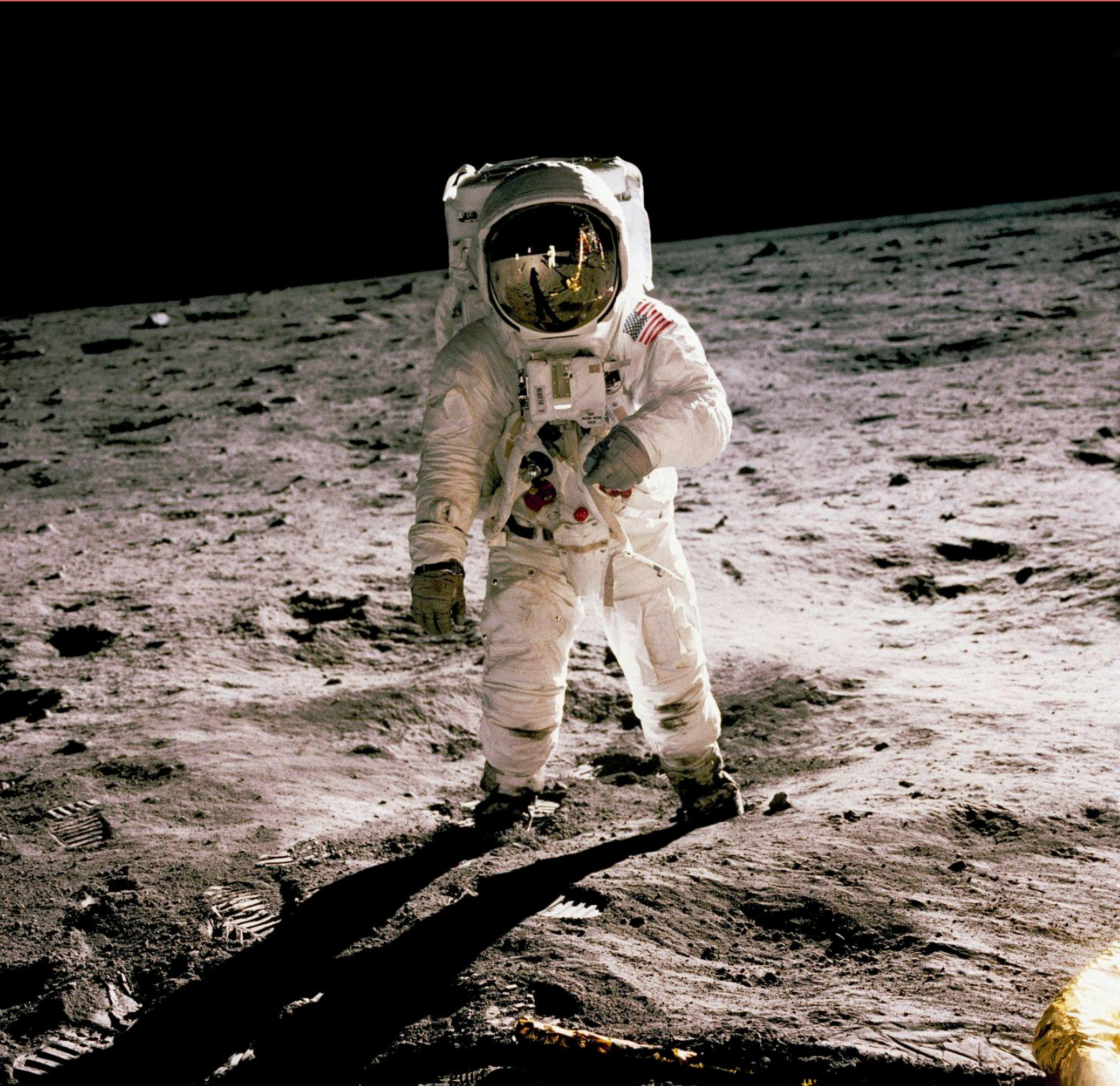


US Studies 6

Course Overview



1ST - 9 WEEKS

Unit 1-The Second Industrial Revolution
Unit 2-Immigration
Unit 3-Progressive Movement

2ND - 9 WEEKS

Unit 4-World War I and the Homefront
Unit 5-Between Wars
Unit 6-World War II and the Homefront

3RD - 9 WEEKS

Unit 7-Post War, Cold War, and the Space Race
Unit 8-Civil Rights and Social Changes
Unit 9-Korean and Vietnam Wars

4TH - 9 WEEKS

Unit 10-Economic Development and 1950's-1980's
Unit 11-Political and Foreign Development (1950's-2000's)
Unit 12-Social and Political Developments (post-World War II Era-Modern Day)

STANDARDS CHECKLIST

*minimum content; disciplines can add a column for unit designation if desired

ALCOS	1ST - 9 WEEKS	2ND - 9 WEEKS	3RD - 9 WEEKS	4TH - 9 WEEKS
1	X	X		
2	X			
3		X		
4	X	X		
5		X		
6		X		
7		X		
8			X	
9			X	X
10			X	X
11			X	X
12			X	X



6th Grade US Studies: Industrial Revolution-Present

Scope and Sequence

	UNIT 1-The Second Industrial Revolution	UNIT 2-Immigration	UNIT 3-Progressive Movement		
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	(1)Intro. To Industrialization	(1)Intro. To Industrialization	(1)Intro. To Industrialization	(2)Impact of Industrialization	(2) Impact of Industrialization
WEEK 2	(3)Impact of Communication	(3)Impact of Communication	Review/ Assessment	Review/ Assessment	(1)Immigration
WEEK 3	(1)Immigration	(1)Immigration	(1)Immigration	(1)Immigration	(1)Immigration
WEEK 4	(1)Immigration	Review/ Assessment	Review/ Assessment	(1)Child Labor	(1)Child Labor
WEEK 5	(2)Worker Compensation	(3) Political Reforms	(3) Political Reforms		
WEEK 6					
WEEK 7					
WEEK 8					
WEEK 9					

	UNIT 4 - WWI and the Homefront	UNIT 5-Between Wars	UNIT 6-WWII and the Homefront		
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	(1) Who and Why (2) Assassination	(3) Alliances (4) Overview of World War I	(5) Trenches, Weapons, and Technology	(6) World War I and Alabama	(6): The U.S. Enters the War (7) Espionage
WEEK 2	(8) -Effects of World War I	(8) Effects of World War I	(9): War Ends	(9)-War Ends	(9) War Ends
WEEK 3	(10): The Homefront	(10): The Homefront	Review/ Assessment	Review/ Assessment	(1): CD - Prohibition
WEEK 4	(2) CD - Red Scare	(3) CD - The Harlem Renaissance	(3) CD-The Harlem Renaissance	(4) CD - Inventors	(4) CD - Inventors
WEEK 5	(6) Notable People	(6) Notable People	(7) Return to Normalcy	(8) Causes of the Great Depression	(8) Causes of the Great Depression
WEEK 6	(9) EP-Effects of the Great Depression	(9) EP-Effects of the Great Depression	(10) EP-New Deal	Assessment/ Review	Assessment/ Review
WEEK 7	(1) The U.S. Enters the War	(2) -Battles	(2)-Battles	(3) Leaders and Generals	(3)-Leaders and Generals
WEEK 8	(4)-The End of the War	(5)The Holocaust	(6) World War II-Death Toll	(7) The Homefront-Pro propaganda	(7) The Homefront-Pro propaganda
WEEK 9	(8) The Homefront-Alabama	(8)The Homefront-Alabama	(9) The Homefront-Discrimination	Review/ Assessment	Review/Assessment

UNIT 7: Post War, Cold War, and Space Race	UNIT 8: Civil and Social Rights	UNIT 9: Korean and Vietnam War
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	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	(1)Origins of the Cold War	(1)Origins of the Cold War	(1)Origins of the Cold War	(2)Bay of Pigs	(2)Berlin
WEEK 2	(3)Space Race	(4)Alabama's Role	(5)The End of the Cold War	(5)The End of the Cold War	(5) The End of the Cold War
WEEK 3	Review/ Assessment	Review/ Assessment	(1)Civil Rights-People and Events	(1)Civil Rights-People and Events	(1)Civil Rights-People and Events
WEEK 4	(2)The Role of Women	(2)The Role of Women	(2)The Role of Women	(3)The Impact of the Media	(3)The Impact of the Media
WEEK 5	(3)The Impact of the Media	(3) The Impact of the Media	Review/ Assessment	Review/ Assessment	(1)Korean War
WEEK 6	(1)Korean War	(1)Korean War	(1)Korean War	(2)The Vietnam War	(2)The Vietnam War
WEEK 7	(2)The Vietnam War	(2)The Vietnam War	(2)The Vietnam War	Review/ Assessment	Review/ Assessment
WEEK 8					
WEEK 9					

UNIT 10: Economic Developments (1950s-1980s)	UNIT 11: Political and Foreign Developments (1960s-2000s)	UNIT 12: Social and Political Developments (Post World War II Era-Modern Day)
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	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	(1)The 1950's Boom	(1)The 1950's Boom	(2)The Great Society	(2)The Great Society	(2)The Great Society
WEEK 2	(3)The 1970's Crisis	(3)The 1970's Crisis	(3)The 1970's Crisis	Review/ Assessment	Review/ Assessment
WEEK 3	(1)Nixon's Watergate	(1)Nixon's Watergate	(2)Carter's Presidency	(2)Carter's Presidency	(2)Carter's Presidency
WEEK 4	(2)Carter's Presidency	(2)Carter's Presidency	(2)Carter's Presidency	(3)The Reagan Years	(3)The Reagan Years
WEEK 5	(3)The Reagan Years	(3)The Reagan Years	(4)Bush-Persian Gulf War	(4)Bush-Persian Gulf War	(4)Bush-Persian Gulf War
WEEK 6	(5) The Clinton Administration	(5)1993 World Trade Center bombing	Review/ Assessment	Review/ Assessment	(1)Conformity
WEEK 7	(1)Conformity	(2)Women's Rights	(2)Women's Rights	(2)George W. Bush Years	(2)George W. Bush Years
WEEK 8	(3)George W. Bush Years-9-11	(3)George W. Bush Years-9-11	(4)Obama's Administration	(4)Obama's Administration	(5)Obama's Administration
WEEK 9	Review/ Assessment	Review/ Assessment			

UNIT 1: 2nd Industrial Revolution

RECOMMENDED TIME FRAME:
12 days

UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students with an understanding of the many changes that had taken place in the nation’s economy by the late 1800s. Large, powerful corporations had developed, and labor had organized into unions. Business owners and employees struggled to establish new ways of working together. Inventions changed everyday life and revolutionized society in the United States and around the world.

STANDARDS

ALCOS standards reference: Alabama Course of Study 6

1) Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late nineteenth century to World War I.

2) Describe reform movements and changing social conditions during the Progressive Era in the United States.

- Identifying workplace reforms, including the eight-hour workday, child labor laws, and workers' compensation laws

4) Identify cultural and economic developments in the United States from 1900 through the 1930s.

- Identifying contributions of turn-of-the-century inventors

Examples: George Washington Carver, Henry Ford, Alexander Graham Bell, Thomas Alva Edison, Wilbur and Orville Wright (Alabama)

RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

UNIT 2: Immigration

RECOMMENDED TIME FRAME:
15 days

UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students with a deeper understanding of how the modern urban nation we live in started to take shape between 1865 and 1914. By 1914 as many people lived in cities as they did in rural areas. Cities faced many of the same problems that American cities face today-poverty, crime, inadequate housing, and conflicts among people of different backgrounds. Students will also learn many aspects of modern life emerging in the cities, including daily newspapers, spectator sports, public parks, and libraries.

STANDARDS

ALCOS standards reference: Alabama Course of Study 6

- 1) Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late nineteenth century to World War I.
- 2) Describe reform movements and changing social conditions during the Progressive Era in the United States.
 - Relating countries of origin and experiences of new immigrants to life in the United States
Example: Ellis Island and Angel Island experiences
 - Identifying workplace reforms, including the eight-hour workday, child labor laws, and workers' compensation laws
 - Identifying social reforms of the Progressive movement, including efforts by Jane Adams, Clara Barton, and Julia Tutwiler (Alabama)

RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

UNIT THREE: Progressive Movement

**RECOMMENDED TIME FRAME:
10 days**

UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students with an understanding of how the reform spirit gained strength during the late 1800s and flourished during the early 1900s. Some reformers believed that rapid social and economic change had resulted in a disordered and corrupt society. These reformers, called progressives, believed that the efforts of individuals and government could make society better and fairer. As progressive leaders reached positions in government, they passed laws affecting government employees, business practices, and public health. These progressive laws form the basis for modern ideas of the role of government

STANDARDS

ALCOS standards reference: Alabama Course of Study 6

1) Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late nineteenth century to World War I.

2) Describe reform movements and changing social conditions during the Progressive Era in the United States.

- Identifying workplace reforms, including the eight-hour workday, child labor laws, and workers' compensation laws
- Identifying political reforms of Progressive movement leaders, including Theodore Roosevelt and the establishment of the national park system
- Identifying social reforms of the Progressive movement, including efforts by Jane Adams, Clara Barton, and Julia Tutwiler (Alabama)
- Recognizing goals of the early civil rights movement and the purpose of the National Association for the Advancement of Colored People (NAACP)
- Explaining Progressive movement provisions of the Sixteenth, Seventeenth, Eighteenth, Nineteenth, and Twenty-first Amendments to the Constitution of the United States

4) Identify cultural and economic developments in the United States from 1900 through the 1930s.

- Describing the impact of various writers, musicians, and artists on American culture during the Harlem Renaissance and the Jazz Age
- Identifying contributions of turn-of-the-century inventors
- Describing the emergence of the modern woman during the early 1900s
- Identifying notable persons of the early 1900s
- Comparing results of the economic policies of Warren G. Harding, Calvin Coolidge, and Herbert Hoover Administrations

RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

UNIT 4: World War I and the Homefront

RECOMMENDED TIME FRAME: 3 weeks (15 days)

UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students with an understanding of how World War I changed the world. The people of the time called the conflict the Great War, and they believed there would never be another like it. Although the United States tried to be neutral, it was drawn into the conflict. The students will learn that the war had a profound effect on the nation, touching all aspects of life. When the fighting was over, the United States emerged as one of the greatest powers of the world.

STANDARDS

ALCOS standards reference: Alabama Course of Study 6

3) Identify causes and consequences of World War I and reasons for the United States' entry into the war.

- Describing military and civilian roles in the United States during World War I.
- Explaining roles of important persons associated with World War I, including Woodrow Wilson and Archduke Franz Ferdinand
- Analyzing technological advances of the World War I era for their impact on modern warfare

Examples: machine gun, tank, submarine, airplane, poisonous gas, gas mask

- Locating on a map major countries involved in World War I and boundary changes after the war

RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

UNIT 5: Between the Wars

RECOMMENDED TIME FRAME: 3 weeks (15 days)

UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students with an understanding of why the boom years of the 1920s had hidden problems. Those problems became visible in 1929, when the nation's economy shifted into a downward slide. The New Deal, created during the Depression, changed the way Americans viewed government. FDR's New Deal led the country through the Great Depression and the effects of the Dust Bowl.

STANDARDS

ALCOS standards reference: Alabama Course of Study 6

4) Identify cultural and economic developments in the United States from 1900 through the 1930s.

- Describing the impact of various writers, musicians, and artists on American culture during the Harlem Renaissance and the Jazz Age
- Identifying contributions of turn-of-the-century inventors
- Describing the emergence of the modern woman during the early 1900s
- Identifying notable persons of the early 1900s
- Comparing results of the economic policies of Warren G. Harding, Calvin Coolidge, and Herbert Hoover Administrations

5) Explain the causes and effects of the Great Depression on the people of the United States

- Identifying patterns of migration during the Great Depression
- Locating on a map the area of the United States known as the Dust Bowl
- Describing the importance of the election of Franklin D. Roosevelt as President of the United States, including New Deal agencies
- Locating on a map the river system utilized by the Tennessee Valley Authority

RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

UNIT 6: World War II and the Homefront

RECOMMENDED TIME FRAME: 3 weeks (15 days)

UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students with a deeper understanding of the most destructive war in history. At the end of the war, the U.S. again emerged as a world power and the sole possessor of the atomic bomb. This marked the beginning of the nation's role as a superpower and brought the U.S. new responsibilities in almost every area of the world.

STANDARDS

ALCOS standards reference: Alabama Course of Study 6

6) Identify causes and consequences of World War II and reasons for the United States' entry into the war.

- Locating on a map Allied countries and Axis Powers
- Locating on map key engagements of World War II, including Pearl Harbor; the battles of Normandy, Stalingrad, and Midway; and the Battle of the Bulge
- Identifying key figures of World War II, including Franklin D. Roosevelt, Sir Winston Churchill, Harry S. Truman, Joseph Stalin, Adolf Hitler, Benito Mussolini, Michinomiya Hirohito, and Hideki Tōjō
- Describing the development of and the decision to use the atomic bomb
- Describing human costs associated with World War II

Examples: the Holocaust, civilian and military casualties

- Explaining the importance of the surrender of the Axis Powers ending World War II

7) Identify changes on the American homefront during World War II.

Example: rationing

- Recognizing the retooling of factories from consumer to military production
- Identifying new roles of women and African Americans in the workforce
- Describing increased demand on the Birmingham steel industry and Port of Mobile facilities (Alabama)
- Describing the experience of African Americans and Japanese Americans in the United States during World War II, including the Tuskegee Airmen and occupants of internment camps (Alabama)

RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

UNIT 7: Post World War II, Cold War, and the Space Race

RECOMMENDED TIME FRAME: 3 weeks (15 days)

UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students with an understanding of the bitter rivalry between the U.S. and the Soviet Union. This Cold War would last almost 50 years. Each side sought to gain allies and to prove that its system –democracy and free enterprise or communism–was better. At times their rivalry and hostile relations threatened to turn into open warfare. A major outcome of the Cold War was the Space Race, started by Soviet and U.S. advances toward the moon.

STANDARDS

ALCOS standards reference: Alabama Course of Study 6

8) Describe how the United States' role in the Cold War influenced domestic and international events.

- Describing the origin and meaning of the Iron Curtain and communism
- Recognizing how the Cold War conflict manifested itself through sports
Examples: Olympic Games, international chess tournaments, Ping-Pong diplomacy
- Identifying strategic diplomatic initiatives that intensified the Cold War, including the policies of Harry S. Truman, Dwight D. Eisenhower, and John F. Kennedy
Examples: trade embargoes, Marshall Plan, arms race, Berlin blockade and airlift, Berlin Wall, mutually assured destruction, North Atlantic Treaty Organization (NATO), Warsaw Pact, Cuban missile crisis, Bay of Pigs invasion
- Identifying how Cold War tensions resulted in armed conflict
Examples: Korean Conflict, Vietnam War, proxy wars
- Describing the impact of the Cold War on technological innovations
Examples: Sputnik; space race; weapons of mass destruction; accessibility of microwave ovens, calculators, and computers
- Recognizing Alabama's role in the Cold War (Alabama)
Examples: rocket production at Redstone Arsenal, helicopter training at Fort Rucker (Alabama)
- Assessing effects of the end of the Cold War Era
Examples: policies of Mikhail Gorbachev; collapse of the Soviet Union; Ronald W. Reagan's foreign policies, including the Strategic Defense Initiative (SDI or Star Wars)

RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

UNIT 8: Civil Rights and Social Changes

**RECOMMENDED TIME FRAME:
13 days**

UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students with an examination of how the prosperity of the 1950s became a period of economic growth that would bring benefits to many Americans, but often at the expense of others. In the 1950s a tide of protests began to rise in America against deeply rooted attitudes of racism and discrimination. The campaign for equality expanded and gained momentum in the 1960s. Although the Civil Rights Movement could not overcome all the obstacles that stood in the way of full citizenship, it achieved some stunning successes. Inspired by those victories, women, Hispanics, Native Americans, and others intensified their efforts to secure their full rights as citizens.

STANDARDS

ALCOS standards reference: Alabama Course of Study 6

9) Critique major social and cultural changes in the United States since World War II.

- Identifying key persons and events of the modern Civil Rights Movement

Examples: persons—Martin Luther King Jr.; Rosa Parks; Fred Shuttlesworth; John Lewis (Alabama)

events—Brown versus Board of Education, Montgomery Bus Boycott, student protests, Freedom Rides, Selma-to-Montgomery Voting Rights March, political assassinations (Alabama)

- Describing the changing role of women in United States' society and how it affected the family unit

Examples: women in the workplace, latchkey children

- Recognizing the impact of music genres and artists on United States' culture since World War II

Examples: genres—protest songs; Motown, rock and roll, rap, folk, and country music artists—Elvis Presley, the Beatles, Bob Dylan, Aretha Franklin, Hank Williams (Alabama)

- Identifying the impact of media, including newspapers, AM and FM radio, television, twenty-four hour sports and news programming, talk radio, and Internet social networking, on United States' culture since World War II

RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

UNIT 9: Korean and Vietnam Wars

**RECOMMENDED TIME FRAME:
11 days**

UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students with an understanding of the fact that at the end of World War II, the United States and the Soviet Union both sent troops into Korea and agreed to occupy it temporarily. The two world powers could not agree how to unify Korea, and when both nations removed their forces in 1949, Korea remained divided. Tensions between the two Koreas were high and, by the time the negotiations ended in 1951, the U.S. was committed to fighting Communist expansion with money, arms, and even lives. Students will also understand that the Vietnam War era left scars on America. The war damaged people’s confidence in their government. The American people became more willing to challenge the president on military and foreign policy issues after Vietnam. The war also became a yardstick to gauge whether to involve American troops in later crises in other countries.

STANDARDS

ALCOS standards reference: Alabama Course of Study 6

8) Describe how the United States' role in the Cold War influenced domestic and international events.

- Identifying how Cold War tensions resulted in armed conflict

Examples: Korean Conflict, Vietnam War, proxy wars

RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

**UNIT 10: Economic Developments and the
1950s-1980s**

**RECOMMENDED TIME FRAME: 4
weeks**

UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students with an examination of the events of post-World War II through modern day by studying the events and timeline of Richard Nixon's and Ronald Reagan's administrations. In Year 2, students will look at the economic developments of the post-World War II era, including the economic boom of the 1950's and stagflation of the 1970's.

STANDARDS

ALCOS standards reference: Alabama Course of Study 6

10) Analyze changing economic priorities and cycles of economic expansion and contraction for their impact on society since World War II.

Examples: shift from manufacturing to service economy, higher standard of living, globalization, outsourcing, insourcing, "boom and bust," economic bubbles

- Identifying policies and programs that had an economic impact on society since World War II

Examples: Servicemen's Readjustment Act of 1944 (G. I. Bill of Rights), Medicare and Medicaid, Head Start programs, space exploration, Children's Health Insurance Program (CHIP), environmental protection issues (Alabama)

- Analyzing consequences of immigration for their impact on national and Alabama economies since World War II (Alabama)

11) Identify technological advancements on society in the United States since World War II.

Examples: 1950s—fashion doll, audio cassette

1960s—action figure, artificial heart, Internet, calculator

1970s—word processor, video game, cellular telephone

1980s—personal computer, Doppler radar, digital cellular telephone

1990s—World Wide Web, digital video diskette (DVD)

2000s—digital music player, social networking technology, personal Global Positioning System (GPS) device

12) Evaluate significant political issues and policies of presidential administrations since World War II.

- Identifying domestic policies that shaped the United States since World War II

Examples: desegregation of the military, Interstate Highway System, federal funding for education, Great Society, affirmative action, Americans with Disabilities Act, welfare reform, Patriot Act, No Child Left Behind Act

RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)