Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores**.

**Multiple Opportunities**

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

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| Unit 1: Identity Then/ E Pluribus Unum |
| **Essential Question:** Did the founding of American create revolutionary change for all? **4 weeks** ***Big Idea:*** *In this unit students will explore who America wanted to be when it was founded. This begins the year by examining America’s commitment to the founding ideals of: freedom, liberty, equality, opportunity, and democracy.* |
| Scales |
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| **Topic** | **4 (ET) – Exceeding Grade Level Learning** | **3 (AT) – Grade Level Learning** | **2 (PT) – Progression Towards Grade Level** |
| These are the grading categories in Infinite Campus. When collecting evidence related to the 3, it will be recorded in these topics. |  | The Level 3 targets are the grade level expectation for students in any class. These are directly related to State of Iowa standards in the courses provided. \*\*\***This is where your instruction should live and what should be assessed.** \*\*\* | *Level 2 knowledge should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question to complete this process:*** *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
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| **United States Identity** | In addition to meeting the entire learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LT1 - Interpret** evidence to justify America’s commitment to the founding ideals in the post-Civil War era**.**  (SS-US.9-12.23).**LT2 – Compare and contrast** the experiences of different groups to the founding ideals in the post-Civil War era (SS-US.9-12.21 & SS-US.9-12.26) | **Learning to be included when teaching Learning Target 1:** * Describe the 5 ideals: freedom, liberty, equality, opportunity, and democracy.
* Describe how the 5 ideals are represented in the Declaration of Independence and Bill of Rights.

**Learning to be included when teaching Learning Target 2:** * Describe how the 5 ideals have been interpreted differently over time.
* Describe how the interpretations have led to change in the United States for various groups (i.e. African Americans, Women, LGBTQ+, LatinX, Native Americans, etc. )
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| **Item Bank: American Identity**(Standards aligned: ) |
| **Level 3** |
| ***Target:* Interpret** evidence to justify America’s commitment to the founding ideals in the post-Civil War era**.**  **Resources to teach:****Teacher materials:****Student materials:** | ***Target:* Compare and contrast** the experiences of different groups to the founding ideals in the post-Civil War era.**Resources to teach:****Teacher materials:****Student materials:** |
| **Guiding Questions, Ideas, and/or Concepts** |
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| Unit 2: Domestic Reform |
| **Essential Question:** Under what conditions should citizens’ rights be restricted or expanded? **7 weeks** **Big Idea:** *In this unit, students will*  |
| Scales |
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| **Topic** | **4 (ET)** **Exceeding Grade Level Learning** | **3 (AT)** **Grade Level Learning** | **2 (PT)** **Progressing Towards Grade Level** |
| These are the grading categories in Infinite Campus. When collecting evidence related to the 3, it will be recorded in these topics. |  | The Level 3 targets are the grade level expectation for students in any class. These are directly related to State of Iowa standards in the courses provided. **\*\*\*This is where your instruction should live and what should be assessed. \*\*\*** | *Level 2 knowledge should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question to complete this process:*** *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
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| **Restriction & Expansion of Rights** | In addition to meeting the learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Prompt:** * **Conduct an inquiry** into the effectiveness of individuals and groups to expand the rights of all groups and the connections between movements.

\*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LT3- Assess how** women’s rights have been restricted and expanded**.** (SS-US.9-12.14 & SS-US.9-12.15)**LT4- Assess how** African American’s rights have been restricted and expanded**.** (SS-US.9-12.15)**LT5- Assess how** Native American’s rights have been restricted and expanded**.** (SS-US.9-12.15) | **Learning to be included when teaching Learning Target 3:** * Explain connections between expansions of rights for women and restrictions.
* Explain the social impact of increasing women’s rights.
* Evaluate the effectiveness of individuals/groups in expanding the rights of women.

**Learning to be included when teaching Learning Target 4:*** Explain connections between expansions of rights for African American’s and restrictions.
* Explain the social impact of increasing African American’s rights.
* Evaluate the effectiveness of individuals/groups in expanding the rights of African Americans.

**Learning to be included when teaching Learning Target 5:*** Explain connections between expansions of rights for Native Americans and restrictions.
* Explain the social impact of increasing Native American’s rights.

Evaluate the effectiveness of individuals/groups in expanding the rights of Native Americans. |

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| **Item Bank: Restriction and Expansion of Rights**(Standards aligned: ) |
| **Level 3** |
| ***Target:* Assess how** women’s rights have been restricted and expanded**.****Resources to teach:****Teacher materials:****Student materials:** | ***Target:* Assess how** African American’s rights have been restricted and expanded**.****Resources to teach:*****Reconstruction after the Civil War-* Henry Lewis Gates****Teacher materials:****Student materials:** | ***Target:* Assess how** Native American’s rights have been restricted and expanded**.****Resources to teach:****Teacher materials:****Student materials:** |
| **Guiding Questions, Ideas, and/or Concepts** |
| * Women’s Temperance
* Women’s Suffrage- 19th Amendment
* Labor Challenges- Triangular Shirtwaist Fire
* WWI- Red Cross, Women Nurses
* Flappers
* Women in the Depression- Married women were banned from working.
* WWII- Rosie the Riveter, Women’s Air Corp., WAVES
* Cult of Domesticity
* 60’s Women’s Rights Movement- NOW, Equal Pay Act, Griswold vs. Connecticut, Planned Parenthood, Title IX, Equal Rights Amendment
* Sexism in Workplace- Gloria Steinman, *Feminine Mystique*
* *See Current Topic Unit 6: #MeToo*
 | * *Plessy v. Ferguson*
* NAACP- W.E.B. Dubois
* Booker T. Washington
* Ida B. Wells
* Great Migration
* Marcus Garvey- Back to Africa Movement
* Segregation in WWI
* Black Wall Street
* Race Riots- Red Summer
* Harlem Renaissance
* Lack of New Deal Programs
* Double V Campaign
* African American in Military- Tuskegee Airmen, Desegregate Civil Service (Truman)
* Civil Disobedience- MLK
* Civil Rights Act 1964
* Voting Rights Act of 1965
* Black Nationalism- Malcolm X, Black Panther Party
* L.A. Race Riots
* *See Current Topic Unit 6: #BlackLivesMatter*
 | * Treaty of Fort Laramie
* Battle of Little Big Horn
* Dawes Act
* Wounded Knee
* *Carlisle* Schools
* Indian Citizenship Act
* American Indian Movement
* Indian Civil Rights Act of 1968
* *See Current Topic Unit 6: Dakota Pipeline*
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| Unit 3: Immigration and Migration |
| **Essential Question: How have the causes and effects of the movement of people in the US changed over time? How has the US response to the movement of people changed over time?**  **7 weeks** **Big Idea:** *In this unit students will examine patterns of immigration and migration over the 20th century, touching briefly on the patterns prior to this time. Teachers will help students explore the changing patterns of immigration and how responses have changed to various groups over time. They will end by briefly touching on more contemporary issues surrounding US immigration and migration.*  |
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| **Topic** | **4 (ET)** **Exceeding Grade Level Learning** | **3 (AT)** **Grade Level Learning** | **2 (PT)** **Progressing Towards Grade Level** |
| These are the grading categories in Infinite Campus. When collecting evidence related to the 3, it will be recorded in these topics. |  | The Level 3 targets are the grade level expectation for students in any class. These are directly related to State of Iowa standards in the courses provided. **\*\*\*This is where your instruction should live and what should be assessed. \*\*\*** | *Level 2 knowledge should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question to complete this process:*** *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
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| **Immigration & Migration** | In addition to meeting the learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LT6- Identify patterns** of immigration during the 20th century. (SS-US.9-12.17)**LT7 – Compare** reasons for migration within the United States. (SS-US.9-12.17 & SS-US.9-12.18)**LT8- Correlate patterns** of immigration and the responses in American law. (SS-US.9-12.17)**(\*\*\*continued on the next page)****LT9- Correlate patterns** of immigration and the effects on American culture. (SS-US.9-12.17) | **Learning to be included when teaching Learning Target 6:*** Compare and contrast the patterns of immigration from early 1900 – late 1900.
* Describe how push and pull factors have changed over time.
* Contrast the experiences of immigrants from Ellis and Angel Islands.
* Identify how Iowa changed because of these patterns.

**Learning to be included when teaching Learning Target 7:*** **SOMETHING ABOUT MIGRATING WEST**
* Explain the effect of industrialization on migration. (urbanization)
* Describe how the rise of the middle class effected migration. (suburbanization)

**Learning to be included when teaching Learning Target 8*** Compare and contrast the responses to different patterns of immigration.
* Describe the effects of immigration on US laws. (Chinese Exclusion Act, Immigration Acts of 1917, 1924, and 1965)
* Describe how push and pull factors have changed over time.

**Learning to be included when teaching Learning Target 9:*** Describe similarities and differences in the experiences of immigrants during different time periods.
* Identify important immigrants and their contributions to American culture.
* Compare and contrast the responses to different patterns of immigration.
* Identify how Iowa changed because of these patterns.
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| **Item Bank: Immigration and Migration**(Standards aligned: ) |
| **Level 3** |
| ***Target:* Identify patterns** of immigration during the 20th century.**Resources to teach:****Teacher materials:**[**Population Research Bureau: Trends in Migration to the US**](https://www.prb.org/us-migration-trends/)[**Migration Policy Institute: US Immigration Trends**](https://www.migrationpolicy.org/programs/data-hub/us-immigration-trends#history)**Student materials:** | ***Target:* Compare** reasons for migration within the United States.**.****Resources to teach:****Teacher materials:****[Jacob Lawrence The Migration Series](https://lawrencemigration.phillipscollection.org/culture/introduction)****Student materials:** | ***Target:* Correlate patterns** of immigration and the responses in American law**.** **Resources to teach:****Teacher materials:****Student materials:** | ***Target:* Correlate patterns** of immigration and the effects on American culture.**Resources to teach:****Teacher materials:****[Jacob Lawrence The Migration Series](https://lawrencemigration.phillipscollection.org/culture/introduction)****Student materials:** |
| **Guiding Questions, Ideas, and/or Concepts** |
| * Push vs. Pull Factors
* Ellis Island
* Angel Island
* 1965 Immigration Act
* Iowa’s history of welcoming refugees since Governor Ray and the Tai Dam Refugees
 | * Industrialization: Escape share cropping and Jim Crow South to Northern factory or industrial jobs; Rural to Urban migration
* Homestead Act
* Exodusters
* Dust Bowl Migrants- Oakies
* Growth of the Middle Class: red lining
 | * Post WWI Red Scare: Sacco and Vanzetti
* Palmer Raids
* Immigration Quota Laws
* English only initiatives
* Refugee assistance
 | * The rise of cultural enclaves
* Examine changes to culture in the US from immigrant influences
* Changing diversity in ALL communities.
* *See current topic Unit 6- Defacto Segregation in Schools*
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| Unit 4 : Economy |
| **Essential Question:** What should the relationship be between the government and its citizens?**6 weeks** ***Big Idea:*** *In this unit, students will examine the changing US economy over time. They will pay particular attention to how the relationship between the government, businesses, and citizens has changes and benefited different groups over time.*  |
| Scales |
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| **Economic Growth** | In addition to meeting the learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** * Justify the appropriate role for the government in the economy.

\*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **3A-** **Evaluate** the progressive movement's attempts to change society in the aftermath of Industrialization (SS-US.9-12.15 & SS-US.9-12.13). **3B- Form conclusions** about the government's efforts to reform and/or maintain a capitalistic economic system due to the Great Depression (SS-US.9-12.16).**3C-** Evaluate the effects of government policies as ways to assist citizens in the post WWII era (SS-US.9-12.18). **3D**- Critique the actions that led to the economic bust of the 1980s (.  | **Learning to be included when teaching target 3A:** * Describe how the Progressive Movement sought to improve society.
* Explain the resulting changes in laws.

**Learning to be included when teaching target 3B:** **Learning to be included when teaching target 3C:** * Explain the post WWII economic boom in the United States.
* Describe the intention of LBJ’s Great Society policies.
* Evaluate if these policies created the desired effect.
* Include urbanization and segregation
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| **Item Bank: Economy** (Standards aligned: ) |
| **Level 3** |
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| ***Target:*** **Resources to teach:** **Teacher materials:**  | ***Target:*** **Resources to teach:** **Teacher materials:**  | ***Target:*** **Resources to teach:** **Teacher materials:**  | ***Target:*** **Resources to teach:** **Teacher materials:**  |
| **Guiding Questions, Ideas, and/or Concepts** |  |  |  |
| * Robber Barons
* Urbanization
* Labor Laws
* Modern Inventions
 | * Buying on Margin
* Mass Consumerism
* Stock Market Crash
* New Deal- Relief, Recovery, Reform programs
 | * Suburbanization
* Baby Boom
* Taft-Hartley Bill
* War on Poverty
* Medicare, Food Stamps
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| Unit 5: Conflict |
| **Essential Question:** Under what circumstances should the United States intervene in world events?**6 weeks** ***Big Ideas:*** *In this unit,*  |
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| **Foreign Conflict** | In addition to meeting the learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **3A- Examine** how imperialism changed the role of the United States (SS-US.9-12.19 & SS-US.9-12.26). **3B- Generalize** how US foreign policy changed from WWI to WWII (SS-US.9-12.21 & SS-US.9-12.26). **3C- Identify patterns** inUS foreign involvement in the Cold War era and beyond (SS-US.9-12.20 & SS-US.9-12.26).  | **Learning to be included when teaching target 3A:** * Describe United States’ foreign policy prior to the 20th century.
* Explain the effect of imperialism on the United States.

**Learning to be included when teaching target 3B:** * Trace the development of US involvement in WWI.
* Trace the development of US involvement in WWII.
* Compare and contrast the policies used to prevent another World War.

**Learning to be included when teaching target 3C:** * Describe the growth of US involvement in foreign affairs (ex. Vietnam and Korea).
* Explain United States’ involvement in the Middle East.
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| **Item Bank: Foreign Policy** |
| ***Target:* Examine** how imperialism changed the role of the United States.**Resources to teach:** **Teacher materials:** **Student materials:**  | ***Target:* Generalize** how US foreign policy changed from WWI to WWII.**Resources to teach:** **Teacher materials:** **Student materials:**  | ***Target*: Analyze** US foreign involvement in the Cold War era and beyond.**Resources to teach:** **Teacher materials:** **Student materials:**  |
| **Guiding Questions, Ideas, and/or Concepts** |
| * Neutrality Proclamation
* Monroe Doctrine
* Roosevelt’s Corollary
* Spanish American War- Puerto Rico, Cuba, Guam, Phillipines
* Hawaii
* Alaska
 | * Wilson’s Neutrality Speech
* Sinking of *Luisitania*
* Zimmerman Telegram
* Anti-German Propaganda
* Wilson’s War Speech
* League of Nations
* Isolation vs. Intervention
* Neutrality Acts- Cash and Carry- Lend Lease Acts
* Roosevelt’s Four Freedoms Speech
* Pearl Harbor
* Japanese Interment
* Manhattan Project- Decision to Drop Atomic Bomb
* United Nations
 | * Containment
* Iron Curtain
* Truman Doctrine
* Berlin Airlift
* Marshall Plan
* NATO-Warsaw Pact
* Korean War
* Domino Theory
* Vietnam War
* Counterculture
* Collapse of USSR
* Creation of Israel
* Camp David Accords
* Iranian Hostage Crisis
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| Unit 6: US Issues |
| Essential Question:6 weeks  |
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| **Current****Issues** | In addition to meeting the learning goal, a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.**Possible Task:** \*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **3A- Critique** the state of a current reform movement (SS-US.9-12.15).**3B- Generalize** the current role of immigration in the United States (SS-US.9-12.17)**3C- Explain** the impact of deindustrialization on the United States (SS-US.9-12.22)**3D- Investigate** the current role of the US in foreign conflict (SS-US.9-12.26).  | **Learning to be included when teaching target 3A:** **Learning to be included when teaching target 3B:** * Describe the role of immigrants in the US today.
* Describe challenges faced by current immigrant populations.
* Form their own opinion about ways to respond to the current immigration needs.

**Learning to be included when teaching target 3C:** **Learning to be included when teaching target 3D:**  |

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| **Item Bank: Current Issues**(Standards aligned: ) |
| **Level 3** |
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| ***Target:*** **Resources to teach:** **Teacher materials:**  | ***Target:*** **Resources to teach:** **Teacher materials:**  | ***Target:*** **Resources to teach:** **Teacher materials:**  | ***Target:*** **Resources to teach:** **Teacher materials:**  |
| **Guiding Questions, Ideas, and/or Concepts** |  |  |  |
| * #meToo
* #BlackLivesMatter
* Dakota Pipeline
* Fair Trade
* March for Our Lives
 | * Border Wall
* Immigration quotas
 | **Outsourcing** **NAFTA****Trade Agreements****Tariffs** | * **War in Iraq – 9/11**
* **Iran**
* **ISIS**
* **The role of the US in foreign affairs**
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