

US History Curriculum

Power Standards-U.S. History

Using the course content from U.S. History students will:

1. Analyze the United States' political, military, and economic interactions with other nations. (Goal 14)
2. Determine the long-term effects of historical events, people, ideologies, and geography on American society. (Goal 16, 17)
3. Evaluate the impact of social, political, and economic changes of freedom, equality, and opportunity for people in America. (Goal 15, 18)
4. Examine the importance of individuals and groups in enacting change in a democracy. (Goal 14)
5. Analyze cause and effect relationships as they relate to historical events. (Goal 16)
6. Comprehend a broad range of reading materials (English Goal 1)
7. Compose well-organized and coherent writing for specific purposes and audiences. (English Goal 3)
8. Locate, organize and use information from various sources to answer questions, solve problems, and communicate ideas. (English Goal 5)

Unit 1: American Culture

Essential Question

1. Have American values changed?

Unit Objectives

1. Evaluate the changes in the values of family, patriotism, and freedom over time.
2. Analyze the relationship between American culture and values.

Key Concepts

- Culture
- Patriotism
- American family
- Freedom
- Values

Enrichment

<i>Values (Definition)</i>	<i>Aspect of Culture (Anchors)</i>
Family <ul style="list-style-type: none">• Respect• Questioning of authority• Religion	Film and TV Role of women Conformity Interaction between parent and child Nuclear family
Freedom <ul style="list-style-type: none">• Independence• Autonomy• Questioning authority	Counter culture Literature Declaration of Independence Sports

	Baseball Ken Burns "Baseball" Music Jazz and Rock n' Roll Elvis (Rebel, Black music) Movies It's a Wonderful Life
Patriotism <ul style="list-style-type: none"> • Service • Honor • Loyalty • Sacrifice 	Doing your fair share Me vs. the greater good Voting trends Enlistment trends <u>Advertisements/Film</u> Military "propaganda" Music Sports

Unit 2: Role of Government

Essential Question

1. Has increased government involvement improved the daily lives of its citizens?

Unit Objectives

1. Compare and contrast different political ideologies.
2. Assess the impact of different political ideologies on American citizens.

Key Concepts

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| <ul style="list-style-type: none"> • Political parties • Federalist • Anti- federalist • Liberal • Conservative • Moderate • Democrat | <ul style="list-style-type: none"> • Republican • Articles of Confederation • Constitution • Bill of Rights • New Deal • Great Society |
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Enrichment

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| <ul style="list-style-type: none"> • Rugged Individualism • Trickle Down • SEC • Social Security • FDIC | <ul style="list-style-type: none"> • Minimum wage • Medicare • Medicaid • Elementary/Secondary Education Act • Project Head Start |
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Unit 3: War and Diplomacy

Essential Questions

1. Under what circumstances should the US take an active role in foreign affairs?

Unit Objectives

1. Analyze reasons for U.S. Involvement in the Middle East, Europe, and Asia.
2. Evaluate the outcome of U.S. involvement in the Middle East, Europe, and Asia.

Key Concepts

- Treaty
- Diplomacy
- Foreign Policy
- Containment
- Terrorism
- Imperialism

Enrichment

Middle East	Asia	Europe	Latin America (optional)
WWI (Treaty of Versailles) Creation of Israel Persian Gulf Iran Hostage Crisis Russian/Afghan War War on Terror	Imperialism (Philippines, Boxer Rebellion, Open Door Policy) WWII Vietnam Korea	WWI WWII Cold War in Europe	Spanish American War/Imperialism Mexican War Monroe Doctrine Cuban Missile Crisis

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Unit 4: Economic Transformation

Essential Questions

1. Have economic changes improved the lives of American citizens?

Unit Objectives

- Evaluate the effects of the Industrial Revolution on American society.
- Compare and contrast the American consumer cultures of the 20s, 50s, and 80s.
- Analyze the impact of labor unions on American citizens.

Key Concepts

- Labor Unions
- Industrialization
- Strikes
- Prosperity
- Consumerism
- Urbanization
- Monopoly/Trust
- Advertising
- Technology
- Collective bargaining

Enrichment Terms

- Pullman Strike
- Carnegie
- Rockefeller
- Vertical/Horizontal integration
- Suburbs
- Personal Computers
- Assembly line
- Homestead Strike
- Samuel Gompers
- Interstate Highway System
- McDonald's

Unit 5: American Diversity and Reform

Essential Questions

1. Why have Americans been intolerant of different groups in the past?
2. What are the best methods to create change in society?

Unit Objectives

1. Analyze the factors leading to American intolerance of different groups.
2. Describe the discrimination faced by different groups in American history.
3. Evaluate the methods used to change American attitudes towards minorities and women.

Intolerance	Reform
<p>Key Concepts</p> <ul style="list-style-type: none"> • Quota • Nativism • Exclusion • Slavery • Segregation • Discrimination • Lynching • Sexism • Domestic (housewife) • Separate but Equal 	<p>Key Concepts</p> <ul style="list-style-type: none"> • Assimilation • Citizenship • Emancipation • Amendments • Suffrage • Supreme Court Decisions • Legislation • Civil Disobedience
<p>Enrichment Concepts</p> <ul style="list-style-type: none"> • Ellis Island • Tenements • Immigration Act of 1924 • Chinese Exclusion Act • 3/5 Compromise • Fugitive Slave Law • Jim Crow Laws • Dred Scott Decision • Amistad • Plessy v. Ferguson • Gender Discrimination (employment, education, expectations, voting rights) • Poll Taxes • Literacy Test • Emmitt Till 	<p>Enrichment Concepts</p> <ul style="list-style-type: none"> • Settlement Houses • Bilingual Education Act of 1968 • 13th, 14th, 15th, 19th, & 24th Amendments • Emancipation Proclamation • DREAM Act • Equal Rights Amendment • March on Selma • March on Washington • Sit-ins • Montgomery Bus Boycott • The Feminine Mystique • ERA • Title IX • <i>Brown v. Board</i> • <i>Roe v. Wade</i> • Voting Rights Act of 1965 • Civil Rights Act of 1964 • Malcolm X • Martin Luther King, Jr. • SNCC • NAACP • Jackie Robinson • Military Service

Skills:

Reading

Reading Comprehension	Vocabulary	Read and understand different sources	Perspective
<p>Summarize information from the reading Build on prior knowledge Link reading to new content Evaluate most important information from the text. (note taking) Read with a purpose Analyze information from the reading. Determine the main idea and important supporting details of a passage</p> <p>Instruction/Assessment: Brainstorming, KWL, Quick Writes, Model extraction of important ideas from reading, 4 Ws and How, Annotations</p>	<p>Familiarity with the layout of the textbook Distinguish between primary and secondary sources Make historical connections to current periodicals</p> <p>Instruction/Assessment: Textbook scavenger hunts, DBQs, Current events, Unit tests, final exam</p>	<p>Familiarity with the layout of the textbook Distinguish between primary and secondary sources Make historical connections to current periodicals</p> <p>Instruction/Assessment: Textbook scavenger hunts, DBQs, Current events, Unit tests, final exam</p>	<p>Understand the impact of perspective in historical writing</p> <p>Instruction/Assessment: Jared Diamond, DBQ, Textbook analysis/bias</p>

Writing

Thesis Development	Use and Explanation of Evidence	Organization
<p>Clearly developed thesis statement that defines the argument/purpose of the essay with guidance</p> <p>Suggested strategy- 3 part thesis</p> <p>Appropriate placement of the thesis- to be determined by the teacher</p> <p>Instruction/Assessment: DBQ Essays, Theme Essays, Transitions paper</p>	<p>Provide an explanation of the evidence to directly support the thesis statement</p> <p>Incorporate relevant pieces of evidence to support the thesis statement</p> <p>Develop the ability to evaluate evidence and use different types of evidence.</p> <p>Instruction/Assessment: DBQ Essays, Theme Essays, Transitions paper</p>	<p>Familiarity with formal writing structure and word choice.</p> <p>Development of a proper introduction and conclusion</p> <p>Logical presentation of ideas and supporting information</p> <p>Clearly developed topic sentences.</p> <p>Instruction/Assessment: DBQ Outlines and analysis sheets, Theme Essays, Transactions paper, Map Quiz- short answer portion</p>
Use of Sources	Source Citation	Note taking/Organization
<p>Familiarity with reference sources, online sources, print sources, newspapers and magazines.</p> <p>Locate, organize, summarize, and use information from various sources to answer questions, communicate ideas, and support a thesis statement</p> <p>Instruction/Assessment: Current events Transitions Paper</p>	<p>Intro to MLA</p> <p>Formation of a works cited page</p> <p>Familiarity with in-text citations</p> <p>Understanding of Plagiarism</p> <p>Instruction/Assessment: Intro to MLA Transitions paper, DBQ</p>	<p>Structured system of note taking for research</p> <p>Graphic organizers</p> <p>Instruction/Assessment: Graphic Organizer for transitions paper, Outlines for DBQs</p>

Historical Content and Analysis

Interpretation of sources	Historical Content	Social Studies Skills
<ul style="list-style-type: none"> • Introduction to historical perspective and bias in writing. • Historiography 	<p>General knowledge base of major world history events- Greece and Rome, exploration of the Americas, Renaissance and Reformation, world revolutions,, Islamic world, Golden Ages, world religions, Independence movements, Enlightenment, French Revolution, Reformation, Cold War, early stages of colonization/exploration. John Locke, Montisque, Causes and effects of WWI, Causes of WWII</p>	<ul style="list-style-type: none"> • Connection of historical content to today (understanding of origins) • Compare and contrast • Change and continuity over time • Cause and effect • Construction of an argument • Application of thematic framework as a means of comprehending content • Trends and patterns over time • Mental map of the world • Extract information from maps, charts, and graphs

Communication

Communication Skills

<p>Active participation in group discussions</p> <ul style="list-style-type: none"> -Ability to defend a position in debates such as Columbus. -Ability to participate in civil conversations -Ability to form and communicate a position with evidence -Ability to deliver information to the class. -Ability to listen to others' positions and respond -Communication activity – interview someone in the community
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