

*The mission of Hermon High School is to prepare students for personal success in college, career, and community.*

# Our Modern America

**Instructors: Amy Luce**

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Our modern America is a new look at U.S history in the modern era. Beginning with the Civil War and Reconstruction this course will use lessons from the past about Civil Rights, Human Conflict through wars, development of technology and apply it to our lives today. Students will develop skills in research, critical thinking, and connecting with historic concepts and present day concepts.

2 Semesters/ 1 Credit

## Graduation Standards

**GEOGRAPHY:** Analyze the physical, human and environmental geography of Maine, the US and various regions regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present and future.

**ECONOMICS:** Understand and apply concepts and processes from economics to understand issues of personal finance and issues of production, distribution and consumption in the community, Maine, the US and the world.

**CIVICS AND GOVERNMENT:** Apply understanding of the ideal and purposes of founding documents, the principles and structures of the constitutional government in the US, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the US and the World.

**APPLICATION OF SOCIAL STUDIES PROCESS, KNOWLEDGE ,AND SKILLS:** Collaboratively and independently research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic context

Unit 1	The Civil War and Reconstruction
Summary	The Civil War had a tremendous impact on the U.S. and would forever change political landscapes. The underlying tensions that lead to the eventual Civil War were still present after the war. The period known as Reconstruction and the changes from the Civil War will be analyzed and explored.
Performance Indicators Assessed in Unit	<p style="margin-left: 20px;">A. Apply an understanding of the forces of continuity and change to analyze the evolution of historical eras, the persistent of enduring themes, and the significance of turning points and current issues in Maine, the nation and the world.</p> <ol style="list-style-type: none"> <li>1. Recognize the significance of and forces behind turning points in history.</li> <li>2. Analyze how forces for change, and resistant against, have impacted historical eras and enduring themes</li> </ol> <p style="margin-left: 20px;">A. Evaluate current issues by applying the democratic ideals in the founding documents and constitutional principles of the US government, and explain how and why democratic institutions and interpretations of democratic ideals have changed over time.</p> <ol style="list-style-type: none"> <li>4. Explain how democratic ideals have changed over time.</li> </ol>

<b>Unit 2</b>	<b>Industrialism and Reform</b>
Summary	The Industrialism and Reform Unit will cover the inventions and technology that led to industrialization. Students will also study the immigrants who would supply the labor for industrialization. Finally, students will learn about some of the people who would create “big business” financing and industrial infrastructure. Students will be exposed to some of the problems that rapid expansions of cities and industry created.
Performance Indicators Assessed in Unit	History A Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the U.S. And the world. (MLR E) 1. Describe the importance of historical eras
	3. Recognize the significance of and forces behind turning points in history
	History D Identify and critique diverse perspectives on social issues, trends, and events and articulate priorities different groups or people hold in their perspectives. (MLR1 d,E2a; CCSS RH 6)
	3. Analyze the priorities of various groups.
<b>Unit 3</b>	<b>World War I</b>
Summary	It was known as the war to end all wars, although it did not end all wars it certainly had an unprecedented level of warfare and casualties. This unit covers how the United States foreign policy mixed with entangling European alliances all played a part in the war and how its effects changed the European landscape. Mixed into this unit will be showing what it was like to be a responsible citizen during the war and comparing to being a responsible citizen today.
Performance Indicators Assessed in Unit	A. Analyze the constitutional principles, and the roles of the citizen and the government, in major laws or cases, and compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations. (MLR B2 B-D) B. Using examples of historical or current issues, analyze the political structures, power and perspectives of diverse cultures, including Maine Native Americans, various historical
	A. Apply an understanding of the forces of continuity and change to analyze the evolution of historical eras, the persistence of enduring themes, and the significance of turning points and current issues in Maine, Maine Native American cultures, the nation and the world. (MLR E1 B, E2 B)
<b>Unit 4</b>	<b>The Great Depression</b>
Summary	Following World War I and the roaring twenties the U.S. fell into a great economic depression. This unit will examine the factors that lead to this crash, and examine the world wide impacts and if could this happen to our present day economic system. Historians and economists do not completely agree on what caused the Great Depression but do agree the stock market crash had a contributing factor. Over the next several years consumer spending and investments dropped, unemployment rose and failing companies laid off people. President Franklin D. Roosevelt did create relief and reform measures, it would not be until 1939 do we see the U.S. kick back into gear.
Performance	A. Explain and analyze the role of financial institutions, the stock market, and government

Indicators Assessed in Unit	<p>including Fiscal, monetary and trade policies in personal, business and national economies. (MLR C1 A-B, D-E)</p> <p>A. Evaluate the different strategies of money management, and the positive and negative impacts that credit can have on personal finances, using economic reasoning. (MLR C1 C)</p> <p>B. Explain and apply the concepts of specialization, economic interdependence, comparative advantage, and supply and demand as they relate to economic conditions or issues. (MLR C1 F-G)</p>
<b>Unit 5</b>	<b>World War II</b>
Summary	<p>On December 7th 1941 our nation was attacked by the Japanese at Pearl Harbor. This marked the U.S entry into World War II. On the world stage there is much more to this story. This unit will dive into the cause and effects of the war, the Holocaust and how the framework of WWII led to the Cold War.</p>
Performance Indicators Assessed in Unit	<p>A. Develop informative/ explanatory texts about social studies topics, including the narration of historical events, and present a coherent set of findings orally and in writing. (MLR A1 C-F,I-J; CCSS WH 2, WH 4-6, WH 10)</p> <p>B. Construct and present arguments both orally and in writing in which claims, counterclaims, reasons and evidence demonstrate their relevance to each other and the overall argument and the piece is organized anticipating the audience’s knowledge level, concerns, values and possible biases. (MLR A1 E-J; CCSS WH 1, WH 4-6, WH 10, CCSS SL 4-6)</p> <p>A. Make and present a real or simulated decision on an issue related to the classroom, school, community, civic organization, Maine, United States or international entity by applying appropriate and relevant social studies knowledge, research and ethical reasoning skills. (MLR A2 B, A3)</p> <p>B. Evaluate how people influence government and work for the common good. (MLR B2 E)</p>
<b>Unit 6</b>	<b>The Cold War</b>
Summary	<p>Following WWII there was a power struggle that began to form between the United States and the USSR. This unit will dive into the political, economic and military results from this struggle and hit important events such as the Berlin airlift, the Berlin wall, the Cuban Missile Crisis and much more. Also included in this unit was the cultural and Environmental changes in the U.S with the 1950’s leading into the 60’s.</p>
Performance Indicators Assessed in Unit	<p>A. Analyze the spatial organization of people, places and environments on the Earth’s surface using mental maps, geographic data and representations, geospatial technologies and spatial thinking. (MLR D1 B-C)</p> <p>B. Apply geographical concepts, skills, and tools to interpret the past, address the present and plan for the future. (MLR D1 A, D)</p> <p>C. Evaluate the impact of change and how culture and experience influence people’s perceptions of the physical and human characteristics of places and regions. (MLR D1 d)</p> <p>D. Analyze the interaction between human actions and environmental systems, and evaluate the meaning, use, distribution and importance of resources in various regions of the world. (MLR D1 C, D2 A)</p> <p>Trace and evaluate the development of democratic ideals, the persistence of enduring themes (e.g. power and authority; migration) and their impact on societal issues, trends and events. (MLR E1 C)</p>

<b>Unit 7</b>	<b>Civil Rights</b>
Summary	Civil Rights is one of the most important aspects of History and our culture today. This distinguishes the U.S from many nations and yet there is still much up for debate within society today and many who still do not feel they are treated equally. This unit will use the Civil Rights movement as a lense into how students can make positive changes today.
Performance Indicators Assessed in Unit	<p>A. Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills, and using relevant tools, technologies and sources from social studies fields to conduct the inquiry. (MLR A1 A-B, F-G, I-J, A2, A3; CCSS WH 7-9)</p> <p>B. Gather, synthesize and evaluate information from multiple sources representing a wide range of views; make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. (MLR A1 B-E, I-J; CCSS RH 1-3, RH 6-9)</p> <p>A. Apply an understanding of the forces of continuity and change to analyze the evolution of historical eras, the persistence of enduring themes, and the significance of turning points and current issues in Maine, Maine Native American cultures, the nation and the world. (MLR E1 B, E2 B)</p> <p>B. Select and organize evidence from primary and secondary sources to support an historical interpretation or argument. (MLR E1 A) C. Trace and evaluate the development of democratic ideals, the persistence of enduring themes (e.g. power and authority; migration) and their impact on societal issues, trends and events</p>
<b>Unit 8</b>	<b>Vietnam</b>
Summary	The United States presence on the world stage entered a new level with Vietnam, with roots in the Vietnam conflict dating back to the French Indochina War and eventually resulting in the U.S withdrawal this unit covers the pre-war, war and post war ramifications.
Performance Indicators Assessed in Unit	<p>A. Apply an understanding of the forces of continuity and change to analyze the evolution of historical eras, the persistent of enduring themes, and the significance of turning points and current issues in Maine, the nation and the world.</p> <p>3. Recognize the significance of and forces behind turning points in history. History D</p> <p>Identify and critique diverse perspectives on social issues, trends, and events and articulate priorities different groups or people hold in their perspectives. (MLR1 d,E2a; CCSS RH 6)</p> <p>3. Analyze the priorities of various groups.</p>

### **Summative Assessments Retake**

- Summative Assessments are worth 70% of the final grade.
- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

## **Make-up Work**

*Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.*

## **Grading of Formative Assessments**

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.