



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Individuals and Societies IB HOTA Yr 1

Unit Title/ Topic	<i>Unit 4: Development of Modern America (1856 TO 1929)</i>	Hours	<i>12 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Towards the end of the 19th Century, the US became more involved in foreign affairs and imperial expansion. This was for a variety of economic, political and strategic reasons which were underpinned by the concepts of Manifest Destiny and Social Darwinism.

Unit Description and texts

This section focuses on the impact of modernization in the region on foreign policy, including an exploration of the involvement of the region in the First World War. Modernization shaped the new nations, and its effects created the basis for a major shift in the foreign policies of the region. By the end of the 19th century, for example, the United States played a more active role in world affairs and in the affairs of Latin America in particular, thus transforming inter-American relations. When the First World War ended, its impact was felt in the economic, social and foreign policies of the participating countries.

- United States’ expansionist foreign policies: political, economic, social and ideological reasons
- Spanish–American War (1898): causes and effects
- Impact of United States’ foreign policies: the Big Stick; Dollar Diplomacy; moral diplomacy
- United States and the First World War: from neutrality to involvement; reasons for US entry into the First World War; Wilson’s peace ideals and the struggle for ratification of the Treaty of Versailles in the United States; significance of the war for the United States’ hemispheric status
- Involvement of one country of the Americas (except the US) in the First World War: nature of, and reasons for, involvement
- Impact of the First World War

goals/Skills	Approaches to learning (ATL)
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<p>Skills:</p> <p>Use of specific terminology in writing.</p> <p>Build analysis in writing.</p> <p>Build critical thinking skills with regards to historical sources.</p> <p>Details: Students will be able to apply their learning from this unit to an evaluation of history that helps prepare them for writing the external assessment, Internal Assessment in IB History, and the Paper 3 Essay. Students will use the OPCVL format to analyze historical sources</p>	<p>Category: Communication Cluster: Communication Skills Skill Indicator: Students will negotiate ideas and knowledge with peers and teachers.</p> <p>Category: Thinking Cluster: Critical Thinking Skills Skill Indicator: Students will gather and organize information in order to formulate an argument.</p> <p>Category: Thinking Skills Cluster: Transfer Skill Indicator: Students will be able to use the OPCVL format on a variety of sources.</p> <p>Category: Affective Skills Cluster: Managing State of Mind Skill Indicator: Students will practice focus and concentration</p>
<p>Content/skills/concepts</p>	<p>Learning process</p>
<p style="text-align: center;"><u>Students will know the following content:</u></p> <p>SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.</p> <p>a. Explain the effects of railroads on other industries, including steel and oil.</p> <p>b. Examine the significance of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies.</p> <p>c. Examine the influence of key inventions on U.S. infrastructure, including but not limited to the telegraph, telephone, and electric light bulb.</p> <p>d. Describe Ellis and Angel Islands, the change in immigrants’ origins and their influence on the economy, politics, and culture of the United States.</p> <p>e. Discuss the origins, growth, influence, and tactics of labor unions including the American Federation of Labor.</p> <p>SSUSH12 Evaluate how westward expansion impacted the Plains Indians and fulfilled</p>	<p>Socratic Seminar</p> <p>Debate</p> <p>Small group/pair work</p> <p>PowerPoint lecture/notes</p> <p>Details: Students will have multiple opportunities to collaborate during this unit. They will begin to discuss how to formulate an appropriate historical question and gather various perspectives when forming an argument. Additionally, students will have opportunities to conduct their own research to find historic evidence in support of an argumentative claim. Finally, students explore various methods for note taking.</p> <p>Others:</p>

Manifest Destiny.

- a. Examine the construction of the transcontinental railroad including the use of immigrant labor.
- b. Evaluate how the growth of the western population and innovations in farming and ranching impacted Plains Indians.
- c. Explain the Plains Indians’ resistance to western expansion of the United States and the consequences of their resistance.

SSUSH13 Evaluate efforts to reform American society and politics in the Progressive Era.

- a. Describe the influence of muckrakers on affecting change by bringing attention to social problems.
- b. Examine and explain the roles of women in reform movements.
- c. Connect the decision of Plessy v. Ferguson to the expansion of Jim Crow laws and the formation of the NAACP.
- d. Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement.

Students will develop the following skills:

Map and Globe Skills: 1, 3, 4, 5, 6, 7, 8, 11, 12, 17

Information Processing Skills: 1, 2, 3, 5, 6, 8, 10, 11, 17

Students will grasp the following concepts:

IB Command Terms

Compare and Contrast

Examine

To What Extent

Language and Learning	TOK Connections	CAS connections
Activating background knowledge	Ways of knowing	Activity

Details: Students will be required to master a broad base of historic information and knowledge in order to construct effective arguments.	Details: Students will explore how information is passed from one group or time period to the next. Students will examine the concept of “American Exceptionalism” and how it still survives in the American identity today.	Details: Students will debate the merits of both the expansionist and anti-imperialist views in the US and one other American country.
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Essential Understandings and Questions

<p>Factual:</p> <p>What are the conditions that allowed for and reasons for American international expansion from 1865 to 1920?</p> <p>What were the arguments for and against expansion?</p> <p>Conceptual:</p> <p>Countries and people have been conquering each other since recorded time. What are the common patterns that are present in all expansions?</p> <p>Debatable:</p> <p>What are the benefits and problems when a country colonizes or is colonized?</p>

Common Assessment Tasks
List of formative and summative assessments.

DP Assessments	<p>Assessment Objectives:</p> <p>Students will continue to demonstrate the ability to establish an historic thesis (claim) and support it with relevant and appropriate information.</p> <p>Accurately use the OPCVL framework with regards to an historic claim.</p> <p>Students will master a body of information.</p> <p>Students will begin to learn effective research skills and continue using historical thinking skills.</p>	Formative Assessments	<p>Vocabulary Quiz or Quizzed</p> <p>OPCVL Activity</p> <p>Student Created Learning Materials</p>	Summative Assessments	<p>HOTA Paper 3: Section 9:</p> <p>The development of modern nations (1865–1929)</p> <p>Students will complete a constructed response to the prompt of their choice</p>
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Learning Experiences		
Add additional rows below as needed.		
Topic or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB
Direct US involvement in foreign affairs post Civil War to World War I	HOTA Paper 3 Topic 10 10: Emergence of the Americas in global affairs (1880–1929) Students will explore the impact of modernization in the region on foreign policy, including an exploration of the involvement of the region in the First World War.	Students will discuss and debate the arguments for and against American Imperialism. Students will interpret various political cartoons.
N/A		
N/A		
Content Resources		
Additional supports in this unit should include:		
ThinkIB.net		

Curriculum Unit Approval Statement

Every team member is expected to read and review the unit planner and contents contained in the unit planner.

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p>Criteria I: Standards Alignment:</p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p>Criteria III: Assessment Alignment:</p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
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Common Formative and Summative Assessments

<p>Assessment Title</p>	<p>Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components 3. Aligned to learning experiences <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p>Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).</p>
<p>Formative Assessment(s):</p>	<p>N/A</p>	<p>N/A</p>
<p>Summative(s) Assessment:</p>	<p>N/A</p>	<p>N/A</p>
<p>Plan to address issues or concerns noted:</p>		

Learning Experiences

Add additional rows below as needed.

Learning Experience Title	Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: 1. State Standards 2. MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).	Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
LE 1:	n/a	n/a	n/a
LE 2:	n/a	n/a	n/a
LE 3:	n/a	n/a	n/a
Plan to address issues or concerns noted:			

Resources listed on unit planner

Add additional rows below as needed.

Resources	Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u> 1. State Standards 2. MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).	Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
Resource:	n/a	n/a	n/a
Plan to address issues or concerns noted:			

By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).

Curriculum Team Signatures:

Jacob Wachtel
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 Beverly Sylvester