The US in the 21st Century (4 Weeks 9-10 Classes)
Link to 2022-2023 Essential Standards & Pacing

🌍 **Purpose**: The purpose of this unit guide is to provide teachers with unit specific content and instructional and assessment resources to support the creation of meaningful learning experiences for students. The layout follows a "backward design" approach to teaching and learning resulting in a performance assessment using the: Standard 1 Rubric. **Explore the guide using the navigation bar.**

Navigate to Sections of the Planning Guide

Unit Overview	CRP and SEL	Instruction and Assessment	Scaffolds and Supports	Unit Specific Content Resources	Unit Specific PBA

Connecting Portrait of a Graduate and Presentation of Learning (POG POL) outcomes to HS Social Studies.
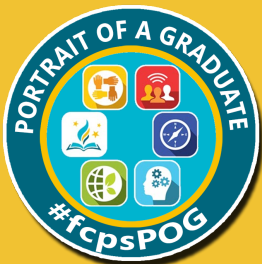
POG Skills for This Unit
Identify which POG attributes & skills and Standard 1 Skills in History or Government students will develop in this unit.

| POG Attribute and skill

Standard 1 Skill | POG Attribute and skill

Standard 1 Skill | POG Attribute and skill

Standard 1 Skill |
|---|---|---|

What Evidence of Learning Examples for This Unit
In POG POL students use pieces of evidence (writing, graphic organizers, digital media, visible thinking routines, presentation material, etc.) to show use of POG and Standard 1 Skills

Identify what evidence students can use in this unit below

To increase student ownership of POG and Standard 1, consider these practices!

To learn more on presentations of learning and student feedback, click here!

Back to the Top of the Unit Guide

🌎 Unit Overview 🌎

Description

Using the past to better understand ourselves, society, and the contemporary world is a core aspect of social studies education.

- This unit on the US in the 21st Century is a study on the impact of the past on the contemporary world..
- The resources and guidance below support the development of students' thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments.

Unit VDOE Standards

- **VUS.14.** Students will apply social science skills to understand political and social conditions in the United States during the early twenty-first century

Unit Priority Standards

- **14 a,b,c,d -** Students will apply social science skills to understand political and social conditions in the United States during the early twenty-first century *and its impact on students' identities, communities, and the world.*

- **ID.5-** Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

- **AC.20-** Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

VDOE 2020 - 2021 Technical Edits and Corresponding Resources

Note: Some resources contain explicit, hateful, or offensive language and content.
Teachers should preview resources before use to prepare students.
Resources can also be used to build teachers' subject matter knowledge.

13e. President Barack H. Obama, 2009–2016
~~Patient Protection and Affordable Care Act of 2010~~ Patient Protection and Affordable Care Act of 2010 Called for Congress to pass legislation to reform health care in the United States Patient Protection and Affordable Care Act of 2010, popularly known as "Obamacare" that has provided medical care for millions of Americans

Initiated the Generation Indigenous program

Escalated Undeclared Drone War in Yemen

American Healthcare and Obamacare
This is an overview of the U.S. healthcare system and the Affordable Care Act (ACA).

❓ Essential Questions

- In what ways has globalization been impacted by and has impacted the United States?
- Explain how political, social, economic, cultural, technological, environmental, and global topics in the 21st century impacted the world, the Americas, the United States, Virginia, your community, and you.
- What people, groups, ideas, events, systems, and things in the 21st Century have had the most significant impact on the world, the Americas, the United States, Virginia, your community, and you.
- How does learning about **the US in the 21st Century** impact your understanding of yourself, your lived experiences, a concept, a UN Sustainable Development Goal, or a contemporary world issue/event?

🌎 Considerations for Learner-Centered Environment (Cultural Responsiveness & SEL) 🌎

Together both Cultural Responsiveness and Social-Emotional Learning support student thinking, learning, and well-being in a supportive classroom environment.

- *Affirming Student Identities: Students thrive when teachers know them well, and affirm their individual and diverse identities.*

- *Class discussions: Students use communication skills to puzzle over ideas, respectfully compare thinking, and deepen understanding of content.*

- *Cooperative learning: Small groups of students use knowledge of their own strengths and the ability to take the perspectives of others to complete learning tasks collectively*

- *Constructing Knowledge: Students make meaning of enduring concepts and systems.*

- *Reflection: Students are afforded reflection time to develop self- and social awareness*

Ways to build community in your class

🌎 Instruction and Assessment 🌎

Intended Learning Outcomes: *What will students know and be able to do?*

TBD

- Standard 1 Rubric

Back to the Top of the Unit Guide

The Engagement Model: *The editable tool is an FCPS supported class planning tool rooted in this idea, "Whoever is doing...is doing the learning."*

- [Click Here to Get a Digital Editable Engagement Model Planning Tool](#)
- [Click Here to Get a In Class Editable Engagement Model Planning Tool](#)

Summative Assessment: *How might students demonstrate mastery of the learning outcomes in this unit?*
- The summative assessment should ask students to address the essential question for this unit. A main way to do this is to ask students to engage in inquiry based experiences that ask them to demonstrate their understanding through authentic performance tasks.

- Summative assessments should use our [Standard 1 Rubric](#)

- See the bottom of the guide for PBA options for this unit.

Formative Assessment: *The primary purposes of formative assessments are to gauge student understanding of content and think about what they have learned. These assessments are not necessarily graded.*

- [Horizon Assessments](#) - a collection of multiple choice test items.
- [7 Approaches to Formative Assessment (Edutopia)](#)

POG Reflection		
[Reflection Cards](#)	[Self-Assessments](#)	[IB Aligned Self-Assessments](#)

Visible Thinking Strategies: *Learning is a product of thinking. These resources support students thinking about content and how it relates to themselves, others, and life in and beyond school? Also good for bell ringers and exit tickets).*

- [Visible Thinking Routines (Main Toolbox)](#)
- [Visible Thinking Routines (At Home Strategies)](#)
- [Facing History and Ourselves Teaching Strategies](#)

Ready to Use Visible Thinking Routines -
These are set to "View Only." Make a Copy to Use with Students

Frayer Models: Concepts & Content	Walk the Week	3-2-1 Bridge	Surprising,Interesting,Troubling
Headlines!	+1 Routine	What Makes You Say That?	1-2 Minute Essay
Connect, Extend, Challenge	Projecting Across Distance	Projecting Across Time	The Explanation Game
Facts or Fiction	Unveiling Stories	Stories	Main-Side-Hidden
Parts, People, Interactions	Parts, Perspectives, Me	Parts, Purposes, Complexities	Circle of Viewpoints
The 3 Whys	Circles of Action	Here Now There Then	See Think We Me
Beginning, Middle, End	Values, Identities, Actions	Imagine If	What Can Be
I Used to Think... Now I Think	Claim Support Question	Question Starts	Word Phrase Sentence
Relevant or Not	Learning to Infer	Anticipation Guides	Text-Text, Self, World
Stop - Look - Listen	Think - Puzzle - Explore	True for Who?	Unveiling Stories
Step In - Step Out - Step Back	K-W-L Chart	Same and Different	Feelings and Options
See-Think-Wonder	The 4 C's	Step Inside	Name - Describe - Act
Surprising - Interesting - Troubling			

Discussion Formats and Structured Conversations: *Students engaging in Academic Conversations is an essential part of deeper learning. Use a format below (or another one you know).Select a question, content, or concept to prompt student discussion.and combine them with the visible thinking strategies and scaffolds below.*

1. **Big Paper: Building a Silent Conversation**
2. **Barometer**
3. **Chalk Talk/Graffiti Boards**
4. **Concentric Circles**
5. **Conver-Stations**
6. **Fishbowl**
7. **Four Corners**
8. **Gallery Walk**
9. **Give One, Get One**
10. **Harkness Table**
11. **Human Timeline**
12. **Jigsaw Activity**
13. **People's Assembly**
14. **Philosophical Chairs**
15. **Pinwheel**
16. **Save the Last Word for Me**
17. **Snowball Discussion**
18. **Socratic Seminar**
19. **Spontaneous Argumentation**
20. **Think Pair Share**
21. **Town Hall Circle**
22. **Two Minute Interview**
23. **Wrap Around**
24. **Conversation Sentence Stems**
25. **De Bono's Hats**
26. **Learn to Listen, Listen to Learn**

Leading Hard Conversations/Facilitation

When sharing secondary sources that tell a particular story of our past and present, consider how you might support students in enacting a critical lens to identify biases and missing or misrepresented perspectives.

When sharing primary sources connected to experiences of violence or oppression, consider how you might honor students' developmental needs, as well as how you might frame sources in ways that affirm the dignity and humanity of people connected to those experiences.

General Guidance:
The **Guidance for Teachers** infographic is a summary of **Regulation 3280** (PDF). This may be helpful for staff as an overview of its expectations, protocols, and rationale.

Resources:
- **Complete Toolkit on Teaching Hard Conversations**
- **FCPS Created Resource for Facilitating Hard Conversations**
- **Roleplaying**

🌎 Scaffolds and Supports 🌎

Scaffolds and Supports for *Special Education, English Learners, Advanced Learners*

There are 13 Academic Language and Disciplinary Concept sheets linked below shaded in green. See more information from the ESOL department about academic language here.
- Students access and use the academic language needed to engage in a task;
- Students are able to communicate their thinking at high levels;
- Instruct with attention to the discourse, sentence patterns, and words that students need.

The additional supports (not shaded) are from a variety of sources.

Analyze	**Cause and Effect**	**Classify**	**Compare and Contrast**
Evaluate	**Infer**	**Inform**	**Inquire**
Justify	**Persuade**	**Problem Solve**	**Sequence**
Synthesize	**AAP Critical and Creative Strategies**	**Graphic Organizers in Google**	**Sentence Starters**
Primary and Secondary Source Graphic Organizers from the National Archives		**Secondary Education Literacy Strategies**	

Writing Supports: *These resources are designed to be used with any student to support their writing of constructed responses.*

- Essay Writing Structures
- Sentence Frames/Starters
- Transitional Words/Phrases

(NEW) Special Education Resources *The Special Education Office.'s mission is to strategically support the implementation of evidence-based practices to increase the academic achievement and the social and emotional competence of students based on individual needs.*

- FCPS Special Education Google Site
- High Leverage Practices
- Assistive Technology Services
- Tools to Supporting Deaf and Hard of Hearing Students
- Tools to Supporting Blind and Visually Impaired Students

🌎Unit Specific Content Resources 🌎

Note: Some resources contain explicit, hateful, or offensive language and content.
Teachers should preview resources before use to prepare students.
Resources can also be used to build teachers' subject matter knowledge.

- FCPS Created Digital Background Information Collections (Includes Lower Lexile and Translated Text)
  - Civil Rights

Back to the Top of the Unit Guide

- Historical Thinking Skills Activities - CLICK HERE FOR THE COMPLETE COLLECTION
  - Cause and Effect
  - Continuity and Change Over Time
  - Perspectives
  - Periodization
  - Story-Telling and Narrative Creation
  - Connections

- Stanford History Education Group Log-in Required
  -

- SOL Content Summaries and Activities

- (NEW) Artifact Choice Board

- (NEW) Unit Specific Vocabulary Terms

(NEW) Resources from the ESOL Library   -   Check out the ESOL Library's Google Site for more information

EBSCO Access: Login: fairfax   Password: Fcps2022!

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Additional Disciplinary / Content Area Resources	Additional Digital Tools (Not specific to content)

Additional Disciplinary / Content Area Resources
(Basal resources, Library Resources, Media Collections)

- **The American Yawp:**

- FCPS Library Databases
- Smithsonian Primary Source Database (username and password is "fairfax")
- Virtual Guest Speakers
- Virtual Field Trips

- eMaps - 100's of pre-created digital maps
  - Type "emaps" in your search bar to access
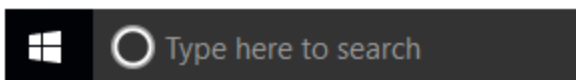
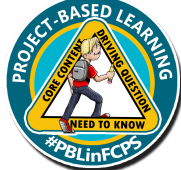Additional Digital Tools (Not specific to content)
Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning

- **Jamboard**- students can move and organize ideas collaboratively
- **Flip**- student can share their responses and leave feedback for their peers
- **Google Slides**-can be used for collaboration or for digital poster creation using the "publish to the web" feature

🌎 Complete Unit Specific Performance Assessments 🌎
Standard 1 Rubric

- **FCPS Created Performance Based Assessments**
- C3 Inquiries for this Unit **General** and **VA Hub**
    - ○

PBA Templates - Use and Modify these 3 Formats to Design your Own PBA

Support a Claim or Position	Digital Portfolio	Taking Informed Action
Suggested Planning Template to Modify/Use **Goal**: Students construct an argument (e.g., detailed outline, visual, essay) using specific claims and relevant evidence from sources while acknowledging competing views.	**Suggested Planning Template to Modify/Use** **Goal**: Students create artifacts/products that demonstrate their learning related to the essential question.	**Suggested PBL Template to Modify/Use** **Goal**: Students act in ways that allow them to demonstrate agency in a real-world context.