

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL**

Phase I-II, 2016-2017 2-23-17

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US History and Geography	
Phase I: Course Essential Questions	
<ol style="list-style-type: none"> 1. What is the role of the United States in the world? 2. How has geography impacted the political, social and economic environment of America? 3. What has been the role of government in the development of society in America? 4. Who is an American? 5. What role has rebellion/protest played in shaping society? 	
Phase II Curriculum	
Unit 1: Foundational Issues	
<p style="text-align: center;">Essential Questions:</p> <ol style="list-style-type: none"> 1. What are America’s core ideals? 2. How has the character of American politics changed over time? 3. What transformations and trends have influenced American life? 	<p style="text-align: center;">Essential Understanding:</p> <ol style="list-style-type: none"> 1. American society has embraced ideals that include Democracy, Equality, Liberty, Capitalism and Rights. 2. American political character has transformed the United States into a more pluralistic democratic society based on federalism, suffrage and republicanism. 3. American society has transformed from its founding of core ideals to trends including increasing its territory, participation of its citizens and foreign policies.
Curriculum Standards- DOK noted where applicable with Standards	
<p>F1 Political and Intellectual Transformations of America to 1877</p> <p>F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals</p> <ul style="list-style-type: none"> • Declaration of Independence • the U.S. Constitution (including the Preamble) • Bill of Rights • the Gettysburg Address • 13th, 14th, and 15th Amendments <p>F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing</p> <ul style="list-style-type: none"> • the birth of republican government, including the rule of law, inalienable rights, equality, and limited government 	

- the development of governmental roles in American life
- and competing views of the responsibilities of governments (federal, state, and local)
- changes in suffrage qualifications
- the development of political parties
- America's political and economic role in the world (*National Geography Standard 13, p. 210*)

F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

F2.1 Describe the major trends and transformations in American life prior to 1877 including

- changing political boundaries of the United States (*National Geography Standard 13, p. 210*)
 - regional economic differences and similarities, including goods produced and the nature of the labor force (*National Geography Standard 11, p. 206*)
 - changes in the size, location, and composition of the population (*National Geography Standard 9, p. 201*)
 - patterns of immigration and migration (*National Geography Standard 9, p. 201*)
 - development of cities (*National Geography Standard 12, p. 208*)
 - changes in commerce, transportation, and communication (*National Geography Standard 11, p. 206*)
- major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War

Reading Standards: Literacy in History/Social Studies Grades 9-10

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7 Integrate quantitative or technical analysis (e.g. charts, research data) with quantitative analysis in print or digital text.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Writing Standards: Literacy in History/Social Studies Grades 9-10

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING TARGETS

Knowledge/Content I Know...	Skills/Processes I Can...
<ul style="list-style-type: none"> • The core ideas presented in the Declaration of Independence, US Constitution (including Preamble and Bill of Rights), Gettysburg Address, 13th, 14th and 15th Amendments are capitalism, democracy, equality, liberty, and rights • How actions in early American History both attacked and defended capitalism, democracy, equality, liberty, and rights • The government of the US was designed to be representative of the people and not powerful enough to take advantage of them • Different ideas on the role of government lead to the creation of a federal system and the development of political parties • Who is represented in government changed as suffrage was expanded • American resources and market increased our international position • The political views in the North and South developed as a result of their geography • The North developed industrially and the South developed agriculturally • As population increased people began to move west • Cities developed to provide labor for factories and markets for exchange • Canals and railroads helped bring people together for trade and communication • As the US expanded it became more involved in international affairs <p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • capitalism • democracy • equality 	<p>Interpret primary and secondary source documents to increase understanding of:</p> <ul style="list-style-type: none"> • The Core Concepts of American History • America’s Landmark Documents • The role of government • Changes in American life in the early 1800s <p>Evaluate and debate issues orally and in writing</p> <ul style="list-style-type: none"> • The Core Concepts of American History • America’s Landmark Documents • The role of government • Changes in American life in the early 1800s <p>Analyze primary and secondary source documents to increase understanding of events and life in History</p> <ul style="list-style-type: none"> • The Core Concepts of American History • America’s Landmark Documents • The role of government • Changes in American life in the early 1800s <p>Analyze maps that include major physical features</p> <ul style="list-style-type: none"> • American Expansionism • Demographic changes <p>Analyze patriotic slogans and excerpts from notable speeches and documents</p> <ul style="list-style-type: none"> • Declaration of Independence • US Constitution • Bill of Rights • Gettysburg Address • Civil Rights Amendments <p>Interpret ideas and events from different historical perspectives</p> <ul style="list-style-type: none"> • The Core Concepts of American History • America’s Landmark Documents • The role of government • Changes in American life in the early 1800s <p>Make connections between past and present</p> <ul style="list-style-type: none"> • American Core Ideals • The role of government • changes in demographics • American expansion <p>Identify specific passages from in the Declaration of Independence, US Constitution (including Preamble and Bill</p>

<ul style="list-style-type: none"> • liberty • rights • federalism • republicanism • suffrage • demographics • foreign policy • Manifest Destiny 	<p>of Rights), Gettysburg Address, 13th, 14th and 15th Amendments that support capitalism, democracy, equality, liberty, and rights</p> <p>Identify actions of early American History that attacked and defended capitalism, democracy, equality, liberty, and rights</p> <p>Explain components of our government that forces it to be representative and prevents it from abusing the people</p> <p>Compare and contrast different ideas on the role of government and develop an explanation for the creation of both the federal system and political parties</p> <p>Explain the expansion of voting rights and predict its impact</p> <p>Compare and contrast the development of the North and South</p> <p>Assess the impact of Manifest Destiny on both Americans and native populations</p>
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Phase II Curriculum Unit 2: Becoming a World Power	
Essential Questions:	Essential Understanding:
<ol style="list-style-type: none"> 1. Why is American imperialism controversial? 2. How did events force America to abandon neutrality and enter World War I? 3. How did World War I impact American society? 4. What was the significance of President Wilson's role in developing the treaty to end World War I? 	<ol style="list-style-type: none"> 1. American imperialism redefines foreign policy and challenges our understanding of America's core ideals. 2. American neutrality was in conflict with the events that perpetuated the war. 3. Events of World War I challenged America's understanding and application of the core ideals of democracy, equality, liberty, rights and capitalism. 4. President Wilson offered the rejected "14 Points" to create a lasting peace.

Curriculum Standards- DOK noted where applicable with Standards

6.2 Becoming a World Power

Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.

6.2.1 Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America’s global influence and redefining its foreign policy. (*National Geography Standards 1 and 3; p.184 and 188*)

6.2.2 WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.

6.2.3 Domestic Impact of WWI – Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women’s suffrage.

6.2.4 Wilson and His Opponents – Explain how Wilson’s “Fourteen Points” differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. (*National Geography Standards 3 and 13; p. 188 and 210*)

Reading Standards: Literacy in History/Social Studies Grades 9-10

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WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING TARGETS

Knowledge/Content I Know ... (includes academic vocabulary)	Skills/Processes I Can ...
<ul style="list-style-type: none"> • Territories acquired between 1890-1914 (Cuba, Puerto Rico, Panama, U.S. Virgin Islands, Hawaii, Guam, the Philippines) • Territories were acquired for economic and military reasons • Territorial acquisitions and its people faced many obstacles such as colonialism and racism • The United States’ expanding global influence as a result of the Spanish American War, the Panama Canal, the Open Door Policy and the Roosevelt Corollary • The Roosevelt Corollary (Roosevelt) and subsequent “dollar diplomacy” (Taft) meant a redefinition of United States’ foreign policy • Disputes and tensions resulted from the United States’ increased global power • The growth of Militarism, Imperialism, Nationalism and Alliance created tensions building to WWI • The assassination of Archduke Franz Ferdinand triggered the alliance system that started the war • America remained neutral at the outbreak of the war due to our past foreign policy, desire to trade with everyone and our diverse population • American entry into the war was based on continued German aggression: e.g. the sinking of the <i>Lusitania</i>, violating the <i>Sussex</i> Pledge and the German issuing of the Zimmerman Note • America brought new energy and enthusiasm to the fighting and helped bring about an end to the war • The United States sold liberty bonds to finance the war; developed new agencies to control the economy by controlling prices, encouraging 	<p>Interpret primary and secondary source documents to increase understanding of:</p> <ul style="list-style-type: none"> • Imperialism • Nationalism • The Spanish-American War • American Neutrality • Causes of WWI • International Organizations <p>Evaluate and debate issues orally and in writing</p> <ul style="list-style-type: none"> • Imperialism • Nationalism • The Spanish-American War • American Neutrality • Causes of WWI • International Organizations <p>Analyze primary and secondary source documents to increase understanding of events and life in History</p> <ul style="list-style-type: none"> • Imperialism • Nationalism • The Spanish-American War • American Neutrality • Causes of WWI • International Organizations <p>Analyze maps that include major physical features</p> <ul style="list-style-type: none"> • American Expansionism/Imperialism • Military Strategy/Action <p>Analyze patriotic slogans and excerpts from notable speeches and documents</p> <ul style="list-style-type: none"> • Propaganda • Open Door Policy • Roosevelt Corollary • Zimmerman Note • Sussex Pledge <p>Interpret ideas and events from different historical perspectives</p> <ul style="list-style-type: none"> • Imperialism • Nationalism • The Spanish-American War • American Neutrality • Causes of WWI • International Organizations

rationing and instituting daylight savings time; and removed all things German from our society

- The federal government also enforced loyalty by passing and enforcing the Sedition Act of 1917
- Wilson's "Fourteen Points" was ignored by the leaders of France and Britain who wanted to punish Germany
- The League of Nations component of the Versailles Treaty led to its defeat in the United States' Senate
- Several countries were created as a result of World War I (Finland, Latvia, Lithuania, Estonia, Poland, Czechoslovakia, Austria, Hungary, Yugoslavia, and Turkey)

Academic Vocabulary

- militarism
- alliances
- imperialism
- nationalism
- jingoism
- yellow journalism/propaganda
- convoy
- trench warfare
- protectorate
- Anglo-Saxonism
- Big-Stick Diplomacy
- Dollar Diplomacy
- Sphere of influence
- Open Door Policy
- Monroe Doctrine/ Roosevelt Corollary
- Sedition
- Espionage
- Armistice
- U-boat

Make connections between past and present

- American Imperialism

Locate on a map the territories acquired by the US during its emergence as an imperial power in the world between 1890-1914

Identify each new territory and provide one specific reason for its acquisition

Demonstrate the social and economic impact American Imperialism had on the new territories

Identify reasons for the United States' growth of global power

Assess and explain the various causes of WWI

Use multiple perspectives and resources to identify and analyze data pertaining to the growth of the United States' global power

Write to justify a stance on the United States' decision to become an Imperialistic nation

Read and interpret data in tables and graphs

Analyze point of view, context, and bias to interpret primary and secondary source documents

Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions

Phase II Curriculum
Unit 3: World War II

Essential Questions:

1. Why did the events of the 1930s and early 1940s force America to abandon neutrality and enter World War II?
2. What was the influence America had on the fighting and outcome of World War II?
3. In what ways was American society impacted by WWII?
4. Why did American reaction to the crimes committed against European Jews and minorities change as WWII progressed and what actions did we take as a result?

Essential Understanding:

1. American neutrality was in conflict with the events that perpetuated the war.
2. America influenced fighting during World War II in technological, militaristic and diplomatic ways.
3. Events of World War II challenged America's understanding and application of core ideals of democracy, equality, liberty, rights and capitalism.
4. American response to the treatment of European Jews and minorities changed as the public became more aware of the atrocities and demanded greater action on the part of the government and military.

Curriculum Standards- DOK noted where applicable with Standards

7.2 World War II

Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.

7.2.1 Causes of WWII – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war including

- the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement)(*National Geography Standard 13, p. 210*)
- the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan
- United States neutrality
- the bombing of Pearl Harbor (*National Geography Standard 13, p. 210*)

7.2.2 U.S. and the Course of WWII – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons).

7.2.3 Impact of WWII on American Life – Analyze the changes in American life brought about by U.S. participation in World War II including

- mobilization of economic, military, and social resources
- role of women and minorities in the war effort
- role of the home front in supporting the war effort (e.g., rationing, work hours, taxes)
- internment of Japanese-Americans (*National Geography Standard 10, p. 203*)

7.2.4 Responses to Genocide – Investigate development and enactment of Hitler's "final solution" policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g.,

liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). (*National Geography Standard 13, p. 210*)

Reading Standards: Literacy in History/Social Studies Grades 9-10

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Writing Standards: Literacy in History/Social Studies Grades 9-10

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- WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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- WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING TARGETS

Knowledge/Content I Know...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • Totalitarian and fascist governments operate by establishing total control over the population and came into power in places where the people have limited economic, social and political power • The League of Nations failure to enforce the Treaty of Versailles lead to increased tensions in Europe, culminating in events like the Munich Agreement • The governments of Japan and Germany greatly limited the rights and freedoms of their people opposite of the U.S. 	<p>Interpret primary and secondary source documents to increase understanding of:</p> <ul style="list-style-type: none"> • Japanese Internment • Government enforced rationing • American Neutrality • Manhattan Project • Response to the Holocaust • Role of Women & Minorities <p>Evaluate and debate issues orally and in writing</p> <ul style="list-style-type: none"> • Japanese Internment • Government enforced rationing • American Neutrality • Manhattan Project • Response to the Holocaust

- These differences impacted their people by allowing the governments to start/fight WWII
- The U.S. wanted to remain neutral while still inhibiting the success of the Axis Powers
- American interference in Japan's expansion of the war lead to the attack on Pearl Harbor
- The invasions of Africa and Sicily took pressure off our European Allies while allowing Americans to learn/develop fighting techniques
- The invasion of Normandy (D-Day) opened a second front in Europe
- The Battle of Stalingrad marked the "high water" mark of German expansion and lead to their ultimate loss of the war
- The Battle of the Bulge was the last offensive operation by Germany and allowed the Allies the chance to counterattack and end the war
- The Battle of Midway marked the turning point in the Pacific War
- The invasion of Tinian, Saipan and Iwo Jima was intended to allow American planes to directly bomb the cities of Japan
- The capture of Okinawa provided a staging point for the anticipated invasion of Japan
- The political decisions at the beginning of the war lead to the creation of the Big Three Alliance and the Germany First Policy
- Technological development throughout the war included the creation of atomic weapons
- American society had to change due to the mobilization of economic, military, and social resources
- Women and minorities played a pivotal role in the manufacturing of war material by taking jobs previously held only by white men
- There were many sacrifices made by Americans at home to support the war effort including rationing, work hours, and taxes

- Military Strategy
- Role of government
- Role of women & minorities

Analyze primary and secondary source documents to increase understanding of events and life in History

- Japanese Internment
- Government enforced rationing
- American Neutrality
- Manhattan Project
- Response to the Holocaust
- Role of Women & Minorities

Analyze maps that include major physical features

- Causes of the War
- Military Strategy
- Response to the Holocaust

Analyze patriotic slogans and excerpts from notable speeches and documents

- Propaganda
- Political Speeches & Writings
 - Roosevelt
 - Churchill
 - Hitler

Interpret ideas and events from different historical perspectives:

- Japanese Internment
- Government enforced rationing
- American Neutrality
- Manhattan Project
- Response to the Holocaust
- Military Strategy
- Role of government
- Role of women & minorities

Make connections between past and present

- Genocide - Holocaust, Africa, Native Americans, Middle East
- Role of Women & Minorities

Analyze the factors contributing to World War II in Europe and the Pacific region and America's entry into the war.

- The political disputes over territory
- The economic disputes over territory
- The differences in the civic values of the United States and those of Nazi Germany and Imperial Japan
- The differences in the political values of the United States and those of Nazi Germany and Imperial Japan

- Anti-Japanese attitudes lead to the internment of Japanese Americans and as a result the loss of their property
- The American and other European governments were resistant to aiding in Jewish emigration prior to the outbreak of the war
- The “Final Solution” created by Hitler and the Nazi’s lead to extermination camps intended to destroy the Jewish peoples of Europe
- There were limited efforts by organizations to help Jews in the Holocaust; however, the focus of the Allied Governments was to end the Holocaust by defeating Germany and ending the war
- The Holocaust prompted several international reactions including the liberation of concentration camps, Nuremberg war crimes tribunals, and the establishment of the state of Israel

Academic Vocabulary

- Fascism
- totalitarianism
- nationalism
- militarism
- imperialism
- appeasement
- Blitzkrieg
- Axis Powers
- Anschluss - unification
- Holocaust
- Kristallnacht
- Gestapo
- Concentration/Extermination/Internment Camp
- Genocide
- conscription
- lend/lease act
- Luftwaffe
- Great migration
- rationing
- island-hopping
- Final Solution
- V-E Day/ V-J Day
- Double V
- Nuremberg Trials

- The bombing of Pearl Harbor

Evaluate the role of the U.S. in fighting the war

- militarily
- diplomatically
- technologically across the world

Analyze the changes in American life brought about by U.S. participation in World War II including mobilization of :

- Economic resources
- Military resources
- Social resources
- Role of women in the war effort
- Minorities in the war effort
- The home front in supporting the war effort
- Internment of Japanese-Americans

Investigate development and enactment of Hitler’s “final solution” policy.

Investigate the response to genocide by

- The Allies
- The U.S. government
- International Organizations
- And individuals

Phase II Curriculum
Unit 4: The Cold War

Essential Questions:

1. What were the differences between the United States and the Soviet Union that lead to the Cold War?
2. Why did the United States actively try to prevent the spread of communism?
3. How did American actions during the Cold War affect people then and today?
4. Why was the United States able to overcome the Soviet Union in the Cold War?

Essential Understanding:

1. There were significant social, political and economic differences between the United States and the Soviet Union.
2. The American people believed that the spread of communism posed a threat to their way of life.
3. American actions during the Cold War continue to have a lasting effect on people throughout the world.
4. Political and economic policies of both the United States and the Soviet Union lead to the collapse of Soviet controlled communism.

Curriculum Standards- DOK noted where applicable with Standards

8.1 Cold War and the United States

Identify, analyze, and explain the causes, conditions, and impact of the Cold War Era on the United States.

- 8.1.1 Origins and Beginnings of Cold War** – Analyze the factors that contributed to the Cold War including
- differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.
 - diplomatic decisions made at the Yalta and Potsdam Conferences (1945)
 - actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (*National Geography Standard 13, p. 210*)
- 8.1.2 Foreign Policy during the Cold War** – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including
- the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (*National Geography Standard 13, p. 210*)
 - the armed struggle with Communism, including the Korean conflict (*National Geo Standard 13, p. 210*)
 - direct conflicts within specific world regions including Germany and Cuba (*National Geography Standards 5 and 13; pp. 192 and 210*)
 - U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (*National Geography Standard 13, p. 210*)
 - indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (*National Geography Standards 5 and 13; pp. 192 and 210*)
 - the arms race (*National Geography Standards 13, p. 210*)
- 8.1.3 End of the Cold War** – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.

8.2.2 Policy Concerning Domestic Issues – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by

- describing issues challenging Americans such as domestic

anticommunism – McCarthyism

Reading Standards: Literacy in History/Social Studies Grades 9-10

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RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Writing Standards: Literacy in History/Social Studies Grades 9-10

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING TARGETS

<p>Knowledge/Content I Know ...</p>	<p>Skills/Processes I Can ...</p>
<ul style="list-style-type: none"> • The causes, conditions, and impacts of the Cold War Era on the United States • The factors that contributed to the Cold War including the differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R. • What the diplomatic decisions that were made at the Yalta and Potsdam Conferences (1945) and how they ultimately led to the resulting actions of both the U.S. and the Soviet Union • What the actions by both countries in the last years of and years following World War II were 	<p>Interpret primary and secondary source documents to increase understanding of:</p> <ul style="list-style-type: none"> • American interpretation of Soviet communism • American application of anti-communism policies • Application of foreign aid, threat of military intervention and influence of American culture drives American diplomacy • The implementation of collective security to deter future action <p>Evaluate and debate issues orally and in writing</p> <ul style="list-style-type: none"> • American interpretation of Soviet communism • American application of anti-communism policies • Application of foreign aid, threat of military

including: the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), the Warsaw Pact, and the Berlin Airlift

- The United States engaged in several anti-communist programs at home including the Loyalty Review Program, the House Un-American Activities Committee, and McCarthyism (the McCarran Act)
- The U.S. national security establishment composed of the Department of Defense, the Department of State, and the intelligence community were established to help combat and contain the U.S.S.R. and communism as well as the successes and set backs of each
- There were armed struggles with communism, including the Korean conflict, and conflicts within specific world regions including Germany and Cuba as well as our involvement in Vietnam, and the foreign and domestic consequences of that war
- Indirect (or proxy) confrontations within specific world regions were also a result of the cold war between the U.S. and the Soviet Union
- How the arms race developed and the consequences of it

Academic Vocabulary

- Agent Orange
- Arms control
- black list
- blockade
- brinkmanship
- cold war
- containment
- communism
- covert
- credibility gap
- detente
- diplomatic relations
- domino theory
- glasnost
- guerrilla warfare
- Iron curtain
- Red scare
- satellite nations
- mutual assured destruction

intervention and influence of American culture drives American diplomacy

- The implementation of collective security to deter future action

Analyze primary and secondary source documents to increase understanding of events and life in History

- American interpretation of Soviet communism
- American application of anti-communism policies
- Application of foreign aid, threat of military intervention and influence of American culture drives American diplomacy
- The implementation of collective security to deter future action

Analyze maps that include major physical features

- Development of International Organizations
- The Domino Theory

Analyze patriotic slogans and excerpts from notable speeches and documents

- Propaganda
- Churchill's Iron Curtain
- Long Telegram
- Joseph McCarthy vs. Edward R. Murrow

Interpret ideas and events from different historical perspectives:

- Propaganda
- Churchill's Iron Curtain
- Long Telegram
- Joseph McCarthy vs. Edward R. Murrow

Make connections between past and present

- International Terrorism
- Analyze the factors that contributed to the Cold War including the differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.
- List and analyze the factors & diplomatic decisions that were made at the Yalta and Potsdam Conferences (1945) and how they ultimately led to the resulting actions of both the U.S. and the Soviet Union
- Identify the actions taken by both countries and the resulting weaponry and organizations and what their affects were
- Relate the actions of the different actions taken by the US to the many different organizations established to help contain the USSR and the successes and setbacks of each

<ul style="list-style-type: none"> • napalm • Peace through Strength • perestroika • subversion • Superpower • space race • Vietnamization • Vietcong 	<ul style="list-style-type: none"> • Identify and locate armed conflicts with communism including the Korean conflict, and conflicts within specific world regions including Germany and Cuba .S. as well as our involvement in Vietnam, and the foreign and domestic consequences of that war • Differentiate between indirect and direct confrontations within specific world regions were also a result of the cold war between the US and the Soviet Union
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Phase II Curriculum
Unit 5: Changes in America’s Role in the World

<p style="text-align: center;">Essential Questions:</p> <ol style="list-style-type: none"> 1. What role has the U.S. played in the Post-Cold War World? 2. How have the attacks on 9/11 and the response to terrorism altered American domestic and foreign policies? 	<p style="text-align: center;">Essential Understanding:</p> <ol style="list-style-type: none"> 1. The Post-Cold War response for the U.S. is to balance interests of the nation with our role in the world. 2. The U.S. has increased domestic security and engaged troops globally to fight terrorism.
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Curriculum Standards- DOK noted where applicable with Standards

9.2 Changes in America’s Role in the World
Examine the shifting role of United States on the world stage during the period from 1980 to the present.

9.2.1 U.S. in the Post-Cold War World – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (*National Geography Standard 13, p. 210*)

9.2.2 9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO). (*National Geography Standard 13, p. 210*)

Disciplinary Knowledge – embedded in USHG standards and expectations

Historical and Geographical Knowledge and Perspective
Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements. Identify and define specific factual information, themes, movements, and general principles operating in United States history and geography to deduce meaning and comprehend patterns.

Historical and Geographical Analysis and Interpretation
Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

Reading Standards: Literacy in History/Social Studies Grades 9-10

- RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9.10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7 Integrate quantitative or technical analysis (e.g. charts, research data) with quantitative analysis in print or digital text.
- RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Writing Standards: Literacy in History/Social Studies Grades 9-10

- WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING TARGETS

Knowledge/Content I Know ... (includes academic vocabulary)	Skills/Processes I Can ...
<ul style="list-style-type: none"> • Being the only superpower gives the U.S. an advantage in controlling the global economy • Being the only superpower places the U.S. in a position where it must serve as the global policeman and “clean up” the world’s messes and to take responsibility to what is going on in the world • On 9/11 the United States was attacked by terrorists because of our involvement in global affairs • The U.S. went through several domestic changes including the Office of Homeland Security and the passage of the PATRIOT Act to prevent future attacks • The US became involved foreign policy 	<p>Interpret primary and secondary source documents to increase understanding of:</p> <ul style="list-style-type: none"> • American response to threats from international organizations • American application of anti-terrorist policies • Application of foreign aid, threat of military intervention and influence of American culture drives American diplomacy • The implementation of collective security or independent action to deter future attacks <p>Evaluate and debate issues orally and in writing</p> <ul style="list-style-type: none"> • American response to threats from international organizations • American application of anti-terrorist policies • Application of foreign aid, threat of military intervention and influence of American culture drives American diplomacy • The implementation of collective security or

changes including wars in Afghanistan and Iraq, and changing our role in the United Nations by reducing the significance of the Security Council and NATO by drawing all members into conflict to honor their commitments to prevent future attacks

Academic Vocabulary

- anthrax
- Axis of Evil
- Enemy Combatant
- extremist
- Homeland Security
- Jihad
- Patriot Act
- terrorism
- Weapons of Mass Destruction (WMD)

independent action to deter future attacks

Analyze primary and secondary source documents to increase understanding of events and life in History

- American response to threats from international organizations
- American application of anti-terrorist policies
- Application of foreign aid, threat of military intervention and influence of American culture drives American diplomacy
- The implementation of collective security or independent action to deter future attacks

Analyze maps that include major physical features

- Development of International Terrorist Organizations

Analyze patriotic slogans and excerpts from notable speeches and documents

- Propaganda
- Axis of Evil speech
- PATRIOT Act

Interpret ideas and events from different historical perspectives:

- Propaganda
- Axis of Evil speech
- PATRIOT Act

Make connections between past and present

- International Terrorism
- Rise of modern Russia

Identify where new challenges like in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War emerged on a world map

Determine which events are advantages and disadvantages and justify their view

Describe the impact that Homeland Security and the PATRIOT Act have had on the daily lives of Americans

Identify factors that brought the U.S. into wars in Afghanistan and Iraq

Construct a flowchart showing the progression of NATO from a Cold War entity to one aimed at preventing terrorism on a global scale

Compare and contrast the role of the UN Security Council during the Cold War and its role today as a result of the War in Iraq

Phase II Curriculum

Unit 6: Growth of an Industrial and Urban America

Essential Questions:

1. What factors enabled the United States to develop into an industrial power?
2. How did labor respond to the industrial growth of the United States?
3. How did industrial growth lead to an urban America?
4. What were the main causes of immigration and what was the impact it had on the immigrants and the nation?

Essential Understanding:

1. The U.S. was able to develop into an industrial power due to available resources, labor, migration and entrepreneurial decisions.
2. Labor reacted to industrialization by forming labor organizations including unions and cooperatives.
3. Industrialization led to urban migration, which provided the necessary labor force.
4. People immigrated to the U.S. for greater opportunities; immigration allowed expanded economic development at the cost of increased racial/social/economic tension.

Curriculum Standards- DOK noted where applicable with Standards

6.1 Growth of an Industrial and Urban America

Explain the causes and consequences – both positive and negative – of the Industrial Revolution and America’s growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.

6.1.1 Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including

- gains from trade (*National Geography Standard 11, p. 206*)
- organizational “revolution” (e.g., development of corporations and labor organizations)
- advantages of physical geography (*National Geography Standards 4, 7, and 15; pp. 190, 197, and 214*)
- increase in labor through immigration and migration (*National Geography Standard 9, p. 201*)
- economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)
- technological advances

6.1.2 Labor’s Response to Industrial Growth – Evaluate the different responses of labor to industrial change including

- development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers
- southern and western farmers’ reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan’s “Cross of Gold” speech) (*National Geo Standard 6, p. 195*)

6.1.3 Urbanization – Analyze the changing urban and rural landscape by examining

- the location and expansion of major urban centers (*National Geography Standard 12, p. 208*)
- the growth of cities linked by industry and trade (*National Geography Standard 11, p. 206*)
- the development of cities divided by race, ethnicity, and class (*National Geography Standard 10, p. 203*)
- resulting tensions among and within groups (*National Geography Standard 13, p. 210*)
- different perspectives about immigrant experiences in the urban setting (*National Geography Standards 9 and 12, pp. 201 and 208*)

6.1.4 **Population Changes** – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (*National Geography Standard 9 and 12, pp. 201 and 208*)

6.1.5 **A Case Study of American Industrialism** – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining

- the impact of resource availability (*National Geography Standard 16, p. 216*)
- entrepreneurial decision making by Henry Ford and others
- domestic and international migrations (*National Geography Standard 9, p. 201*)
- the development of an industrial workforce
- the impact on Michigan
- the impact on American society

Disciplinary Knowledge – embedded in USHG standards and expectations

Historical and Geographical Knowledge and Perspective

Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements. Identify and define specific factual information, themes, movements, and general principles operating in United States history and geography to deduce meaning and comprehend patterns.

Historical and Geographical Analysis and Interpretation

Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

Reading Standards: Literacy in History/Social Studies Grades 9-10

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7 Integrate quantitative or technical analysis (e.g. charts, research data) with quantitative analysis in print or digital text.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Writing Standards: Literacy in History/Social Studies Grades 9-10

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time

frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING TARGETS

Knowledge/Content I Know ... (includes academic vocabulary)	Skills/Processes I Can ...
<ul style="list-style-type: none"> • Industrialization occurred due to the convergence of new ideas (corporations, labor unions, inventions, and innovations) in the business world • Industrialization occurred due to the growth of market economics and the belief that Social Darwinism could be applied to business • Both workers and farmers developed organizations to promote their respective beliefs in the face of industrial growth • Urbanization was driven by massive waves of immigrants and by the migrations of many Americans especially from farms • Industrial centers are peopled by immigrants and migrants looking for increased job opportunities • Statistics such as race, ethnicity, and wealth can be found in census data • Henry Ford and the Ford Motor Company display the decisions made by all industrialists of the industrial growth period <p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Angel Island • Arbitration • Bimetallism • bonds • closed shop • Chinese Exclusion Act • Consumers • cooperatives • corporation • currency • deflation • Ellis Island • enterprise system • Entrepreneur • Gilded Age 	<p>Interpret primary and secondary source documents to increase understanding of:</p> <ul style="list-style-type: none"> • The development of resources to allow economic growth • Actions and attitudes of workers in addressing industrialization • Why people moved to urban areas • How living in urban areas affected individuals and communities • The impact of immigration on both the U.S. and the immigrants <p>Evaluate and debate issues orally and in writing</p> <ul style="list-style-type: none"> • The development of resources to allow economic growth • Actions and attitudes of workers in addressing industrialization • Why people moved to urban areas • How living in urban areas affected individuals and communities • The impact of immigration on both the US and the immigrants <p>Analyze primary and secondary source documents to increase understanding of events and life in History</p> <ul style="list-style-type: none"> • The development of resources to allow economic growth • Actions and attitudes of workers in addressing industrialization • Why people moved to urban areas • How living in urban areas affected individuals and communities • The impact of immigration on both the US and the immigrants <p>Analyze maps that include major physical features</p> <ul style="list-style-type: none"> • Deposits of natural resources • The growth of urban areas • Racial divisions within urban areas <p>Analyze patriotic slogans and excerpts from notable speeches and documents</p> <ul style="list-style-type: none"> • Propaganda • Gospel of Wealth • Haymarket Riot interview

- Gold standard
- Graduated income tax
- Graft
- Grange
- greenbacks
- gross national product
- horizontal integration
- inflation
- immigrant
- injunction
- laissez-faire
- nativism
- monopoly
- party boss
- People's Party
- philanthropy
- political machine
- scab
- Social Darwinism
- steerage
- stock
- strike
- tariffs
- tenements
- time zones
- Transcontinental Railroad
- trust
- union
- vertical integration

- Pullman Strike interview
- Immigrant interviews
- Cross of Gold Speech

Interpret ideas and events from different historical perspectives:

- Propaganda
- Gospel of Wealth
- Haymarket Riot interview
- Pullman Strike interview
- Immigrant interviews

Make connections between past and present

- Development of an industrial America
- Urbanization
- Labor unrest
- Immigration

Recognize that geography made industrialization possible by offering natural resources for developing industries

Analyze natural resources maps and emerging cities maps to form connections

Create connections between material from American Imperialism and Industrial Growth

Predict short term and long term effects of Industrial growth by looking at industry, communications, electric power, and Bessemer process

Differentiate between the various labor unions by beliefs of the membership

Compare/contrast the Farmer's Alliance Movement and the Grange Movement in rural America

Explain the basic components of the Populist Party platform as described by Bryan's "Cross of Gold" speech

Break down the factors that led to industrial centers being segregated by race, ethnicity, or wealth

Describe in detail the tensions that arose between groups based on race, ethnicity, and wealth within industrial centers

Manipulate data such as race, ethnicity, and wealth in order to display impact of immigration and migration on industrial centers

Connect various pieces of information concerning demographics in order to demonstrate the effects of race,

	<p>ethnicity, and wealth on industrial centers</p> <p>Research documents, both primary and secondary, to understand how Henry Ford led the Ford Motor Company to the top of the automobile industry</p>
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Phase II Curriculum
Unit 7: Progressivism and Reform

Essential Questions:	Essential Understanding:
<ol style="list-style-type: none"> 1. How did industrialization and the development of urban centers create issues in American economic/political/social life? 2. What consequences and solutions resulted from American decisions during this period? 3. What challenges did women overcome to achieve suffrage and how did this impact the United States economically/politically/socially? 	<ol style="list-style-type: none"> 1. Industrialization and the development of urban centers created numerous issues in American economic/political/social life. 2. Numerous solutions and consequences resulted from American decisions during this period. 3. Women overcame numerous challenges to achieve suffrage and this impacted the United States economically/politically/socially.

Curriculum Standards- DOK noted where applicable with Standards

6.3 Progressivism and Reform
Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative – anticipated/unanticipated) including, but not limited to, the following:

6.3.1 Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).

6.3.2 Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas

- major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments
- new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)
- the Supreme Court’s role in supporting or slowing reform
- role of reform organizations, movements and individuals in promoting change (e.g., Women’s Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (*National Geography Standard 14, p. 212*)
- efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (*National Geography Standards 9 and 10; pp. 201 and 203*)

6.3.3 Women’s Suffrage – Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.

Disciplinary Knowledge – embedded in USHG standards and expectations

Historical and Geographical Knowledge and Perspective
 Know significant periods and events in world history; social, religious, and political movements; and major

historical figures who influenced such movements. Identify and define specific factual information, themes, movements, and general principles operating in United States history and geography to deduce meaning and comprehend patterns.

Historical and Geographical Analysis and Interpretation

Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

Reading Standards: Literacy in History/Social Studies Grades 9-10

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7 Integrate quantitative or technical analysis (e.g. charts, research data) with quantitative analysis in print or digital text.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Writing Standards: Literacy in History/Social Studies Grades 9-10

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING TARGETS

Knowledge/Content I Know ... (includes academic vocabulary)	Skills/Processes I Can ...
<ul style="list-style-type: none"> • Major public and social issues emerged from the changes in industrial, urban, and global America during this period and analyze the solutions or resolutions developed by Americans, and their consequences • At least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 and 	<p>Interpret primary and secondary source documents to increase understanding of:</p> <ul style="list-style-type: none"> • Issues facing American urban centers • Causes & Consequences of reform • The growth of suffrage <p>Evaluate and debate issues orally and in writing</p> <ul style="list-style-type: none"> • Issues facing American urban centers • Causes & Consequences of reform

their consequences

- The causes, consequences, and limitations of Progressive Reform in the following areas of major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments
- The Supreme Court played a role in both supporting and hindering the reform movement
- Reform organizations, movements and individuals in promoting change (e.g., Women’s Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) also played vital roles in the reform movement
- There were efforts made to both expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants and what they were and who they were employed by

Academic Vocabulary

- advocate
- arbitration
- child labor
- direct primary
- income tax
- initiative
- Muckraker
- political cartoon
- Progressivism
- prohibition
- recall
- referendum
- Social Darwinism
- Social Gospel Movement
- suffrage
- suffragettes

- The growth of suffrage

Analyze primary and secondary source documents to increase understanding of events and life in History

- Issues facing American urban centers
- Causes & Consequences of reform
- The growth of suffrage

Analyze maps that include major physical features

- Suffrage
- Urbanization

Analyze patriotic slogans and excerpts from notable speeches and documents

- Declaration of Sentiments
- How the Other Half Lives
- The Jungle
- Thomas Nast political cartoons
- Triangle Shirtwaist documents
- *Plessy v. Ferguson*
- Women’s Suffrage Primary Sources

Interpret ideas and events from different historical perspectives:

- Declaration of Sentiments
- How the Other Half Lives
- The Jungle
- Thomas Nast political cartoons
- Triangle Shirtwaist documents
- *Plessy v. Ferguson*
- Women’s Suffrage Primary Sources

Make connections between past and present

- Social/economic/political inequality
- Women’s rights

Identify and analyze the major public and social issues emerged from the changes in industrial, urban, and global America during this period and analyze the solutions or resolutions developed by Americans, and their consequences

List at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 and their consequences

Compare and contrast the causes, consequences, and limitations of Progressive reform in the following areas of major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments

List and analyze the role the Supreme Court played in both supporting and hindering the reform movement and

	<p>the rulings that did each</p> <p>Show examples of how there were efforts made to both expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants and what they were and who they were employed by</p>
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Phase II Curriculum
Unit 8: Growing Crisis of Industrial Capitalism and Responses

Essential Questions:	Essential Understanding:
<ol style="list-style-type: none"> 1. How did the cultural changes that occurred in the 1920s affect Americans? 2. Why did the Great Depression happen and how did the Great Depression impact America? 3. What are the components of and how did Americans react to the New Deal? 	<ol style="list-style-type: none"> 1. Significant cultural changes of 1920s changed the way that Americans lived and interacted with each other and the government. 2. Consumerism, overproduction, and speculation helped create the depression of the late 1920s and banking failures and unemployment deepened the crisis. 3. The New Deal was a series of programs aimed at providing relief, recovery or reform to the economic challenges of the Great Depression and American responses varied based on the benefits they received.

Curriculum Standards- DOK noted where applicable with Standards

7.1 Growing Crisis of Industrial Capitalism and Responses
Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.

7.1.1 The Twenties – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including

- cultural movements, such as the Harlem Renaissance and the “lost generation”
- the struggle between “traditional” and “modern” America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption) (*National Geography Standard 10, p. 203*)

7.1.2 Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing

- the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (*National Geography Standards 14 and 15; p. 212 and 214*)
- the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (*National Geography Standard 15, p. 214*)
- Hoover’s policies and their impact (e.g., Reconstruction Finance Corporation)

7.1.3 The New Deal – Explain and evaluate Roosevelt’s New Deal Policies including

- expanding the federal government’s responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee

Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (*National Geography Standard 14, p. 212*)

- opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws
- consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (*National Geography Standard 16, p. 216*)

Disciplinary Knowledge – embedded in USHG standards and expectations

Historical and Geographical Knowledge and Perspective

Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements. Identify and define specific factual information, themes, movements, and general principles operating in United States history and geography to deduce meaning and comprehend patterns.

Historical and Geographical Analysis and Interpretation

Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

Reading Standards: Literacy in History/Social Studies Grades 9-10

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7 Integrate quantitative or technical analysis (e.g. charts, research data) with quantitative analysis in print or digital text.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Writing Standards: Literacy in History/Social Studies Grades 9-10

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • A debate between “Traditional” and “Modern” raged through American society focusing on issues such as the teaching of evolution in public schools, the restriction of immigration by setting quotas, the enforcement of blue laws like Prohibition, the increasing roles of women, and the new economy of credit driven by consumerism • Racial and class tensions rose during the 1920s as artists and music developed by black Americans made their way into the mainstream • Economic and fiscal policies and components such as speculation, overproduction, and under consumption had significant roles in creating the economic conditions that led to the 1929 crash of the stock market • The environment and landscape in certain areas was also altered as overzealous farming practices combined with dry weather conditions to create the Dust Bowl in the Southwest • The New Deal legislation included the implementation of public works programs aimed at restoring American hope by facilitating economic stability and national pride through job creation and nationally funded infrastructure project completion • Developments created by the New Deal such as social welfare programs and social security expanded the role of the federal government in the private economic lives of Americans <p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Consumerism • ethnicity • Fundamentalism • Depression • Disparity of wealth • Economic indicators • Isolationism • Mass production • Welfare capitalism 	<p>Interpret primary and secondary source documents to increase understanding of:</p> <ul style="list-style-type: none"> • Cultural and social changes of the 1920s • Different issues facing urban and rural Americans • Consumerism, overproduction, and speculation • The impact of unemployment and banking failures • Relief, recovery and reform programs of the New Deal <p>Evaluate and debate issues orally and in writing</p> <ul style="list-style-type: none"> • Cultural and social changes of the 1920s • Different issues facing urban and rural Americans • Consumerism, overproduction, and speculation • The impact of unemployment and banking failures • Relief, recovery and reform programs of the New Deal <p>Analyze primary and secondary source documents to increase understanding of events and life in History</p> <ul style="list-style-type: none"> • Cultural and social changes of the 1920s • Different issues facing urban and rural Americans • Consumerism, overproduction, and speculation • The impact of unemployment and banking failures • Relief, recovery and reform programs of the New Deal <p>Analyze maps that include major physical features</p> <ul style="list-style-type: none"> • environmental impact of the 1920s and 1930s • Migration patterns • New Deal Programs <p>Analyze patriotic slogans and excerpts from notable speeches and documents</p> <ul style="list-style-type: none"> • Roosevelt’s “Fear itself” speech • “On Ending the Depression” handout <p>Interpret ideas and events from different historical perspectives:</p> <ul style="list-style-type: none"> • Roosevelt’s “Fear itself” speech • “On Ending the Depression” handout

<ul style="list-style-type: none"> • nativism • Evolution • Creationism • Prohibition • Lost Generation • Harlem Renaissance • Great Migration • jazz • Speculation • Margin • Bank run • Installment Plan • “Dust Bowl” • Public works • Bank holiday • “Fireside Chat” • Deficit spending • Sit-down strike • John Meynard Keynes • Safety-net 	<p>Make connections between past and present</p> <ul style="list-style-type: none"> • Social/economic/political inequality <p>Identify economic indicators of the approaching depression</p> <p>Understand the development of racial tensions and their effects on society</p> <p>Realize changes in economic outlook/stability/perception lead to change</p> <p>Recognize role of 1920s social movements (women’s rights/civil rights)</p> <p>Analyze factors contributing to the Great Depression and explain why they are important to the development of a uniquely American cultural identity</p> <p>Describe living and working conditions of the time</p> <p>Evaluate the effectiveness of Hoover’s policies</p> <p>Explain the purpose and focus of the New Deal</p> <p>Evaluate the effects the New Deal had on American society</p> <p>Justify the Supreme Court’s stance on the New Deal</p>
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Phase II Curriculum
Unit 9: Domestic Policies

<p style="text-align: center;">Essential Questions:</p> <ol style="list-style-type: none"> 1. How did changes in population distribution affect the economic and political landscape of the U.S.? 2. What domestic issues were Americans facing after WWII and how did legislation meet these challenges? 3. Why did conflicts and tensions arise due to controversies generated by U.S. Supreme Court decisions and what has been their lasting impact? 	<p style="text-align: center;">Essential Understanding:</p> <ol style="list-style-type: none"> 1. Population distribution changes required solutions that included the development of highways and suburbs. 2. Legislation was created to combat the issues facing the changing demographics of the United States. 3. U.S. Supreme Court decisions have caused Americans to evaluate the role of government and the impact it plays in their social, political and economic lives.
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Curriculum Standards- DOK noted where applicable with Standards

8.2 Domestic Policies

Examine, analyze, and explain demographic changes, domestic policies, conflicts, and tensions in Post- WWII America.

8.2.1 Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.” (*National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203*)

8.2.2 Policy Concerning Domestic Issues – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by

- describing issues challenging Americans such as domestic anti-communism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment (*National Geography Standards 9 and 14; pp. 201 and 212*)
- evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970) (*National Geography Standards 12 and 14; pp. 208 and 212*)

8.2.3 Comparing Domestic Policies – Focusing on causes, programs, and impacts, compare and contrast Roosevelt’s New Deal initiatives, Johnson’s Great Society programs, and Reagan’s market-based domestic policies. (*National Geography Standard 14, p. 212*)

8.2.4 Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and countercultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (*National Geography Standard 16, p. 216*)

Disciplinary Knowledge – embedded in USHG standards and expectations

Historical and Geographical Knowledge and Perspective

Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements. Identify and define specific factual information, themes, movements, and general principles operating in United States history and geography to deduce meaning and comprehend patterns.

Historical and Geographical Analysis and Interpretation

Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

Reading Standards: Literacy in History/Social Studies Grades 9-10

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9.10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7 Integrate quantitative or technical analysis (e.g. charts, research data) with quantitative analysis in print

or digital text.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Writing Standards: Literacy in History/Social Studies Grades 9-10

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING TARGETS

<p>Knowledge/Content I Know ...</p>	<p>Skills/Processes I Can ...</p>
<ul style="list-style-type: none"> • There were major population shifts that occurred throughout the U.S. in the post WWII era particularly the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt” • Many of the issues that were addressed in the post WWI era reemerged in the post WWII Era, these include domestic anti-communism (McCarthyism), labor, poverty, healthcare and immigration and were joined by concerns over infrastructure and the environment • The government attempted to address these challenges through the creation of the G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), and E.P.A. (1970) • The policies of Roosevelt’s New Deal initiatives, Johnson’s Great Society programs, and Reagan’s market-based domestic policies • These Supreme Court decisions, movements and social events have served to create domestic conflicts and tensions rooted in 	<p>Interpret primary and secondary source documents to increase understanding of:</p> <ul style="list-style-type: none"> • Demographic changes of the 20th century • The War on Poverty • Market Based Policies • Court decisions of the Warren Court • Legislation affecting domestic issues in the post WWII era <p>Evaluate and debate issues orally and in writing</p> <ul style="list-style-type: none"> • Demographic changes of the 20th century • The War on Poverty • Market Based Policies • Court decisions of the Warren Court • Legislation affecting domestic issues in the post WWII era <p>Analyze primary and secondary source documents to increase understanding of events and life in History</p> <ul style="list-style-type: none"> • Demographic changes of the 20th century • The War on Poverty • Market Based Policies • Court decisions of the Warren Court • Legislation affecting domestic issues in the post WWII era <p>Analyze maps that include major physical features</p> <ul style="list-style-type: none"> • Migration patterns • Interstate Highway construction

different interpretation of the Core Democratic Values

Academic Vocabulary

- Red Scare
- Subversion
- HUAC
- Loyalty review program
- Perjury
- McCarthyism
- Closed shop
- Union shop
- Right to work law
- Fair Deal
- Dynamic conservatism
- Baby boom
- Suburbs
- White-collar worker
- Blue-collar worker
- Franchise
- Poverty line
- Urban renewal
- Bracero Program
- Juvenile Delinquency
- Due process
- “Great Society”
- War on Poverty
- Medicaid
- Medicare
- Executive Privilege
- Embargo
- “Stagflation”
- Sunbelt
- Supply-side economics
- Reaganomics
- Budget deficit
- infrastructure

Analyze patriotic slogans and excerpts from notable speeches and documents

- War on Poverty Speech
- Excerpts of Supreme Court Decisions
 - Gideon v Wainwright
 - Miranda v Arizona
 - Tinker v Des Moines
 - Hazelwood v Kuhlmeir
 - Roe v Wade

Interpret ideas and events from different historical perspectives:

- Demographic changes of the 20th century
- The War on Poverty
- Market Based Policies
- Court decisions of the Warren Court
- Legislation affecting domestic issues in the post WWII era

Make connections between past and present

- Social/economic/political inequality
- Expanding rights of the accused

Construct a series of maps demonstrating the population shifts during the post WWII era

Create a timeline and identifications to demonstrate understanding of domestic anti-communism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment, G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970) and connect these events to items presented in previous units

Compare and contrast the policies of Roosevelt’s New Deal initiatives, Johnson’s Great Society programs, and Reagan’s market-based domestic policies

Construct a web diagram to connect the controversies created by the following Supreme Court decisions, movements and social events with Core Democratic Values: Roe v Wade, Gideon, Miranda, Tinker, Hazelwood, the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal

Phase II Curriculum
Unit 10: Civil Rights in the Post-WWII Era

Essential Questions:

1. How did the events, ideals, documents and organizations of the Civil Rights era influence minority struggles for equality?
2. How does the Civil Rights Movement of the post WWII era reflect the ideals of America's landmark documents?
3. How and why was the Women's Rights Movement of the 1960s and 1970s both successful and unsuccessful?
4. In what ways have minority groups addressed challenges in the expansion of civil rights?
5. How have poverty and civil rights created tensions and different reactions among various minority groups?

Essential Understanding:

1. Each minority group has been influenced by events, ideals, documents, and organizations of not only their group but also the efforts of other groups.
2. America's Landmark documents reflect a belief in justice and equality for all Americans which is the underlying goal of the Civil Rights movement.
3. The women's rights movement of the 1960's and 1970's was successful in raising awareness of inequality socially/politically/economically but was unable to achieve universal equality in those areas.
4. Minority groups have used multiple non-violent and violent forms of protest in their efforts to expand civil rights.
5. Ethnicity and socioeconomic status has created tension in the U.S. and has been both positively and negatively received by all Americans.

Curriculum Standards- DOK noted where applicable with Standards

8.3 Civil Rights in the Post-WWII Era

Examine and analyze the Civil Rights Movement using key events, people, and organizations.

8.3.1 Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including

- the impact of WWII and the Cold War (e.g., racial and gender integration of the military)
- Supreme Court decisions and governmental actions (e.g., *Brown v. Board* (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))
- protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)
- resistance to Civil Rights (*National Geography Standard 6, p. 195*)(*National Geo Standard 10, p. 203*)

8.3.2 Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

8.3.3 Women's Rights – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National

Organization for Women (NOW), and the Equal Rights Amendment (ERA)). (*National Geography Standard 10, p. 203*)

8.3.4 Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians. (*National Geography Standard 10, p. 203*)

8.3.5 Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark). (*National Geography Standard 12, p. 208*)

Disciplinary Knowledge – embedded in USHG standards and expectations

Historical and Geographical Knowledge and Perspective

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Writing Standards: Literacy in History/Social Studies Grades 9-10

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LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • Integration began in the military under the Truman administration • Know each of the following: <i>Brown v. Board</i> (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965) • Understand the importance of the Supreme Court’s support of Civil Rights cases and legislation • Know the role and importance of each of the following groups/events involved in the civil rights movement: integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, and the Black Panthers • The Civil Rights Movement was most successful in the North and faced the greatest resistance in the South, this is especially true of urban areas of the deep South • Martin Luther King was influenced by several landmark documents and reinvested the country in the goals of these documents in their application to blacks • Several events enabled women to expand their efforts for equality through the 1960’s and 1970’s including: the role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA) • Other minorities like American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians have had success and failures in establishing their own equality 	<p>Interpret primary and secondary source documents to increase understanding of</p> <ul style="list-style-type: none"> • Key events, ideals, documents and organizations in the civil rights movement • Social/political/economic inequality in America • Different people, actions, laws and court rulings that influence the Civil Rights Movement • The attempt to expand Americans belief in justice and equality • The struggle of all minority groups in their effort to achieve civil rights • The impact of poverty on the struggle for civil rights <p>Evaluate and debate issues orally and in writing</p> <ul style="list-style-type: none"> • Key events, ideals, documents and organizations in the civil rights movement • Social/political/economic inequality in America • Different people, actions, laws and court rulings that influence the Civil Rights Movement • The attempt to expand Americans belief in justice and equality • The struggle of all minority groups in their effort to achieve civil rights • The impact of poverty on the struggle for civil rights <p>Analyze primary and secondary source documents to increase understanding of events and life in History</p> <ul style="list-style-type: none"> • Key events, ideals, documents and organizations in the civil rights movement • Social/political/economic inequality in America • Different people, actions, laws and court rulings that influence the Civil Rights Movement • The attempt to expand Americans belief in justice and equality • The struggle of all minority groups in their effort to achieve civil rights • The impact of poverty on the struggle for civil rights <p>Analyze maps that include major physical features:</p> <ul style="list-style-type: none"> • Great Migration • Protests/riots of the Civil Rights Movement • White Flight • Housing patterns in urban areas

- Racial tensions sparked civil unrest in Detroit in the same way as other major American cities at this time including Los Angeles, Cleveland, Chicago, Atlanta, and Newark

Academic Vocabulary

- Affirmative Action
- Amnesty
- Black Codes
- Black Nationalism
- Black Panthers
- Black Power
- Boycott
- Civil Disobedience
- Cloture
- De facto segregation
- De jure segregation
- equality
- filibuster
- Freedom Riders
- integration
- Jim Crow Laws
- Ku Klux Klan
- militant
- NAACP - National Association for the Advancement of Colored People
- Non-violent Protest
- racism
- race riot
- SCLC - Southern Christian Leadership Conference
- segregation
- Separate but equal
- sit in

Analyze patriotic slogans and excerpts from notable speeches and documents

- “I Have a Dream” speech
- Letter from Birmingham Jail
- “Ballot or the Bullet” Speech
- Seneca Falls Resolution
- Gettysburg Address
- Declaration of Independence
- Plessy v Ferguson
- Brown v. Board of Education
- Civil Rights Act of 1964
- Voting Rights Act of 1965
- Civil Rights Act of 1968
- Americans with Disabilities Act
- *The Feminine Mystique*
- Black Codes
- Jim Crow Laws

Interpret ideas and events from different historical perspectives:

- Key events, ideals, documents and organizations in the civil rights movement
- Social/political/economic inequality in America
- Different people, actions, laws and court rulings that influence the Civil Rights Movement
- The attempt to expand Americans belief in justice and equality
- The struggle of all minority groups in their effort to achieve civil rights
- The impact of poverty on the struggle for civil rights

Make connections between past and present

- Racial unrest in urban areas
- Women's' wage inequality
- Continued struggles of minority groups in their efforts for social/political/economic equality

Interpret information presented in primary sources

Identify major civil rights cases/legislation and explain their importance

Explain the importance of the Supreme Court in establishing Civil Rights

Identify the different groups/events involved in the Civil Rights Movement and describe the role each group/event played

Create a map identifying locations where the Civil Rights Movement was more and less effective by interpreting data

	<p>Summarize the main ideas of the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address and compare and contrast those with Martin Luther King’s March on Washington speech</p> <p>Use data to compare women’s role in society in the 1960s & 1970s and compare that to the present to determine what level of success the Women’s Rights Movement has had</p> <p>Interpret primary source information to identify the factors that allowed the Women’s Rights Movement to be successful</p> <p>Diagram events that have influence other minority groups ability to gain equality</p> <p>Compare and contrast the causes and results of racial tensions in Detroit with those of one other American city like: Los Angeles, Cleveland, Chicago, Atlanta, or Newark</p>
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Phase II Curriculum
Unit 11: The Impact of Globalization on the United States

<p style="text-align: center;">Essential Questions:</p> <ol style="list-style-type: none"> 1. How is the auto industry representative of changes in the American economy? 2. What regional, religious and political changes took place in the US in the late 20th and early 21st century? 	<p style="text-align: center;">Essential Understanding:</p> <ol style="list-style-type: none"> 1. Changes in the economy are demonstrated by major corporations such as those in the automobile industry. 2. Changes in American politics in the late 20th and early 21st century are driven by location, religion, and political party affiliation.
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Curriculum Standards- DOK noted where applicable with Standards

9.1 The Impact of Globalization on the United States
Explain the impact of globalization on the United States’ economy, politics, society and role in the world.

9.1.1 Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (*National Geography Standard 11, p. 206*)

9.1.2 Transformation of American Politics – Analyze the transformation of American politics in the late 20th and early 21st centuries including:

- growth of the conservative movement in national politics, including the role of Ronald Reagan
- role of evangelical religion in national politics (*National Geography Standards 3 and 6; pp.188 and 195*)
- intensification of partisanship
- partisan conflict over the role of government in American life
- role of regional differences in national politics (*National Geography Standard 6, p. 195*)

Disciplinary Knowledge – embedded in USHG standards and expectations

Historical and Geographical Knowledge and Perspective

Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements. Identify and define specific factual information, themes, movements, and general principles operating in United States history and geography to deduce meaning and comprehend patterns.

Historical and Geographical Analysis and Interpretation

Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

Reading Standards: Literacy in History/Social Studies Grades 9-10

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7 Integrate quantitative or technical analysis (e.g. charts, research data) with quantitative analysis in print or digital text.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Writing Standards: Literacy in History/Social Studies Grades 9-10

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none">• Globalization has caused an increase in access to new markets, resources, technology, competition, production methods, communication and energy issues	<p>Interpret primary and secondary source documents to increase understanding of:</p> <ul style="list-style-type: none">• The development of the modern economy• Contract with America• The growth of evangelicalism

- Globalization has had both positive and negative influences on Americans - this is often based on perspective
- The conservative movement grew, in part, out of evangelical religion and led to an increase in partisanship
- There exists an intense debate over the role of government in the lives of Americans
- Both parties want to increase and decrease the role of government in different areas
- Geographic regions influence people's perspectives and have influenced their political affiliations

Academic Vocabulary

- Born Again Christians
- budget deficit
- conservative
- Conservative Coalition
- evangelical
- inflation
- liberal
- Moral Majority
- NAFTA
- Religious Right
- Regions
- Stagflation
- Suburban Conservatism
- Rustbelt
- Sunbelt
- televangelist
- yuppies

- The role of federal government
- The impact of geography on ideology

Evaluate and debate issues orally and in writing

- The development of the modern economy
- Contract with America
- The growth of evangelicalism
- The role of federal government
- The impact of geography on ideology

Analyze primary and secondary source documents to increase understanding of events and life in History

- The development of the modern economy
- Contract with America
- The growth of evangelicalism
- The role of federal government
- The impact of geography on ideology

Analyze maps that include major physical features

- Political affiliations
- Religious affiliations
- Global trade
- Emergence of the Rust Belt

Analyze patriotic slogans and excerpts from notable speeches and documents

- NAFTA
- Contract with America

Interpret ideas and events from different historical perspectives:

- The development of the modern economy
- Contract with America
- The growth of evangelicalism
- The role of federal government
- The impact of geography on ideology

Make connections between past and present

- Ford Motor Company
- Social activism
- Identify economic changes affecting business as markets move toward globalization.
- Explain the role of globalization in creating changes to the production, corporate structure and marketing of the automobile
- Compare the impact of innovation on today's automobile industry with the innovations brought forth by the Ford Motor Company in the early 20th century
- Locate the geographic region of evangelical growth
- Assess the role of evangelicals in national politics especially in relation to growth of

	partisanship
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