# United States History Since 1877

## Overview

2019-2020

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

## Definitions

**Overview** – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Process Standards** – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Big Ideas and Essential Questions** - Big ideas create connections in learning. They anchor all the smaller isolated facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

**Concept** – A subtopic of the main topic of the unit

**Instructional Model** — The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

## Parent Supports

The following resources provide parents with ideas to support students’ understanding:

- [Discovery Education](#)
- [Britannica School](#)
- [Ebsco Host](#)
- [Maps 101](#)
- [World Book](#)
- [Khan Academy](#)
- [NewsELA (Access through FBISD Clever Portal)](#)
This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought provoking question, which frames the concept and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.

**Adopted Resources**

**FBISD High School Resources**

**Process Standards**

**USH.28** The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.

**USH.29** The student communicates in written, oral, and visual forms.

**USH.30** The student uses geographic tools to collect, analyze, and interpret data.

**USH.31** The student uses problem-solving and decision-making skills, working independently and with others.

**Grading Period 1**

**Unit 1: Ideas that Shaped America**

*Estimated Date Range: August 14 – August 21*

**Unit Overview:**

In this unit, students will study about the foundations of America and the ideas that have shaped America. The major focus of this unit is that students understand influential texts, founding principles, and individuals as they relate to the foundations of America.
Big Ideas:
- Knowledgeable and active citizens protect democracy.

Thought Provoking Questions
- How do we protect democracy?

<table>
<thead>
<tr>
<th>Concepts within Unit 1</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Concept #1: Foundations of America</td>
<td>USH.1A, USH.1B, USH.1C, USH.21A, USH.21B, USH.22C</td>
</tr>
</tbody>
</table>

Unit 2: Transition and Change in America
Estimated Date Range: August 22 – September 16

Unit Overview:
In this three-concept unit, students will study about a time-period of change and transition in America. Students must understand the South following the Civil War and Reconstruction, the causes of industrialization and urbanization (rise of big business, technological innovations, etc.) and the social, political, and economic effects, as well as the causes and effect of closing the western frontier.

Big Ideas:
- Governmental policies (or the lack of policies) sometimes have unintended consequences.
- Eras are periods of time, classified by like or related events and issues.
- Governmental policies (or the lack of policies) sometimes have unintended consequences.

Thought Provoking Questions
- How is society impacted by governmental policies (or the lack of policies)?
- What does the name of an era tell us about the era?
- Is all growth good?

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<thead>
<tr>
<th>Concepts within Unit 2</th>
<th>TEKS</th>
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<tr>
<td>Concept #1: Post-Reconstruction: South</td>
<td>USH.3C, USH.5B, USH.9A, USH.9B, USH.20A, FB1</td>
</tr>
</tbody>
</table>

Unit 3: Reform and Imperialism
Estimated Date Range: September 17 – October 7

Unit Overview:
In this two-concept unit, students will study about reform and imperialism. In the first concept of this unit, students must understand that political, social, and economic effects of the Gilded Age led to a call for reform. In the second concept of this unit, students must also understand how the United States began to expand and become a world power.

Big Ideas:
- Patterns of change and continuity can be observed across time and place.
- Governmental policies (or the lack of policies) sometimes have unintended consequences.

Thought Provoking Questions
- How do events from one-time period influence events in later time-periods?
- Is all growth good?
### Concepts within Unit 3

<table>
<thead>
<tr>
<th>Concept #1: Reform</th>
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<tr>
<th>Concept #2: Foreign Policy and Expanding Influence</th>
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<tbody>
<tr>
<td></td>
<td>USH.2A, USH.2B, USH.4A, USH.4B, USH.12A, USH.15C, USH.15D</td>
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</tbody>
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### Unit 4: WWI

**Grading Period 1 Estimated Date Range:** October 8 – October 10

**Grading Period 2 Estimated Date Range:** October 15 – October 21

**Note:** This unit spans two grading periods

**Unit Overview:**
In this two-concept unit, students will study about the causes, events, and effects of WWI. The major focus of this unit is that students understand the reasons for U.S. entry into the war, how technology changed warfare, and the political, social, and economic effects of WWI.

**Big Ideas:**
- Turning points help define major eras in history, some are so significant they change the world.
- All conflicts and revolutions have political, social, and economic effects.

**Thought Provoking Questions**
- When do you know a turning point has occurred?
- What are effective ways of resolving conflicts?

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<tr>
<th>Concepts within Unit 4</th>
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<tr>
<td>Concept #1: U.S. Enters WWI</td>
<td>USH.2A, USH.4C, USH.4D, USH.4E, USH.4F, USH.15D, USH.18B</td>
</tr>
<tr>
<td>Concept #2: End of WWI</td>
<td>USH.2B, USH.4F, USH.23B</td>
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### Grading Period 2

**Unit 5: Roaring Twenties**

**Estimated Date Range:** October 22 – November 4

**Unit Overview:**
In this two-concept unit, students will study about the economics, politics, and society of the 1920s. The major focus of this unit is that students understand how a growing economy fostered a changing society and cultural innovations.

**Big Ideas:**
- Governmental policies (or the lack of policies) sometimes have unintended consequences.
- Events from one time-period influence events in later time-periods.

**Thought Provoking Questions**
- How is society impacted by governmental policies (or lack of policies)?
- What does the name of an era tell us about the era?

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<tr>
<th>Concepts within Unit 5</th>
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### Unit 6: Great Depression and the New Deal

**Estimated Date Range:** November 5 – November 18
Unit Overview:
In this three-concept unit, students will study about the causes and effects of the Great Depression and the steps taken by the government to address it. The major focus of this unit is for students to understand that economies move through cycles of growth and decline, examine what life was like during the Great Depression, and summarize how leaders attempted to address and correct the Great Depression.

Big Ideas:
- Economies move through cycles of growth and decline.
- Turning points help define major eras in history, some are so significant that they change the world.
- Leaders are visionaries.

Thought Provoking Questions
- What makes an economy decline?
- Can one point in time change things forever?
- Can one person influence a nation?

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<thead>
<tr>
<th>Concepts within Unit 6</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Concept #1: Causes of the Great Depression</td>
<td>USH.2A, USH.2B, USH.16B</td>
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<tr>
<td>Concept #2: Life During the Great Depression</td>
<td>USH.12A, USH.16C</td>
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<tr>
<td>Concept #3: FDR and the New Deal</td>
<td>USH.16D, USH.16E, USH.18A, USH.18B, USH.19B, USH.25D</td>
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</tbody>
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Unit 7: Causes and Effects of WWII
Estimated Date Range: November 19 – December 13

Unit Overview:
In this three-concept unit, students will study about the causes, events, and effects of WWII. The major focus of this unit is that students understand the reasons for U.S. entry into the war, how the war affected in the home front, and how the U.S. fought a multiple front war.

Big Ideas:
- All conflicts and revolutions have political, social, and economic causes.
- All conflicts and revolutions have political, social, and economic effects.
- Turning points help define major eras, some are so significant they change the world.

Thought Provoking Questions
- Can conflicts be avoided?
- How does conflict affect people/us?
- Can one point in time change things forever?

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<tr>
<th>Concepts within Unit 7</th>
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<td>Concept #1: WWII – War Begins</td>
<td>USH.2A, USH.7A, USH.7B, USH.7C</td>
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<td>Concept #2: WWII – Home Front</td>
<td>USH.2A, USH.7B, USH.7C, USH.7F, USH.17A, USH.18B</td>
</tr>
<tr>
<td>Concept #3: WWII – Multiple Fronts</td>
<td>USH.2A, USH.2B, USH.7B, USH.7C, USH.7D, USH.7E, USH.7G, USH.23B, USH.26B</td>
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</tbody>
</table>
# Grading Period 3

## Unit 8: America and the Cold War 1945-1963

**Estimated Date Range:** January 7 – January 27

**Unit Overview:**
In this two-concept unit, students will study about the U.S. during the Cold War. The major focus of this unit is that students understand the relationship between the United States and the Soviet Union after WWII, the impact this had on the citizens of the United States, and actions of the federal government.

**Big Ideas:**
- Governmental policies (or the lack of policies) sometimes have unintended consequences.
- Patterns of change and continuity can be observed across time and place.

**Thought Provoking Questions**
- How is society impacted by governmental policies (or lack of policies)?
- How do events from one-time period influence events in later time-periods?

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<thead>
<tr>
<th>Concepts within Unit 8</th>
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<tr>
<td>Concept #2: The 1960s</td>
<td>USH.2A, USH.2B, USH.8A, USH.8B, USH.17C</td>
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</tbody>
</table>

## Unit 9: Great Society & The Civil Rights Movement

**Estimated Date Range:** January 28 – February 18

**Unit Overview:**
In this two-concept unit, students will study about the Great Society and the Civil Rights movement. The major focus of the first concept in this unit is that students understand the role of the government in creating economic opportunities. In the second concept of this unit, students need to understand political organizations/leaders who were instrumental in the Civil Rights movement, the actions of the federal government, and the social impacts on the United States.

**Big Ideas:**
- Governmental policies (or lack of policies) sometimes have unintended consequences.
- Key people influence societies and bring about change.

**Thought Provoking Questions**
- How is society impacted by governmental policies (or lack of policies)?
- Can citizens change the world?

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<thead>
<tr>
<th>Concepts within Unit 9</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Concept #1: Great Society</td>
<td>USH.17D, USH.25A</td>
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</tbody>
</table>

# Grading Period 4

## Unit 10: Vietnam War (1965-1975)
**Estimated Date Range:** February 19 – March 6

### Unit Overview:
In this two-concept unit, students will study about the causes and effects of the Vietnam War. The major focus of this unit is that students understand reasons for U.S. involvement, the social changes associated with this time period, the impact of the media, and the end of the Vietnam War.

### Big Ideas:
- All conflicts and revolutions have political, social, and economic causes and effects.
- All conflicts and revolutions have political, social, and economic causes and effects.

### Thought Provoking Question
- How does conflict affect people/us?
- How does conflict affect people/us?

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<thead>
<tr>
<th>Concepts within Unit 10</th>
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<tr>
<td>Concept #1: Vietnam War</td>
<td>USH.8D, USH.8E, USH.8F, USH.18B, USH.19A, USH.22A, USH.22B, USH.23B</td>
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<tr>
<td>Concept #2: Social Change</td>
<td>USH.2A, USH.8F, USH.20A, USH.25A</td>
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### Unit 11: U.S. 1972-1992
Estimated Date Range: March 16 – April 2

### Unit Overview:
In this five-concept unit, students will study the decades spanning 1972-1992. The major focus of this unit is that students understand the presidency of Nixon, Ford, Carter, and Reagan.

### Big Ideas:
- Leaders must deal effectively with political, economic, and social issues.
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- Leaders must deal effectively with political, economic, and social issues.
- Eras are periods of time, classified by like or related events.
- Turning points help define major eras in history, some are so significant they change the world.

### Thought Provoking Questions
- What issues do leaders face?
- What qualifies an individual as a leader?
- What qualifies an individual as a leader?
- Can a decade change a nation?
- When do you know when a turning point has occurred?

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<thead>
<tr>
<th>Concepts within Unit 11</th>
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<tbody>
<tr>
<td>Concept #1: Nixon Presidency</td>
<td>USH.10A, USH.14B, USH.18C, USH.20A</td>
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<tr>
<td>Concept #2: Ford and Carter</td>
<td>USH.10C, USH.17E, USH.18D</td>
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<tr>
<td>Concept #3: Reagan</td>
<td>USH.10B, USH.10C, USH.10D, USH.11B, USH.13A, USH.17C, USH.23A</td>
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<tr>
<td>Concept #4: Life in the 1980s</td>
<td>USH.10E, USH.24C, USH.26A, USH.26C, USH.27A</td>
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<tr>
<td>Concept #5: The End of the Cold War</td>
<td>USH.2A, USH.2B, USH.11A</td>
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**Unit 12: Contemporary America**  
**Estimated Date Range: April 3 – May 21**

**Unit Overview:**
In this three-concept unit, students will study modern America, looking at the presidencies of Clinton, Bush, and Obama, global economic issues, and contemporary American issues. The major focus of this unit is that students understand how past events have shaped the present.

**Big Ideas:**
- Leaders must deal effectively with political, economic, and social issues.
- Countries trade to meet the needs of their people.
- People are affected by contemporary issues, events, and people.

**Thought Provoking Questions**
- What issues do leaders face?
- How are we impacted by trade?
- To what degree do contemporary issues, events, and people shape a society?

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<thead>
<tr>
<th>Concepts within Unit 12</th>
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<tbody>
<tr>
<td>Concept #1: Clinton, Bush, Obama</td>
<td>USH.2B, USH.11A, USH.11C,</td>
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<td>USH.18B, USH.18C, USH.19B</td>
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<tr>
<td>Concept #2: Global Economic Issues</td>
<td>USH.11D, USH.17E, USH.26B,</td>
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<td>USH.27A, USH.27B</td>
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<tr>
<td>Concept #3: Contemporary American Issues</td>
<td>USH.9A, USH.12A, USH.13B,</td>
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<td>USH.18D, USH.22C, USH.22D,</td>
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<td></td>
<td>USH.23A, USH.24B, USH.25D</td>
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