

## World History II: Honors

<b>Grade Level</b>	11
<b>Course Number</b>	410
<b>Subject Area</b>	Social Studies

### Course Description

Students will study the history of the modern world from 1915 to the present. Supplementary readings and primary source documents will be examined. Students will gain an understanding of America's foreign heritage and policy concerns of today. Students enrolled in this class will be required to complete twenty-four hours of community service and complete the requisite paperwork. The honors course is an in-depth treatment of major events and trends of the world. Supplemental readings and primary source documents will be examined.

### Content Standards

#### Reading Standards for Literacy in History/Social Studies

##### *Key Ideas and Details*

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

##### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

##### *Integration of Knowledge and Ideas*

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

##### *Range of Reading and Level of Text Complexity*

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently

#### Writing Standards for Literacy in History/Social Studies

##### *Text Types and Purposes*

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the

discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. <i>Note; Not applicable as a separate requirement</i> Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
<i>Production and Distribution of Writing</i>
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<i>Research to Build and Present Knowledge</i>
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
9. Draw evidence from informational texts to support analysis, reflection, and research.
<i>Range of Writing</i>
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.
<b>Frameworks Standards</b>
WHII.21 Describe the rise and goals of totalitarianism in Italy, Germany, and the Soviet Union, and analyze the policies and main ideas of Mussolini, Hitler, Lenin, and Stalin.
WHII.22 Summarize the consequences of Soviet communism to 1945.
A. the establishment of a one-party dictatorship under Lenin B. the suffering in the Soviet Union caused by Stalin's policies of collectivization of agriculture and breakneck industrialization C. the destruction of individual rights and the use of mass terror against the population D. the Soviet Union's emergence as an industrial power
WHII.23 Describe the German, Italian, and Japanese drives for empire in the 1930s.
A. Italy's invasion of Ethiopia in 1935 B. the Japanese invasion of China and the Rape of Nanking C. Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Stalin-Hitler Pact of 1939,

and the German attack on Poland
<p>WHII.24 Summarize the key battles and events of World War II.</p> <ul style="list-style-type: none"> <li>A. The German conquest of continental Europe</li> <li>B. The Battle of Britain</li> <li>C. Pearl Harbor</li> <li>D. The Bataan Death March</li> <li>E. El Alamein</li> <li>F. Midway</li> <li>G. Stalingrad</li> <li>H. D-Day</li> <li>I. Battle of the Bulge</li> <li>J. Iwo Jima</li> <li>K. Okinawa</li> </ul>
<p>WHII.25 Identify the goals, leadership, and post-war plans of the allied leaders.</p> <ul style="list-style-type: none"> <li>A. Winston Churchill</li> <li>B. Franklin D. Roosevelt</li> <li>C. Joseph Stalin</li> </ul>
WHII.26 Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19 <sup>th</sup> century ideas about race and nation, and Nazi dehumanization of the Jews.
WHII.27 Explain the reasons for the dropping of atom bombs on Japan and its short and long-term effects.
<p>WHII.28 Explain the consequences of World War II.</p> <ul style="list-style-type: none"> <li>A. physical and economic destruction</li> <li>B. the enormous loss of life, including millions of civilians through the bombing of population centers and the slaughter of political opponents and ethnic minorities</li> <li>C. support in Europe for political reform and decolonization</li> <li>D. the emergence of the U.S. and the Soviet Union as the world's two superpowers</li> </ul>
WHII.29 Describe reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights. (H)
WHII.30 Summarize the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism
WHII.31 Describe the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America's response to Soviet expansionist policies.
<p>WHII.32 Describe the development of the arms race and the key events of the Cold War era.</p> <ul style="list-style-type: none"> <li>A. the Korean War</li> <li>B. the emergence of the People's Republic of China as a major power</li> <li>C. the 1956 uprising in Hungary</li> <li>D. Soviet-U.S. competition in the Middle East</li> <li>E. conflicts involving Cuba and Berlin</li> <li>F. the Vietnam War</li> <li>G. the "Prague Spring"</li> <li>H. arms control agreements (including the ABM and SALT treaties) and détente under Nixon</li> <li>I. the Soviet war in Afghanistan</li> </ul>
WHII.33 Describe the Chinese Civil War, the rise of Mao Tse-tung, and the triumph of the Communist Revolution in China in 1949.
<p>WHII.34 Identify the political and economic upheavals in China after the Chinese Revolution.</p> <ul style="list-style-type: none"> <li>A. Communist Party attempts to eliminate internal opposition</li> <li>B. the Great Leap Forward and its consequences (famine)</li> <li>C. the Cultural Revolution and its consequences (the terror of the Red Guards and the expansion of labor camps)</li> <li>D. the 1989 Tiananmen Square demonstration</li> <li>E. China's economic modernization and its growing involvement in world trade</li> </ul>
<p>WHII.35 Describe the global surge in economic productivity during the Cold War and describe its consequences.</p> <ul style="list-style-type: none"> <li>A. the rise in living standards</li> <li>B. the economic recovery and development of Germany and Japan</li> </ul>
WHII.36 Explain the various factors that contributed to post-World War II economic and population growth.

<p>A. the long post-war peace between democratic nations</p> <p>B. the policies of international economic organizations</p> <p>C. scientific, technological, and medical advances</p>
<p>WHII.37 Describe how the work of scientists in the 20<sup>th</sup> century influenced historical events, changed the lives of the general populace, and led to further scientific research.</p> <p>A. Albert Einstein and the Theory of Relativity</p> <p>B. Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy</p> <p>C. Wernher von Braun and space exploration</p> <p>D. Jonas Salk and the polio vaccine</p> <p>E. James Watson, Francis Crick, the discovery of DNA, and the Human Genome Project</p>
<p>WHII.38 Describe the development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East, including the ideas and importance of nationalist leaders.</p> <p>A. Fidel Castro (Cuba)</p> <p>B. Patrice Lumumba (Congo)</p> <p>C. Ho Chi Minh (Vietnam)</p> <p>D. Gamal Abdel Nasser (Egypt)</p> <p>E. Jawaharlal Nehru (India)</p> <p>F. Juan Peron (Argentina)</p>
<p>WHII.39 Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world.</p> <p>A. the growth of Zionism, and 19<sup>th</sup> and early 20<sup>th</sup> century immigration by Eastern European Jews to Palestine</p> <p>B. anti-Semitism and the Holocaust</p> <p>C. the UN vote in 1947 to partition the western part of the Palestine Mandate into two independent countries</p> <p>D. the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries</p> <p>E. the 1967 and 1973 wars between Israel and neighboring Arab states</p> <p>F. the attempts to secure peace between Palestinians and Israelis</p>
<p>WHII.40 Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe.</p> <p>A. the weaknesses of the Soviet command economy</p> <p>B. the burdens of Soviet military commitments</p> <p>C. the anticommunist policies of President Reagan</p> <p>D. the resistance to communism in the Soviet Union and Eastern Europe</p>
<p>WHII.41 Explain the role of various leaders in transforming the Soviet Union and Eastern Europe.</p> <p>A. Mikhail Gorbachev</p> <p>B. Vaclav Havel</p> <p>C. Andrei Sakharov</p> <p>D. Aleksander Solzhenitsyn</p> <p>E. Lech Walesa</p>
<p>WHII.42 Analyze the consequences of the Soviet Union's breakup.</p> <p>A. the development of market economies</p> <p>B. political and social instability</p> <p>C. the danger of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations</p>
<p>WHII.43 Identify the sources of ethnic and religious conflicts in the following nations and regions.</p> <p>A. Northern Ireland</p> <p>B. the Balkans</p> <p>C. Sudan and Rwanda</p> <p>D. Sri Lanka</p> <p>E. Kashmir</p>
<p>WHII.44 Explain the reasons for the fall of apartheid in South Africa, including the influence and ideas of Nelson Mandela.</p>
<p>WHII.45 Explain the social and economic effects of the spread of AIDS in Asian and African countries.</p>
<p>WHII.46 Explain how the computer revolution contributed to economic growth and advances in science, medicine, and communication.</p>
<p>WHII.47 Explain the rise and funding of Islamic fundamentalism in the last half of the 20<sup>th</sup> century and identify the major events and forces in the Middle East over the last several decades.</p> <p>A. the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others</p> <p>B. the Iranian Revolution of 1978-1979</p> <p>C. defeat of the Soviet Union by the Mujahideen in Afghanistan</p> <p>D. the origins of the Persian Gulf War and the post-war actions of Saddam Hussein</p>

- E. the financial support of radical and terrorist organizations by the Saudis
- F. the increase in terrorist attacks against Israel and the United States

WHII.48 Describe America's response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D. C.

## Essential Questions

- How did the global depression lead to severe economic conditions that opened the way for the acceptance of extreme political ideologies?
- Why did increasing technology and industry lead to the desire to expand?
- What role did the technology play in the development of modern warfare and the development of the international community?
- How did World War II set the stage for problems faced by the world in the following decades?
- What were the causes and effects of increased interaction amongst peoples and nations?
- What impact has religion had on the global community?
- How have different political ideologies developed, and how have they been carried out?
- What difficulties have many third world nations had in developing, and what effect have those difficulties had on creating stable governments?
- Describe the ways in which differences between capitalism and communism resulted in conflict?
- In what ways did the Soviet Union attempt to spread communism around the world?
- How did the United States and its allies try to contain communism?
- What causes led to the collapse of the Soviet Union?

## Enduring Understandings

Students will understand:

- The global depression led to severe economic conditions that opened the way for the acceptance of extreme political ideologies.
- Increasing technology and industry led to the desire to expand.
- Advancements in technology led to the development of modern warfare as well as the development of the modern international community.
- World War II sets the stage for the problems faced by the world in the following decades.
- Conflicts arise out of the differences between capitalist and communist economic systems.
- The Soviet Union seeks to spread communism around the world.
- The United States and its allies seek to contain the spread of communism around the world.
- The communist Soviet Union declines and collapses causing communist regimes of Eastern Europe to collapse.
- How the existing nations in the Middle East came to be.
- The role Islamic fundamentalism & Zionism plays on politics in the Middle East.
- Origins of ethnic & religious conflicts in the Middle East
- The influence of the Middle East's oil productivity on the world economic & political stage.
- U.S. relations with nations in the Middle East.
- The coming of independence in a post-imperial world was both positive and negative for nations in Africa and Latin America.
- Difficulty with economic development led to conflict over what type of political system would be best for developing nations.
- Differences between racial and ethnic groups led to conflict on both continents.
- Both continents experienced problems ensuring the health and welfare of all citizens.
- The development of Chinese communism and the policies of Mao Tse Tung had a far reaching impact on other Asian nations.
- The role of Asian nations in the modern economic world is very significant.
- Independence from British rule in India led to a conflict in both religion and political ideology.
- Growing militarization in both China and North Korea has a great influence on the post cold war world.

## Evidence of Understanding

- Chapter Quizzes
- Unit Tests
- Homework
- Case Study Reports
- Group Projects
- Presentations
- Formal and Informal Discussions
- Participation
- Midterm and final examinations with open response questions
- Educated responses to essential questions
- Research paper with checkpoints
- Debates and role-plays
- Analysis papers

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Roots and Impact of WWII on the World	--How did the global depression lead to severe economic conditions that opened the way for the acceptance of extreme political ideologies? --Why did increasing technology and industry lead to the desire to expand? --What role did the technology play in the development of modern warfare and the development of the international community? --How did World War II set the stage for problems faced by the world in the following decades?	--Describe the rise and goals of totalitarianism. --Explain the ideologies of Hitler and Mussolini. --Explain why Japan, Germany and Italy decided to invade neighboring countries --Name the causes and effects of the Holocaust --Analyze the decision to drop the atomic bomb --Describe the state of the world after World War II	--Formative Assessment --Political Cartoons --Class Discussion --Role Play --Common Craft
The Cold War	--Describe the ways in which differences between capitalism and communism resulted in conflict? --In what ways did the Soviet Union attempt to spread communism around the world? --How did the United States and its allies try to contain communism? --What causes led to the collapse of the Soviet Union?	--Identify and describe events leading to the Cold War. --Explain the differences between the United States' and Soviet Union's political and economic systems. --List and describe methods used by the United States to contain communism. --List and describe methods used by the Soviet Union to spread communism. --Describe the economic, political, and social effects of communism. --Analyze the events that led to the collapse of the Soviet	--Formative Assessment --Political Cartoons --Class Discussion --Role Play --Common Craft

		Union.	
The Middle East	<ul style="list-style-type: none"> <li>--What role did European colonialism play in shaping the current Middle Eastern map?</li> <li>--What was the effect of Zionism on the creation of the modern Israeli state?</li> <li>--What is the role of Islamic fundamentalism on politics in the Middle East?</li> <li>--What are the origins of conflict between the Israelis and Palestinians?</li> <li>--What are the conflicts between the different sects within Islam?</li> <li>--What are the conflicts between the different ethnicities in the Middle East?</li> <li>--What is the importance of Middle East oil production in the world's economic environment?</li> <li>--How does oil productivity influence global and regional politics?</li> <li>--What are U.S relations with nations in the Middle East?</li> </ul>	<ul style="list-style-type: none"> <li>--Understand the Sykes Picot Agreement.</li> <li>--Discuss how the state of Israel came into existence.</li> <li>--Explain the events of the Iranian Revolution.</li> <li>--Discuss the royal family's use of Islam in Saudi Arabia.</li> <li>--Understand the influence of terrorist organization on national governments.</li> <li>--Analyze significant events in the Israeli-Palestinian conflict.</li> <li>--Identify the key groups and leaders and their role in the conflict.</li> <li>--Understand the Sunni-Shiite differences and the resulting conflict that exists.</li> <li>--Explain the subjugation of Kurds and Armenians in the Middle East.</li> <li>--Identify the percentage of the world's oil supply that comes from the countries in the Middle East.</li> <li>--Discuss the importance of Middle East oil production on OPEC.</li> <li>--Analyze the effects of oil supply within the Middle East on the global economy.</li> <li>--Discuss the role oil plays in U.S. involvement in the Middle East.</li> <li>--Understand the United States' historic partnership with Israel.</li> <li>--Explain how the United States' relationship with Saudi Arabia has evolved.</li> <li>--Examine the history of U.S. Iraqi relations.</li> </ul>	<ul style="list-style-type: none"> <li>--Formative Assessment</li> <li>--Political Cartoons</li> <li>--Class Discussion</li> <li>--Role Play</li> <li>--Common Craft</li> </ul>
Africa and Latin America	<ul style="list-style-type: none"> <li>--What were the benefits and drawbacks of independence?</li> <li>--What kinds of political systems emerged in newly formed nations and what factors contributed to their successes and failures?</li> <li>--How did differences in race, ethnicity, and nation lead to conflict?</li> <li>--What problems do people in Africa and Latin America face</li> </ul>	<ul style="list-style-type: none"> <li>--Identify the lasting legacy of western colonialism</li> <li>--Discuss the theories and realities of Pan-Africanism</li> <li>--Identify political and economic difficulties of newly independent nations</li> <li>--Describe neocolonialism</li> <li>--Explain how modern technology and westernization has placed</li> </ul>	<ul style="list-style-type: none"> <li>--Formative Assessment</li> <li>--Political Cartoons</li> <li>--Class Discussion</li> <li>--Role Play</li> <li>--Contract</li> </ul>

	concerning their health and welfare in the 21 <sup>st</sup> century?	<p>stressed on traditional African societies</p> <p>--Explain the reasons for the fall of Apartheid in South Africa, including the influence and ideas of Nelson Mandela</p> <p>--Explain the social and economic effects of the spread of AIDS in African countries</p> <p>--Discuss the factors that led to the growth of Marxism in Latin America after 1945</p> <p>--Identify the revolutionary ideology of Fidel Castro</p> <p>--Explain the role of militarization of Latin American nations, including Argentina and Brazil</p> <p>--Demonstrate an understanding of the growth of Mexican democracy</p> <p>--Identify the role and impact of the Organization of American States</p> <p>--Discuss the relationship between economic issues and political development in Latin America</p>	
Asia	<p>--What was the impact of the policies of Mao Tse Tung?</p> <p>--What role do Asian nations play in the modern economy?</p> <p>--What kinds of problems has India faced since independence?</p> <p>--How has the growth of Chinese and North Korean military strength affected their relationships with their neighbors and the western world?</p>	<p>-- Outline the changing face of Chinese communism, from the policies of Mao to those of Hu Jintao</p> <p>--Discuss economic development of Asian nations after WWII.</p> <p>--Outline the policies that led to Indian independence.</p> <p>--Explain the reasons behind the separation of Pakistan and India.</p> <p>--Identify lasting animosities between Pakistan and India</p> <p>--Identify the role of China in the modern world, answer the question "Is China a superpower?"</p> <p>--Examine the totalitarian regimes of Kim Il Sung and Kim Jong Il.</p>	<p>--Formative Assessment</p> <p>--Political Cartoons</p> <p>--Class Discussion</p> <p>--Role Play</p> <p>--Common Craft</p> <p>--Brochure</p>



## World History II: Academic

<b>Grade Level</b>	11
<b>Course Number</b>	411
<b>Subject Area</b>	Social Studies

### Course Description

Students will study the history of the modern world from 1915 to the present. Supplementary readings and primary source documents will be examined. Students will gain an understanding of America's foreign heritage and policy concerns of today. Students enrolled in this class will be required to complete twenty-four hours of community service and complete the requisite paperwork.

### Content Standards

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3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

##### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
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#### Writing Standards for Literacy in History/Social Studies

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  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented

<p><b>2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><b>3. Note; Not applicable as a separate requirement</b> Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>
<p><i>Production and Distribution of Writing</i></p>
<p><b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>5.</b> 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.</p>
<p><b>6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p><b>7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><b>8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p>
<p><b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><i>Range of Writing</i></p>
<p><b>10.</b> 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.</p>
<p><b>Frameworks Standards</b></p>
<p>WHII.21 Describe the rise and goals of totalitarianism in Italy, Germany, and the Soviet Union, and analyze the policies and main ideas of Mussolini, Hitler, Lenin, and Stalin.</p>
<p>WHII.22 Summarize the consequences of Soviet communism to 1945.</p> <ul style="list-style-type: none"> <li>A. the establishment of a one-party dictatorship under Lenin</li> <li>B. the suffering in the Soviet Union caused by Stalin's policies of collectivization of agriculture and breakneck industrialization</li> <li>C. the destruction of individual rights and the use of mass terror against the population</li> <li>D. the Soviet Union's emergence as an industrial power</li> </ul>
<p>WHII.23 Describe the German, Italian, and Japanese drives for empire in the 1930s.</p> <ul style="list-style-type: none"> <li>A. Italy's invasion of Ethiopia in 1935</li> <li>B. the Japanese invasion of China and the Rape of Nanking</li> <li>C. Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Stalin-Hitler Pact of 1939, and the German attack on Poland</li> </ul>
<p>WHII.24 Summarize the key battles and events of World War II.</p> <ul style="list-style-type: none"> <li>A. The German conquest of continental Europe</li> <li>B. The Battle of Britain</li> <li>C. Pearl Harbor</li> </ul>

<p>D. The Bataan Death March</p> <p>E. El Alamein</p> <p>F. Midway</p> <p>G. Stalingrad</p> <p>H. D-Day</p> <p>I. Battle of the Bulge</p> <p>J. Iwo Jima</p> <p>K. Okinawa</p>
<p>WHII.25 Identify the goals, leadership, and post-war plans of the allied leaders.</p> <p>A. Winston Churchill</p> <p>B. Franklin D. Roosevelt</p> <p>C. Joseph Stalin</p>
<p>WHII.26 Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19<sup>th</sup> century ideas about race and nation, and Nazi dehumanization of the Jews.</p>
<p>WHII.27 Explain the reasons for the dropping of atom bombs on Japan and its short and long-term effects.</p>
<p>WHII.28 Explain the consequences of World War II.</p> <p>A. physical and economic destruction</p> <p>B. the enormous loss of life, including millions of civilians through the bombing of population centers and the slaughter of political opponents and ethnic minorities</p> <p>C. support in Europe for political reform and decolonization</p> <p>D. the emergence of the U.S. and the Soviet Union as the world's two superpowers</p>
<p>WHII.29 Describe reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights. (H)</p>
<p>WHII.30 Summarize the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism.</p>
<p>WHII.31 Describe the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America's response to Soviet expansionist policies.</p>
<p>WHII.32 Describe the development of the arms race and the key events of the Cold War era.</p> <p>A. the Korean War</p> <p>B. the emergence of the People's Republic of China as a major power</p> <p>C. the 1956 uprising in Hungary</p> <p>D. Soviet-U.S. competition in the Middle East</p> <p>E. conflicts involving Cuba and Berlin</p> <p>F. the Vietnam War</p> <p>G. the "Prague Spring"</p> <p>H. arms control agreements (including the ABM and SALT treaties) and détente under Nixon</p> <p>I. the Soviet war in Afghanistan</p>
<p>WHII.33 Describe the Chinese Civil War, the rise of Mao Tse-tung, and the triumph of the Communist Revolution in China in 1949.</p>
<p>WHII.34 Identify the political and economic upheavals in China after the Chinese Revolution.</p> <p>A. Communist Party attempts to eliminate internal opposition</p> <p>B. the Great Leap Forward and its consequences (famine)</p> <p>C. the Cultural Revolution and its consequences (the terror of the Red Guards and the expansion of labor camps)</p> <p>D. the 1989 Tiananmen Square demonstration</p> <p>E. China's economic modernization and its growing involvement in world trade</p>
<p>WHII.35 Describe the global surge in economic productivity during the Cold War and describe its consequences.</p> <p>A. the rise in living standards</p> <p>B. the economic recovery and development of Germany and Japan</p>
<p>WHII.36 Explain the various factors that contributed to post-World War II economic and population growth.</p> <p>A. the long post-war peace between democratic nations</p> <p>B. the policies of international economic organizations</p> <p>C. scientific, technological, and medical advances</p>
<p>WHII.37 Describe how the work of scientists in the 20<sup>th</sup> century influenced historical events, changed the lives of the general populace, and led to further scientific research.</p>

<p>A. Albert Einstein and the Theory of Relativity</p> <p>B. Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy</p> <p>C. Wernher von Braun and space exploration</p> <p>D. Jonas Salk and the polio vaccine</p> <p>E. James Watson, Francis Crick, the discovery of DNA, and the Human Genome Project</p>
<p>WHII.38 Describe the development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East, including the ideas and importance of nationalist leaders.</p> <p>A. Fidel Castro (Cuba)</p> <p>B. Patrice Lumumba (Congo)</p> <p>C. Ho Chi Minh (Vietnam)</p> <p>D. Gamal Abdel Nasser (Egypt)</p> <p>E. Jawaharlal Nehru (India)</p> <p>F. Juan Peron (Argentina)</p>
<p>WHII.39 Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world.</p> <p>A. the growth of Zionism, and 19<sup>th</sup> and early 20<sup>th</sup> century immigration by Eastern European Jews to Palestine</p> <p>B. anti-Semitism and the Holocaust</p> <p>C. the UN vote in 1947 to partition the western part of the Palestine Mandate into two independent countries</p> <p>D. the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries</p> <p>E. the 1967 and 1973 wars between Israel and neighboring Arab states</p> <p>F. the attempts to secure peace between Palestinians and Israelis</p>
<p>WHII.40 Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe.</p> <p>A. the weaknesses of the Soviet command economy</p> <p>B. the burdens of Soviet military commitments</p> <p>C. the anticommunist policies of President Reagan</p> <p>D. the resistance to communism in the Soviet Union and Eastern Europe</p>
<p>WHII.41 Explain the role of various leaders in transforming the Soviet Union and Eastern Europe.</p> <p>A. Mikhail Gorbachev</p> <p>B. Vaclav Havel</p> <p>C. Andrei Sakharov</p> <p>D. Aleksander Solzhenitsyn</p> <p>E. Lech Walesa</p>
<p>WHII.42 Analyze the consequences of the Soviet Union's breakup.</p> <p>A. the development of market economies</p> <p>B. political and social instability</p> <p>C. the danger of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations</p>
<p>WHII.43 Identify the sources of ethnic and religious conflicts in the following nations and regions.</p> <p>A. Northern Ireland</p> <p>B. the Balkans</p> <p>C. Sudan and Rwanda</p> <p>D. Sri Lanka</p> <p>E. Kashmir</p>
<p>WHII.44 Explain the reasons for the fall of apartheid in South Africa, including the influence and ideas of Nelson Mandela.</p>
<p>WHII.45 Explain the social and economic effects of the spread of AIDS in Asian and African countries.</p>
<p>WHII.46 Explain how the computer revolution contributed to economic growth and advances in science, medicine, and communication.</p>
<p>WHII.47 Explain the rise and funding of Islamic fundamentalism in the last half of the 20<sup>th</sup> century and identify the major events and forces in the Middle East over the last several decades.</p> <p>A. the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others</p> <p>B. the Iranian Revolution of 1978-1979</p> <p>C. defeat of the Soviet Union by the Mujahideen in Afghanistan</p> <p>D. the origins of the Persian Gulf War and the post-war actions of Saddam Hussein</p> <p>E. the financial support of radical and terrorist organizations by the Saudis</p> <p>F. the increase in terrorist attacks against Israel and the United States</p>
<p>WHII.48 Describe America's response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D. C.</p>

## Essential Questions

- How did the global depression lead to severe economic conditions that opened the way for the acceptance of extreme political ideologies?
- Why did increasing technology and industry lead to the desire to expand?
- What role did the technology play in the development of modern warfare and the development of the international community?
- How did World War II set the stage for problems faced by the world in the following decades?
- What were the causes and effects of increased interaction amongst peoples and nations?
- What impact has religion had on the global community?
- How have different political ideologies developed, and how have they been carried out?
- What difficulties have many third world nations had in developing, and what effect have those difficulties had on creating stable governments?
- Describe the ways in which differences between capitalism and communism resulted in conflict?
- In what ways did the Soviet Union attempt to spread communism around the world?
- How did the United States and its allies try to contain communism?
- What causes led to the collapse of the Soviet Union?

## Enduring Understandings

Students will understand:

- The global depression led to severe economic conditions that opened the way for the acceptance of extreme political ideologies.
- Increasing technology and industry led to the desire to expand.
- Advancements in technology led to the development of modern warfare as well as the development of the modern international community.
- World War II sets the stage for the problems faced by the world in the following decades.
- Conflicts arise out of the differences between capitalist and communist economic systems.
- The Soviet Union seeks to spread communism around the world.
- The United States and its allies seek to contain the spread of communism around the world.
- The communist Soviet Union declines and collapses causing communist regimes of Eastern Europe to collapse.
- How the existing nations in the Middle East came to be.
- The role Islamic fundamentalism & Zionism plays on politics in the Middle East.
- Origins of ethnic & religious conflicts in the Middle East
- The influence of the Middle East's oil productivity on the world economic & political stage.
- U.S. relations with nations in the Middle East.
- The coming of independence in a post-imperial world was both positive and negative for nations in Africa and Latin America.
- Difficulty with economic development led to conflict over what type of political system would be best for developing nations.
- Differences between racial and ethnic groups led to conflict on both continents.
- Both continents experienced problems ensuring the health and welfare of all citizens.
- The development of Chinese communism and the policies of Mao Tse Tung had a far reaching impact on other Asian nations.
- The role of Asian nations in the modern economic world is very significant.
- Independence from British rule in India led to a conflict in both religion and political ideology.
- Growing militarization in both China and North Korea has a great influence on the post cold war world.

## Evidence of Understanding

- Chapter Quizzes
- Unit Tests

- Homework
- Case Study Reports
- Group Projects
- Presentations
- Formal and Informal Discussions
- Participation
- Midterm and final examinations with open response questions
- Educated responses to essential questions
- Research paper with checkpoints
- Debates and role-plays
- Analysis papers

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Roots and Impact of WWII on the World	--How did the global depression lead to severe economic conditions that opened the way for the acceptance of extreme political ideologies? --Why did increasing technology and industry lead to the desire to expand? --What role did the technology play in the development of modern warfare and the development of the international community? --How did World War II set the stage for problems faced by the world in the following decades?	--Describe the rise and goals of totalitarianism. --Explain the ideologies of Hitler and Mussolini. --Explain why Japan, Germany and Italy decided to invade neighboring countries --Name the causes and effects of the Holocaust --Analyze the decision to drop the atomic bomb --Describe the state of the world after World War II	--Formative Assessment --Political Cartoons --Class Discussion --Role Play --Common Craft
The Cold War	--Describe the ways in which differences between capitalism and communism resulted in conflict? --In what ways did the Soviet Union attempt to spread communism around the world? --How did the United States and its allies try to contain communism? --What causes led to the collapse of the Soviet Union?	--Identify and describe events leading to the Cold War. --Explain the differences between the United States' and Soviet Union's political and economic systems. --List and describe methods used by the United States to contain communism. --List and describe methods used by the Soviet Union to spread communism. --Describe the economic, political, and social effects of communism. --Analyze the events that led to the collapse of the Soviet Union.	--Formative Assessment --Political Cartoons --Class Discussion --Role Play --Common Craft
The Middle East	--What role did European colonialism play in shaping the current Middle Eastern map?	--Understand the Sykes Picot Agreement. --Discuss how the state of	--Formative Assessment --Political Cartoons --Class Discussion

	<ul style="list-style-type: none"> <li>--What was the effect of Zionism on the creation of the modern Israeli state?</li> <li>--What is the role of Islamic fundamentalism on politics in the Middle East?</li> <li>--What are the origins of conflict between the Israelis and Palestinians?</li> <li>--What are the conflicts between the different sects within Islam?</li> <li>--What are the conflicts between the different ethnicities in the Middle East?</li> <li>--What is the importance of Middle East oil production in the world's economic environment?</li> <li>--How does oil productivity influence global and regional politics?</li> <li>--What are U.S relations with nations in the Middle East?</li> </ul>	<p>Israel came into existence.</p> <ul style="list-style-type: none"> <li>--Explain the events of the Iranian Revolution.</li> <li>--Discuss the royal family's use of Islam in Saudi Arabia.</li> <li>--Understand the influence of terrorist organization on national governments.</li> <li>--Analyze significant events in the Israeli-Palestinian conflict.</li> <li>--Identify the key groups and leaders and their role in the conflict.</li> <li>--Understand the Sunni-Shiite differences and the resulting conflict that exists.</li> <li>--Explain the subjugation of Kurds and Armenians in the Middle East.</li> <li>--Identify the percentage of the world's oil supply that comes from the countries in the Middle East.</li> <li>--Discuss the importance of Middle East oil production on OPEC.</li> <li>--Analyze the effects of oil supply within the Middle East on the global economy.</li> <li>--Discuss the role oil plays in U.S. involvement in the Middle East.</li> <li>--Understand the United States' historic partnership with Israel.</li> <li>--Explain how the United States' relationship with Saudi Arabia has evolved.</li> <li>--Examine the history of U.S. Iraqi relations.</li> </ul>	<ul style="list-style-type: none"> <li>--Role Play</li> <li>--Common Craft</li> </ul>
Africa and Latin America	<ul style="list-style-type: none"> <li>--What were the benefits and drawbacks of independence?</li> <li>--What kinds of political systems emerged in newly formed nations and what factors contributed to their successes and failures?</li> <li>--How did differences in race, ethnicity, and nation lead to conflict?</li> <li>--What problems do people in Africa and Latin America face concerning their health and welfare in the 21<sup>st</sup> century?</li> </ul>	<ul style="list-style-type: none"> <li>--Identify the lasting legacy of western colonialism</li> <li>--Discuss the theories and realities of Pan-Africanism</li> <li>--Identify political and economic difficulties of newly independent nations</li> <li>--Describe neocolonialism</li> <li>--Explain how modern technology and westernization has placed stressed on traditional African societies</li> <li>--Explain the reasons for the fall of Apartheid in South Africa, including the</li> </ul>	<ul style="list-style-type: none"> <li>--Formative Assessment</li> <li>--Political Cartoons</li> <li>--Class Discussion</li> <li>--Role Play</li> <li>--Contract</li> </ul>

		<p>influence and ideas of Nelson Mandela</p> <p>--Explain the social and economic effects of the spread of AIDS in African countries</p> <p>--Discuss the factors that led to the growth of Marxism in Latin America after 1945</p> <p>--Identify the revolutionary ideology of Fidel Castro</p> <p>--Explain the role of militarization of Latin American nations, including Argentina and Brazil</p> <p>--Demonstrate an understanding of the growth of Mexican democracy</p> <p>--Identify the role and impact of the Organization of American States</p> <p>--Discuss the relationship between economic issues and political development in Latin America</p>	
Asia	<p>--What was the impact of the policies of Mao Tse Tung?</p> <p>--What role do Asian nations play in the modern economy?</p> <p>--What kinds of problems has India faced since independence?</p> <p>--How has the growth of Chinese and North Korean military strength affected their relationships with their neighbors and the western world?</p>	<p>-- Outline the changing face of Chinese communism, from the policies of Mao to those of Hu Jintao</p> <p>--Discuss economic development of Asian nations after WWII.</p> <p>--Outline the policies that led to Indian independence.</p> <p>--Explain the reasons behind the separation of Pakistan and India.</p> <p>--Identify lasting animosities between Pakistan and India</p> <p>--Identify the role of China in the modern world, answer the question "Is China a superpower?"</p> <p>--Examine the totalitarian regimes of Kim Il Sung and Kim Jong Il.</p>	<p>--Formative Assessment</p> <p>--Political Cartoons</p> <p>--Class Discussion</p> <p>--Role Play</p> <p>--Common Craft</p> <p>--Brochure</p>

## United States History I: Honors

<b>Grade Level</b>	9
<b>Course Number</b>	415
<b>Subject Area</b>	Social Studies



## Course Description

The content of US History I will begin with the events leading to the American Revolution and go through Reconstruction. This class will examine the issues that surrounded the creation of the Constitution, the challenges the new government faced in its early years, the expansion of the United States, the Civil war, and its aftermath. Students will be working at an accelerated speed, and should expect numerous supplemental readings and extensive analyses of primary historical sources.

## Content Standards

### Reading Standards for Literacy in History/Social Studies

#### *Key Ideas and Details*

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

#### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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.

#### *Integration of Knowledge and Ideas*

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

#### *Range of Reading and Level of Text Complexity*

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 for Literacy in History/Social Studies

#### *Text Types and Purposes*

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style

<p>appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<p><b>3. Note; Not applicable as a separate requirement</b></p> <p>Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>
<p><i>Production and Distribution of Writing</i></p>
<p><b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>5.</b> 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.</p>
<p><b>6.</b> 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.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p><b>7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><b>8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p><b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><i>Range of Writing</i></p>
<p><b>10.</b> 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.</p>
<p><b>Content Frameworks</b></p>
<p><b>USI.1</b> Explain the political and economic factors that contributed to the American Revolution.</p> <p>a. The impact on the colonies of the French and Indian War including how the war led to and overhaul of British imperial policy from 1763 to 1775.</p> <p>b. How freedom from European feudalism and aristocracy and the widespread of ownership of property fostered individualism and contributed to the Revolution.</p>
<p><b>USI.2</b> Explain the historical and intellectual influences of the American Revolution and the formation and framework of the American government.</p> <p>a. The legacy of ancient Greece and Rome</p> <p>b. The political theories of such great European thinkers as Locke and Montesquieu</p>
<p><b>USI.3</b> Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson.</p>
<p><b>USI.4</b> Analyze how Americans resisted British policies before 1775 and analyze the reasons for American victory and the British defeat during the Revolutionary War.</p>
<p><b>USI.5</b> Explain the role of Massachusetts in the revolution including important events that took place in Massachusetts and important leaders from Massachusetts.</p> <p>a. The Boston Massacre</p> <p>b. The Boston Tea Party</p> <p>c. The Battles of Lexington and Concord</p> <p>d. Sam Adams, John Adams, and John Hancock</p>
<p><b>USI.6</b> Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the nation government under the Articles; and describe the crucial events (e.g. Shay's Rebellion) leading to the Constitutional Convention.</p>
<p><b>USI.7</b> Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the "Great Compromise" that was reached.</p> <p>a. Major Debates</p> <p>i. The distribution of political power</p> <p>ii. The rights of individuals</p> <p>iii. The rights of states</p> <p>iv. Slavery</p> <p>b. Founders</p>

<ul style="list-style-type: none"> <li>i. Benjamin Franklin</li> <li>ii. Alexander Hamilton</li> <li>iii. James Madison</li> <li>iv. George Washington</li> </ul>
<b>USI.8</b> Describe the debate over the ratification of the Constitution between the Federalists and the Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary.
<b>USI.9</b> Explain the reasons for the passage of the Bill of Rights.
<b>USI.10</b> On a map of North America, identify the first 13 states to ratify the Constitution.
<b>USI.11</b> Describe the purpose and functions of the government.
<b>USI.12</b> Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy.
<b>USI.13</b> Explain the United States government is classified as a democratic government.
<b>USI.14</b> Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights.
<b>USI.15</b> Explain the varying roles and responsibilities of federal, state, and local governments in the United States.
<b>USI.16</b> Describe the evolution of the role of the federal government including public services, taxation, economic policy, foreign policy, and common defense.
<b>USI.17</b> Explain the major components of Massachusetts' state government including the roles and function of the governor, state legislature, and other constitutional officers.
<b>US.18</b> Explain the major components of local governments in Massachusetts, including, the roles and functions of school committees, town meetings, boards of selectmen, mayors, and city councils.
<b>USI.19</b> Explain the rights and the responsibilities of citizens and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties and interest groups.
<b>USI.20</b> Explain the evolution and function of political parties, including their role in federal, state, and local elections.
<b>USI.21</b> Describe how decisions are made in a democracy, including the roles of legislatures, courts, executives, and the public.
<b>USI.22</b> Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1808), and Thomas Jefferson (1801-1809) <ul style="list-style-type: none"> <li>a. The origins of the Federalist and Democratic-Republican parties in the 1790s</li> <li>b. The conflicting ideas of Thomas Jefferson and Alexander Hamilton</li> <li>c. The Alien and Sedition Acts</li> <li>d. The Louisiana Purchase</li> </ul>
<b>USI.23</b> Analyze the rising levels of political participation and the expansion of suffrage in antebellum America.
<b>USI.24</b> Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as president. <ul style="list-style-type: none"> <li>a. The spoils system</li> <li>b. Jackson's veto of the National Bank</li> <li>c. Jackson's policy of Native American Removal</li> </ul>
<b>USI.25</b> Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in <i>Marbury v. Madison</i> (1803).
<b>USI.26</b> Describe the causes, course, and consequences of American's westward expansion and its growing diplomatic assertiveness. Use a map of North American to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon Trails <ul style="list-style-type: none"> <li>a. The War of 1812</li> <li>b. The purchase of Florida in 1819</li> <li>c. The Monroe Doctrine</li> <li>d. The Cherokees' Trail of Tears</li> <li>e. The annexation of Texas in 1845</li> <li>f. The concept of Manifest Destiny and its relationship to westward expansion</li> <li>g. The acquisition of the Oregon Territory in 1846</li> <li>h. The territorial acquisitions resulting from the Mexican War</li> <li>i. The search for gold in California</li> <li>j. The Gadsden Purchase of 1854</li> </ul>
<b>USI.27</b> Explain the importance of the Transportation Revolution of the 19 <sup>th</sup> century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy.
<b>USI.28</b> Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America.

<ul style="list-style-type: none"> <li>a. The technological improvements and inventions that contributed to industrial growth</li> <li>b. The causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s</li> <li>c. The rise of a business class of merchants and manufactures</li> <li>d. The role of women in New England textile factories</li> </ul>
<b>USI.29</b> Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.
<b>USI.30</b> Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education.
<b>USI.31</b> Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. <ul style="list-style-type: none"> <li>a. Frederick Douglass</li> <li>b. William Lloyd Garrison</li> <li>c. Sojourner Truth</li> <li>d. Harriet Tubman</li> <li>e. Theodore Weld</li> </ul>
<b>USI.32</b> Describe the important religious trends that shaped antebellum America. <ul style="list-style-type: none"> <li>a. The increase in the number of Protestant denominations</li> <li>b. The Second Great Awakening</li> <li>c. The influence of these trends on the reaction of Protestants to the growth of Catholic immigration</li> </ul>
<b>USI.33</b> Analyze the goals and effect of the antebellum women's suffrage movement. <ul style="list-style-type: none"> <li>a. The 1848 Seneca Falls convention</li> <li>b. Susan B. Anthony</li> <li>c. Lucretia Mott</li> <li>d. Elizabeth Cady Stanton</li> </ul>
<b>USI.35</b> Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19 <sup>th</sup> century.
<b>USI.36</b> Summarize the critical developments leading to the Civil War <ul style="list-style-type: none"> <li>a. The Missouri Compromise (1820)</li> <li>b. The South Carolina Nullification Crisis (1832-1833)</li> <li>c. The Wilmot Proviso (1846)</li> <li>d. The Compromise of 1850</li> <li>e. The publication of Harriet Beecher Stowe's Uncle Tom's Cabin (1851-1852)</li> <li>f. The Kansas-Nebraska Act (1854)</li> <li>g. The Dred Scott Supreme Court case (1857)</li> <li>h. The Lincoln-Douglas debates (1858)</li> <li>i. John Brown's raid on Harper's Ferry (1859)</li> <li>j. The election of Abraham Lincoln (1860)</li> </ul>
<b>USI.37</b> On a map of North America, identify Union and Confederate States at the outbreak of the war.
<b>USI.38</b> Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered.
<b>USI.39</b> Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. <ul style="list-style-type: none"> <li>a. Leaders               <ul style="list-style-type: none"> <li>i. Jefferson Davis</li> <li>ii. Ulysses S. Grant</li> <li>iii. Robert E. Lee</li> </ul> </li> <li>b. Battles               <ul style="list-style-type: none"> <li>i. The Massachusetts 54<sup>th</sup> Regiment and the Battle of Fort Wagner</li> <li>ii. Antietam</li> <li>iii. Vicksburg</li> <li>iv. Gettysburg</li> </ul> </li> </ul>
<b>USI.40</b> Provide examples of the various effects of the Civil War <ul style="list-style-type: none"> <li>a. Physical and economic destruction</li> <li>b. The increased role of the federal government</li> <li>c. The greatest loss of life on a per capita basis of any U.S. war before or since</li> </ul>
<b>USI.41</b> Explain the policies and consequences of Reconstruction. <ul style="list-style-type: none"> <li>a. Presidential and Congressional Reconstruction</li> <li>b. The impeachment of President Johnson</li> <li>c. The 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments</li> </ul>

- d. The opposition of Southern whites to Reconstruction
- e. The accomplishments and failures of Radical Reconstruction
- f. The presidential election of 1876 and the end of Reconstruction
- g. The rise of Jim Crow laws
- h. The Supreme Court case, *Plessy v Ferguson* (1896)

## Essential Questions

- How did the American identity and culture evolve during the Revolutionary period?
- What roles did individuals play in establishing a democratic society?
- How did the Declaration of Independence not establish freedom for all people?
- What is the role of a constitution in a democratic society?
- What questions need to be considered regarding the distribution of governmental authority in a democracy?
- How have the rights of individuals been defined and protected throughout history?
- Is democracy always the best choice for keeping order and resolving disputes?
- Has the U.S. government succeeded in balancing power and preventing abuses of power?
- Can an individual actually make a difference in the American democracy?
- How did Alexander Hamilton and Thomas Jefferson's divergent views on government influence the origins of the Federalists and Democratic-Republican parties?
- What personal factors influenced Andrew Jackson's views of democratic government and led him to be popular with common American citizens?
- To what extent has our judicial branch influenced United States government over time?
- How and why did America expand westward and what effect did this have on people?
- How did the American identity changes as a result of industrialization?
- What was the immediate impact of the expansion of European immigration in the U.S.?
- How were African Americans and women denied basic liberties granted to other Americans?
- What conflicts occurred as minority groups struggled to become included in the American experience?
- How and why did economic and cultural changes in the North and South contribute to sectionalism in the early 19<sup>th</sup> century?
- What factors influence sectionalism regarding slavery?
- In what ways did Lincoln's personal and political philosophies contribute to the abolition of slavery in the U.S.?
- Which major leaders and policies determined the cause of the war?
- What were the major results of the Civil War related to land, economy, and government?
- Which aspect of Reconstruction created resentment and frustration for Southerners and Northerners?

## Enduring Understandings

- The U.S. starts to establish its own identity and culture.
- Individual reforms and revolts lay the foundation for a democratic society.
- Although the Declaration of Independence establishes liberty as a natural right, many groups are excluded.
- A constitution plays a complex yet essential role in the formation of a democratic society.
- Limited government, separation of powers, and a system of checks and balances are essential parts of any democratic system.
- A democracy must protect and define the rights of individuals.
- There are many different ways governments keep order and resolve disputes.
- The U.S. government is setup to keep any one group from tyrannizing the other groups.
- The individual holds a key role in a democratic society.
- The origins of the Federalist and Democratic-Republican parties in the 1790's were influenced by Alexander Hamilton's and Thomas Jefferson's divergent views.
- Andrew Jackson's background influenced his ideas of democratic government and appealed to common American citizens.
- The Judicial branch is constantly changing as precedents and the makeup of the Supreme Court evolve over time.
- America's westward expansion was the result of many different causes and resulted in various consequences for various groups of people.
- The American identity changed as we moved from an agricultural society to and industrialized society.
- As people immigrated to the United States the cultural identity of America was greatly altered.

- Although liberty is a natural right, African Americans and women did not enjoy as many freedoms as white men in the United States.
- As the United States grew, the Democratic system became more inclusive through education reform, abolitionism, and the women's suffrage movement.
- Various economic and cultural changes in the North and South contributed to sectionalism in the early 19<sup>th</sup> century.
- The acquisition of new lands heightened sectional tensions over slavery.
- As society changed, the powers of the Executive branch continued to impact and even exacerbate the slavery question.
- The policies of major Civil War leaders determined the course of the war.
- The Civil War led to great physical and economic destruction and increased the role of the federal government.
- The policies and consequences of Reconstruction led many Southern whites to oppose, and many Northerners to grow tired of Reconstruction.

## Evidence of Understanding

- Travel journal if the paces visited on the field trip. They will write about what they saw and learned and what they liked and disliked.
- Write two paragraphs: if the most important cause of the Revolutionary War was eliminated, would the war still have happened? If the most important cause was the only cause of the war, would it still have happened?
- Re-write the Declaration of Independence so there are no weaknesses.
- Persuasive Essay: Students will choose a specific right and write about why they should be granted that right. They must reference the ideas of Locke, Montesquieu, and the Mayflower Compact.
- Mock Board Meetings: Would they hire Thomas Jefferson as president of the United States? Support with reasoning and information gained from their resumes.
- Create British and American headlines for each event role-played in class.
- Cause and effect chart: the stages set in the Northwest Ordinance
- Written copy of the speech that was prepared for participating in the mock constitutional convention.
- Participation in debate during mock constitutional convention.
- Write a position paper for the perspective of William Flint that outlines the positive and negative aspects of ratification of the U.S. Constitution.
- Open response: pick two rights from the Bill of Rights that you would retain if you could only keep two. Explain why you make the decision that you did.
- Map quiz: identify the first thirteen states to ratify the U.S. Constitution.
- In groups, the students will act out key features of democracy, monarchy, oligarchy, theocracy, and autocracy.
- Students will write short open responses to suggested amendments that would abolish separation of powers from the perspective of different founding fathers.
- Students are given situations and must determine which levels of the government must get involved.
- Write a brief essay from the perspective of Alexander Hamilton who has been dropped in the United States today. What would be notice about the expansion of the federal government?
- Students are given a timeline and must fill in key turning points in the establishment of political parties.
- Develop a graphic organizer comparing/contrasting the elections in the United States at the end of the eighteenth century to elections in present day developing countries.
- Debate – students analyze and express the different political philosophies of Jefferson and Hamilton through arguments and advertisements.
- Role Play – students relive historical figures and common citizens in the political democratization of the early U.S.
- Small Group Work – students create a campaign for Jacksonian democracy
- Map Activity – students are asked to trace America's expansion to Civil War (this will involve comparison maps)
- Jigsaw – student groups will review Supreme Court cases and analyze precedents to develop a better understanding of the evolving court
- Role Play – student groups each take on a different event that led to U.S. assertiveness
- Panel Discussion – To what extent was American expansionism justified?
- Written journal entries/newspaper articles demonstrating understanding of causes and effects of industrialization.
- Participation in debate over abolition.
- Role play discussions of major social reforms.
- Write a position paper on public education, women's suffrage, or abolitionism.

- Create a map identifying geographic alliances concerning major social issues.
- Create a propaganda flyer supporting one side of a social debate.
- Mini-debate on women's suffrage.
- Write a position paper establishing an argument for the expansion of liberties for a group that does not currently enjoy those freedoms (i.e.; voting age, marriage rights, and driver's licenses for immigrants).
- Outline the economic benefits of slavery.
- Create a cause and effect chart demonstrating the predicted impact of free public education.
- Create a student handbook for the public school of the 19<sup>th</sup> century.
- Role play a mock classroom from the 1800's.
- Map Activity – student identify the union and Confederate states by shading in and creating a key/legend.
- Role Play – student groups are assigned a cultural and economic group of the North or South and asked to outline the goal/belief system to the class.
- Power point – students present critical events leading to the Civil War focusing on causes, key players, and significance of each event.
- Presentations – small groups will present informational posters summarizing the major figures of the Civil War and the various roles each played.
- Storybook – students will describe through words and visuals the destruction of the Civil War
- Five Paragraph Essay – students evaluate the increased role of the federal government after the Civil War.
- Multi-media Presentation – students summarize the events and effects of Reconstruction
- Debate and/or Panel Discussion – this will address the legacy of Reconstruction.

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
<b>The Political and Intellectual Origin of the American Nation: The Revolution and Constitution (1763-1789)</b>	<ul style="list-style-type: none"> <li>• How did the American identity and culture evolve during the Revolutionary period?</li> <li>• What roles did individuals play in establishing a democratic society?</li> <li>• How did the Declaration of Independence not establish freedom for all people?</li> <li>• What is the role of a constitution in a democratic society?</li> <li>• What questions need to be considered regarding the distribution of governmental authority in a democracy?</li> <li>• How have the rights of individuals been defined and protected throughout history?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the causes of the Revolutionary War.</li> <li>• Identify the influence of Rome, Greece, Locke, and Montesquieu in the frameworks of the American government and the American Revolution.</li> <li>• Identify and explain the strengths and weakness of the Declaration of Independence.</li> <li>• Determine the political objectives of Thomas Jefferson.</li> <li>• Recognize the British and American perspectives on British policies.</li> <li>• Through analyzing the details of the Revolutionary</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Source analysis</li> <li>• Revolution/Declaration of Independence DBQ</li> <li>• American Revolution Battle project</li> <li>• Research Projects</li> <li>• Research Papers</li> <li>• Tests and Quizzes</li> <li>• Constitution Scavenger Hunt</li> </ul>

		<p>War, students will make generalizations about why the Americans were victorious and the British were defeated.</p> <ul style="list-style-type: none"> <li>• Identify the strengths and weaknesses of the Articles of Confederation.</li> <li>• Discuss the influence of the British democracy on the Founding Fathers.</li> <li>• Compare and contrast the Virginia and New Jersey Plans.</li> <li>• Show how the “Great Compromise” balanced the interest of the large and small states.</li> <li>• Describe the other major compromises included in the Constitution.</li> <li>• Explain and give modern examples for six basic principles associated with the Constitution: popular sovereignty, limited government, separations of powers, checks and balances, judicial review, and federalism.</li> <li>• Outline the main provisions of the U.S. Constitution, including separations and divisions of powers.</li> <li>• Compare and contrast the</li> </ul>	
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		<p>Articles of Confederation and the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Discuss the arguments of the federalist and the anti-federalists.</li> <li>• Evaluate why the U.S. Constitution was almost not ratified by Massachusetts.</li> <li>• Critical thinking: explain the concept, “Frame of Reference,” identify a historical figure’s frame of reference, and explain its influence on that person’s thoughts.</li> <li>• Describe how federalism works today and why there is a move by some to return more power to the states.</li> <li>• Identify the first thirteen states to ratify the Constitution.</li> </ul>	
<p><b>Formation and Framework of American Democracy</b></p>	<ul style="list-style-type: none"> <li>• Is democracy always the best choice for keeping order and resolving disputes?</li> <li>• Has the U.S. government succeeded in balancing power and preventing abuses of power?</li> <li>• Can an individual actually make a difference in the American democracy?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the origins and purpose of government.</li> <li>• Describe the key features of different forms of government.</li> <li>• Explain why the uniquely American development of federalism.</li> <li>• Describe the role of the individual in political power.</li> <li>• Explain the evolution and functions of political parties.</li> <li>• Compare and contrast Massachusetts</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Source Analysis</li> <li>• Research Papers</li> <li>• Research Projects</li> <li>• Tests and Quizzes</li> <li>• Federalism Debate</li> </ul>

		government with those of other states.	
<b>Political Democratization, Westward Expansion, and Diplomatic Developments (1790-1860)</b>	<ul style="list-style-type: none"> <li>• How did Alexander Hamilton and Thomas Jefferson's divergent views on government influence the origins of the Federalists and Democratic-Republican parties?</li> <li>• What personal factors influenced Andrew Jackson's views of democratic government and led him to be popular with common American citizens?</li> <li>• To what extent has our judicial branch influenced United States government over time?</li> <li>• How and why did America expand westward and what effect did this have on people?</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between the origins of the Federalist and Democratic-Republican parties.</li> <li>• Recognize and describe the conflicting ideas of Thomas Jefferson and Alexander Hamilton.</li> <li>• Explain the importance of Jacksonian democracy.</li> <li>• Evaluate the changing role of the Supreme Court.</li> <li>• Describe the causes of America's westward expansion.</li> <li>• Discuss the vents that led to U.S. assertiveness both at home and abroad.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Source Analysis</li> <li>• Manifest Destiny Debate</li> <li>• Westward Expansion Map Project</li> <li>• Andrew Jackson Essay</li> <li>• Reform Movement Project</li> <li>• Texas Annexation Debate</li> <li>• Democracy Essay</li> <li>• Research Papers</li> <li>• Research Projects</li> <li>• Tests and Quizzes</li> </ul>
<b>Economic Growth in the North and South (1800-1860)</b>	<ul style="list-style-type: none"> <li>• How did the American identity changes as a result of industrialization?</li> <li>• What was the immediate impact of the expansion of European immigration in the U.S.?</li> <li>• How were African Americans and women denied basic liberties granted to other Americans?</li> <li>• What conflicts occurred as minority groups struggled to become included in the American experience?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the causes and effects of the 19<sup>th</sup> century American Industrialization.</li> <li>• Describe the changing conditions of slavery in America in the 1800's.</li> <li>• Identify the conditions that led to the formation of the Free Public Education movement.</li> <li>• Compare and contrast views of Northerners and Southerners as they relate to the abolitionist</li> </ul>	<ul style="list-style-type: none"> <li>• Lincoln-Douglas Debate Reenactment and Analysis</li> <li>• Primary Source Analysis</li> <li>• Industrialization Simulation</li> <li>• Nativism Essay</li> <li>• Tests and Quizzes</li> <li>• Research Projects</li> <li>• Research Papers</li> </ul>

		<ul style="list-style-type: none"> <li>movement.</li> <li>• Detail the change in the religious climate in Antebellum America.</li> <li>• Analyze the goals and effect of the Women's Suffrage movement.</li> </ul>	
<b>The Civil War and Reconstruction (1860-1877)</b>	<ul style="list-style-type: none"> <li>• How and why did economic and cultural changes in the North and South contribute to sectionalism in the early 19th century?</li> <li>• What factors influence sectionalism regarding slavery?</li> <li>• In what ways did Lincoln's personal and political philosophies contribute to the abolition of slavery in the U.S.?</li> <li>• Which major leaders and policies determined the cause of the war?</li> <li>• What were the major results of the Civil War related to land, economy, and government?</li> <li>• Which aspect of Reconstruction created resentment and frustration for Southerners and Northerners?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain the critical developments leading to the Civil War.</li> <li>• Evaluate the significant or impact of the critical developments leading to the Civil War.</li> <li>• Label the Union and Confederate states at the outbreak of war.</li> <li>• Trace the steps Lincoln took in order to try and overcome political obstacles.</li> <li>• Analyze the roles and policies of various Civil War leaders.</li> <li>• Describe the destruction caused by the Civil War.</li> <li>• Explain how the role of the federal government expanded as a result of the Civil War.</li> <li>• Summarize the main aspects and events of Reconstruction.</li> <li>• Explain why Reconstruction ended.</li> </ul>	<ul style="list-style-type: none"> <li>• Lincoln-Douglas Debate</li> <li>• Reenactment and Analysis</li> <li>• Civil War Battle Project</li> <li>• Civil War Letters</li> <li>• Primary Source Analysis</li> <li>• Reconstruction Debate</li> <li>• Habeas Corpus Debate</li> <li>• Research Papers</li> <li>• Research Projects</li> <li>• Tests and Quizzes</li> </ul>

## United States History I: Academic

<b>Grade Level</b>	9
<b>Course Number</b>	416
<b>Subject Area</b>	Social Studies

### Course Description

The content of US History I will begin with the events leading to the American Revolution and go through Reconstruction. This class will examine the issues that surrounded the creation of the Constitution, the challenges the new government faced in its early years, the expansion of the United States, the Civil war, and its aftermath.

### Content Standards

#### Reading Standards for Literacy in History/Social Studies

##### *Key Ideas and Details*

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

##### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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.

##### *Integration of Knowledge and Ideas*

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

##### *Range of Reading and Level of Text Complexity*

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 for Literacy in History/Social Studies

##### *Text Types and Purposes*

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>3. Note; Not applicable as a separate requirement</b> Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
<b>Production and Distribution of Writing</b>
<b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>5.</b> 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.
<b>6.</b> 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.
<b>Research to Build and Present Knowledge</b>
<b>7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<b>8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>
<b>10.</b> 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.
<b>Content Frameworks</b>
<b>USI.1</b> Explain the political and economic factors that contributed to the American Revolution. c. The impact on the colonies of the French and Indian War including how the war led to an overhaul of British imperial policy from 1763 to 1775. d. How freedom from European feudalism and aristocracy and the widespread of ownership of property fostered individualism and contributed to the Revolution.
<b>USI.2</b> Explain the historical and intellectual influences of the American Revolution and the formation and framework of the American government. c. The legacy of ancient Greece and Rome d. The political theories of such great European thinkers as Locke and Montesquieu
<b>USI.3</b> Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson.
<b>USI.4</b> Analyze how Americans resisted British policies before 1775 and analyze the reasons for American victory and the British defeat during the Revolutionary War.
<b>USI.5</b> Explain the role of Massachusetts in the revolution including important events that took place in Massachusetts and important leaders from Massachusetts. e. The Boston Massacre f. The Boston Tea Party g. The Battles of Lexington and Concord h. Sam Adams, John Adams, and John Hancock
<b>USI.6</b> Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the nation government under the Articles; and describe the crucial events (e.g. Shay's Rebellion) leading to the Constitutional Convention.
<b>USI.7</b> Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the "Great Compromise" that was reached.

<ul style="list-style-type: none"> <li>c. Major Debates <ul style="list-style-type: none"> <li>i. The distribution of political power</li> <li>ii. The rights of individuals</li> <li>iii. The rights of states</li> <li>iv. Slavery</li> </ul> </li> <li>d. Founders <ul style="list-style-type: none"> <li>i. Benjamin Franklin</li> <li>ii. Alexander Hamilton</li> <li>iii. James Madison</li> <li>iv. George Washington</li> </ul> </li> </ul>
<p><b>USI.8</b> Describe the debate over the ratification of the Constitution between the Federalists and the Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary.</p>
<p><b>USI.9</b> Explain the reasons for the passage of the Bill of Rights.</p>
<p><b>USI.10</b> On a map of North America, identify the first 13 states to ratify the Constitution.</p>
<p><b>USI.11</b> Describe the purpose and functions of the government.</p>
<p><b>USI.12</b> Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy.</p>
<p><b>USI.13</b> Explain the United States government is classified as a democratic government.</p>
<p><b>USI.14</b> Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights.</p>
<p><b>USI.15</b> Explain the varying roles and responsibilities of federal, state, and local governments in the United States.</p>
<p><b>USI.16</b> Describe the evolution of the role of the federal government including public services, taxation, economic policy, foreign policy, and common defense.</p>
<p><b>USI.17</b> Explain the major components of Massachusetts' state government including the roles and function of the governor, state legislature, and other constitutional officers.</p>
<p><b>US.18</b> Explain the major components of local governments in Massachusetts, including, the roles and functions of school committees, town meetings, boards of selectmen, mayors, and city councils.</p>
<p><b>USI.19</b> Explain the rights and the responsibilities of citizens and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties and interest groups.</p>
<p><b>USI.20</b> Explain the evolution and function of political parties, including their role in federal, state, and local elections.</p>
<p><b>USI.21</b> Describe how decisions are made in a democracy, including the roles of legislatures, courts, executives, and the public.</p>
<p><b>USI.22</b> Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1808), and Thomas Jefferson (1801-1809)</p> <ul style="list-style-type: none"> <li>e. The origins of the Federalist and Democratic-Republican parties in the 1790s</li> <li>f. The conflicting ideas of Thomas Jefferson and Alexander Hamilton</li> <li>g. The Alien and Sedition Acts</li> <li>h. The Louisiana Purchase</li> </ul>
<p><b>USI.23</b> Analyze the rising levels of political participation and the expansion of suffrage in antebellum America.</p>
<p><b>USI.24</b> Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as president.</p> <ul style="list-style-type: none"> <li>d. The spoils system</li> <li>e. Jackson's veto of the National Bank</li> <li>f. Jackson's policy of Native American Removal</li> </ul>
<p><b>USI.25</b> Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in <i>Marbury v. Madison</i> (1803).</p>
<p><b>USI.26</b> Describe the causes, course, and consequences of American's westward expansion and its growing diplomatic assertiveness. Use a map of North American to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon Trails</p> <ul style="list-style-type: none"> <li>k. The War of 1812</li> <li>l. The purchase of Florida in 1819</li> <li>m. The Monroe Doctrine</li> <li>n. The Cherokees' Trail of Tears</li> <li>o. The annexation of Texas in 1845</li> <li>p. The concept of Manifest Destiny and its relationship to westward expansion</li> <li>q. The acquisition of the Oregon Territory in 1846</li> <li>r. The territorial acquisitions resulting from the Mexican War</li> </ul>

<ul style="list-style-type: none"> <li>s. The search for gold in California</li> <li>t. The Gadsden Purchase of 1854</li> </ul>
<b>USI.27</b> Explain the importance of the Transportation Revolution of the 19 <sup>th</sup> century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy.
<b>USI.28</b> Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. <ul style="list-style-type: none"> <li>e. The technological improvements and inventions that contributed to industrial growth</li> <li>f. The causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s</li> <li>g. The rise of a business class of merchants and manufactures</li> <li>h. The role of women in New England textile factories</li> </ul>
<b>USI.29</b> Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.
<b>USI.30</b> Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education.
<b>USI.31</b> Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. <ul style="list-style-type: none"> <li>f. Frederick Douglass</li> <li>g. William Lloyd Garrison</li> <li>h. Sojourner Truth</li> <li>i. Harriet Tubman</li> <li>j. Theodore Weld</li> </ul>
<b>USI.32</b> Describe the important religious trends that shaped antebellum America. <ul style="list-style-type: none"> <li>d. The increase in the number of Protestant denominations</li> <li>e. The Second Great Awakening</li> <li>f. The influence of these trends on the reaction of Protestants to the growth of Catholic immigration</li> </ul>
<b>USI.33</b> Analyze the goals and effect of the antebellum women's suffrage movement. <ul style="list-style-type: none"> <li>e. The 1848 Seneca Falls convention</li> <li>f. Susan B. Anthony</li> <li>g. Lucretia Mott</li> <li>h. Elizabeth Cady Stanton</li> </ul>
<b>USI.35</b> Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19 <sup>th</sup> century.
<b>USI.36</b> Summarize the critical developments leading to the Civil War <ul style="list-style-type: none"> <li>k. The Missouri Compromise (1820)</li> <li>l. The South Carolina Nullification Crisis (1832-1833)</li> <li>m. The Wilmot Proviso (1846)</li> <li>n. The Compromise of 1850</li> <li>o. The publication of Harriet Beecher Stowe's Uncle Tom's Cabin (1851-1852)</li> <li>p. The Kansas-Nebraska Act (1854)</li> <li>q. The Dred Scott Supreme Court case (1857)</li> <li>r. The Lincoln-Douglas debates (1858)</li> <li>s. John Brown's raid on Harper's Ferry (1859)</li> <li>t. The election of Abraham Lincoln (1860)</li> </ul>
<b>USI.37</b> On a map of North America, identify Union and Confederate States at the outbreak of the war.
<b>USI.38</b> Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered.
<b>USI.39</b> Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. <ul style="list-style-type: none"> <li>c. Leaders <ul style="list-style-type: none"> <li>i. Jefferson Davis</li> <li>ii. Ulysses S. Grant</li> <li>iii. Robert E. Lee</li> </ul> </li> <li>d. Battles <ul style="list-style-type: none"> <li>i. The Massachusetts 54<sup>th</sup> Regiment and the Battle of Fort Wagner</li> <li>ii. Antietam</li> <li>iii. Vicksburg</li> <li>iv. Gettysburg</li> </ul> </li> </ul>
<b>USI.40</b> Provide examples of the various effects of the Civil War

- d. Physical and economic destruction
- e. The increased role of the federal government
- f. The greatest loss of life on a per capita basis of any U.S. war before or since

**USI.41** Explain the policies and consequences of Reconstruction.

- i. Presidential and Congressional Reconstruction
- j. The impeachment of President Johnson
- k. The 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments
- l. The opposition of Southern whites to Reconstruction
- m. The accomplishments and failures of Radical Reconstruction
- n. The presidential election of 1876 and the end of Reconstruction
- o. The rise of Jim Crow laws
- p. The Supreme Court case, *Plessy v Ferguson* (1896)

## Essential Questions

- How did the American identity and culture evolve during the Revolutionary period?
- What roles did individuals play in establishing a democratic society?
- How did the Declaration of Independence not establish freedom for all people?
- What is the role of a constitution in a democratic society?
- What questions need to be considered regarding the distribution of governmental authority in a democracy?
- How have the rights of individuals been defined and protected throughout history?
- Is democracy always the best choice for keeping order and resolving disputes?
- Has the U.S. government succeeded in balancing power and preventing abuses of power?
- Can an individual actually make a difference in the American democracy?
- How did Alexander Hamilton and Thomas Jefferson's divergent views on government influence the origins of the Federalists and Democratic-Republican parties?
- What personal factors influenced Andrew Jackson's views of democratic government and led him to be popular with common American citizens?
- To what extent has our judicial branch influenced United States government over time?
- How and why did America expand westward and what effect did this have on people?
- How did the American identity changes as a result of industrialization?
- What was the immediate impact of the expansion of European immigration in the U.S.?
- How were African Americans and women denied basic liberties granted to other Americans?
- What conflicts occurred as minority groups struggled to become included in the American experience?
- How and why did economic and cultural changes in the North and South contribute to sectionalism in the early 19<sup>th</sup> century?
- What factors influence sectionalism regarding slavery?
- In what ways did Lincoln's personal and political philosophies contribute to the abolition of slavery in the U.S.?
- Which major leaders and policies determined the cause of the war?
- What were the major results of the Civil War related to land, economy, and government?
- Which aspect of Reconstruction created resentment and frustration for Southerners and Northerners?

## Enduring Understandings

- The U.S. starts to establish its own identity and culture.
- Individual reforms and revolts lay the foundation for a democratic society.
- Although the Declaration of Independence establishes liberty as a natural right, many groups are excluded.
- A constitution plays a complex yet essential role in the formation of a democratic society.
- Limited government, separation of powers, and a system of checks and balances are essential parts of any democratic system.
- A democracy must protect and define the rights of individuals.
- There are many different ways governments keep order and resolve disputes.
- The U.S. government is setup to keep any one group from tyrannizing the other groups.
- The individual holds a key role in a democratic society.
- The origins of the Federalist and Democratic-Republican parties in the 1790's were influenced by Alexander



Hamilton's and Thomas Jefferson's divergent views.

- Andrew Jackson's background influenced his ideas of democratic government and appealed to common American citizens.
- The Judicial branch is constantly changing as precedents and the makeup of the Supreme Court evolve over time.
- America's westward expansion was the result of many different causes and resulted in various consequences for various groups of people.
- The American identity changed as we moved from an agricultural society to and industrialized society.
- As people immigrated to the United States the cultural identity of America was greatly altered.
- Although liberty is a natural right, African Americans and women did not enjoy as many freedoms as white men in the United States.
- As the United States grew, the Democratic system became more inclusive through education reform, abolitionism, and the women's suffrage movement.
- Various economic and cultural changes in the North and South contributed to sectionalism in the early 19<sup>th</sup> century.
- The acquisition of new lands heightened sectional tensions over slavery.
- As society changed, the powers of the Executive branch continued to impact and even exacerbate the slavery question.
- The policies of major Civil War leaders determined the course of the war.
- The Civil War led to great physical and economic destruction and increased the role of the federal government.
- The policies and consequences of Reconstruction led many Southern whites to oppose, and many Northerners to grow tired of Reconstruction.

## Evidence of Understanding

- Travel journal if the paces visited on the field trip. They will write about what they saw and learned and what they liked and disliked.
- Write two paragraphs: if the most important cause of the Revolutionary War was eliminated, would the war still have happened? If the most important cause was the only cause of the war, would it still have happened?
- Re-write the Declaration of Independence so there are no weaknesses.
- Persuasive Essay: Students will choose a specific right and write about why they should be granted that right. They must reference the ideas of Locke, Montesquieu, and the Mayflower Compact.
- Mock Board Meetings: Would they hire Thomas Jefferson as president of the United States? Support with reasoning and information gained from their resumes.
- Create British and American headlines for each event role-played in class.
- Cause and effect chart: the stages set in the Northwest Ordinance
- Written copy of the speech that was prepared for participating in the mock constitutional convention.
- Participation in debate during mock constitutional convention.
- Write a position paper for the perspective of William Flint that outlines the positive and negative aspects of ratification of the U.S. Constitution.
- Open response: pick two rights from the Bill of Rights that you would retain if you could only keep two. Explain why you make the decision that you did.
- Map quiz: identify the first thirteen states to ratify the U.S. Constitution.
- In groups, the students will act out key features of democracy, monarchy, oligarchy, theocracy, and autocracy.
- Students will write short open responses to suggested amendments that would abolish separation of powers from the perspective of different founding fathers.
- Students are given situations and must determine which levels of the government must get involved.
- Write a brief essay from the perspective of Alexander Hamilton who has been dropped in the United States today. What would be notice about the expansion of the federal government?
- Students are given a timeline and must fill in key turning points in the establishment of political parties.
- Develop a graphic organizer comparing/contrasting the elections in the United States at the end of the eighteenth century to elections in present day developing countries.
- Debate – students analyze and express the different political philosophies of Jefferson and Hamilton through arguments and advertisements.
- Role Play – students relive historical figures and common citizens in the political democratization of the early U.S.
- Small Group Work – students create a campaign for Jacksonian democracy
- Map Activity – students are asked to trace America's expansion to Civil War (this will involve comparison maps)

- Jigsaw – student groups will review Supreme Court cases and analyze precedents to develop a better understanding of the evolving court
- Role Play – student groups each take on a different event that led to U.S. assertiveness
- Panel Discussion – To what extent was American expansionism justified?
- Written journal entries/newspaper articles demonstrating understanding of causes and effects of industrialization.
- Participation in debate over abolition.
- Role play discussions of major social reforms.
- Write a position paper on public education, women's suffrage, or abolitionism.
- Create a map identifying geographic alliances concerning major social issues.
- Create a propaganda flyer supporting one side of a social debate.
- Mini-debate on women's suffrage.
- Write a position paper establishing an argument for the expansion of liberties for a group that does not currently enjoy those freedoms (i.e.; voting age, marriage rights, and driver's licenses for immigrants).
- Outline the economic benefits of slavery.
- Create a cause and effect chart demonstrating the predicted impact of free public education.
- Create a student handbook for the public school of the 19<sup>th</sup> century.
- Role play a mock classroom from the 1800's.
- Map Activity – student identify the union and Confederate states by shading in and creating a key/legend.
- Role Play – student groups are assigned a cultural and economic group of the North or South and asked to outline the goal/belief system to the class.
- Power point – students present critical events leading to the Civil War focusing on causes, key players, and significance of each event.
- Presentations – small groups will present informational posters summarizing the major figures of the Civil War and the various roles each played.
- Storybook – students will describe through words and visuals the destruction of the Civil War
- Five Paragraph Essay – students evaluate the increased role of the federal government after the Civil War.
- Multi-media Presentation – students summarize the events and effects of Reconstruction
- Debate and/or Panel Discussion – this will address the legacy of Reconstruction.

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
<b>The Political and Intellectual Origin of the American Nation: The Revolution and Constitution (1763-1789)</b>	<ul style="list-style-type: none"> <li>• How did the American identity and culture evolve during the Revolutionary period?</li> <li>• What roles did individuals play in establishing a democratic society?</li> <li>• How did the Declaration of Independence not establish freedom for all people?</li> <li>• What is the role of a constitution in a democratic society?</li> <li>• What questions need to be considered regarding the distribution of governmental authority in a democracy?</li> <li>• How have the rights of individuals been defined and protected throughout history?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the causes of the Revolutionary War.</li> <li>• Identify the influence of Rome, Greece, Locke, and Montesquieu in the frameworks of the American government and the American Revolution.</li> <li>• Identify and explain the strengths and weakness of the Declaration of Independence.</li> <li>• Determine the political objectives of Thomas</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Source analysis</li> <li>• Revolution/Declaration of Independence DBQ</li> <li>• American Revolution Battle project</li> <li>• Research Projects</li> <li>• Research Papers</li> <li>• Tests and Quizzes</li> <li>• Constitution Scavenger Hunt</li> </ul>

		<p>Jefferson.</p> <ul style="list-style-type: none"> <li>• Recognize the British and American perspectives on British policies.</li> <li>• Through analyzing the details of the Revolutionary War, students will make generalizations about why the Americans were victorious and the British were defeated.</li> <li>• Identify the strengths and weaknesses of the Articles of Confederation.</li> <li>• Discuss the influence of the British democracy on the Founding Fathers.</li> <li>• Compare and contrast the Virginia and New Jersey Plans.</li> <li>• Show how the “Great Compromise” balanced the interest of the large and small states.</li> <li>• Describe the other major compromises included in the Constitution.</li> <li>• Explain and give modern examples for six basic principles associated with the Constitution: popular sovereignty, limited government, separations of powers, checks and balances, judicial review, and federalism.</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Outline the main provisions of the U.S. Constitution, including separations and divisions of powers.</li> <li>• Compare and contrast the Articles of Confederation and the U.S. Constitution.</li> <li>• Discuss the arguments of the federalist and the anti-federalists.</li> <li>• Evaluate why the U.S. Constitution was almost not ratified by Massachusetts.</li> <li>• Critical thinking: explain the concept, "Frame of Reference," identify a historical figure's frame of reference, and explain its influence on that person's thoughts.</li> <li>• Describe how federalism works today and why there is a move by some to return more power to the states.</li> <li>• Identify the first thirteen states to ratify the Constitution.</li> </ul>	
<b>Formation and Framework of American Democracy</b>	<ul style="list-style-type: none"> <li>• Is democracy always the best choice for keeping order and resolving disputes?</li> <li>• Has the U.S. government succeeded in balancing power and preventing abuses of power?</li> <li>• Can an individual actually make a difference in the American democracy?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the origins and purpose of government.</li> <li>• Describe the key features of different forms of government.</li> <li>• Explain why the uniquely American development of federalism.</li> <li>• Describe the role</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Source Analysis</li> <li>• Research Papers</li> <li>• Research Projects</li> <li>• Tests and Quizzes</li> <li>• Federalism Debate</li> </ul>

		<p>of the individual in political power.</p> <ul style="list-style-type: none"> <li>• Explain the evolution and functions of political parties.</li> <li>• Compare and contrast Massachusetts government with those of other states.</li> </ul>	
<b>Political Democratization, Westward Expansion, and Diplomatic Developments (1790-1860)</b>	<ul style="list-style-type: none"> <li>• How did Alexander Hamilton and Thomas Jefferson's divergent views on government influence the origins of the Federalists and Democratic-Republican parties?</li> <li>• What personal factors influenced Andrew Jackson's views of democratic government and led him to be popular with common American citizens?</li> <li>• To what extent has our judicial branch influenced United States government over time?</li> <li>• How and why did America expand westward and what effect did this have on people?</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between the origins of the Federalist and Democratic-Republican parties.</li> <li>• Recognize and describe the conflicting ideas of Thomas Jefferson and Alexander Hamilton.</li> <li>• Explain the importance of Jacksonian democracy.</li> <li>• Evaluate the changing role of the Supreme Court.</li> <li>• Describe the causes of America's westward expansion.</li> <li>• Discuss the vents that led to U.S. assertiveness both at home and abroad.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Source Analysis</li> <li>• Manifest Destiny Debate</li> <li>• Westward Expansion Map Project</li> <li>• Andrew Jackson Essay</li> <li>• Reform Movement Project</li> <li>• Texas Annexation Debate</li> <li>• Democracy Essay</li> <li>• Research Papers</li> <li>• Research Projects</li> <li>• Tests and Quizzes</li> </ul>
<b>Economic Growth in the North and South (1800-1860)</b>	<ul style="list-style-type: none"> <li>• How did the American identity changes as a result of industrialization?</li> <li>• What was the immediate impact of the expansion of European immigration in the U.S.?</li> <li>• How were African Americans and women denied basic liberties granted to other Americans?</li> <li>• What conflicts occurred as minority groups struggled to</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the causes and effects of the 19<sup>th</sup> century American Industrialization.</li> <li>• Describe the changing conditions of slavery in America in the 1800's.</li> <li>• Identify the conditions that led to the formation of</li> </ul>	<ul style="list-style-type: none"> <li>• Lincoln-Douglas Debate Reenactment and Analysis</li> <li>• Primary Source Analysis</li> <li>• Industrialization Simulation</li> <li>• Nativism Essay</li> <li>• Tests and Quizzes</li> <li>• Research Projects</li> <li>• Research Papers</li> </ul>

	become included in the American experience?	<p>the Free Public Education movement.</p> <ul style="list-style-type: none"> <li>• Compare and contrast views of Northerners and Southerners as they relate to the abolitionist movement.</li> <li>• Detail the change in the religious climate in Antebellum America.</li> <li>• Analyze the goals and effect of the Women's Suffrage movement.</li> </ul>	
<b>The Civil War and Reconstruction (1860-1877)</b>	<ul style="list-style-type: none"> <li>• How and why did economic and cultural changes in the North and South contribute to sectionalism in the early 19th century?</li> <li>• What factors influence sectionalism regarding slavery?</li> <li>• In what ways did Lincoln's personal and political philosophies contribute to the abolition of slavery in the U.S.?</li> <li>• Which major leaders and policies determined the cause of the war?</li> <li>• What were the major results of the Civil War related to land, economy, and government?</li> <li>• Which aspect of Reconstruction created resentment and frustration for Southerners and Northerners?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain the critical developments leading to the Civil War.</li> <li>• Evaluate the significant or impact of the critical developments leading to the Civil War.</li> <li>• Label the Union and Confederate states at the outbreak of war.</li> <li>• Trace the steps Lincoln took in order to try and overcome political obstacles.</li> <li>• Analyze the roles and policies of various Civil War leaders.</li> <li>• Describe the destruction caused by the Civil War.</li> <li>• Explain how the role of the federal government expanded as a result of the Civil War.</li> <li>• Summarize the main aspects and events of Reconstruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Lincoln-Douglas Debate</li> <li>• Reenactment and Analysis</li> <li>• Civil War Battle Project</li> <li>• Civil War Letters</li> <li>• Primary Source Analysis</li> <li>• Reconstruction Debate</li> <li>• Habeas Corpus Debate</li> <li>• Research Papers</li> <li>• Research Projects</li> <li>• Tests and Quizzes</li> </ul>

		<ul style="list-style-type: none"> <li>Explain why Reconstruction ended.</li> </ul>	
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## United States History II: Honors

<b>Grade Level</b>	10
<b>Course Number</b>	420
<b>Subject Area</b>	Social Studies

### Course Description

Students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America. (MA Frameworks, 75) This course is an accelerated course and students should expect numerous supplemental readings and extensive use of both primary and secondary sources.

### Content Standards

#### Reading Standards for Literacy in History/Social Studies

##### *Key Ideas and Details*

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

##### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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.

##### *Integration of Knowledge and Ideas*

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

##### *Range of Reading and Level of Text Complexity*

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 for Literacy in History/Social Studies

##### *Text Types and Purposes*

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

<ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented</li> </ul>
<p><b>2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><b>3. Note; Not applicable as a separate requirement</b>  Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>
<p><i>Production and Distribution of Writing</i></p>
<p><b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>5.</b> 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.</p>
<p><b>6.</b> 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.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p><b>7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><b>8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p>
<p><b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><i>Range of Writing</i></p>
<p><b>10.</b> 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.</p>
<p><b>Content Frameworks Standards</b></p>
<p><b><u>Industrial America and Its Emerging Role in International Affairs, 1870-1920</u></b></p>
<p>USII.1 Explain the various causes of the Industrial Revolution. (H, E)</p> <ul style="list-style-type: none"> <li>A. the economic impetus provided by the Civil War</li> <li>B. important technological and scientific advances</li> <li>C. the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt</li> </ul>
<p>USII.2 Explain the important consequences of the Industrial Revolution. (H, E)</p>



- A. the growth of big business
- B. environmental impact
- C. the expansion of cities

USII.3 Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, and describe the major roles of these immigrants in the industrialization of America. (H)

*Seminal Primary Documents to Read:* Emma Lazarus, “The New Colossus” (1883)

*Seminal Primary Documents to Consider:* Younghill Kang, *East Goes West* (1937)

USII.4 Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians. (H)

USII.5 Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era. (H, E)

- A. the Knights of Labor
- B. the American Federation of Labor headed by Samuel Gompers
- C. the Populist Party
- D. the Socialist Party headed by Eugene Debs

USII.6 Analyze the causes and course of America’s growing role in world affairs from the Civil War to World War I. (H, E)

- A. the influence of the ideas associated with Social Darwinism
- B. the purchase of Alaska from Russia
- C. America’s growing influence in Hawaii leading to annexation
- D. the Spanish-American War
- E. U.S. expansion into Asia under the Open Door policy
- F. President Roosevelt’s Corollary to the Monroe Doctrine
- G. America’s role in the building of the Panama Canal
- H. President Taft’s Dollar Diplomacy
- I. President Wilson’s intervention in Mexico
- J. American entry into World War I

USII.7 Explain the course and significance of President Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty. (H)

*Seminal Primary Documents to Read:* President Woodrow Wilson, “Peace Without Victory,” speech (1917)

### **The Age of Reform: Progressivism and the New Deal, 1900-1940**

USII.8 Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)

#### *People*

- A. Jane Addams
- B. William Jennings Bryan
- C. John Dewey
- D. Robert La Follette
- E. President Theodore Roosevelt
- F. Upton Sinclair
- G. President William H. Taft
- H. Ida Tarbell
- I. President Woodrow Wilson

#### *Policies*

- A. bans against child labor

- B. the initiative referendum and its recall
- C. the Sherman Anti-Trust Act (1890)
- D. the Pure Food and Drug Act (1906)
- E. the Meat Packing Act (1906)
- F. the Federal Reserve Act (1913)
- G. the Clayton Anti-Trust Act (1914)
- H. the ratification of the Nineteenth Amendment in 1920

*Seminal Primary Documents to Read:* President Theodore Roosevelt, “The New Nationalism,” speech (1910).

USII.9 Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. (H)

Carrie Chapman Catt

- A. W.E.B. Du Bois
- B. Marcus Garvey
- C. the National Association for the Advancement of Colored People (NAACP)
- D. Alice Paul
- E. Booker T. Washington

*Seminal Primary Documents to Consider:* Booker T. Washington, the Atlanta Exposition Address (1895), and the Niagara Movement Declaration of Principles (1905)

USII.10 Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s. (H)

- A. the Boston police strike in 1919
- B. the Red Scare and Sacco and Vanzetti
- C. racial and ethnic tensions
- D. the Scopes Trial and the debate over Darwin’s *On the Origins of Species*
- E. Prohibition

USII.11 Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression. (H, E)

- A. restrictive monetary policies
- B. unemployment
- C. support for political and economic reform
- D. the influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Ludwig von Mises, Friedrich von Hayek, and Milton Friedman

USII.12 Analyze the important policies, institutions, and personalities of the New Deal era. (H)

*People*

- A. President Herbert Hoover
- B. President Franklin D. Roosevelt
- C. Eleanor Roosevelt
- D. Huey Long
- E. Charles Coughlin

*Policies*

the establishment of

- A. the Federal Deposit Insurance Corporation
- B. the Securities and Exchange Commission
- C. the Tennessee Valley Authority
- D. the Social Security Act, the National Labor Relations Act
- E. the Works Progress Administration
- F. the Fair Labor Standards Act

*Institutions*

- A. the American Federation of Labor
- B. the Congress of Industrial Organizations
- C. the American Communist Party

USII.13 Explain how the Great Depression and the New Deal affected American society. (H)

- A. the increased importance of the federal government in establishing economic and social policies
- B. the emergence of a “New Deal coalition” consisting of African Americans, blue-collar workers, poor farmers, Jews, and Catholics

**World War II, 1939-1945**

USII.14 Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy. (H)

USII.15 Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied powers (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan). (H)

- A. Fascism in Germany and Italy
- B. German rearmament and militarization of the Rhineland
- C. Germany’s seizure of Austria and Czechoslovakia and Germany’s invasion of Poland
- D. Japan’s invasion of China and the Rape of Nanking
- E. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam conferences

*Seminal Primary Documents to Read:* President Franklin Roosevelt, “Four Freedoms,” speech (1941)

*Seminal Primary Documents to Consider:* Justice Robert M. Jackson’s opinion for the Supreme Court in *West Virginia State Board of Education v. Barnette* (1943) and Learned Hand’s *The Spirit of Liberty* (1944)

USII.16 Explain the reasons for the dropping of atom bombs on Japan and their short and long-term effects. (H)

USII.17 Explain important domestic events that took place during the war. (H, E)

- A. how war-inspired economic growth ended the Great Depression
- B. A. Philip Randolph and the efforts to eliminate employment discrimination
- C. the entry of large numbers of women into the workforce
- D. the internment of West Coast Japanese-Americans in the U.S. and Canada

**The Cold War Abroad, 1945-1989**

USII.18 Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies. (H)

- A. the differences between the Soviet and American political and economic systems
- B. Soviet aggression in Eastern Europe
- C. the Truman Doctrine, the Marshall Plan, and NATO

*Seminal Primary Documents to Read:* The Truman Doctrine (1947), and George Kennan, “The Sources of Soviet Conduct” (1947)

USII.19 Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union. (H, G)

- A. the Korean War
- B. Germany
- C. China
- D. the Middle East
- E. the arms race

- F. Latin America
- G. Africa
- H. the Vietnam War

USII.20 Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon. (H)

USII.21 Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)

*Seminal Primary Documents to Read:* President John F. Kennedy, Inaugural Address (1961)

*Seminal Primary Documents to Consider:* President Ronald Reagan, Speech at Moscow State University (1988)

**Cold War America at Home: Economic Growth and Optimism, Anticommunism, and Reform, 1945-1980**

USII.22 Analyze the causes and consequences of important domestic Cold War trends. (H, E)

- A. economic growth and declining poverty
- B. the baby boom
- C. the growth of suburbs and home-ownership
- D. the increase in education levels
- E. the development of mass media and consumerism

USII.23 Analyze the following domestic policies of Presidents Truman and Eisenhower.(H)

- A. Truman's Fair Deal
- B. the Taft-Hartley Act (1947)
- C. Eisenhower's response to the Soviet's launching of Sputnik
- D. Eisenhower's civil rights record

USII.24 Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H)

*People*

- A. Whittaker Chambers
- B. Alger Hiss
- C. Edgar Hoover
- D. Senator Joseph McCarthy
- E. Julius and Ethel Rosenberg

*Institutions*

- A. the American Communist Party (including its close relationship to the Soviet Union)
- B. the Federal Bureau of Investigation (FBI)
- C. the House Committee on Un-American Activities (HUAC)

USII.25 Analyze the origins, goals, and key events of the Civil Rights movement. (H)

*People*

- A. Robert Kennedy
- B. Martin Luther King, Jr.
- C. Thurgood Marshall
- D. Rosa Parks
- E. Malcolm X

*Institution*

the National Association for the Advancement of Colored People (NAACP)

*Events*

- A. *Brown v. Board of Education* (1954)

- B. the 1955-1956 Montgomery Bus Boycott
- C. the 1957-1958 Little Rock School Crisis
- D. the sit-ins and freedom rides of the early 1960s
- E. the 1963 civil rights protest in Birmingham
- F. the 1963 March on Washington
- G. the 1965 civil rights protest in Selma
- H. the 1968 assassination of Martin Luther King, Jr.

*Seminal Primary Documents to Read:* Reverend Martin Luther King's, "I Have A Dream" speech and his *Letter from Birmingham City Jail* (1963), President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)

USII.26 Describe the accomplishments of the civil rights movement. (H, E)

- A. the 1964 Civil Rights Act and the 1965 Voting Rights Act
- B. the growth of the African American middle class, increased political power, and declining rates of African American poverty

USII.27 Analyze the causes and course of the women's rights movement in the 1960s and 1970s. (H)

- A. Betty Friedan and Gloria Steinem
- B. the birth control pill
- C. the increasing number of working women
- D. the formation of the National Organization of Women in 1967
- E. the debate over the Equal Rights Amendment
- F. the 1973 Supreme Court case, *Roe v. Wade*

USII.28 Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, and Nixon. (H)

- A. the space exploration program
- B. the assassination of President Kennedy
- C. Johnson's Great Society programs
- D. Nixon's appeal to "the silent majority"
- E. the anti-war and counter-cultural movements
- F. the creation of the Environmental Protection Agency (EPA) in 1970
- G. the Watergate scandal (including the Supreme Court case, *U.S. v. Nixon*)

### **Contemporary America, 1980-2001**

USII.29 Analyze the presidency of Ronald Reagan. (H, E)

- A. tax rate cuts
- B. anticommunist foreign and defense policies
- C. Supreme Court appointments
- D. the revitalization of the conservative movement during Reagan's tenure as President
- E. the replacement of striking air traffic controllers with non-union personnel

USII.30 Describe some of the major economic and social trends of the late 20<sup>th</sup> century. (H, E)

- A. the computer and technological revolution of the 1980s and 1990s
- B. scientific and medical discoveries
- C. major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal)
- D. the weakening of the nuclear family and the rise in divorce rates

USII.31 Analyze the important domestic policies and events of the Clinton presidency. (H, E)

- A. the passage of the North American Free Trade Agreement (NAFTA) in 1993
- B. President Clinton's welfare reform legislation and expansion of the earned income tax credit

- C. the first balanced budget in more than 25 years
- D. the election in 1994 of the first Republican majority in both the House and Senate in 40 years
- E. tax credits for higher education
- F. the causes and consequences of the impeachment of President Clinton in 1998

USII.32 Explain the importance of the 2000 presidential election. (H, C)

- A. the Supreme Court case, *Bush v. Gore*
- B. the growing influence of the Republican Party in the South and the consolidation of the Democratic Party's hold on the coasts

USII.33 Analyze the course and consequences of America's recent diplomatic initiatives.(H, C)

- A. the invasion of Panama and the Persian Gulf War
- B. American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo
- C. the attempts to negotiate a settlement to the Israeli-Palestinian conflict
- D. America's response to the September 11, 2001, terrorist attack on the World Trade Center in New York City and on the Pentagon in Washington, D.C.

## Essential Questions

- What is the role of the individual in a democratic society?
- Can an individual actually make a difference in the American democracy?
- What does it mean to be an American?
- Has America successfully met its ideal of securing liberty for all its citizens?
- What roles did individuals play in establishing a democratic society?
- How did the Declaration of Independence not establish freedom for all Americans
- What is the role of a constitution in a democratic society?
- What questions need to be considered regarding the distribution of governmental authority in a democracy?
- How have the rights of individuals been defined and protected throughout American history?
- Is democracy always the best choice for keeping order and resolving disputes?
- Has the U.S. government succeeded in balancing power and preventing abuses of power?
- How has the diversity of the American people and the relationships among different groups, in terms of race, class, ethnicity, and gender, impacted the history of the United States?
- What demographic changes have impacted the United States? What economic, social, and political effects of immigration have shaped American life and identity?
- How have changes in trade, commerce, and technology impacted capitalist development, labor and unions, and consumerism?
- In what ways has population growth, industrialization, pollution, and urban and suburban expansion impacted the environment?
- In what ways have the legacy of slavery shaped the American character?
- How have armed conflict and war impacted American foreign policy and American political, economic, and social life?

## Enduring Understandings

- The individual has a tremendous responsibility in a democratic society.
- The American identity is continually evolving.
- Liberty is a natural right, but it is not always justly applied.
- A constitution plays a complex yet essential role in the formation and maintenance of a democratic society.
- Limited government, separation of powers, and a system of checks and balances are essential parts of any democratic system.
- A democracy must protect and define the rights of individuals.
- There are many different ways democratic governments keep order and resolve disputes.
- The U.S. government is designed to keep any one group from persecuting other groups.

- The historic diversity of the American people in terms of race, class, ethnicity, and gender increasingly impacted the history of the United States during the 20<sup>th</sup> century through the present
- American demographics have changed since the late 19<sup>th</sup> century relating to: birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration have transformed American life and identity.
- Changes over time in trade, commerce, and technology, and the causes and effects, positive and negative, of capitalist development, labor and unions, and consumerism on American life.
- Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion on American life.
- American life has been, and continues to be, shaped by the legacy of slavery.
- The impact that armed conflict and war, from the late 19<sup>th</sup> century to the 21<sup>st</sup> century has had on American foreign policy and on American politics, economy, and society.

## Evidence of Understanding

- Primary Source analysis worksheets
- Document-Based Question essays
- Evaluative essays
- Research papers
- Research projects
- Debates
- Panel discussions and “press conferences”
- “Admissions’ game”
- Historical simulations and role play activities
- Multimedia presentations
- Storyboards
- Posters
- Interviews
- “Newspaper Editorials”
- Graphic organizers
- Annotated time lines
- Journal entries, letters
- Other formative assessments
- Other summative assessments

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
1. Industrial America and Its Emerging Role in International Affairs, 1870-1920	1. What kinds of changes did the Industrial Revolution create in American society? 2. Why was there a significant increase in immigration in the U.S. in the late 19 <sup>th</sup> and early 20 <sup>th</sup> centuries and what were its lasting and immediate effects? 3. How did rapid industrial growth and the growth of big business impact Americans? 4. How did labor unions impact the American political and economic climate? 5. In what ways did western expansion occur and what were its positive and negative	1. Recognize and understand that industrialization was an inevitable and immensely significant movement in American history 2. Analyze the economic and social changes brought by industrialization 3. Describe the “new immigration” and how it aroused opposition from many native-born Americans 4. Discuss the growing class conflicts caused by industrial growth and	--Primary Source analysis worksheets --Document-Based Question essay focusing on Andrew Carnegie --Evaluative essays --Research papers and projects --Debate: “Industrialists: Robber Barons or Philanthropists?” --“Immigration and Urbanization Storyboard” --“Press Conference” with labor union leaders from Knights of Labor and American Federation of

	<p>effects?</p> <p>6. What factors led to America's desire to expand its influence overseas?</p> <p>7. What strategies and methods did America use in establishing an empire and were they consistent with American ideals?</p> <p>8. What factors led to American involvement in World War I?</p> <p>9. What role did the U.S. play in resolving World War I and to what extent did this mark an historic shift in American foreign policy?</p>	<p>combination</p> <p>5. Explain how labor unions impacted American life</p> <p>6. Describe various ways in which western expansion occurred</p> <p>7. Explain federal policy towards Native Americans in the late 19<sup>th</sup> century</p> <p>8. Evaluate the forces that led America to turn outward at the end of the 19<sup>th</sup> century</p> <p>9. Identify and evaluate methods used by U.S. in late 19<sup>th</sup> century to expand overseas and describe whether they were consistent with American ideals</p> <p>10. Discuss America's economic and military role in World War I</p> <p>11. Analyze Wilson's attempt to forge a peace based on his Fourteen Points</p> <p>12. Describe the political opposition to Wilson's League of Nations</p>	<p>Labor</p> <p>--Multimedia presentation detailing federal policies toward Native Americans</p> <p>--Historical simulations and role play activities: "Spanish American War" and "WWI Alliance Game"</p> <p>--Document-Based Question essay focusing U.S. annexation of the Philippines</p> <p>--World War I Propaganda Posters</p> <p>--Debate: "Should the U.S. Join the League of Nations?"</p> <p>--"Newspaper Editorials"</p> <p>--Graphic organizers</p> <p>--Annotated time lines</p> <p>--Journal entries, letters</p> <p>--Summative Assessments</p>
<p>2. The Age of Reform: Progressivism and the New Deal, 1900-1940</p>	<p>1. What type of conditions existed at the beginning of the 20<sup>th</sup> century that led to a call for reform?</p> <p>2. What were the goals of the Progressive movement?</p> <p>3. To what extent did the debates surrounding political reform during the Progressive Era lead to changes in the political system?</p> <p>4. How was the American economy reformed as a result of Progressivism?</p> <p>5. What was the cause of the Red Scare and how did that affect the relationship between Americans and the new immigrants?</p> <p>6. In what ways were the 1920s politically conservative and economically prosperous?</p> <p>7. What were the causes and effects of the Great Depression?</p> <p>8. What arguments were presented by critics and defenders of the New Deal?</p>	<p>1. Describe the social and economic conditions in the United States at the beginning of the 20<sup>th</sup> century that resulted in calls for reform</p> <p>2. List and explain Progressive movement goals</p> <p>3. Explain how the structure and function of government was questioned during the early 20<sup>th</sup> century leading to lasting changes in the American political system</p> <p>4. Analyze and describe ways in which Progressivism led to American economic reforms</p> <p>5. Analyze and describe causes of the Red Scare and how it led to increased nativism</p> <p>6. Discuss examples of how the 1920s were politically conservative and economically prosperous</p>	<p>--Primary Source analysis worksheets</p> <p>--Document-Based Question essay focusing on Progressive Movement</p> <p>--Evaluative essays</p> <p>--Research papers</p> <p>--Panel discussions and "press conferences"</p> <p>--"Theodore Roosevelt Interview"</p> <p>--"Progressive Era Magazines"</p> <p>--"Prohibition Debate"</p> <p>--1920s' "Admissions' game"</p> <p>--Mock Trial: Scopes Trial</p> <p>--Research project: "The Roaring Twenties"</p> <p>--Document-Based Question essay analyzing causes of the Great Depression</p> <p>--Analysis of Franklin Roosevelt's First Inaugural Address</p> <p>--Debate: "Rating the New Deal: "Was the New Deal</p>



	9. In what ways did the New Deal permanently change the role of the federal government?	7. Analyze the causes and effects of the Great Depression 8. Identify and evaluate arguments presented by critics and defenders of the New Deal 9. Analyze and describe how the New Deal changed the role of the federal government in American life	good for America?" --Graphic organizers --Annotated time lines --Journal entries, letters --Summative Assessments
3. World War II, 1939-1945	1. To what extent did American foreign policy change from 1919 to 1941? 2. How was U.S. involvement in World War II consistent with the ideals behind the American identity? 3. Was liberty protected at home during World War II? 4. In what ways did dropping the atomic bombs on Japan change the American identity?	1. Analyze and describe the evolution of post-World War I American foreign policy 2. Analyze and explain whether U.S. involvement in World War II was consistent with the ideals behind the American identity 3. Describe how liberty and opportunity was expanded or restricted for various groups in America during World War II	--Primary Source analysis worksheets --Evaluative essays --Multimedia presentations analyzing American foreign policy 1919-1941 --Research paper focusing on Japanese-Americans and African Americans during World War II --Research project: "American Life on the Home Front During World War II?" --"Franklin Roosevelt Interview" --"D-Day Memorial" --Debate: Should President Truman Have Dropped the Atomic Bombs on Japan?" --"Newspaper Editorial" focusing on the creation of the United Nations --Graphic organizers --Annotated time lines --Journal entries, letters --Summative assessments

<p>4. The Cold War Abroad, 1945-1989</p>	<ol style="list-style-type: none"> <li>1. In what ways are the U.S. and Soviet economic and political systems incompatible?</li> <li>2. What are the effects of U.S. policies designed to contain communism?</li> <li>3. What policies and methods are justified when seeking to protect American interests and values abroad?</li> <li>4. What factors contribute to the United States becoming the world's sole superpower?</li> <li>5. What are the different theories of the role of government in the economy?</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the ways in which the U.S. and Soviet economic and political systems were incompatible</li> <li>2. Identify and analyze the effects of U.S. containment policies</li> <li>3. Describe how the U.S. became the world's sole superpower as Soviet economic policies began to fail during the 1980s</li> <li>4. Analyze and discuss the ongoing debate over the government's role in the economy</li> </ol>	<ul style="list-style-type: none"> <li>--Primary Source analysis worksheets</li> <li>--Evaluative essays</li> <li>--Research papers</li> <li>--Research projects</li> <li>--Debate and/or Panel Discussion addressing the effects of U.S. policies designed to stop Soviet communist expansion</li> <li>--"Cold War Storyboard"</li> <li>--"Mock Cold War Convention"</li> <li>--"General MacArthur Interview"</li> <li>--"Letter to the Editor" describing what student thinks the ethical framework(s) guiding U.S. foreign and military policy should be</li> <li>--"Hawk" and "dove" Vietnam War political cartoons</li> <li>--Evaluative essay: "Lessons of Vietnam"</li> <li>--Debate: "Role of government in the economy"</li> <li>--Graphic organizers</li> <li>--Annotated time lines</li> <li>--Journal entries</li> <li>--Summative assessments</li> </ul>
<p>5. Cold War America at Home: Economic Growth and Optimism, Anticommunism, and Reform, 1945-1980</p>	<ol style="list-style-type: none"> <li>1. How do foreign policy decisions impact domestic trends?</li> <li>2. To what extent should the United States government be able to restrict personal liberties for the good of society?</li> <li>3. What are the historical roots and implication of discrimination in American society?</li> <li>4. What are the strategies used to achieve progress and equality when facing resistance?</li> <li>5. How did the civil rights movement develop and shift?</li> <li>6. How did gender roles evolve during the post-World War II era?</li> <li>7. How did the social movements of the 1960s and 1970s shape new laws and</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize and understand that a country's foreign policy decisions will impact domestic trends</li> <li>2. Recognize and understand that an individual's rights are not absolute in a democratic society</li> <li>3. Evaluate how both ordinary citizens and government officials experienced the consequences of the Second Red Scare</li> <li>4. Recognize and understand that institutional discrimination can be as detrimental to social equality as legal discrimination</li> <li>5. Recognize and evaluate how a variety of strategies can be effective in</li> </ol>	<ul style="list-style-type: none"> <li>--Primary Source analysis worksheets</li> <li>--Historical Role Play: HUAC and the film industry</li> <li>--"Mock Trial: The Rosenbergs"</li> <li>--Evaluative Essay: "The 1950s: A decade of conservatism and conformity or anxiety and alienation?"</li> <li>--PowerPoint presentation illustrating and describing key events of the civil rights movement</li> <li>--Document-Based Question essay comparing and contrasting philosophies of Martin Luther King Jr. and Malcolm X</li> <li>--"President Kennedy obituary" describing his life</li> </ul>

	<p>attitudes?</p> <p>8. Why did the mood of America change from great optimism of the early 1960s to cynicism and polarization by 1980?</p>	<p>achieving progress and equality in the face of obstacles.</p> <p>6. Describe the beginnings of the civil rights movement and analyze the course of the movement from civil rights to black power</p> <p>7. Recognize and understand how gender roles are continually evolving</p> <p>8. Describe how the optimism of the early 1960s, characterized by scientific breakthroughs and social expansion, had shifted to a national mood of cynicism and polarization over the American future by 1980</p>	<p>and triumphs and failures of his presidency</p> <p>--"President Johnson Interview relating to Civil Rights Act of 1964"</p> <p>--Research papers</p> <p>--"America in the 1960s' Storyboard"</p> <p>--Research project: "Social Movements of the 1960s and 1970s"</p> <p>--"Newspaper Editorial" addressing effects of the counterculture and anti-war movement on American society</p> <p>--Debate: "Equal Rights Amendment"</p> <p>--Panel discussion: "Assessing the Nixon Presidency"</p> <p>--Graphic organizers</p> <p>--Annotated time lines</p> <p>--Journal entries, letters</p> <p>--Summative assessments</p>
<p>6. Contemporary America, 1980-2001</p>	<p>1. To what extent is the conflict in American politics and culture limited to conservative and liberal ideas?</p> <p>2. What are the causes and effects of domestic and international terrorism?</p> <p>3. What are the effects of globalization on America and the world?</p> <p>4. How has the "information age" changed the American economy and society?</p> <p>5. In what ways have the definition and role of family changed and how is it continuing to evolve?</p>	<p>1. Recognize and analyze the extent to which struggles between conservative and liberal ideas often defines American politics and culture</p> <p>2. A Cold War-concern about communism was replaced by a fear of terrorism</p> <p>3. Recognize and describe how globalization is changing the way America interacts with the world</p> <p>4. Explain how the "information age" has both positively and negatively impacted America</p> <p>5. Describe ways in which the definition and role of family have been changing</p>	<p>--Informational brochure explaining 1980s' arms race between the U.S. and Soviet Union</p> <p>--Research paper focusing on the trends from liberalism to conservatism in America</p> <p>--Debate relating to the Contract with America from liberal and conservative perspectives</p> <p>--Creating a "60 Minutes" segment contrasting welfare presently with welfare before reforms instituted by Congress and President Clinton</p> <p>--Multimedia presentation focusing on events of 9/11 and its impact on American life and foreign policy</p> <p>"Panel Discussion: How has the information age changed America?"</p> <p>--"American Family Life Storyboard: 1960-2000"</p> <p>--Primary Source analysis worksheets</p> <p>--Graphic organizers</p> <p>--Annotated time lines</p>

## United States History II: Academic

<b>Grade Level</b>	10
<b>Course Number</b>	421
<b>Subject Area</b>	Social Studies

### Course Description

Students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America. (MA Frameworks, 75)

### Content Standards

#### Reading Standards for Literacy in History/Social Studies

##### *Key Ideas and Details*

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

##### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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.

##### *Integration of Knowledge and Ideas*

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

##### *Range of Reading and Level of Text Complexity*

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 for Literacy in History/Social Studies

##### *Text Types and Purposes*

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or

<p>technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
<p><b>3. Note; Not applicable as a separate requirement</b></p> <p>Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>
<p><i>Production and Distribution of Writing</i></p>
<p><b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>5.</b> 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.</p>
<p><b>6.</b> 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.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p><b>7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><b>8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p>
<p><b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><i>Range of Writing</i></p>
<p><b>10.</b> 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.</p>
<p><b>Content Frameworks Standards</b></p>
<p><b><u>Industrial America and Its Emerging Role in International Affairs, 1870-1920</u></b></p> <p>USII.1 Explain the various causes of the Industrial Revolution. (H, E)</p> <ol style="list-style-type: none"> <li>the economic impetus provided by the Civil War</li> <li>important technological and scientific advances</li> <li>the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt</li> </ol> <p>USII.2 Explain the important consequences of the Industrial Revolution. (H, E)</p> <ol style="list-style-type: none"> <li>the growth of big business</li> <li>environmental impact</li> <li>the expansion of cities</li> </ol> <p>USII.3 Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, and describe the major roles of these immigrants in the industrialization of</p>

America. (H)

*Seminal Primary Documents to Read:* Emma Lazarus, “The New Colossus” (1883)

*Seminal Primary Documents to Consider:* Younghill Kang, *East Goes West* (1937)

USII.4 Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians. (H)

USII.5 Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era. (H, E)

- E. the Knights of Labor
- F. the American Federation of Labor headed by Samuel Gompers
- G. the Populist Party
- H. the Socialist Party headed by Eugene Debs

USII.6 Analyze the causes and course of America’s growing role in world affairs from the Civil War to World War I. (H, E)

- K. the influence of the ideas associated with Social Darwinism
- L. the purchase of Alaska from Russia
- M. America’s growing influence in Hawaii leading to annexation
- N. the Spanish-American War
- O. U.S. expansion into Asia under the Open Door policy
- P. President Roosevelt’s Corollary to the Monroe Doctrine
- Q. America’s role in the building of the Panama Canal
- R. President Taft’s Dollar Diplomacy
- S. President Wilson’s intervention in Mexico
- T. American entry into World War I

USII.7 Explain the course and significance of President Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty. (H)

*Seminal Primary Documents to Read:* President Woodrow Wilson, “Peace Without Victory,” speech (1917)

### **The Age of Reform: Progressivism and the New Deal, 1900-1940**

USII.8 Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)

#### *People*

- J. Jane Addams
- K. William Jennings Bryan
- L. John Dewey
- M. Robert La Follette
- N. President Theodore Roosevelt
- O. Upton Sinclair
- P. President William H. Taft
- Q. Ida Tarbell
- R. President Woodrow Wilson

#### *Policies*

- I. bans against child labor
- J. the initiative referendum and its recall
- K. the Sherman Anti-Trust Act (1890)
- L. the Pure Food and Drug Act (1906)
- M. the Meat Packing Act (1906)
- N. the Federal Reserve Act (1913)
- O. the Clayton Anti-Trust Act (1914)

P. the ratification of the Nineteenth Amendment in 1920

*Seminal Primary Documents to Read:* President Theodore Roosevelt, “The New Nationalism,” speech (1910).

USII.9 Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. (H)

Carrie Chapman Catt

F. W.E.B. Du Bois

G. Marcus Garvey

H. the National Association for the Advancement of Colored People (NAACP)

I. Alice Paul

J. Booker T. Washington

*Seminal Primary Documents to Consider:* Booker T. Washington, the Atlanta Exposition Address (1895), and the Niagara Movement Declaration of Principles (1905)

USII.10 Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s. (H)

F. the Boston police strike in 1919

G. the Red Scare and Sacco and Vanzetti

H. racial and ethnic tensions

I. the Scopes Trial and the debate over Darwin’s *On the Origins of Species*

J. Prohibition

USII.11 Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression. (H, E)

E. restrictive monetary policies

F. unemployment

G. support for political and economic reform

H. the influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Ludwig von Mises, Friedrich von Hayek, and Milton Friedman

USII.12 Analyze the important policies, institutions, and personalities of the New Deal era. (H)

*People*

F. President Herbert Hoover

G. President Franklin D. Roosevelt

H. Eleanor Roosevelt

I. Huey Long

J. Charles Coughlin

*Policies*

the establishment of

G. the Federal Deposit Insurance Corporation

H. the Securities and Exchange Commission

I. the Tennessee Valley Authority

J. the Social Security Act, the National Labor Relations Act

K. the Works Progress Administration

L. the Fair Labor Standards Act

*Institutions*

D. the American Federation of Labor

E. the Congress of Industrial Organizations

F. the American Communist Party

USII.13 Explain how the Great Depression and the New Deal affected American society. (H)

- C. the increased importance of the federal government in establishing economic and social policies
- D. the emergence of a “New Deal coalition” consisting of African Americans, blue-collar workers, poor farmers, Jews, and Catholics

### **World War II, 1939-1945**

USII.14 Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy. (H)

USII.15 Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied powers (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan). (H)

- F. Fascism in Germany and Italy
- G. German rearmament and militarization of the Rhineland
- H. Germany’s seizure of Austria and Czechoslovakia and Germany’s invasion of Poland
- I. Japan’s invasion of China and the Rape of Nanking
- J. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam conferences

*Seminal Primary Documents to Read:* President Franklin Roosevelt, “Four Freedoms,” speech (1941)

*Seminal Primary Documents to Consider:* Justice Robert M. Jackson’s opinion for the Supreme Court in *West Virginia State Board of Education v. Barnette* (1943) and Learned Hand’s *The Spirit of Liberty* (1944)

USII.16 Explain the reasons for the dropping of atom bombs on Japan and their short and long-term effects. (H)

USII.17 Explain important domestic events that took place during the war. (H, E)

- E. how war-inspired economic growth ended the Great Depression
- F. A. Philip Randolph and the efforts to eliminate employment discrimination
- G. the entry of large numbers of women into the workforce
- H. the internment of West Coast Japanese-Americans in the U.S. and Canada

### **The Cold War Abroad, 1945-1989**

USII.18 Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies. (H)

- D. the differences between the Soviet and American political and economic systems
- E. Soviet aggression in Eastern Europe
- F. the Truman Doctrine, the Marshall Plan, and NATO

*Seminal Primary Documents to Read:* The Truman Doctrine (1947), and George Kennan, “The Sources of Soviet Conduct” (1947)

USII.19 Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union. (H, G)

- I. the Korean War
- J. Germany
- K. China
- L. the Middle East
- M. the arms race
- N. Latin America
- O. Africa
- P. the Vietnam War

USII.20 Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon. (H)



USII.21 Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)

*Seminal Primary Documents to Read:* President John F. Kennedy, Inaugural Address (1961)

*Seminal Primary Documents to Consider:* President Ronald Reagan, Speech at Moscow State University (1988)

**Cold War America at Home: Economic Growth and Optimism, Anticommunism, and Reform, 1945-1980**

USII.22 Analyze the causes and consequences of important domestic Cold War trends. (H, E)

- F. economic growth and declining poverty
- G. the baby boom
- H. the growth of suburbs and home-ownership
- I. the increase in education levels
- J. the development of mass media and consumerism

USII.23 Analyze the following domestic policies of Presidents Truman and Eisenhower.(H)

- E. Truman's Fair Deal
- F. the Taft-Hartley Act (1947)
- G. Eisenhower's response to the Soviet's launching of Sputnik
- H. Eisenhower's civil rights record

USII.24 Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H)

*People*

- F. Whittaker Chambers
- G. Alger Hiss
- H. Edgar Hoover
- I. Senator Joseph McCarthy
- J. Julius and Ethel Rosenberg

*Institutions*

- D. the American Communist Party (including its close relationship to the Soviet Union)
- E. the Federal Bureau of Investigation (FBI)
- F. the House Committee on Un-American Activities (HUAC)

USII.25 Analyze the origins, goals, and key events of the Civil Rights movement. (H)

*People*

- F. Robert Kennedy
- G. Martin Luther King, Jr.
- H. Thurgood Marshall
- I. Rosa Parks
- J. Malcolm X

*Institution*

the National Association for the Advancement of Colored People (NAACP)

*Events*

- I. *Brown v. Board of Education* (1954)
- J. the 1955-1956 Montgomery Bus Boycott
- K. the 1957-1958 Little Rock School Crisis
- L. the sit-ins and freedom rides of the early 1960s
- M. the 1963 civil rights protest in Birmingham
- N. the 1963 March on Washington
- O. the 1965 civil rights protest in Selma

P. the 1968 assassination of Martin Luther King, Jr.

*Seminal Primary Documents to Read:* Reverend Martin Luther King's, "I Have A Dream" speech and his *Letter from Birmingham City Jail* (1963), President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)

USII.26 Describe the accomplishments of the civil rights movement. (H, E)

- C. the 1964 Civil Rights Act and the 1965 Voting Rights Act
- D. the growth of the African American middle class, increased political power, and declining rates of African American poverty

USII.27 Analyze the causes and course of the women's rights movement in the 1960s and 1970s. (H)

- G. Betty Friedan and Gloria Steinem
- H. the birth control pill
- I. the increasing number of working women
- J. the formation of the National Organization of Women in 1967
- K. the debate over the Equal Rights Amendment
- L. the 1973 Supreme Court case, *Roe v. Wade*

USII.28 Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, and Nixon. (H)

- H. the space exploration program
- I. the assassination of President Kennedy
- J. Johnson's Great Society programs
- K. Nixon's appeal to "the silent majority"
- L. the anti-war and counter-cultural movements
- M. the creation of the Environmental Protection Agency (EPA) in 1970
- N. the Watergate scandal (including the Supreme Court case, *U.S. v. Nixon*)

### **Contemporary America, 1980-2001**

USII.29 Analyze the presidency of Ronald Reagan. (H, E)

- F. tax rate cuts
- G. anticommunist foreign and defense policies
- H. Supreme Court appointments
- I. the revitalization of the conservative movement during Reagan's tenure as President
- J. the replacement of striking air traffic controllers with non-union personnel

USII.30 Describe some of the major economic and social trends of the late 20<sup>th</sup> century. (H, E)

- E. the computer and technological revolution of the 1980s and 1990s
- F. scientific and medical discoveries
- G. major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal)
- H. the weakening of the nuclear family and the rise in divorce rates

USII.31 Analyze the important domestic policies and events of the Clinton presidency. (H, E)

- G. the passage of the North American Free Trade Agreement (NAFTA) in 1993
- H. President Clinton's welfare reform legislation and expansion of the earned income tax credit
- I. the first balanced budget in more than 25 years
- J. the election in 1994 of the first Republican majority in both the House and Senate in 40 years
- K. tax credits for higher education
- L. the causes and consequences of the impeachment of President Clinton in 1998

USII.32 Explain the importance of the 2000 presidential election. (H, C)

- C. the Supreme Court case, *Bush v. Gore*
- D. the growing influence of the Republican Party in the South and the consolidation of the Democratic Party's hold on the coasts

USII.33 Analyze the course and consequences of America's recent diplomatic initiatives.(H, C)

- E. the invasion of Panama and the Persian Gulf War
- F. American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo
- G. the attempts to negotiate a settlement to the Israeli-Palestinian conflict
- H. America's response to the September 11, 2001, terrorist attack on the World Trade Center in New York City and on the Pentagon in Washington, D.C.

## Essential Questions

- What is the role of the individual in a democratic society?
- Can an individual actually make a difference in the American democracy?
- What does it mean to be an American?
- Has America successfully met its ideal of securing liberty for all its citizens?
- What roles did individuals play in establishing a democratic society?
- How did the Declaration of Independence not establish freedom for all Americans
- What is the role of a constitution in a democratic society?
- What questions need to be considered regarding the distribution of governmental authority in a democracy?
- How have the rights of individuals been defined and protected throughout American history?
- Is democracy always the best choice for keeping order and resolving disputes?
- Has the U.S. government succeeded in balancing power and preventing abuses of power?
- How has the diversity of the American people and the relationships among different groups, in terms of race, class, ethnicity, and gender, impacted the history of the United States?
- What demographic changes have impacted the United States? What economic, social, and political effects of immigration have shaped American life and identity?
- How have changes in trade, commerce, and technology impacted capitalist development, labor and unions, and consumerism?
- In what ways has population growth, industrialization, pollution, and urban and suburban expansion impacted the environment?
- In what ways have the legacy of slavery shaped the American character?
- How have armed conflict and war impacted American foreign policy and American political, economic, and social life?

## Enduring Understandings

- The individual has a tremendous responsibility in a democratic society.
- The American identity is continually evolving.
- Liberty is a natural right, but it is not always justly applied.
- A constitution plays a complex yet essential role in the formation and maintenance of a democratic society.
- Limited government, separation of powers, and a system of checks and balances are essential parts of any democratic system.
- A democracy must protect and define the rights of individuals.
- There are many different ways democratic governments keep order and resolve disputes.
- The U.S. government is designed to keep any one group from persecuting other groups.
- The historic diversity of the American people in terms of race, class, ethnicity, and gender increasingly impacted the history of the United States during the 20<sup>th</sup> century through the present
- American demographics have changed since the late 19<sup>th</sup> century relating to: birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration have transformed American life and identity.

- Changes over time in trade, commerce, and technology, and the causes and effects, positive and negative, of capitalist development, labor and unions, and consumerism on American life.
- Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion on American life.
- American life has been, and continues to be, shaped by the legacy of slavery.
- The impact that armed conflict and war, from the late 19<sup>th</sup> century to the 21<sup>st</sup> century has had on American foreign policy and on American politics, economy, and society.

## Evidence of Understanding

- Primary Source analysis worksheets
- Document-Based Question essays
- Evaluative essays
- Research papers
- Research projects
- Debates
- Panel discussions and “press conferences”
- “Admissions’ game”
- Historical simulations and role play activities
- Multimedia presentations
- Storyboards
- Posters
- Interviews
- “Newspaper Editorials”
- Graphic organizers
- Annotated time lines
- Journal entries, letters
- Other formative assessments
- Other summative assessments

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
1. Industrial America and Its Emerging Role in International Affairs, 1870-1920	1. What kinds of changes did the Industrial Revolution create in American society? 2. Why was there a significant increase in immigration in the U.S. in the late 19 <sup>th</sup> and early 20 <sup>th</sup> centuries and what were its lasting and immediate effects? 3. How did rapid industrial growth and the growth of big business impact Americans? 4. How did labor unions impact the American political and economic climate? 5. In what ways did western expansion occur and what were its positive and negative effects? 6. What factors led to America’s desire to expand its influence overseas? 7. What strategies and methods	1. Recognize and understand that industrialization was an inevitable and immensely significant movement in American history 2. Analyze the economic and social changes brought by industrialization 3. Describe the “new immigration” and how it aroused opposition from many native-born Americans 4. Discuss the growing class conflicts caused by industrial growth and combination 5. Explain how labor unions impacted American life 6. Describe various ways in	--Primary Source analysis worksheets --Document-Based Question essay focusing on Andrew Carnegie --Evaluative essays --Research papers and projects --Debate: “Industrialists: Robber Barons or Philanthropists?” --“Immigration and Urbanization Storyboard” --“Press Conference” with labor union leaders from Knights of Labor and American Federation of Labor --Multimedia presentation detailing federal policies toward Native Americans --Historical simulations and

	<p>did America use in establishing an empire and were they consistent with American ideals?</p> <p>8. What factors led to American involvement in World War I?</p> <p>9. What role did the U.S. play in resolving World War I and to what extent did this mark an historic shift in American foreign policy?</p>	<p>which western expansion occurred</p> <p>7. Explain federal policy towards Native Americans in the late 19<sup>th</sup> century</p> <p>8. Evaluate the forces that led America to turn outward at the end of the 19<sup>th</sup> century</p> <p>9. Identify and evaluate methods used by U.S. in late 19<sup>th</sup> century to expand overseas and describe whether they were consistent with American ideals</p> <p>10. Discuss America's economic and military role in World War I</p> <p>11. Analyze Wilson's attempt to forge a peace based on his Fourteen Points</p> <p>12. Describe the political opposition to Wilson's League of Nations</p>	<p>role play activities: "Spanish American War" and "WWI Alliance Game"</p> <p>--Document-Based Question essay focusing U.S. annexation of the Philippines</p> <p>--World War I Propaganda Posters</p> <p>--Debate: "Should the U.S. Join the League of Nations?"</p> <p>--"Newspaper Editorials"</p> <p>--Graphic organizers</p> <p>--Annotated time lines</p> <p>--Journal entries, letters</p> <p>--Summative Assessments</p>
2. The Age of Reform: Progressivism and the New Deal, 1900-1940	<p>1. What type of conditions existed at the beginning of the 20<sup>th</sup> century that led to a call for reform?</p> <p>2. What were the goals of the Progressive movement?</p> <p>3. To what extent did the debates surrounding political reform during the Progressive Era lead to changes in the political system?</p> <p>4. How was the American economy reformed as a result of Progressivism?</p> <p>5. What was the cause of the Red Scare and how did that affect the relationship between Americans and the new immigrants?</p> <p>6. In what ways were the 1920s politically conservative and economically prosperous?</p> <p>7. What were the causes and effects of the Great Depression?</p> <p>8. What arguments were presented by critics and defenders of the New Deal?</p> <p>9. In what ways did the New Deal permanently change the role of the federal government?</p>	<p>1. Describe the social and economic conditions in the United States at the beginning of the 20<sup>th</sup> century that resulted in calls for reform</p> <p>2. List and explain Progressive movement goals</p> <p>3. Explain how the structure and function of government was questioned during the early 20<sup>th</sup> century leading to lasting changes in the American political system</p> <p>4. Analyze and describe ways in which Progressivism led to American economic reforms</p> <p>5. Analyze and describe causes of the Red Scare and how it led to increased nativism</p> <p>6. Discuss examples of how the 1920s were politically conservative and economically prosperous</p> <p>7. Analyze the causes and effects of the Great Depression</p> <p>8. Identify and evaluate arguments presented by</p>	<p>--Primary Source analysis worksheets</p> <p>--Document-Based Question essay focusing on Progressive Movement</p> <p>--Evaluative essays</p> <p>--Research papers</p> <p>--Panel discussions and "press conferences"</p> <p>--"Theodore Roosevelt Interview"</p> <p>--"Progressive Era Magazines"</p> <p>--"Prohibition Debate"</p> <p>--1920s' "Admissions' game"</p> <p>--Mock Trial: Scopes Trial</p> <p>--Research project: "The Roaring Twenties"</p> <p>--Document-Based Question essay analyzing causes of the Great Depression</p> <p>--Analysis of Franklin Roosevelt's First Inaugural Address</p> <p>--Debate: "Rating the New Deal: "Was the New Deal good for America?"</p> <p>--Graphic organizers</p> <p>--Annotated time lines</p> <p>--Journal entries, letters</p> <p>--Summative Assessments</p>

		critics and defenders of the New Deal 9. Analyze and describe how the New Deal changed the role of the federal government in American life	
3. World War II, 1939-1945	1. To what extent did American foreign policy change from 1919 to 1941? 2. How was U.S. involvement in World War II consistent with the ideals behind the American identity? 3. Was liberty protected at home during World War II? 4. In what ways did dropping the atomic bombs on Japan change the American identity?	1. Analyze and describe the evolution of post-World War I American foreign policy 2. Analyze and explain whether U.S. involvement in World War II was consistent with the ideals behind the American identity 3. Describe how liberty and opportunity was expanded or restricted for various groups in America during World War II	--Primary Source analysis worksheets --Evaluative essays --Multimedia presentations analyzing American foreign policy 1919-1941 --Research paper focusing on Japanese-Americans and African Americans during World War II --Research project: "American Life on the Home Front During World War II?" --"Franklin Roosevelt Interview" --"D-Day Memorial" --Debate: Should President Truman Have Dropped the Atomic Bombs on Japan?" --"Newspaper Editorial" focusing on the creation of the United Nations --Graphic organizers --Annotated time lines --Journal entries, letters --Summative assessments
4. The Cold War Abroad, 1945-1989	1. In what ways are the U.S. and Soviet economic and political systems incompatible? 2. What are the effects of U.S. policies designed to contain communism? 3. What policies and methods are justified when seeking to protect American interests and values abroad? 4. What factors contribute to the United States becoming the world's sole superpower? 5. What are the different theories of the role of government in the economy?	1. Describe the ways in which the U.S. and Soviet economic and political systems were incompatible 2. Identify and analyze the effects of U.S. containment policies 3. Describe how the U.S. became the world's sole superpower as Soviet economic policies began to fail during the 1980s 4. Analyze and discuss the ongoing debate over the government's role in the economy	--Primary Source analysis worksheets --Evaluative essays --Research papers --Research projects --Debate and/or Panel Discussion addressing the effects of U.S. policies designed to stop Soviet communist expansion --"Cold War Storyboard" --"Mock Cold War Convention" --"General MacArthur Interview" --"Letter to the Editor" describing what student thinks the ethical framework(s) guiding U.S. foreign and military policy should be --"Hawk" and "dove"

			Vietnam War political cartoons --Evaluative essay: "Lessons of Vietnam" --Debate: "Role of government in the economy" --Graphic organizers --Annotated time lines --Journal entries --Summative assessments
5. Cold War America at Home: Economic Growth and Optimism, Anticommunism, and Reform, 1945-1980	1. How do foreign policy decisions impact domestic trends? 2. To what extent should the United States government be able to restrict personal liberties for the good of society? 3. What are the historical roots and implication of discrimination in American society? 4. What are the strategies used to achieve progress and equality when facing resistance? 5. How did the civil rights movement develop and shift? 6. How did gender roles evolve during the post-World War II era? 7. How did the social movements of the 1960s and 1970s shape new laws and attitudes? 8. Why did the mood of America change from great optimism of the early 1960s to cynicism and polarization by 1980?	1. Recognize and understand that a country's foreign policy decisions will impact domestic trends 2. Recognize and understand that an individual's rights are not absolute in a democratic society 3. Evaluate how both ordinary citizens and government officials experienced the consequences of the Second Red Scare 4. Recognize and understand that institutional discrimination can be as detrimental to social equality as legal discrimination 5. Recognize and evaluate how a variety of strategies can be effective in achieving progress and equality in the face of obstacles. 6. Describe the beginnings of the civil rights movement and analyze the course of the movement from civil rights to black power 7. Recognize and understand how gender roles are continually evolving 8. Describe how the optimism of the early 1960s, characterized by scientific breakthroughs and	--Primary Source analysis worksheets --Historical Role Play: HUAC and the film industry --"Mock Trial: The Rosenbergs" --Evaluative Essay: "The 1950s: A decade of conservatism and conformity or anxiety and alienation?" --PowerPoint presentation illustrating and describing key events of the civil rights movement --Document-Based Question essay comparing and contrasting philosophies of Martin Luther King Jr. and Malcolm X --"President Kennedy obituary" describing his life and triumphs and failures of his presidency --"President Johnson Interview relating to Civil Rights Act of 1964" --Research papers --"America in the 1960s' Storyboard" --Research project: "Social Movements of the 1960s and 1970s" --"Newspaper Editorial" addressing effects of the counterculture and anti-war movement on American society

		social expansion, had shifted to a national mood of cynicism and polarization over the American future by 1980	--Debate: "Equal Rights Amendment" --Panel discussion: "Assessing the Nixon Presidency" --Graphic organizers --Annotated time lines --Journal entries, letters --Summative assessments
6. Contemporary America, 1980-2001	1. To what extent is the conflict in American politics and culture limited to conservative and liberal ideas? 2. What are the causes and effects of domestic and international terrorism? 3. What are the effects of globalization on America and the world? 4. How has the "information age" changed the American economy and society? 5. In what ways have the definition and role of family changed and how is it continuing to evolve?	1. Recognize and analyze the extent to which struggles between conservative and liberal ideas often defines American politics and culture 2. A Cold War-concern about communism was replaced by a fear of terrorism 3. Recognize and describe how globalization is changing the way America interacts with the world 4. Explain how the "information age" has both positively and negatively impacted America 5. Describe ways in which the definition and role of family have been changing	--Informational brochure explaining 1980s' arms race between the U.S. and Soviet Union --Research paper focusing on the trends from liberalism to conservatism in America --Debate relating to the Contract with America from liberal and conservative perspectives --Creating a "60 Minutes" segment contrasting welfare presently with welfare before reforms instituted by Congress and President Clinton --Multimedia presentation focusing on events of 9/11 and its impact on American life and foreign policy "Panel Discussion: How has the information age changed America?" --"American Family Life Storyboard: 1960-2000" --Primary Source analysis worksheets --Graphic organizers --Annotated time lines

## American Civics and Government: Honors

<b>Grade Level</b>	12
<b>Course Number</b>	430
<b>Subject Area</b>	Social Studies

## Course Description



This course is designed for seniors with a serious interest in the political and economic structures of American society. Special attention will focus on the evolution of American government from the framework outlined in the founding documents to the government and politics of today. Extensive reading of supplementary materials, analysis of documents and issue, and participation in community service is required.

## Content Standards

### Reading Standards for Literacy in History/Social Studies

#### *Key Ideas and Details*

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

#### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

#### *Integration of Knowledge and Ideas*

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

#### *Range of Reading and Level of Text Complexity*

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently

### Writing Standards for Literacy in History/Social Studies

#### *Text Types and Purposes*

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

<p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p><b>3. Note; Not applicable as a separate requirement</b>  Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>
<p><i>Production and Distribution of Writing</i></p>
<p><b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>5.</b> 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.</p>
<p><b>6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p><b>7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><b>8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p>
<p><b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><i>Range of Writing</i></p>
<p><b>10.</b> 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.</p>
<p><b>Frameworks Standards</b></p>
<p>USG.1.1 Distinguish among civic, political, and private life.</p>
<p>USG.1.2 Define the terms <i>citizenship</i>, <i>politics</i>, and <i>government</i>, and give examples of how political solutions to public policy problems are generated through interactions of citizens and civil associations with their government.</p>
<p>USG.1.3 Describe the purposes and functions of government.</p>
<p>USG.1.4 Define and provide examples of different forms of government, including direct democracy, representative democracy, republic, monarchy, oligarchy, and autocracy.</p>
<p>USG.1.5 Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals.</p>
<p>USG.1.6 Explain how a constitutional democracy provides majority rule with equal protection for the rights of individuals, including those in the minority, through limited government and the rule of law.</p>
<p>USG.1.7 Distinguish limited from unlimited government, and provide examples of each type of government.</p>
<p>USG.1.8 Explain how civil society contributes to the maintenance of limited government in a representative democracy or democratic republic such as the United States.</p>
<p>USG.1.9 Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights.  <i>Examples:</i> Magna Carta (1215), Mayflower Compact (1620), Massachusetts Body of Liberties (1641), English Bill of Rights (1689), Locke's Treatises of Civil Government (1690), Pennsylvania Charter of Privileges (1701), Virginia Declaration of Rights (1776), Declaration of Independence (1776), United States Constitution (1787), Bill of Rights (1791), and the Massachusetts Constitution of 1780</p>
<p>USG.1.10 Explain the part of Article IV, Section 4, of the United States Constitution, which says, "The United States shall guarantee to every State in the Union a Republican form of Government...."</p>
<p>USG.2.1 Trace the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).</p>
<p>USG.2.2 Analyze and interpret central ideas on government, individual rights, and the common good in founding documents</p>

of the United States. <i>Examples:</i> The Virginia Declaration of Rights (1776), the Declaration of Independence (1776), the Massachusetts Constitution (1780), the Virginia Statute for Religious Freedom (1786), the Northwest Ordinance (1787), the United States Constitution (1787), selected Federalist Papers such as numbers 1, 9, 10, 39, 51, and 78 (1787–1788), the Bill of Rights (1791), President Washington’s Farewell Address (1796), and President Jefferson’s First Inaugural Address (1801)
USG.2.3 Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.
USG.2.4 Define and provide examples of foundational ideas of American government, including popular sovereignty, constitutionalism, republicanism, federalism, and individual rights, which are embedded in founding-era documents.
USG.2.5 Explain how a shared American civic identity is embodied in founding-era documents and in core documents of subsequent periods of United States history. <i>Examples:</i> The Seneca Falls Declaration of Sentiments and Resolutions (1848), Abraham Lincoln’s Gettysburg Address (1863) and Second Inaugural Address (1865), Theodore Roosevelt’s “The New Nationalism” speech (1910), Woodrow Wilson’s “Peace Without Victory” speech (1917), Franklin Roosevelt’s “Four Freedoms” speech (1941), John F. Kennedy’s inaugural address (1961), Martin Luther King, Jr.’s “I Have a Dream” speech and <i>Letter from Birmingham City Jail</i> (1963), and selected opinions in landmark decisions of the United States Supreme Court such as Justice Robert Jackson’s opinion for the Court in <i>West Virginia Board of Education v. Barnette</i> (1943) and Justice Oliver Wendell Holmes’ dissenting opinion in the case of <i>Abrams v. United States</i> (1919)
USG.2.6 Define and provide examples of fundamental principles and values of American political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy.
USG.2.7 Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life.
USG.2.8 Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict. <i>Examples:</i> Analyze issues involving liberty in conflict with equality, liberty in conflict with authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.
USG.2.9 Compare and contrast ideas on government of the Federalists and the Anti-Federalists during their debates on ratification of the U.S. Constitution (1787–1788).
USG.2.10 Analyze and explain ideas about liberty, equality, and justice in American society using documents such as in Reverend Martin Luther King’s “I Have A Dream” speech and <i>Letter from Birmingham City Jail</i> (1963), and compare King’s ideas to those in such founding-era documents as the Virginia Declaration of Rights (1776), the Declaration of Independence (1776), Massachusetts Declaration of Rights (1780), and the Federalist Papers (1788)
USG.3.1 Compare and contrast governments that are unitary, confederate, and federal.
USG.3.2 Identify and describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government
USG.3.3 Explain the constitutional principles of federalism, separation of powers among three branches of government, the system of checks and balances, republican government or representative democracy, and popular sovereignty. Provide examples of these principles in the governments of the United States and the state of Massachusetts.
USG.3.4 Explain the functions of the courts of law in the governments of the United States and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary.
USG.3.5 Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.
USG.3.6 Explain the functions of departments or agencies of the executive branch in the governments of the United States and the state of Massachusetts.
USG.3.7 Trace the evolution of political parties in the American governmental system, and analyze their functions in elections and government at national and state levels of the federal system.
USG.3.8 Explain the legal, fiscal, and operational relationships between state and local governments in Massachusetts.
USG.3.9 Explain the formal process of how a bill becomes a law and define the terms <i>initiative</i> and <i>referendum</i> .
USG.3.10 Explain the difference between a town and a city form of government in Massachusetts, including the difference between a representative and an open-town meeting.
USG.3.11 Compare core documents associated with the protection of individual rights, including the Bill of Rights, the Fourteenth Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.
USG.3.12 Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.
USG.3.13 Analyze and evaluate decisions by the United States Supreme Court about the constitutional principles of separation

of powers and checks and balances in such landmark cases as <i>Marbury v. Madison</i> (1803), <i>Baker v. Carr</i> (1962), <i>United States v. Nixon</i> (1974), <i>City of Boerne, Texas v. Flores</i> (1997), and <i>Clinton v. City of New York</i> (1998).
USG.3.14 Analyze and evaluate decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as <i>McCulloch v. Maryland</i> (1819), <i>Texas v. White</i> (1869), <i>Alden v. Maine</i> (1999).
USG.4.1 Describe how the world is divided politically, and give examples of the ways nation states interact, including trade, tourism, diplomacy, treaties and agreements, and military action.
USG.4.2 Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in system of government, and religious or ethnic conflicts.
USG.4.3 Identify and explain powers that the United States Constitution gives to the President and Congress in the area of foreign affairs
USG.4.4 Describe the tools used to carry out United States foreign policy. <u>Examples:</u> Diplomacy, economic aid, military aid, humanitarian aid, treaties, sanctions, and military intervention.
USG.4.5 Examine the different forces that influence U.S. foreign policy, including business and labor organizations, interest groups, public opinion, and ethnic and religious organizations.
USG.4.6 Differentiate among various governmental and nongovernmental international organizations, and describe their purposes and functions. <i>Examples:</i> Major governmental international organizations include the North American Treaty Organization (NATO), the World Court, and the Organization of American States (OAS). The International Red Cross and the Catholic Relief Services are examples of nongovernmental organizations.
USG.4.7 Explain and evaluate participation by the United States government in international organizations. <i>Example:</i> The United Nations
USG.4.8 Use a variety of sources, including newspapers, magazines, and the internet to identify significant world political, demographic, and environmental developments. Analyze ways that these developments may affect United States foreign policy in specific regions of the world.
USG.4.9 Evaluate, take, and defend a position about whether or not the United States should promote the spread of democracy throughout the world, or in certain parts of the world, or not at all.
USG.5.1 Explain the meaning and responsibilities of citizenship in the United States and Massachusetts.
USG.5.2 Describe roles of citizens in Massachusetts and the United States, including voting in public elections, participating in voluntary associations to promote the common good, and participating in political activities to influence public policy decisions of government.
USG.5.3 Describe how citizens can monitor and influence local, state, and national government as individuals and members of interest groups.
USG.5.4 Research the platforms of political parties and candidates for state or local government and explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.
USG.5.5 Identify and explain the meaning and importance of civic dispositions or virtues that contribute to the preservation and improvement of civil society and government.
USG.5.6 Identify specific ways for individuals to serve their communities and participate responsibly in civil society and the political process at local, state, and national levels of government..
USG.5.7 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court such as <i>Whitney v. California</i> (1927), <i>Stromberg v. California</i> (1931), <i>Near v. Minnesota</i> (1931), <i>Brandenburg v. Ohio</i> (1969), <i>Texas v. Johnson</i> (1989), and <i>Reno v. American Civil Liberties Union</i> (1997).
USG.5.8 Analyze the arguments that evaluate the functions and values of voluntary participation by citizens in the civil associations that constitute civil society. <u>Examples:</u> Alexis de Tocqueville in <i>Democracy in America, Volume I</i> (1835) and <i>Volume II</i> (1839).
USG.5.9 Together with other students, identify a significant public policy issue in the community, gather information about that issue, fairly evaluate the various points of view and competing interests, examine ways of participating in the decision making process about the issue, and draft a position paper on how the issue should be resolved.
USG.5.10 Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates

## Essential Questions

1. Why do governments exist, and what are their functions?
2. How can we distinguish between different forms of government?
3. What religious beliefs and philosophies influenced the Founding Fathers in the development of the U.S. government?
4. What philosophical belief does The Declaration of Independence promote about peoples' rights, and what place

- governments have in peoples' lives?
5. How are The Declaration of Independence and the United States Constitution linked to one another?
  6. What are the six basic principles of the U.S. Constitution?
  7. How is power dispersed in a Federal system of government?
  8. What role do political parties play in the electoral process?
  9. Explain how individuals develop a sense of political identity.
  10. What factors influence citizens to exercise their voting rights and responsibilities?
  11. Describe the factors that shape public opinion.
  12. What affects the impact of public opinion in a constitutional democracy?
  13. How do mass media and propaganda influence politics?
  14. What role do interest groups play in the development of public policy?
  15. What obligation do elected representatives have to their constituents?
  16. What processes and influences affect Congress' ability to formulate public policy?
  17. What are the formal and informal qualifications for being elected into Congress?
  18. What is the appropriate balance of power distribution among the three branches?
  19. What roles should executive orders and agreements play in the overall development of federal policy
  20. How do the White House staff, executive departments, and governmental agencies impact the President's executive power?
  21. Analyze how foreign and domestic policies affect each other?
  22. What is the function of the Judicial Branch?
  23. How does the power of judicial appointment help the President to shape policy and law beyond his/her term in office?
  24. How has the use of judicial review enhanced the power of the Supreme Court?
  25. What are the major historical events and/or legislation in the development of federal civil and voting rights?
  26. What are the rights and responsibilities of the individual as recognized by the U.S. Constitution.
  27. How do the Bill of Rights and later amendments protect the civil liberties of U.S. citizens?
  28. How has the meaning and application of "free speech" evolved in our nation's history?
  29. What does it mean to be a citizen?
  30. What significant events and issues have shaped domestic policy decisions in regard to states?
  31. Summarize the basic principles and kinds of provisions found in every state constitution.
  32. How does the structure of state government reflect the structure of the federal government?
  33. What role do voters play in the amendment process?
  34. Describe the major tax and non-tax sources of state and local revenue.

## Enduring Understandings

- Significant historical events and philosophies derived from western heritage have influenced the origins and foundations of American Government.
- The unique foundational principles of the U.S. Constitution have created a living document, combining an enduring stability with the flexibility to adapt to the modern world
- Voter participation in the electoral process is a significant expression of public opinion and is heavily influenced by the political party system
- The governmental decision-making process is influenced by public opinion, mass media, and interest groups. The Legislative Branch represents citizens in setting public policy and making laws
- The Executive Branch provides the leadership role in enforcing all governmental policies, domestic and foreign
- The Judicial Branch, comprised of the federal court system, interprets all government processes, ensuring the protection of civil liberties.

## Evidence of Understanding

- interim assessments/quizzes
- tests on major units
- response papers
- complete multiple choice questions to show understanding of content
- congressional hearing exercises
- create visual assessments, including artwork, collages, Power Points, and common craft activities.

- research papers
- complete various projects to show understanding of and major concepts
- participation in mini debates

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
<b>Foundations of American Government</b>	<ul style="list-style-type: none"> <li>• What are the philosophical and historical foundations of the American Political System?</li> <li>• How did the framers create the constitution?</li> <li>• What debates occurred at the Philadelphia Convention?</li> <li>• What were the federalist and anti-federalist positions about ratification of the constitution?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how the European Enlightenment influenced American Government</li> <li>• How did the failures of the Articles of Confederation impact the framers of the Constitution?</li> <li>• Identify the meaning and influence of popular sovereignty, separation of powers, checks and balances, limited government, and federalism as they relate to the US Constitution</li> <li>• Identify the characteristics of the members of the Philadelphia Convention</li> <li>• Identify the various compromises that came out of the Philadelphia convention</li> <li>• Explain the system of Federalism established by the Constitution</li> <li>• Detail the events of McCulloch v. Maryland and explain its significance in defining American federalism</li> <li>• Explain the impact of broad and narrow interpretation of the commerce clause</li> <li>• Discuss the differences between dual federalism and cooperative federalism</li> <li>• Identify advantages and disadvantages of modern federalism</li> </ul>	<p>Tests and quizzes</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including political cartoons</p> <p>research papers</p> <p>Multimedia projects</p> <p>primary and secondary source analysis</p> <p>mini-debate</p> <p>response essay</p> <p>critical review essay</p> <p>common craft video</p> <p>collaborative essay writing</p> <p>group thesis defense /q&amp;a</p>
<b>Civil Rights and Civil Liberties</b>	<ul style="list-style-type: none"> <li>• What are the Bill of Rights and what kinds of rights do they protect?</li> <li>• How have amendments</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the rights tradition that was demonstrated by the Declaration of</li> </ul>	<p>Tests and quizzes</p> <p>responding to personal or textual prompts</p>

	<p>changed the constitution?</p> <ul style="list-style-type: none"> <li>• How has the equal protection clause of the fourteenth amendment changed the constitution?</li> <li>• How has the right to vote been expanded since the adoption of the constitution?</li> <li>• How have civil rights movements resulted in political and social change in America?</li> </ul>	<p>Independence and the original Constitution</p> <ul style="list-style-type: none"> <li>• Explain how the Bill of Rights relates to the idea of limited government</li> <li>• Identify the key provisions of the first 10 amendments to the Constitution</li> <li>• Explain the role the 14<sup>th</sup> Amendment has played in expanding rights in America</li> <li>• Identify the role key court cases have played in interpreting civil rights and civil liberties in American history, including <ul style="list-style-type: none"> <li>○ Barron v. Baltimore (1833)</li> <li>○ Gitlow v. New York ((1925)</li> <li>○ Gideon v. Wainwright (1963)</li> <li>○ Lemon v. Kurtzman (1971)</li> <li>○ Engle v. Vitale (1962)</li> <li>○ SChenck v. United States (1919)</li> <li>○ Brandenburg v. Ohio (1968)</li> <li>○ Texas v. Johnson (1989)</li> <li>○ Roe v. Wade (1973)</li> <li>○ Mapp v. Ohio (1961)</li> <li>○ Miranda v. Arizona(1966)</li> <li>○ Plessy v. Ferguson (1866)</li> <li>○ Brown v. Board of Education (1954)</li> <li>○ Lawrence v. Texas (2003)</li> <li>○ Bakke v. California (1978)</li> </ul> </li> <li>• Identify standards that allow restrictions on free speech</li> <li>• Identify the impact of the following pieces of</li> </ul>	<p>visual assessments, including political cartoons</p> <p>research papers</p> <p>Multimedia projects</p> <p>primary and secondary source analysis</p> <p>mini-debate</p> <p>response essay</p> <p>critical review essay</p> <p>common craft video</p> <p>collaborative essay writing</p> <p>group thesis defense /q&amp;a</p>
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		legislation: <ul style="list-style-type: none"> <li>○ Civil Rights Act of 1964</li> <li>○ Voting Rights Act of 1965</li> <li>○ 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> amendments</li> <li>○ 24<sup>th</sup> Amendment</li> </ul>	
<b>Institutions of National Government</b>	<ul style="list-style-type: none"> <li>• What is the role of Congress in American Constitutional Democracy?</li> <li>• How is the leadership of both the House and the Senate chosen and what are the responsibilities of its officers?</li> <li>• What obligation do elected representatives have to their constituents?</li> <li>• What processes and influences affect Congress' ability to formulate public policy?</li> <li>• What are the legislative and non-legislative powers?</li> <li>• What are the formal and informal qualifications for being elected into Congress?</li> <li>• How are congressional districts determined?</li> <li>• What checks and balances affect the presidency?</li> <li>• What is the appropriate balance of power distribution among the three branches?</li> <li>• How has the Electoral College impacted presidential elections?</li> <li>• Explain the constitutional issues relating to succession within the Executive Branch.</li> <li>• What roles should executive orders and agreements play in the overall development of federal policy?</li> <li>• Summarize the various roles and powers of the president</li> <li>• How do the White House staff, executive departments, and governmental agencies impact the President's executive power?</li> <li>• Analyze how foreign and domestic policies affect each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the formal and informal differences between House and Senate</li> <li>• Identify the expressed powers of Congress</li> <li>• Explain the role of party leadership in both branches</li> <li>• Identify and explain the role of the various types of Congressional committees</li> <li>• Identify and evaluate the demographic makeup of Congress</li> <li>• Explain the meaning of <i>incumbency advantage</i></li> <li>• Discuss the process of reapportionment and redistricting, include the impact of gerrymandering</li> <li>• Identify formal and informal steps in the legislative process</li> <li>• Identify formal and informal qualifications for membership in all 3 branches</li> <li>• Identify formal and informal powers of the President</li> <li>• Discuss the various roles the President plays</li> <li>• Explain the role of the Vice President, White House Office, Cabinet, and other bureaucratic agencies</li> <li>• Identify the importance of the 25<sup>th</sup> amendment and the Presidential Succession Act</li> <li>• Explain the concept of judicial review and the impact of Marbury v. Madison</li> <li>• Discuss the structure of</li> </ul>	Tests and quizzes  responding to personal or textual prompts  visual assessments, including political cartoons  research papers  Multimedia projects  primary and secondary source analysis  mini-debate  response essay  critical review essay  common craft video  collaborative essay writing  group thesis defense /q&a



	<ul style="list-style-type: none"> <li>• What is the function of the Judicial Branch?</li> <li>• How does the power of judicial appointment help the President to shape policy and law beyond his/her term in office?</li> <li>• How has the use of judicial review enhanced the power of the Supreme Court?</li> <li>• Within the system of checks and balances, what checks are placed on the Supreme Court?</li> <li>• What are the major historical events and/or legislation in the development of federal civil and voting rights?</li> <li>• Summarize the rights and responsibilities of the individual as recognized by the U.S. Constitution.</li> </ul>	<p>the federal court system</p> <ul style="list-style-type: none"> <li>• Explain the factors that go into choosing and approving a Supreme Court Justice</li> <li>• Identify the steps a case takes in getting to the Supreme Court</li> <li>• Discuss the different judicial philosophies that justice have had throughout history</li> </ul>	
<b>Political Parties, Campaigns, Interest Groups, and Media</b>	<ul style="list-style-type: none"> <li>• How do mass media and propaganda influence politics?</li> <li>• What are the structures and functions of political parties, and what effects do they have on the political system?</li> <li>• What are the various processes and impacts of political campaigns?</li> <li>• What proposals have been made to reform the way political campaigns are run in the US?</li> <li>• How did our party system evolve historically?</li> <li>• What are the various manifestations of interest groups and how do they impact policy making?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why we have a two party system</li> <li>• Identify the key eras in American party history</li> <li>• Discuss the role third parties have played in American history</li> <li>• Debate the impact of party dealignment and realignment</li> <li>• Identify the purpose of elections</li> <li>• Discuss the differences between primary and general elections</li> <li>• Identify the various debates over campaign finance that have arisen in the past 40 years</li> <li>• Identify the difference between a PAC, 527, Interest group, and political party</li> <li>• Explain the benefits of belonging to an interest group</li> <li>• Identify the function of the Mass Media</li> <li>• Explain how government regulates the media</li> <li>• Discuss how the media impacts government action</li> </ul>	<p>Tests and quizzes</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including political cartoons</p> <p>research papers</p> <p>Multimedia projects</p> <p>primary and secondary source analysis</p> <p>mini-debate</p> <p>response essay</p> <p>critical review essay</p> <p>common craft video</p> <p>collaborative essay writing</p> <p>group thesis defense /q&amp;a</p>
<b>Political</b>	<ul style="list-style-type: none"> <li>• How is <i>political behavior</i></li> </ul>	<ul style="list-style-type: none"> <li>• Define <i>political culture</i></li> </ul>	Tests and quizzes

<b>Opinions, Beliefs, and Behaviors</b>	<p>different from <i>political belief</i>?</p> <ul style="list-style-type: none"> <li>• What factors contribute to political socialization?</li> <li>• What are the various methods of political behavior, and how do these impact the political system?</li> <li>• Describe the factors that shape public opinion.</li> <li>• What affects the impact of public opinion in a constitutional democracy?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify core American political values</li> <li>• Identify how values have changed throughout American history</li> <li>• Discuss the roots and manifestations of Americans' mistrust of government</li> <li>• Define <i>political efficacy</i></li> <li>• Define <i>public opinion</i></li> <li>• Identify what elements go into a good public opinion poll</li> <li>• Identify factors that influence political attitudes, including family, gender, marital status, religion, education, social class, ethnicity, and geography</li> <li>• Discuss the differences in political attitudes between liberals and conservatives</li> <li>• Identify demographic factors that influence political participation</li> <li>• Compare voter turnout in America with that in other democracies, and discuss likely causes and effects</li> </ul>	<p>responding to personal or textual prompts</p> <p>visual assessments, including political cartoons</p> <p>research papers</p> <p>Multimedia projects</p> <p>primary and secondary source analysis</p> <p>mini-debate</p> <p>response essay</p> <p>critical review essay</p> <p>common craft video</p> <p>collaborative essay writing</p> <p>group thesis defense /q&amp;a</p>
<b>Public Policy</b>	<ul style="list-style-type: none"> <li>• How are agendas set for public policy?</li> <li>• What are the major areas of policy concern in United States politics?</li> <li>• How do political parties, public opinion, and political behaviors impact policy making?</li> <li>• What role do formal institutions play in enacting public policy?</li> <li>• What is the role of linkage institutions in agenda setting?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key steps in the policy making process</li> <li>• Identify the key components of economic policy</li> <li>• Distinguish between fiscal and monetary policy</li> <li>• Identify the various elements in American foreign policy throughout the nation's history</li> <li>• Identify the key players who set America's foreign policy agenda</li> <li>• Discuss the key debates in social policy in American in the past 100 years</li> </ul>	<p>Tests and quizzes</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including political cartoons</p> <p>research papers</p> <p>Multimedia projects</p> <p>primary and secondary source analysis</p> <p>mini-debate</p> <p>response essay</p> <p>critical review essay</p> <p>common craft video</p>

			collaborative essay writing  group thesis defense /q&a
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## American Civics and Government: Academic

<b>Grade Level</b>	12
<b>Course Number</b>	431
<b>Subject Area</b>	Social Studies

### Course Description

This course is designed for seniors with a serious interest in the political and economic structures of American society. Special attention will focus on the evolution of American government from the framework outlined in the founding documents to the government and politics of today. A community service component is required.

### Content Standards

#### Reading Standards for Literacy in History/Social Studies

##### *Key Ideas and Details*

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

##### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

##### *Integration of Knowledge and Ideas*

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

##### *Range of Reading and Level of Text Complexity*

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently

#### Writing Standards for Literacy in History/Social Studies

##### *Text Types and Purposes*

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons,

<p>and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented</p>
<p><b>2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p><b>3. Note; Not applicable as a separate requirement</b></p> <p>Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>
<p><i>Production and Distribution of Writing</i></p>
<p><b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>5.</b> 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.</p>
<p><b>6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p><b>7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><b>8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p>
<p><b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><i>Range of Writing</i></p>
<p><b>10.</b> 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.</p>
<p><b>Frameworks Standards</b></p>
<p>USG.1.1 Distinguish among civic, political, and private life.</p>
<p>USG.1.2 Define the terms <i>citizenship</i>, <i>politics</i>, and <i>government</i>, and give examples of how political solutions to public policy problems are generated through interactions of citizens and civil associations with their government.</p>
<p>USG.1.3 Describe the purposes and functions of government.</p>
<p>USG.1.4 Define and provide examples of different forms of government, including direct democracy, representative</p>

democracy, republic, monarchy, oligarchy, and autocracy.
USG.1.5 Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals.
USG.1.6 Explain how a constitutional democracy provides majority rule with equal protection for the rights of individuals, including those in the minority, through limited government and the rule of law.
USG.1.7 Distinguish limited from unlimited government, and provide examples of each type of government.
USG.1.8 Explain how civil society contributes to the maintenance of limited government in a representative democracy or democratic republic such as the United States.
USG.1.9 Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights. <i>Examples:</i> Magna Carta (1215), Mayflower Compact (1620), Massachusetts Body of Liberties (1641), English Bill of Rights (1689), Locke’s Treatises of Civil Government (1690), Pennsylvania Charter of Privileges (1701), Virginia Declaration of Rights (1776), Declaration of Independence (1776), United States Constitution (1787), Bill of Rights (1791), and the Massachusetts Constitution of 1780
USG.1.10 Explain the part of Article IV, Section 4, of the United States Constitution, which says, “The United States shall guarantee to every State in the Union a Republican form of Government....”
USG.2.1 Trace the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).
USG.2.2 Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States. <i>Examples:</i> The Virginia Declaration of Rights (1776), the Declaration of Independence (1776), the Massachusetts Constitution (1780), the Virginia Statute for Religious Freedom (1786), the Northwest Ordinance (1787), the United States Constitution (1787), selected Federalist Papers such as numbers 1, 9, 10, 39, 51, and 78 (1787–1788), the Bill of Rights (1791), President Washington’s Farewell Address (1796), and President Jefferson’s First Inaugural Address (1801)
USG.2.3 Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.
USG.2.4 Define and provide examples of foundational ideas of American government, including popular sovereignty, constitutionalism, republicanism, federalism, and individual rights, which are embedded in founding-era documents.
USG.2.5 Explain how a shared American civic identity is embodied in founding-era documents and in core documents of subsequent periods of United States history. <i>Examples:</i> The Seneca Falls Declaration of Sentiments and Resolutions (1848), Abraham Lincoln’s Gettysburg Address (1863) and Second Inaugural Address (1865), Theodore Roosevelt’s “The New Nationalism” speech (1910), Woodrow Wilson’s “Peace Without Victory” speech (1917), Franklin Roosevelt’s “Four Freedoms” speech (1941), John F. Kennedy’s inaugural address (1961), Martin Luther King, Jr.’s “I Have a Dream” speech and <i>Letter from Birmingham City Jail</i> (1963), and selected opinions in landmark decisions of the United States Supreme Court such as Justice Robert Jackson’s opinion for the Court in <i>West Virginia Board of Education v. Barnette</i> (1943) and Justice Oliver Wendell Holmes’ dissenting opinion in the case of <i>Abrams v. United States</i> (1919)
USG.2.6 Define and provide examples of fundamental principles and values of American political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy.
USG.2.7 Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life.
USG.2.8 Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict. <i>Examples:</i> Analyze issues involving liberty in conflict with equality, liberty in conflict with authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.
USG.2.9 Compare and contrast ideas on government of the Federalists and the Anti-Federalists during their debates on ratification of the U.S. Constitution (1787–1788).
USG.2.10 Analyze and explain ideas about liberty, equality, and justice in American society using documents such as in Reverend Martin Luther King’s “I Have A Dream” speech and <i>Letter from Birmingham City Jail</i> (1963), and compare King’s ideas to those in such founding-era documents as the Virginia Declaration of Rights (1776), the Declaration of Independence (1776), Massachusetts Declaration of Rights (1780), and the Federalist Papers (1788)
USG.3.1 Compare and contrast governments that are unitary, confederate, and federal.
USG.3.2 Identify and describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government
USG.3.3 Explain the constitutional principles of federalism, separation of powers among three branches of government, the system of checks and balances, republican government or representative democracy, and popular sovereignty. Provide

examples of these principles in the governments of the United States and the state of Massachusetts.
USG.3.4 Explain the functions of the courts of law in the governments of the United States and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary.
USG.3.5 Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.
USG.3.6 Explain the functions of departments or agencies of the executive branch in the governments of the United States and the state of Massachusetts.
USG.3.7 Trace the evolution of political parties in the American governmental system, and analyze their functions in elections and government at national and state levels of the federal system.
USG.3.8 Explain the legal, fiscal, and operational relationships between state and local governments in Massachusetts.
USG.3.9 Explain the formal process of how a bill becomes a law and define the terms <i>initiative</i> and <i>referendum</i> .
USG.3.10 Explain the difference between a town and a city form of government in Massachusetts, including the difference between a representative and an open-town meeting.
USG.3.11 Compare core documents associated with the protection of individual rights, including the Bill of Rights, the Fourteenth Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.
USG.3.12 Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.
USG.3.13 Analyze and evaluate decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as <i>Marbury v. Madison</i> (1803), <i>Baker v. Carr</i> (1962), <i>United States v. Nixon</i> (1974), <i>City of Boerne, Texas v. Flores</i> (1997), and <i>Clinton v. City of New York</i> (1998).
USG.3.14 Analyze and evaluate decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as <i>McCulloch v. Maryland</i> (1819), <i>Texas v. White</i> (1869), <i>Alden v. Maine</i> (1999).
USG.4.1 Describe how the world is divided politically, and give examples of the ways nation states interact, including trade, tourism, diplomacy, treaties and agreements, and military action.
USG.4.2 Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in system of government, and religious or ethnic conflicts.
USG.4.3 Identify and explain powers that the United States Constitution gives to the President and Congress in the area of foreign affairs
USG.4.4 Describe the tools used to carry out United States foreign policy. <i>Examples:</i> Diplomacy, economic aid, military aid, humanitarian aid, treaties, sanctions, and military intervention.
USG.4.5 Examine the different forces that influence U.S. foreign policy, including business and labor organizations, interest groups, public opinion, and ethnic and religious organizations.
USG.4.6 Differentiate among various governmental and nongovernmental international organizations, and describe their purposes and functions. <i>Examples:</i> Major governmental international organizations include the North American Treaty Organization (NATO), the World Court, and the Organization of American States (OAS). The International Red Cross and the Catholic Relief Services are examples of nongovernmental organizations.
USG.4.7 Explain and evaluate participation by the United States government in international organizations. <i>Example:</i> The United Nations
USG.4.8 Use a variety of sources, including newspapers, magazines, and the internet to identify significant world political, demographic, and environmental developments. Analyze ways that these developments may affect United States foreign policy in specific regions of the world.
USG.4.9 Evaluate, take, and defend a position about whether or not the United States should promote the spread of democracy throughout the world, or in certain parts of the world, or not at all.
USG.5.1 Explain the meaning and responsibilities of citizenship in the United States and Massachusetts.
USG.5.2 Describe roles of citizens in Massachusetts and the United States, including voting in public elections, participating in voluntary associations to promote the common good, and participating in political activities to influence public policy decisions of government.
USG.5.3 Describe how citizens can monitor and influence local, state, and national government as individuals and members of interest groups.
USG.5.4 Research the platforms of political parties and candidates for state or local government and explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.
USG.5.5 Identify and explain the meaning and importance of civic dispositions or virtues that contribute to the preservation and improvement of civil society and government.
USG.5.6 Identify specific ways for individuals to serve their communities and participate responsibly in civil society and the

political process at local, state, and national levels of government..
USG.5.7 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court such as <i>Whitney v. California</i> (1927), <i>Stromberg v. California</i> (1931), <i>Near v. Minnesota</i> (1931), <i>Brandenburg v. Ohio</i> (1969), <i>Texas v. Johnson</i> (1989), and <i>Reno v. American Civil Liberties Union</i> (1997).
USG.5.8 Analyze the arguments that evaluate the functions and values of voluntary participation by citizens in the civil associations that constitute civil society. <u>Examples:</u> Alexis de Tocqueville in <i>Democracy in America, Volume I</i> (1835) and <i>Volume II</i> (1839).
USG.5.9 Together with other students, identify a significant public policy issue in the community, gather information about that issue, fairly evaluate the various points of view and competing interests, examine ways of participating in the decision making process about the issue, and draft a position paper on how the issue should be resolved.
USG.5.10 Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates

## Essential Questions

35. Why do governments exist, and what are their functions?
36. How can we distinguish between different forms of government?
37. What religious beliefs and philosophies influenced the Founding Fathers in the development of the U.S. government?
38. What philosophical belief does The Declaration of Independence promote about peoples' rights, and what place governments have in peoples' lives?
39. How are The Declaration of Independence and the United States Constitution linked to one another?
40. What are the six basic principles of the U.S. Constitution?
41. How is power dispersed in a Federal system of government?
42. What role do political parties play in the electoral process?
43. Explain how individuals develop a sense of political identity.
44. What factors influence citizens to exercise their voting rights and responsibilities?
45. Describe the factors that shape public opinion.
46. What affects the impact of public opinion in a constitutional democracy?
47. How do mass media and propaganda influence politics?
48. What role do interest groups play in the development of public policy?
49. What obligation do elected representatives have to their constituents?
50. What processes and influences affect Congress' ability to formulate public policy?
51. What are the formal and informal qualifications for being elected into Congress?
52. What is the appropriate balance of power distribution among the three branches?
53. What roles should executive orders and agreements play in the overall development of federal policy?
54. How do the White House staff, executive departments, and governmental agencies impact the President's executive power?
55. Analyze how foreign and domestic policies affect each other?
56. What is the function of the Judicial Branch?
57. How does the power of judicial appointment help the President to shape policy and law beyond his/her term in office?
58. How has the use of judicial review enhanced the power of the Supreme Court?
59. What are the major historical events and/or legislation in the development of federal civil and voting rights?
60. What are the rights and responsibilities of the individual as recognized by the U.S. Constitution.
61. How do the Bill of Rights and later amendments protect the civil liberties of U.S. citizens?
62. How has the meaning and application of "free speech" evolved in our nation's history?
63. What does it mean to be a citizen?
64. What significant events and issues have shaped domestic policy decisions in regard to states?
65. Summarize the basic principles and kinds of provisions found in every state constitution.
66. How does the structure of state government reflect the structure of the federal government?
67. What role do voters play in the amendment process?
68. Describe the major tax and non-tax sources of state and local revenue.

## Enduring Understandings

- Significant historical events and philosophies derived from western heritage have influenced the origins and foundations of American Government.
- The unique foundational principles of the U.S. Constitution have created a living document, combining an enduring stability with the flexibility to adapt to the modern world
- Voter participation in the electoral process is a significant expression of public opinion and is heavily influenced by the political party system
- The governmental decision-making process is influenced by public opinion, mass media, and interest groups. The Legislative Branch represents citizens in setting public policy and making laws
- The Executive Branch provides the leadership role in enforcing all governmental policies, domestic and foreign
- The Judicial Branch, comprised of the federal court system, interprets all government processes, ensuring the protection of civil liberties.

## Evidence of Understanding

- interim assessments/quizzes
- tests on major units
- response papers
- complete multiple choice questions to show understanding of content
- congressional hearing exercises
- create visual assessments, including artwork, collages, Power Points, and common craft activities.
- research papers
- complete various projects to show understanding of and major concepts
- participation in mini debates

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
<b>Foundations of American Government</b>	<ul style="list-style-type: none"> <li>• What are the philosophical and historical foundations of the American Political System?</li> <li>• How did the framers create the constitution?</li> <li>• What debates occurred at the Philadelphia Convention?</li> <li>• What were the federalist and anti-federalist positions about ratification of the constitution?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how the European Enlightenment influenced American Government</li> <li>• How did the failures of the Articles of Confederation impact the framers of the Constitution?</li> <li>• Identify the meaning and influence of popular sovereignty, separation of powers, checks and balances, limited government, and federalism as they relate to the US Constitution</li> <li>• Identify the characteristics of the members of the Philadelphia Convention</li> <li>• Identify the various compromises that came out of the Philadelphia convention</li> <li>• Explain the system of</li> </ul>	<ul style="list-style-type: none"> <li>Tests and quizzes</li> <li>responding to personal or textual prompts</li> <li>visual assessments, including political cartoons</li> <li>research papers</li> <li>Multimedia projects</li> <li>primary and secondary source analysis</li> <li>mini-debate</li> <li>response essay</li> <li>critical review essay</li> <li>common craft video</li> </ul>



		<p>Federalism established by the Constitution</p> <ul style="list-style-type: none"> <li>• Detail the events of <i>McCulloch v. Maryland</i> and explain its significance in defining American federalism</li> <li>• Explain the impact of broad and narrow interpretation of the commerce clause</li> <li>• Discuss the differences between dual federalism and cooperative federalism</li> <li>• Identify advantages and disadvantages of modern federalism</li> </ul>	<p>collaborative essay writing</p> <p>group thesis defense /q&amp;a</p>
<b>Civil Rights and Civil Liberties</b>	<ul style="list-style-type: none"> <li>• What is the Bill of Rights and what kinds of rights do they protect?</li> <li>• How have amendments changed the constitution?</li> <li>• How has the equal protection clause of the fourteenth amendment changed the constitution?</li> <li>• How has the right to vote been expanded since the adoption of the constitution?</li> <li>• How have civil rights movements resulted in political and social change in America?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the rights tradition that was demonstrated by the Declaration of Independence and the original Constitution</li> <li>• Explain how the Bill of Rights relates to the idea of limited government</li> <li>• Identify the key provisions of the first 10 amendments to the Constitution</li> <li>• Explain the role the 14<sup>th</sup> Amendment has played in expanding rights in America</li> <li>• Identify the role key court cases have played in interpreting civil rights and civil liberties in American history, including <ul style="list-style-type: none"> <li>○ <i>Barron v. Baltimore</i> (1833)</li> <li>○ <i>Gitlow v. New York</i> ((1925)</li> <li>○ <i>Gideon v. Wainwright</i> (1963)</li> <li>○ <i>Lemon v. Kurtzman</i> (1971)</li> <li>○ <i>Engle v. Vitale</i> (1962)</li> <li>○ <i>SChenck v. United States</i> (1919)</li> <li>○ <i>Brandenberg v. Ohio</i> (1968)</li> </ul> </li> </ul>	<p>Tests and quizzes</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including political cartoons</p> <p>research papers</p> <p>Multimedia projects</p> <p>primary and secondary source analysis</p> <p>mini-debate</p> <p>response essay</p> <p>critical review essay</p> <p>common craft video</p> <p>collaborative essay writing</p> <p>group thesis defense /q&amp;a</p>

		<ul style="list-style-type: none"> <li>○ Texas v. Johnson (1989)</li> <li>○ Roe v. Wade (1973)</li> <li>○ Mapp v. Ohio (1961)</li> <li>○ Miranda v. Arizona (1966)</li> <li>○ Plessy v. Ferguson (1866)</li> <li>○ Brown v. Board of Education (1954)</li> <li>○ Lawrence v. Texas (2003)</li> <li>○ Bakke v. California (1978)</li> <li>• Identify standards that allow restrictions on free speech</li> <li>• Identify the impact of the following pieces of legislation:               <ul style="list-style-type: none"> <li>○ Civil Rights Act of 1964</li> <li>○ Voting Rights Act of 1965</li> <li>○ 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> amendments</li> <li>○ 24<sup>th</sup> Amendment</li> </ul> </li> </ul>	
<b>Institutions of National Government</b>	<ul style="list-style-type: none"> <li>• What is the role of Congress in American Constitutional Democracy?</li> <li>• How is the leadership of both the House and the Senate chosen and what are the responsibilities of its officers?</li> <li>• What obligation do elected representatives have to their constituents?</li> <li>• What processes and influences affect Congress' ability to formulate public policy?</li> <li>• What are the legislative and non-legislative powers?</li> <li>• What are the formal and informal qualifications for being elected into Congress?</li> <li>• How are congressional districts determined?</li> <li>• What checks and balances affect the presidency?</li> <li>• What is the appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the formal and informal differences between House and Senate</li> <li>• Identify the expressed powers of Congress</li> <li>• Explain the role of party leadership in both branches</li> <li>• Identify and explain the role of the various types of Congressional committees</li> <li>• Identify and evaluate the demographic makeup of Congress</li> <li>• Explain the meaning of <i>incumbency advantage</i></li> <li>• Discuss the process of reapportionment and redistricting, include the impact of gerrymandering</li> <li>• Identify formal and informal steps in the legislative process</li> </ul>	<p>Tests and quizzes</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including political cartoons</p> <p>research papers</p> <p>Multimedia projects</p> <p>primary and secondary source analysis</p> <p>mini-debate</p> <p>response essay</p> <p>critical review essay</p> <p>common craft video</p>

	<p>balance of power distribution among the three branches?</p> <ul style="list-style-type: none"> <li>• How has the Electoral College impacted presidential elections?</li> <li>• Explain the constitutional issues relating to succession within the Executive Branch.</li> <li>• What roles should executive orders and agreements play in the overall development of federal policy?</li> <li>• Summarize the various roles and powers of the president</li> <li>• How do the White House staff, executive departments, and governmental agencies impact the President's executive power?</li> <li>• Analyze how foreign and domestic policies affect each other.</li> <li>• What is the function of the Judicial Branch?</li> <li>• How does the power of judicial appointment help the President to shape policy and law beyond his/her term in office?</li> <li>• How has the use of judicial review enhanced the power of the Supreme Court?</li> <li>• Within the system of checks and balances, what checks are placed on the Supreme Court?</li> <li>• What are the major historical events and/or legislation in the development of federal civil and voting rights?</li> <li>• Summarize the rights and responsibilities of the individual as recognized by the U.S. Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify formal and informal qualifications for membership in all 3 branches</li> <li>• Identify formal and informal powers of the President</li> <li>• Discuss the various roles the President plays</li> <li>• Explain the role of the Vice President, White House Office, Cabinet, and other bureaucratic agencies</li> <li>• Identify the importance of the 25<sup>th</sup> amendment and the Presidential Succession Act</li> <li>• Explain the concept of judicial review and the impact of Marbury v. Madison</li> <li>• Discuss the structure of the federal court system</li> <li>• Explain the factors that go into choosing and approving a Supreme Court Justice</li> <li>• Identify the steps a case takes in getting to the Supreme Court</li> <li>• Discuss the different judicial philosophies that justice have had throughout history</li> </ul>	<p>collaborative essay writing</p> <p>group thesis defense /q&amp;a</p>
<b>Political Parties, Campaigns, Interest Groups, and Media</b>	<ul style="list-style-type: none"> <li>• How do mass media and propaganda influence politics?</li> <li>• What are the structures and functions of political parties, and what effects do they have on the political system?</li> <li>• What are the various processes and impacts of political campaigns?</li> <li>• What proposals have been</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why we have a two party system</li> <li>• Identify the key eras in American party history</li> <li>• Discuss the role third parties have played in American history</li> <li>• Debate the impact of party dealignment and realignment</li> <li>• Identify the purpose of</li> </ul>	<p>Tests and quizzes</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including political cartoons</p> <p>research papers</p>

	<p>made to reform the way political campaigns are run in the US?</p> <ul style="list-style-type: none"> <li>• How did our party system evolve historically?</li> <li>• What are the various manifestations of interest groups and how do they impact policy making?</li> </ul>	<p>elections</p> <ul style="list-style-type: none"> <li>• Discuss the differences between primary and general elections</li> <li>• Identify the various debates over campaign finance that have arisen in the past 40 years</li> <li>• Identify the difference between a PAC, 527, Interest group, and political party</li> <li>• Explain the benefits of belonging to an interest group</li> <li>• Identify the function of the Mass Media</li> <li>• Explain how government regulates the media</li> <li>• Discuss how the media impacts government action</li> </ul>	<p>Multimedia projects</p> <p>primary and secondary source analysis</p> <p>mini-debate</p> <p>response essay</p> <p>critical review essay</p> <p>common craft video</p> <p>collaborative essay writing</p> <p>group thesis defense /q&amp;a</p>
<b>Political Opinions, Beliefs, and Behaviors</b>	<ul style="list-style-type: none"> <li>• How is <i>political behavior</i> different from <i>political belief</i>?</li> <li>• What factors contribute to political socialization?</li> <li>• What are the various methods of political behavior, and how do these impact the political system?</li> <li>• Describe the factors that shape public opinion.</li> <li>• What affects the impact of public opinion in a constitutional democracy?</li> </ul>	<ul style="list-style-type: none"> <li>• Define <i>political culture</i></li> <li>• Identify core American political values</li> <li>• Identify how values have changed throughout American history</li> <li>• Discuss the roots and manifestations of Americans' mistrust of government</li> <li>• Define <i>political efficacy</i></li> <li>• Define <i>public opinion</i></li> <li>• Identify what elements go into a good public opinion poll</li> <li>• Identify factors that influence political attitudes, including family, gender, marital status, religion, education, social class, ethnicity, and geography</li> <li>• Discuss the differences in political attitudes between liberals and conservatives</li> <li>• Identify demographic factors that influence political participation</li> <li>• Compare voter turnout in America with that in other democracies, and discuss likely causes and effects</li> </ul>	<p>Tests and quizzes</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including political cartoons</p> <p>research papers</p> <p>Multimedia projects</p> <p>primary and secondary source analysis</p> <p>mini-debate</p> <p>response essay</p> <p>critical review essay</p> <p>common craft video</p> <p>collaborative essay writing</p> <p>group thesis defense /q&amp;a</p>
<b>Public Policy</b>	<ul style="list-style-type: none"> <li>• How are agendas set for</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key steps in</li> </ul>	<p>Tests and quizzes</p>

	<ul style="list-style-type: none"> <li>public policy?</li> <li>What are the major areas of policy concern in United States politics?</li> <li>How do political parties, public opinion, and political behaviors impact policy making?</li> <li>What role do formal institutions play in enacting public policy?</li> <li>What is the role of linkage institutions in agenda setting?</li> </ul>	<ul style="list-style-type: none"> <li>the policy making process</li> <li>Identify the key components of economic policy</li> <li>Distinguish between fiscal and monetary policy</li> <li>Identify the various elements in American foreign policy throughout the nation's history</li> <li>Identify the key players who set America's foreign policy agenda</li> <li>Discuss the key debates in social policy in American in the past 100 years</li> </ul>	<ul style="list-style-type: none"> <li>responding to personal or textual prompts</li> <li>visual assessments, including political cartoons</li> <li>research papers</li> <li>Multimedia projects</li> <li>primary and secondary source analysis</li> <li>mini-debate</li> <li>response essay</li> <li>critical review essay</li> <li>common craft video</li> <li>collaborative essay writing</li> <li>group thesis defense /q&amp;a</li> </ul>
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## World Economics: Academic

<b>Grade Level</b>	11, 12
<b>Course Number</b>	440
<b>Subject Area</b>	Social Studies

### Course Description

In this course, students will examine the reasons for the economic successes and failures experienced by countries during the twentieth and twenty-first centuries. Current topics in economics will be explored through actual situations involving banking, inflation and the role of governments in economic decision-making. By researching different economic systems, students will gain a better understanding of global economic indicators and trends.

### Content Standards

Reading Standards for Literacy in History/Social Studies

*Key Ideas and Details*

**1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<i>Craft And Structure</i>
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<i>Integration of Knowledge and Ideas</i>
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
<i>Range of Reading and Level of Text Complexity</i>
10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently
<b>Writing Standards for Literacy in History/Social Studies</b>
<i>Text Types and Purposes</i>
1. Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented</li> </ol>
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> <li>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ol>
3. <i>Note; Not applicable as a separate requirement</i> Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
<i>Production and Distribution of Writing</i>
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<i>Research to Build and Present Knowledge</i>
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
9. Draw evidence from informational texts to support analysis, reflection, and research.
<i>Range of Writing</i>
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.
<b>Frameworks Standards</b>
E.1.1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services.
E.1.2 Explain how consumers and producers confront the condition of scarcity, by making choices that involve opportunity costs and tradeoffs.
E.1.3 Identify and explain the broad goals of economic policy such as freedom, efficiency, equity, security, growth, price stability, and full employment.
E.1.4 Describe how people respond predictably to positive and negative incentives.
E.1.5 Predict how interest rates act as an incentive for savers and borrowers.
E.1.6 Recognize that voluntary exchange occurs when all participating parties expect to gain.
E.1.7 Compare and contrast how the various economic systems (traditional, market, command, mixed) try to answer the questions: What to produce? How to produce it? And for whom to produce?
E.1.8 Describe how clearly defined and enforced property rights are essential to a market economy.
E.1.9 Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.
E.1.10 Formulate a savings or financial investment plan for a future goal (e.g., college or retirement).
E.2.1 Define supply and demand.
E.2.2 Describe the role of buyers and sellers in determining the equilibrium price.
E.2.3 Describe how prices send signals to buyers and sellers.
E.2.4 Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty).
E.2.5 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.
E.2.6 Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets.
E.2.7 Identify factors that cause changes in market supply and demand.
E.2.8 Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.
E.2.9 Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses.
E.2.10 Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.
E.2.11 Explain how financial markets, such as the stock market, channel funds from savers to investors.
E.3.1 Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.
E.3.2 Identify the three basic ways that firms finance operations (retained earnings, stock issues, and borrowing), and explain the advantages and disadvantages of each.
E.3.3 Recognize the role of economic institutions, such as labor unions and nonprofit organizations in market economies.
E.3.4 Identify the basic characteristics of monopoly, oligopoly, and pure competition.
E.3.5 Explain how competition among many sellers lowers costs and prices and encourages producers to produce more.
E.3.6 Demonstrate how firms with market power can determine price and output through marginal analysis.
E.3.7 Explain ways that firms engage in price and non-price competition.

E.3.8	Illustrate how investment in research and development, equipment and technology, and training of workers increases productivity.
E.3.9	Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity.
E.3.10	Identify skills individuals need to be successful in the workplace.
E.4.1	Explain how government responds to perceived social needs by providing public goods and services.
E.4.2	Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets.
E.4.3	Identify laws and regulations adopted in the United States to promote competition among firms.
E.4.4	Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies, such as utilities.
E.4.5	Define progressive, proportional, and regressive taxation.
E.4.6	Describe how the costs of government policies may exceed their benefits because social or political goals other than economic efficiency are being pursued.
E.4.7	Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt.
E.4.8	Define and explain fiscal and monetary policy.
E.4.9	Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment, and economic growth.
E.4.10	Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth.
E.5.1	Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation.
E.5.2	Explain how Gross Domestic Product (GDP), economic growth, unemployment, and inflation are calculated.
E.5.3	Analyze the impact of events in United States history, such as wars and technological developments, on business cycles.
E.5.4	Identify the different causes of inflation, and explain who gains and losses because of inflation.
E.5.5	Recognize that a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and government.
E.5.6	Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy.
E.6.1	Explain the basic functions of money (e.g., medium of exchange, store of value, unit of account).
E.6.2	Identify the composition of the money supply of the United States.
E.6.3	Explain the role of banks and other financial institutions in the economy of the United States.
E.6.4	Describe the organization and functions of the Federal Reserve System.
E.6.5	Compare and contrast credit, savings, and investment services available to the consumer from financial institutions.
E.6.6	Research and monitor financial investments such as stocks, bonds, and mutual funds.
E.6.7	Formulate a credit plan for purchasing a major item such as a car or home, comparing different interest rates.
E.7.1	Explain the benefits of trade among individuals, regions, and countries.
E.7.2	Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service.
E.7.3	Define trade barriers, such as quotas and tariffs.
E.7.4	Explain why countries sometimes erect barriers to trade.
E.7.5	Explain the difference between balance of trade and balance of payments.
E.7.6	Compare and contrast labor productivity trends in the United States and other developed countries.
E.7.7	Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.
E.7.8	Evaluate the arguments for and against free trade.
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What are the reasons we cannot satisfy all our desires?</li> <li>• What role does opportunity cost play in our everyday decisions?</li> <li>• Explain the opportunity cost of a college education?</li> </ul>	



- Identify the four necessary resources that are used in the production of goods and services.
- How does the scarcity of resources impact the production possibilities curve?
- Identify the three basic economic questions all societies must answer.
- How would a market economy answer the three basic economic questions?
- Where does the United States fall along the economic spectrum, which stretches from command to market economy?
- What effect does a price ceiling on a particular item have on a good/service?
- How do producers decide what to charge for their products?
- What is the difference between personal demand and market demand?
- What factors in the marketplace change supply? Demand?
- What is an example of a product with a relatively elastic demand? Inelastic demand?
- How does the “Invisible Hand” guide the market to equilibrium?
- What are the four market types?
- Describe the defining characteristics for each of the market types?
- Why is competition a pillar of the free enterprise economy?
- Why are monopolies heavily regulated in the U.S.?
- What gives government the right to regulate private industry within a free-enterprise society?
- What demographic would be most likely to invest in preferred stock rather than in common stock?
- What are the costs and benefits of using consumer credit?
- How did our financial system evolve from barter to today’s global markets?
- What is the purpose of national income accounting?
- In what way is GDP a baseline for other economic indicators?
- What do leading indicators say about the economy?
- How can a country with few natural resources still have economic growth?
- What are the main causes of inflation?
- How do federal, state and local governments make use of taxes?
- What distinctions can be made between mandatory and discretionary spending?
- In what ways has federal government spending become an integral part of the U.S. economy?
- How do interest rates affect the economy?
- What role does the President and Congress play in creating the federal budget?
- Describe the tools The Federal Reserve has at their disposal to affect the economy?
- Why do Federal Reserve Board members have 14-year terms? Who is the current chairperson?
- Describe analyze the relationship between the Federal Reserve and the Federal Government.
- How can a tariff protect domestic industries?
- What are the international economic organizations and what part do they play in world trade?
- If free trade is desirable, and if trade barriers restrict trade, then why do countries maintain quotas and tariffs?
- Is NAFTA good for the U.S.? For other countries that are a part of the treaty?
- What role should First World Nations play in aiding lesser-developed nations to achieve economic development?

## Enduring Understandings

Students will learn how to:

- Understand how scarcity requires choices by both individuals and society and describe some of the tools economists use.
- Explain how traditional, command, market, and mixed economies answer the three fundamental economic questions.
- Explain the American free enterprise system and the government’s role in it.
- Explain the law of demand and describe the factors that affect changes in demand.
- Explain the law of supply and describe the factors that affect changes in supply.
- Describe how demand and supply interact in the market to determine prices.
- Explain how economists use market structures to examine the competitiveness of an industry.
- Explain types of business structures and the advantages and disadvantages of each.
- Describe how money and banking help the market economy work more efficiently.
- Explain how the financial system helps transfer funds between savers and investors.
- Explain national income accounting and patterns of growth and contraction in the economy.

- Explain some of the challenges facing the economy, their causes, and possible solutions.
- Describe how government uses taxation to raise revenue in order to provide public goods.
- Explain how government uses taxation and government spending to stabilize the economy.
- Describe the role of the Federal Reserve in stabilizing the economy.
- Explain the issues and institutions related to international trade.
- Explain the issues and institutions related to economic development and how they have been applied in several cases.

## Evidence of Understanding

- Chapter Quizzes
- Unit Tests
- Homework
- Case Study Reports
- Group Projects
- Presentations
- Formal and Informal Discussions
- Participation

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
The Economic Way of Thinking	--Explain the differences between the terms in each of these pairs: statistics and economic model, macroeconomics and microeconomics, positive economics and normative economics --Why do economists choose to present statistics in charts, tables, or graphs? --Think of an example of a macroeconomic issue that affects an individual person, family, or business and explain its effect. --How do you think politicians might use normative economics statements?	--How the economic definition of scarcity differs from the common definition. --Understand the three economic questions that societies face because of scarcity. --Describe the four factors of production and their uses. --Explain how incentives and utility influence people's economic choices. --Consider the role of trade-offs and opportunity costs in making economic choices. --Describe what a production possibilities curve is and how it is constructed. --Demonstrate how and why economists use economic models. --Compare macroeconomics to microeconomics.	--Formative Assessment --Political Cartoons --Class Discussion --Role Play --Common Craft
Economic Systems	--What are the three types of economic systems? --What are features of traditional economy? --What role does the government play in a command economy? --What are the advantages and disadvantages of a command economy?	--Identify the three main types of economic systems and their main features. --Explain the advantages and disadvantages of a command economy. --Analyze how the circular flow model represents economic activity in a	--Formative Assessment --Political Cartoons --Class Discussion --Role Play --Common Craft

	<ul style="list-style-type: none"> <li>--What are the features of a market economy?</li> <li>--What are the advantages and disadvantages of a market economy?</li> <li>--What are the features of a mixed economy?</li> <li>--What trends are shaping modern economies?</li> <li>--Does a high percentage of GDP from agriculture make a country more or less productive?</li> </ul>	<ul style="list-style-type: none"> <li>market economy.</li> <li>--Explain the advantages and disadvantages of a market economy.</li> <li>--Understand why most modern economies are mixed economies</li> </ul>	
The American Free Enterprise System	<ul style="list-style-type: none"> <li>--What is a free enterprise system?</li> <li>--What are some of the rights that must be protected for a free enterprise system to work?</li> <li>--What are the roles of consumers and producers in allocating resources?</li> <li>--What role does the government play in the economy's circular flow?</li> <li>--What problem makes public goods necessary?</li> <li>--Besides providing public goods, what two purposes can a government serve in a market economy?</li> </ul>	<ul style="list-style-type: none"> <li>--Explain why the United States is considered to have a capitalist, or free enterprise system.</li> <li>--Explain how consumers and producers help determine the way resources are used.</li> <li>--Understand that one role of government in the U.S. economy is to address market failures.</li> <li>--Explain how governments seek to decrease negative externalities and increase positive externalities.</li> </ul>	<ul style="list-style-type: none"> <li>--Formative Assessment</li> <li>--Political Cartoons</li> <li>--Class Discussion</li> <li>--Role Play</li> <li>--Common Craft</li> </ul>
Demand	<ul style="list-style-type: none"> <li>--What two things are necessary for a consumer to have demand for a good or service?</li> <li>--What do economists mean when they say that quantity demanded and price have an inverse relationship?</li> <li>--What is the difference between change in quantity demanded and change in demand?</li> <li>--How do consumer expectations affect demand?</li> <li>--What are two methods for calculating elasticity of demand?</li> </ul>	<ul style="list-style-type: none"> <li>--Define demand and outline what the law of demand says.</li> <li>--Explain the difference between change in quantity demanded and change in demand.</li> <li>--Analyze what factors can cause change in demand.</li> <li>--Define elasticity of demand.</li> </ul>	<ul style="list-style-type: none"> <li>--Formative Assessment</li> <li>--Political Cartoons</li> <li>--Class Discussion</li> <li>--Role Play</li> <li>--Contract</li> </ul>
Supply	<ul style="list-style-type: none"> <li>--What two requirements of supply must someone meet to be considered a producer?</li> <li>--What does it mean to say that quantity supplied and price have a direct relationship?</li> <li>--How does marginal product change during the three stages of production?</li> <li>--What is the relationship of total costs to profit?</li> <li>--What is the difference between</li> </ul>	<ul style="list-style-type: none"> <li>--Define supply and outline what the law of supply says.</li> <li>--Explain the difference between change in quantity supplied and change in supply.</li> <li>--Analyze what factors can cause change in supply.</li> <li>--Define elasticity of supply.</li> </ul>	<ul style="list-style-type: none"> <li>--Formative Assessment</li> <li>--Political Cartoons</li> <li>--Class Discussion</li> <li>--Role Play</li> <li>--Common Craft</li> <li>--Brochure</li> </ul>

	<p>change in quantity supplied and change in supply?</p> <p>--How do input costs affect supply?</p> <p>--How are elastic and inelastic supply different?</p> <p>--How might you calculate elasticity of supply?</p>		
Demand, Supply and Prices	<p>--How does the concept of market equilibrium reflect the interaction of producers and consumers in a market?</p> <p>--Why are surpluses and shortages examples of disequilibrium?</p> <p>--How are producers and consumers equally involved in the price system?</p> <p>--When do prices serve as signals and incentives for producers to enter a market?</p> <p>--What is the usual result of a price floor?</p> <p>--What motivates producers and consumers in the black market?</p>	<p>--Explore market equilibrium and see how it is reached.</p> <p>--Explain how demand and supply interact to determine equilibrium price.</p> <p>--Analyze what causes surplus, shortage, and disequilibrium.</p> <p>--Explain how government uses price ceilings to keep prices from rising too high.</p> <p>--Describe how government uses price floors to keep prices from going too low.</p>	<p>--Formative Assessment</p> <p>--Political Cartoons</p> <p>--Class Discussion</p> <p>--Role Play</p> <p>--Common Craft</p>
Market Structures	<p>--What determines the difference between one market structure and another?</p> <p>--Why is perfect competition not found in real markets?</p> <p>--How does a monopoly control the price of its product?</p> <p>--Name three ways in which a monopoly differs from perfect competition.</p> <p>--Why is product differentiation necessary for monopolistic competition?</p> <p>--Why are firms in an oligopoly less independent in setting prices than firms in monopolistic competition?</p> <p>--What factors does the government consider in deciding whether to approve a merger?</p> <p>--Why do economists generally favor deregulation of most industries?</p>	<p>--Learn that perfect competition is the ideal by which economists measure all market structures.</p> <p>--Describe the characteristics of perfect competition, monopoly, monopolistic competition, and oligopoly.</p> <p>--Discuss why some industries have been deregulated and the results of that deregulation.</p>	<p>--Formative Assessment</p> <p>--Political Cartoons</p> <p>--Class Discussion</p> <p>--Role Play</p> <p>--Contract</p>

Money and Banking	<ul style="list-style-type: none"> <li>--What three functions does money serve in the economy?</li> <li>--Why do economists make a distinction between M1 and M2?</li> <li>--Why does fractional reserve banking leave banks vulnerable to failure if too many consumers demand their money at the same time?</li> <li>--How is the Federal Reserve System different from the system of national banks created in the 1860s?</li> <li>--How did the automated teller machine change the nature of banking?</li> <li>--Which type of stored-value card is most like a debit card?</li> </ul>	<ul style="list-style-type: none"> <li>--Outline the functions that money performs and the characteristics that money possesses.</li> <li>--Describe how the money supply in the United States is measured.</li> <li>--Describe how banking developed in the United States.</li> <li>--Identify the banking institutions that operate in the United States.</li> <li>--Describe the services that banks provide.</li> <li>--Explain how technology has changed banking in the United States and around the world.</li> </ul>	<ul style="list-style-type: none"> <li>--Formative Assessment</li> <li>--Political Cartoons</li> <li>--Class Discussion</li> <li>--Role Play</li> <li>--Common Craft</li> <li>--Brochure</li> </ul>
Financial Markets	<ul style="list-style-type: none"> <li>--How are savings and investment related?</li> <li>--What is the role of financial intermediaries in the circular flow of the financial system?</li> <li>--Why do investors need to determine their investment objective before they invest?</li> <li>--What is the relationship between risk and return?</li> <li>--How do people earn money by investing in stocks?</li> <li>--How does the Dow Jones Industrial Average reveal trends in the stock market?</li> <li>--What are the two reasons people buy bonds?</li> <li>--How are interest rates and bond prices related?</li> </ul>	<ul style="list-style-type: none"> <li>--Identify what constitutes the financial system.</li> <li>--Discuss the issues that should be considered when making investment decisions.</li> <li>--Explain how risk and return are related.</li> <li>--Discuss why people buy stocks and bonds.</li> <li>--Explain how the performance of stocks is measured.</li> <li>--Outline investment options other than stocks and bonds.</li> </ul>	<ul style="list-style-type: none"> <li>--Formative Assessment</li> <li>--Political Cartoons</li> <li>--Class Discussion</li> <li>--Role Play</li> <li>--Common Craft</li> </ul>
Economic Indicators and Measurements	<ul style="list-style-type: none"> <li>--What is the purpose of national income accounting?</li> <li>--In what way is GDP a baseline for other economic indicators?</li> <li>--What do leading indicators say about the economy?</li> <li>--How can a country with few natural resources still have economic growth?</li> <li>--What are the four key factors that influence economic growth?</li> <li>--Is there a relationship between GDP per capita and the size of a country's underground economy?</li> </ul>	<ul style="list-style-type: none"> <li>--Define GDP and describe how it is measured.</li> <li>--Explain how GDP has certain limitations.</li> <li>--Identify other national income accounting measures.</li> <li>--Describe the phases of the business cycle.</li> <li>--Discuss aggregate demand and aggregate supply.</li> <li>--Explain how economists measure growth.</li> <li>--Discuss how productivity and economic growth are related.</li> </ul>	<ul style="list-style-type: none"> <li>--Formative Assessment</li> <li>--Political Cartoons</li> <li>--Class Discussion</li> <li>--Role Play</li> <li>--Contract</li> </ul>
Facing Economic	--What are the four main kinds of	--Explain how economists	--Formative Assessment

Challenges	<p>unemployment and how do they differ from one another?</p> <p>--What are three negative impacts of unemployment?</p> <p>--Which of the following persons is most likely to live in poverty: a senior citizen, a disabled adult, a college graduate, or a child?</p> <p>--Describe three antipoverty programs you feel are most useful and give reasons for your position?</p> <p>--What are the main causes of inflation?</p> <p>--Which consequence of inflation would be the most troublesome to you personally?</p>	<p>measure unemployment, poverty, and inflation.</p> <p>--Identify the different types of unemployment.</p> <p>--Discuss the impact that unemployment has on the economy and on individuals.</p> <p>--Discuss the causes of poverty.</p> <p>Identify what causes inflation.</p>	<p>--Political Cartoons</p> <p>--Class Discussion</p> <p>--Role Play</p> <p>--Common Craft</p> <p>--Brochure</p>
Government Revenue and Spending	<p>--What is the relationship between tax and revenue?</p> <p>--Identify three ways that taxes affect the economy?</p> <p>--What is the largest source of federal revenue?</p> <p>--Which tax pays for Social Security and Medicare?</p> <p>--What are three programs that make up most mandatory spending?</p> <p>--How does federal spending affect the economy?</p> <p>--What are the two types of state budgets?</p> <p>--What tax base are tax assessors concerned with?</p>	<p>--Explain why the government establishes taxes.</p> <p>--Examine the incidence of taxes.</p> <p>--Describe how taxes affect the economy.</p> <p>--Explain taxes for Social Security, Medicare, and unemployment.</p> <p>--Identify other taxes that are collected by the federal government.</p> <p>--Compare the two types of government expenditures.</p> <p>--Explain how the federal budget is developed.</p> <p>--Describe how government payments are made.</p> <p>--Identify the impact that federal spending has on the economy.</p> <p>--Identify the major sources of revenue for both state and local governments.</p> <p>--Describe the major categories of state and local expenditures.</p> <p>--Examine the concept of a balanced budget.</p>	<p>--Formative Assessment</p> <p>--Political Cartoons</p> <p>--Class Discussion</p> <p>--Role Play</p> <p>--Common Craft</p>
Using Fiscal Policy	<p>--What is the difference between expansionary fiscal policy and contractionary fiscal policy?</p> <p>--How do automatic stabilizers avoid the limitations that affect discretionary fiscal policy?</p> <p>--Why does Keynesian economics advocate government spending during a recession?</p>	<p>--Determine how fiscal policy affects the economy.</p> <p>--Identify the problems and limitations of fiscal policy.</p> <p>--Describe how demand-side fiscal policy can be used to stimulate the economy.</p> <p>--Describe how supply-side fiscal policy can be used to</p>	<p>--Formative Assessment</p> <p>--Political Cartoons</p> <p>--Class Discussion</p> <p>--Role Play</p> <p>--Common Craft</p> <p>--Brochure</p>

	<ul style="list-style-type: none"> <li>--What economic problems does supply-side economics try to address simultaneously?</li> <li>--How does government finance deficit spending?</li> <li>--How does deficit spending contribute to the national debt?</li> </ul>	<ul style="list-style-type: none"> <li>stimulate the economy.</li> <li>--Examine the difference between the deficit and the debt.</li> <li>--Explain why national deficits occur and how they are financed.</li> <li>--Identify the impact of the national debt on the economy.</li> </ul>	
The Federal Reserve and Monetary Policy	<ul style="list-style-type: none"> <li>--What are three duties of the Federal Reserve?</li> <li>--What are the different responsibilities of the Board of Governors and the Federal Open Market Committee?</li> <li>--What are the three functions of the Federal Reserve?</li> <li>--How does the size of the RRR affect the banking system's ability to create money?</li> <li>--What is the Fed's most frequently used monetary policy tool?</li> <li>--What is the purpose of monetary policy?</li> <li>--What tools would be used to implement contractionary monetary and fiscal policy?</li> <li>--Why might it be important to coordinate monetary and fiscal policy?</li> </ul>	<ul style="list-style-type: none"> <li>--Examine the purpose and duties of a central bank.</li> <li>--Identify the structure and distinctive features of the Federal Reserve System.</li> <li>--Identify the services the Fed provides for the banking system.</li> <li>--Describe the creation of money.</li> <li>--Discuss what factors influence the money supply.</li> <li>--Examine the Fed's tools for monetary policy.</li> <li>--Explain how the Fed's monetary policy promotes growth and stability.</li> <li>--Analyze the challenges the Fed faces in implementing its policy.</li> <li>--Describe how monetary and fiscal policy can coordinate to improve the economy.</li> <li>--Understand how monetary and fiscal policy can work against each other.</li> <li>--Identify other measure that can be used to manage the economy.</li> </ul>	<ul style="list-style-type: none"> <li>--Formative Assessment</li> <li>--Political Cartoons</li> <li>--Class Discussion</li> <li>--Role Play</li> <li>--Common Craft</li> </ul>
International Trade	<ul style="list-style-type: none"> <li>--How do nations gain by specializing in products for which they have a comparative advantage?</li> <li>--How does trade affect a national economy?</li> <li>--Name and describe four trade barriers.</li> <li>--What three reasons are protectionists likely to offer to support their position?</li> <li>--Explain how an importer purchases a foreign product and what effect those actions would have on the value of each currency.</li> </ul>	<ul style="list-style-type: none"> <li>--Determine why nations choose to specialize their economies.</li> <li>--Examine the difference between absolute and comparative advantage.</li> <li>--Explain how international trade impacts prices and quantity.</li> <li>--Identify barriers to trade and their economic consequences.</li> <li>--Describe protectionism and the arguments for it.</li> <li>--Describe how nations determine the value of their</li> </ul>	<ul style="list-style-type: none"> <li>--Formative Assessment</li> <li>--Political Cartoons</li> <li>--Class Discussion</li> <li>--Role Play</li> <li>--Common Craft</li> </ul>

	<ul style="list-style-type: none"> <li>--What does the term <i>strong dollar</i> mean?</li> <li>--What agreements helped launch the free trade movement?</li> <li>--Create a fictional multinational and explain how it might operate from raw materials all the way through marketing the finished product.</li> </ul>	<ul style="list-style-type: none"> <li>currency in a world market.</li> <li>--Explain why nations want a favorable balance of trade.</li> <li>--Identify international and regional trade groups.</li> <li>--Explain what role multinationals play in world trade.</li> </ul>	
Issues of Economic Development	<ul style="list-style-type: none"> <li>--What are some features of a developed nation?</li> <li>--Name five measure economists use to gauge a nation's level of development.</li> <li>--Describe the internal and external goals a developing nation may set for itself.</li> <li>--In what ways can developing nations receive aid from other countries?</li> <li>--Name five challenges nations face when moving from a command economy to a market economy.</li> <li>--Briefly summarize the transition to a market economy in the former Soviet bloc and in China.</li> </ul>	<ul style="list-style-type: none"> <li>--Determine how economic development is defined.</li> <li>--Explain how certain indicators can illustrate the level of economic development of a nation.</li> <li>--Evaluate the importance of developing human and physical capital.</li> <li>--Examine the importance of stability and opportunity in economic development.</li> <li>--Describe how developing nations raise money for development programs.</li> <li>--Identify problems that emerge when an economy goes from command to market.</li> <li>--Describe the transitions to a market economy in the former Soviet Union and nations it dominated.</li> <li>--Discuss the transitions to a market economy in China.</li> </ul>	<ul style="list-style-type: none"> <li>--Formative Assessment</li> <li>--Political Cartoons</li> <li>--Class Discussion</li> <li>--Role Play</li> <li>--Common Craft</li> </ul>

## American Legal System: Academic

<b>Grade Level</b>	11, 12
<b>Course Number</b>	445
<b>Subject Area</b>	Social Studies

### Course Description

This course will provide an in depth perspective of the legal system of both the United States and the commonwealth of Massachusetts. The learner will identify, research, and analyze legal issues ranging from the Civil Rights guaranteed in the constitution to punishments for civil and criminal deviations from the norm. After forming a solid foundation in the basic elements of constitutional, criminal, civil, contract, tort, Marital, and family law, the learner will apply that knowledge to various case studies and precedents. This course will end with a Mock Trial that will require the application of all previously mastered material.

### Content Standards



Reading Standards for Literacy in History/Social Studies	
<i>Key Ideas and Details</i>	
1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<i>Craft And Structure</i>	
4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<i>Integration of Knowledge and Ideas</i>	
7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
<i>Range of Reading and Level of Text Complexity</i>	
10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently
Writing Standards for Literacy in History/Social Studies	
<i>Text Types and Purposes</i>	
1.	Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented</li> </ol>
2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> <li>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ol>
3.	<i>Note; Not applicable as a separate requirement</i> Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to

incorporate narrative accounts into their analyses of individuals or events of historical import.
<i>Production and Distribution of Writing</i>
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<i>Research to Build and Present Knowledge</i>
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
9. Draw evidence from informational texts to support analysis, reflection, and research.
<i>Range of Writing</i>
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.
<b>Frameworks Standards</b>
USG.1.5 Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals.
USG.1.6 Explain how a constitutional democracy provides majority rule with equal protection for the rights of individuals, including those in the minority, through limited government and the rule of law.
USG.2.2 Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States. <i>Examples:</i> The Virginia Declaration of Rights (1776), the Declaration of Independence (1776), the Massachusetts Constitution (1780), the Virginia Statute for Religious Freedom (1786), the Northwest Ordinance (1787), the United States Constitution (1787), selected Federalist Papers such as numbers 1, 9, 10, 39, 51, and 78 (1787–1788), the Bill of Rights (1791), President Washington’s Farewell Address (1796), and President Jefferson’s First Inaugural Address (1801)
USG.2.6 Define and provide examples of fundamental principles and values of American political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy.
USG.3.4 Explain the functions of the courts of law in the governments of the United States and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary
USG.3.8 Explain the legal, fiscal, and operational relationships between state and local governments in Massachusetts.
USG.3.12 Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.
USG.5.1 Explain the meaning and responsibilities of citizenship in the United States and Massachusetts.
USG.5.2 Describe roles of citizens in Massachusetts and the United States, including voting in public elections, participating in voluntary associations to promote the common good, and participating in political activities to influence public policy decisions of government.
USG.5.3 Describe how citizens can monitor and influence local, state, and national government as individuals and members of interest groups.
USG.5.7 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court such as <i>Whitney v. California</i> (1927), <i>Stromberg v. California</i> (1931), <i>Near v. Minnesota</i> (1931), <i>Brandenburg v. Ohio</i> (1969), <i>Texas v. Johnson</i> (1989), and <i>Reno v. American Civil Liberties Union</i> (1997).
USG.5.9 Together with other students, identify a significant public policy issue in the community, gather information about that issue, fairly evaluate the various points of view and competing interests, examine ways of participating in the decision making process about the issue, and draft a position paper on how the issue should be resolved.
USG.5.10 Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.
<b>Essential Questions</b>

- What is the role of laws on a society?
- What importance is there for a society to have rules and regulations?
- Why are there differences in understanding the intent of the laws put forth by the United States Constitution?
- Why do the civil liberties of American citizens expand or become restricted over the course of time or during periods of national crisis?
- What is the role of the criminal justice system in relationship to punishment?
- Why does society classify some actions as criminal while allowing other actions to be unregulated?
- Why do some conflicts between citizens require government intervention and resolution?
- What problems have been created by a society that seemingly is quick to use the courts to resolve conflicts?
- What is the role of government in relationship to regulating business and protecting consumers?
- Why are contracts necessary and at times required in our society?
- What role, if any, should the government have in resolving family disputes and ensuring the health and wellness of children?

## Enduring Understandings

Students will learn how to:

- Compare and Contrast Civil and Criminal Law
- Communicate the steps in the Civil trial, relating them to the criminal trial
- Design various remedies for given situations
- Read varied materials with both literal and analytical comprehension Justify why alternatives to litigation are needed
- Explain the requirements of Tort Law
- Identify intentional torts, and relate them to the various defenses for tort violations
- Test given situations to determine if negligence has occurred
- Give examples of the various forms of liability
- Identify the basic elements of a contract
- Determine when promises may be legally binding
- Summarize how contracts may be altered
- Define and appraise breaches of contract
- Develop remedies for breaches of contract
- Discuss the key elements of the U.S. Constitution
- Paraphrase the relevant Amendments of the U.S. constitution
- Locate, analyze, and synthesize appropriate materials to research and evaluate U.S. Supreme Court cases
- Locate, analyze, and synthesize appropriate materials for case studies by relating the Constitution to real life situations
- Develop justified opinions and beliefs about modern-day applications of the U.S. Constitution
- Identify and explain the basic elements of a crime
- Compare and Contrast the various types of crime against people
- Compare and Contrast the various types of crime against property
- Communicate and clearly Differentiate between the various degrees of a crime
- Reconstruct and create programs that address the issues of Prevention and Punishment
- Communicate the key elements of the juvenile justice system
- Illustrate, with real-life examples, the major objective of the juvenile justice system
- Compare and contrast the state and federal laws dealing with marriage issues
- List the basic requirements of people getting married and the general process of marriage
- Explain the elements of a common law marriage
- Identify some of the most recent issues in marriage – i.e. Same gender marriages
- Locate, analyze, and synthesize the changing laws dealing with domestic violence
- Read varied materials with both literal and analytical comprehension and summarize the rights and duties of parents
- Evaluate the laws concerning child abuse and neglect
- Compare and contrast divorce, annulment and separation
- Calculate the distribution of marital property based upon both the equitable distribution and community property

systems

- Propose a divorce settlement including both alimony and child support and custody
- Breakdown the various components of the discovery process
- Identify and act out the key players in a courtroom by performing in a mock trial
- Interact effectively with others and work effectively in diverse teams, as well as, critique and analyze the performances of their peers in a mock trial setting
- Produce exhibits as evidence and follow proper courtroom procedures when introducing into evidence
- Communicate the steps in a trial from opening statements to final judgment

## Evidence of Understanding

The students will:

- Participate in a variety of mock trials, both civil and criminal.
- Produce research projects on a variety of topics addressing the Constitutional Amendments relevant to the course.
- Visit a correctional facility in Massachusetts and write a reflection on the experience.
- Compare and contrasts a variety of binding and non-binding contracts and through a formal assessment explain the details of the legal contracts and the outline the specific points that make the non-binding contracts void.
- Create a role play outlining the specific techniques used by deceptive salesman and then replay the scenario using proper techniques and a consumer who uses an educated approach to purchasing products or services.
- Create a role play that will include all elements of due process. Each group will have to outline each protection outlined in the Bill of Rights.
- Take interim assessments/ quizzes
- Take assessments on Units

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
I. Introduction to Law and the Legal System	--How does law differ from rules --What is case law? Where does it come from? --Why does society create laws and what do they hope to accomplish?	--Explain reasons for having laws --Recognize different sources for laws. --Recognize the varying viewpoints of the term ethics. --Give examples of how laws reflect political, social, economic and moral values of a society. --Identify and understand how laws affect our daily lives. --Analyze cases to understand how laws can reflect relationships between law and morals. --Evaluate the relationship between rights and relationship.	--Formative Assessment --Political Cartoons --Class Discussion --Role Play --Common Craft
II. Constitutional Law	--What rights of Americans are protected by the Constitution of the United States?	--Discuss key elements of the U.S. Constitution --Explain the various	--Formative Assessment --Political Cartoons --Class Discussion

	--How do rights of Americans change over time or during national crisis?	relevant amendments of the U.S. Constitution --Research and evaluate Supreme Court cases --Analyze case studies by relating the Constitution to real life situations --Develop justified opinions and beliefs about the current application of the U.S. Constitution	--Role Play --Common Craft
III. Criminal Law	--Why do people commit crimes? --Why are some crimes given greater penalties? --Why are criminal laws established? --What the elements of certain crimes? --Why does society criminalize some behavior but not others? --Why do criminal laws vary from state to state?	--Identify and differentiate crimes against, people, property, state and federal government. --Evaluate the seriousness of various crimes --Evaluate causes of various crimes and the efforts made to curb it. --Identify organizations that protect/ advocate for victims of crime. --Understand the Governments burden of proof during a criminal trial.	--Formative Assessment --Political Cartoons --Class Discussion --Role Play --Common Craft
IV. Civil Law (Torts)	--Why do people commit Torts? --Why does society make people pay damages for accidents and unintentional conduct? --What makes a tort “intentional”? --Do we need Tort reform in our country?	--Identify and differentiate between intentional torts, negligence, and strict liability. --Identify and differentiate between specific torts, including but not limited to: assault and battery, negligent homicide, property maintenance, civil rights violations, defamation, slander, and libel. --Recognize and identify methods to compensate victims of tortuous conduct. --Identify and analyze arguments for tort reform in the United States.	--Formative Assessment --Political Cartoons --Class Discussion --Role Play --Contract
V. Business and Consumer Law	--What are the elements of a valid contract? --Why do people make/ break contracts? --What rights do minors have in consumer law? --Why does society deem certain types of sales practices illegal?	--Identify basic elements of a contract. --Identify rights of minors in regards to contracts. --Recognize forms of deceptive sales practices. --Research and compare the provisions of warranties.	--Formative Assessment --Political Cartoons --Class Discussion --Role Play --Common Craft --Brochure

	--What are the different types of warranties?		
VI. Family Law	--What is same sex marriage and how do states and the Federal government recognize, or not recognize it? --What is marriage? Common law marriage? --What laws are in place to protect children from abuse and neglect? --What methods are used to end a marriage, how do they differ?	--Compare and contrast State and Federal marriage laws. --List basic requirements of people who intend to marry --Explain the elements of Common Law marriage. --Understand domestic violence laws --Summarize the rights and duties of parents --Evaluate child abuse and neglect laws --Compare and contrast divorce, separation, and annulment	--Formative Assessment --Political Cartoons --Class Discussion --Role Play --Common Craft

## World Culture & Religion: Academic

<b>Grade Level</b>	11, 12
<b>Course Number</b>	450
<b>Subject Area</b>	Social Studies

### Course Description

This course will take a geographical approach to contemporary cultures. The geographic regions of Africa, North America, India, and Eastern Asia will be the primary focus of study. In addition to learning about the customs and institutions of selected groups in each part of the world, students will focus on understanding the religions and values of the people. A large emphasis will be placed on elements of social change and events that are of current of significance in each of the aforementioned geographic regions.

### Content Standards

Reading Standards for Literacy in History/Social Studies

#### *Key Ideas and Details*

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

#### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

<i>Integration of Knowledge and Ideas</i>
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
<i>Range of Reading and Level of Text Complexity</i>
10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently
<b>Writing Standards for Literacy in History/Social Studies</b>
<i>Text Types and Purposes</i>
1. Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented</li> </ol>
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> <li>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ol>
3. <i>Note; Not applicable as a separate requirement</i> Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
<i>Production and Distribution of Writing</i>
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<i>Research to Build and Present Knowledge</i>
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

**9.** Draw evidence from informational texts to support analysis, reflection, and research.

*Range of Writing*

**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.

**Frameworks Standards**

**The Emergence and Expansion of Islam to 1500**

WHI.1 On a map of the Middle East, Europe, Africa, and Asia, identify where Islam began and trace the course of its expansion to 1500 AD. (H)

WHI.2 Describe significant aspects of Islamic belief. (H)

- A. the life and teachings of Muhammad
- B. the significance of the Qur'an as the primary source of Islamic belief
- C. Islam's historical relationship to Judaism and Christianity
- D. the relationship between government and religion in Muslim societies

WHI.3 Analyze the causes, course, and effects of Islamic expansion through North Africa, the Iberian Peninsula, and Central Asia. (H, G)

- A. the strength of the Islamic world's economy and culture
- B. the training of Muslim soldiers and the use of advanced military techniques
- C. the disorganization and internal divisions of Islam's enemies
- D. the resistance and/or assimilation of Christianized peoples in the Mediterranean

WHI.4 Describe the central political, economic, and religious developments in major periods of Islamic history. (H, E)

- A. the sources of disagreement between Sunnis and Shi'ites
- A. B. the importance of the trade routes connecting the Far East and Europe and the role of the Mongols in increasing trade along these routes, including the silk routes to China
- C. the relationship of trade to the growth of Central Asian and Middle Eastern cities
- D. the sources and uses of slaves in Islamic societies as well as the extent of the Islamic slave trade across Africa from 700 AD on.

WHI.5 Analyze the influence and achievements of Islamic civilization during its "Golden Age." (H)

- A. the preservation and expansion of Greek thought
- B. Islamic science, philosophy, and mathematics
- C. Islamic architecture

**The Medieval Period in Europe to 1500**

WHI.6 Describe the rise and achievements of the Byzantine Empire. (H)

- A. the influence of Constantine, including the establishment of Christianity as an officially sanctioned religion.
- B. the importance of Justinian and the Code of Justinian
- C. the preservation of Greek and Roman traditions

WHI.7 Describe the major economic, social, and political developments that took place in medieval Europe. (H, E)

- A. the growing influence of Christianity and the Catholic Church

**The Encounters Between Christianity and Islam to 1500**

WHI.9 Describe the religious and political origins of conflicts between Islam and Christianity, including the causes, course, and consequences of the European Crusades against Islam in the 11<sup>th</sup>, 12<sup>th</sup>, and 13<sup>th</sup> centuries. (H)

**Indian History to 1800**

WHI.21 Describe important economic, political, and religious developments in Indian history to 1800. (H)

- A. the origins of Indian civilization in the Indus Valley
- B. the evolution and central principles of Hinduism
- C. the development of the caste system
- D. the influence of Islam and the rise and fall of the Moghul empire
- E. artistic and intellectual achievements, including the development of a decimal system

**History of China, Japan, and Korea to 1800**

WHI.23 Summarize the major reasons for the continuity of Chinese civilization through the 19<sup>th</sup> century. (H)

- A. the role of kinship and Confucianism in maintaining order and hierarchy
- B. the political order established by the various dynasties that ruled China
- C. the role of civil servants/scholars in maintaining a stable political and economic order

WHI.25 Summarize the major economic, political, and religious developments in Japanese history to 1800. (H)



A. the evolution of Shinto and Japanese Buddhism
<p>WHI.30 Describe origins and effects of the Protestant Reformation. (H)</p> <p>A. the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther and John Calvin</p> <p>B. the spread of Protestantism across Europe, including the reasons and consequences of England's break with the Catholic Church</p> <p>C. the weakening of a uniform Christian faith</p> <p>WHI.30 Describe origins and effects of the Protestant Reformation. (H)</p> <p>A. the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther and John Calvin</p> <p>B. the spread of Protestantism across Europe, including the reasons and consequences of England's break with the Catholic Church</p> <p>C. the weakening of a uniform Christian faith</p>
<p>WHI.37 Describe the expansion of Islam into India from the 13<sup>th</sup> through the 17<sup>th</sup> century, the role of the Mongols, the rise and fall of the Moghul Empire, and the relationship between Muslims and Hindus. (H, E)</p>
<p><b><u>Asian, African, and Latin American History in the 19<sup>th</sup> and early 20<sup>th</sup> centuries</u></b></p> <p>WHII.12 Identify major developments in Indian history in the 19<sup>th</sup> and early 20<sup>th</sup> century. (H, E)</p> <p>A. the economic and political relationship between India and Britain</p> <p>B. the building of roads, canals, railroads, and universities</p> <p>C. the rise of Indian nationalism and the influence and ideas of Gandhi</p>
<p>WHII.34 Identify the political and economic upheavals in China after the Chinese Revolution. (H, E)</p> <p>A. Communist Party attempts to eliminate internal opposition</p> <p>B. the Great Leap Forward and its consequences (famine)</p> <p>C. the Cultural Revolution and its consequences (the terror of the Red Guards and the expansion of labor camps)</p> <p>D. the 1989 Tiananmen Square demonstration</p> <p>E. China's economic modernization and its growing involvement in world trade</p>
<p>WHII.39 Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world. (H)</p> <p>A. the growth of Zionism, and 19<sup>th</sup> and early 20<sup>th</sup> century immigration by Eastern European Jews to Palestine</p> <p>B. anti-Semitism and the Holocaust</p> <p>C. the UN vote in 1947 to partition the western part of the Palestine Mandate into two independent countries</p> <p>D. the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries</p> <p>E. the 1967 and 1973 wars between Israel and neighboring Arab states</p> <p>F. the attempts to secure peace between Palestinians and Israelis</p>
<p>WHII.47 Explain the rise and funding of Islamic fundamentalism in the last half of the 20<sup>th</sup> century and identify the major events and forces in the Middle East over the last several decades. (H, E)</p> <p>A. the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others</p> <p>B. the Iranian Revolution of 1978-1979</p> <p>C. defeat of the Soviet Union by the Mujahideen in Afghanistan</p> <p>D. the origins of the Persian Gulf War and the post-war actions of Saddam Hussein</p> <p>E. the financial support of radical and terrorist organizations by the Saudis</p> <p>F. the increase in terrorist attacks against Israel and the United States</p> <p>WHII.48 Describe America's response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D. C. (H)</p>
<p><b>Essential Questions</b></p>
<p>1. Are the various world religions different roads to the same destination?</p> <p>2. Do people's attitudes about societal roles ever truly change?</p> <p>3. How can more of the world's population enjoy basic human rights?</p> <p>4. Is it possible for individual nations to see beyond their own cultural ideologies?</p> <p>5.</p>

## Enduring Understandings

- Define religion
- Name the principal components of culture
- Determine the problems with generalizations
- Evaluate the Bible as an historical document
- Name the prophets associated with Judaism
- Describe the Distinctive Teachings of Judaism and the major rituals in carrying out those traditions
- Compare and contrast the branches of modern Judaism: Reform, Orthodox, Conservative, and Reconstructionist
- Describe the major events in the life of Jesus Christ as believed in by most Christians
- Show how Christianity was lived and spread by the early Christians
- Explain why Christianity split into three branches – Roman Catholicism, Eastern Orthodox, Protestantism
- Describe the distinctive teachings of Christianity and the major rituals in carrying out these traditions
- Describe the situation in the Arab world into which Muhammad, noting aspects upon which all agree
- Show how the Qu’aran developed and why it was so powerful
- Detail the distinctive teachings of Islam, including the Five Pillars
- Give examples of the importance of each of the Five Pillars
- Trace the spread of Islam both during Muhammad’s lifetime and after, as well as the split between Sunni and Shia Muslims
- Compare and contrast beliefs within Islam
- Describe the unique contributions of Sufiism and identify Sufi influences in poetry
- Examine the relations between Muslims, Jews, and Christians since the seventh century
- Examine frequently asked questions about Islam, including the roles of men and women, customs in different countries, and the meaning of “Jihad”
- Understand and apply Islamic frames of reference to selected current world issues
- Explain the importance of calligraphy and architecture in Islam and identify several important elements in the decorations of famous mosques
- Explain the origins of Hinduism
- Explain why Hinduism is often called a family of religions, rather than one religion
- Describe how Hinduism answers the following questions and note the variety of interpretations within Hinduism
- *What is the problem?* Desire
- *What is the cause?* The Law of Action (Karma)
- *What is reality?* The Cycle of Rebirth
- *What is the means?* Fulfillment of Duty (Dharma)
- *What is sacred?* Diversity
- Interpret passages from Ramayana and The Bhagavad Gita which describe the ideas above
- Identify the key deities in Hinduism
- Recognize and describe features of these key deities in works of art
- Describe each of the four yogic pathways
- Trace the religious and other causes for the caste system and gender roles in India
- Evaluate the impact of economic modernization of India on traditional social roles
- Define human rights.
- Name the human rights listed in the *Universal Declaration of Human Rights*.
- Determine the status of human rights in the United States.
- Explain China’s major human rights’ abuses.
- Determine how economic modernization influences the Chinese perspective on human rights’ abuses today.
- Determine the major human rights abuses faced in nations in East Asia, Eastern Europe, and South America.
- Develop a plan to educate the North Reading High School student body about a human rights issue.
- Develop a plan to raise money to send to a charity that combats human rights’ abuses.
- Identify Confucius and explain his teachings.
- Identify Lao-tzu and explain his teachings.
- Compare/contrast Confucianism and Taoism.
- Identify major sites sacred to Buddhism
- Describe the different types of Theravada and Mahayana Buddhism

- Explain the role of Buddhism in Tibet and the reasons for the exile of thousands of Tibetans
- Consider the role of the Dalai Lama in the spread of Buddhism today
- Describe the main events in the life of Siddhartha Gautama and the significance of each event to Buddhists
- Describe and identify the wide range of representations of Buddha and explain the importance of key features and variations
- Explain and apply to their own experience to the teachings of Buddhism
- Explain the importance of chanting and meditation in Buddhism
- Explain Zen Buddhism
- Apply Buddhist teachings to current issues

## Evidence of Understanding

- Written assessment at the end of each unit
- Apply major principles from these religions to their own lives and try to live by them. They will write a paper detailing their efforts.
- A t-chart comparing and contrasting Muhammad and Jesus.
- Write an obituary about Jesus' life.
- Present informational handout on a Protestant group to the class.
- Debate the severity of Shariah law.
- Class discussion will occur on the role of Islam on the treatment of women and violence.
- Poster demonstrating cultural similarities/differences among Muslim nations.
- Write a story about one of Vishnu's avatars.
- Develop a diagram on the yogic pathways.
- Write a story about one of Vishnu's avatars.
- Write a movie review of a Bollywood movie.
- Write a response paper on the topic of whether or not you would want to live in India
- Student produced education piece to the North Reading High School student body.
- Students write an essay that compares/contrasts human rights issues in China with the other issues presented in the student power points.
- Analysis of relationships in students' lives based on Confucius description of Five Relationships.
- Write their own "Tao of Pooh."
- Evaluate current events according to the Eightfold Path.

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
<b>Components of Culture</b>	<p>Why do people assume that different practice is wrong practice?</p> <p>How can people become more accepting of other cultures?</p>	<p>Define culture.</p> <p>Explain why cultural misunderstandings occur.</p> <p>Define generalization and realize the impact of false generalizations.</p> <p>Evaluate the accuracy of outsiders' perspectives of Americans.</p>	<p>Students will take a written assessment at the end of the unit.</p>
<b>Middle Eastern Religions</b>	<p>How does society create religious tolerance?</p> <p>Does religion impact politics or does politics impact religion?</p>	<p>Determine how historical interpretation can impact understanding of the Bible.</p> <p>Describe the Jewish covenants.</p> <p>Explain the purpose of the Talmud.</p> <p>Contrast Orthodox, Reform,</p>	<p>Apply major principles from these religions to their own lives and try to live by them. They will write a paper detailing their efforts.</p> <p>Interpret verses from the Bible, much like is done in the Talmud.</p>

		<p>Conservative and Reconstructionist Judaism. Explain the historical struggles of the Jewish people. Name Jewish holidays. Determine the facts/myths of Jesus' life. Describe the evolution of Christianity. Compare/contrast Protestant groups. Name Christian holidays. Determine the significance of Muhammad on the development of the Muslim faith. Explain the content of Muslim teachings. Evaluate Shariah law. Explain how Muslims worship. Identify features of a mosque. Contrast Sunnis, Shiites and Sufi. Evaluate the impact of Islamic teachings on the treatment of women and the use of violence. Describe the cultural and political climate of Iran. Compare/contrast specific cultural components of Muslim nations</p>	<p>A t-chart comparing and contrasting Muhammad and Jesus. Write an obituary about Jesus' life. Present informational handout on a Protestant group to the class. Debate the severity of Shariah law. Class discussion will occur on the role of Islam on the treatment of women and violence. Students will take written assessments after studying each of the three religions. Poster demonstrating cultural similarities/differences among Muslim nations.</p>
<b>Indian Religion and Culture</b>	<p>Should a society's economic future be impacted by cultural traditions?</p> <p>Is it proper to group all the religious belief systems in India under the heading of Hinduism?</p>	<p>Explain the origins of Hinduism. Explain dharma, karma and samsara. Describe the influence of the Laws of Manu on Indian society. Compare/contrast the yogic pathways. Identify and explain the major Hindu gods and goddesses. Explain how hatha yoga is different from the other yogic pathways. Analyze Bollywood movies as reflections of Indian cultural beliefs. Determine how beliefs from ancient Indian texts influence the roles of women and social class in modern</p>	<p>Debriefing discussion after role-play on dharma, karma and samsara. Set up guidelines for American life that reflect the Laws of Manu. Creating a puzzle on the Hindu gods. Develop a diagram on the yogic pathways. Write a story about one of Vishnu's avatars. Complete a test on Hinduism. Write a movie review of a Bollywood movie. Write a response paper on the topic of whether or not you would want to live in India.</p>

		day Indian society. Explain how modern day Indians cope with living in society dominated by traditional beliefs.	
<b>Human Rights</b>	<p>What role should other nations play in enforcing the <i>Universal Declaration of Human Rights</i>?</p> <p>Should a country's human rights abuses be overlooked because it is a major component of the world economy?</p>	<p>Define human rights. Name the human rights listed in the <i>Universal Declaration of Human Rights</i>. Determine the status of human rights in the United States. Explain China's major human rights' abuses. Determine how economic modernization influences the Chinese perspective on human rights' abuses today. Determine the major human rights abuses faced in nations in East Asia, Eastern Europe, and South America. Develop a plan to educate the North Reading High School student body about a human rights issue. Develop a plan to raise money to send to a charity that combats human rights' abuses.</p>	<p>Complete a compare/contrast chart of the <i>Universal Declaration of Human Rights</i> and the <i>Bill of Rights</i>. Categorization of human rights abuses in the United States. Student power point presentations a human rights issue of their choosing. Compare/contrast discussion of human rights issues mentioned in student presentations to abuses discussed in China. Student produced education piece to the North Reading High School student body. Students write a reflection on their experience of educating their peers and fundraising. Students write an essay that compares/contrasts human rights issues in China with the other issues presented in the student power points.</p>
<b>Confucianism, Taoism and Buddhism</b>	<p>Is knowledge or experience more important to human happiness?</p> <p>Is meditation an effective means of religious contemplation?</p> <p>Are the Eastern religions more similar or different from the Western religions?</p>	<p>Identify Confucius and explain his teachings. Identify Lao-tzu and explain his teachings. Compare/contrast Confucianism and Taoism. Identify major sites sacred to Buddhism Describe the different types of Theravada and Mahayana Buddhism Explain the role of Buddhism in Tibet and the reasons for the exile of thousands of Tibetans Consider the role of the Dalai Lama in the spread of Buddhism today Describe the main events in the life of Siddhartha Gautama and the significance of each event to Buddhists Describe and identify the wide range of</p>	<p>Analysis of relationships in students' lives based on Confucius description of Five Relationships. Write their own "Tao of Pooh." Written assessment on Eastern Asian Religions. Evaluate current events according to the Eightfold Path.</p>

		representations of Buddha and explain the importance of key features and variations Explain and apply to their own experience to the teachings of Buddhism Explain the importance of chanting and meditation in Buddhism Explain Zen Buddhism Apply Buddhist teachings to current issues	
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## Introduction to Philosophy: Academic

<b>Grade Level</b>	11, 12
<b>Course Number</b>	120
<b>Subject Area</b>	Social Studies

### Course Description

Introduction to Philosophy is designed for students with an interest in exploring the foundations and basics of philosophy. Students will first be asked to focus upon logic and the development of critical thinking. With this as foundation, the course will then ask the core questions posed by the main branches of philosophy and their associated philosophers. The branches to be examined are: metaphysics (reality), epistemology (knowledge), political philosophy (justice), ethics (morality), existentialism (meaning of life), philosophy of science (the assumptions, foundations, methods and implications of science), and Eastern philosophy (non-Western responses to the questions above).

Introduction to Philosophy will ask students to read, research, prepare, and participate at a consistently high level. The ultimate goal is to develop students that will possess critical-thinking skills, language use, self-reflection, and an understanding of the world.

### Content Standards

#### Reading Standards for Literacy in History/Social Studies

##### *Key Ideas and Details*

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

##### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

##### *Integration of Knowledge and Ideas*

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
<i>Range of Reading and Level of Text Complexity</i>
10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently
<b>Writing Standards for Literacy in History/Social Studies</b>
<i>Text Types and Purposes</i>
1. Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented</li> </ol>
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> <li>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ol>
3. <i>Note; Not applicable as a separate requirement</i> Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
<i>Production and Distribution of Writing</i>
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<i>Research to Build and Present Knowledge</i>
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
9. Draw evidence from informational texts to support analysis, reflection, and research.
<i>Range of Writing</i>
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.
<b>Reading Standards for Literacy in History/Social Studies</b>
<i>Key Ideas and Details</i>
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<i>Craft And Structure</i>
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<i>Integration of Knowledge and Ideas</i>
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
<i>Range of Reading and Level of Text Complexity</i>
10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently
<b>Writing Standards for Literacy in History/Social Studies</b>
<i>Text Types and Purposes</i>
1. Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented</li> </ol>
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> <li>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the</li> </ol>



<p>relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p><b>3. Note; Not applicable as a separate requirement</b></p> <p>Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>
<p><i>Production and Distribution of Writing</i></p>
<p><b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>5.</b> 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.</p>
<p><b>6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p><b>7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><b>8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p>
<p><b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><i>Range of Writing</i></p>
<p><b>10.</b> 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.</p>
<p><b>Reading Standards for Literacy in History/Social Studies</b></p>
<p><i>Key Ideas and Details</i></p>
<p><b>1.</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
<p><b>2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<p><b>3.</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
<p><b>Enduring Understandings</b></p>
<ul style="list-style-type: none"> <li>• Connections between events of the past and present help us understand the philosophical perspective.</li> <li>• Philosophical ideas attempt to make sense of our world.</li> <li>• Different branches of philosophy tackle different fundamental questions.</li> <li>• Philosophical ideas change over time and location.</li> <li>• Ideas and actions of individuals and groups are the result of multiple perspectives.</li> </ul>
<p><b>Essential Questions</b></p>
<ul style="list-style-type: none"> <li>• What is philosophy?</li> <li>• How does one think logically?</li> <li>• What is the nature of reality?</li> <li>• What is knowledge?</li> <li>• What is justice?</li> <li>• What is the nature of morality?</li> <li>• What is the meaning of life?</li> <li>• What are the assumptions, foundations, methods and implications of science?</li> <li>• How have non-Westerners tackled the questions above?</li> </ul>

### What will students know and be able to do as a result of this course of study?

- Discuss the definition of philosophy
- Identify the process of philosophical analysis
- Link prominent philosophers to their schools of thought/conceptual ideas
- Discuss Plato's allegory of the cave
- Summarize the basic tenets of logic
- Contrast deductive & intuitive logic
- Explain Mill's concept of logic
- Analyze informal/logical fallacies
- Explain the concept of metaphysics
- Evaluate the concept of reality
- Determine their ontological perspective
- Contrast the approaches to metaphysics employed by different philosophers, namely Descartes & Spinoza
- Analyze the differences between free will & determinism
- Explain the concept of epistemology
- Summarize the historical shifts in the understanding of what makes knowledge
- Differentiate between the following: rationalism, empiricism, idealism, pragmatism
- Define justified true belief
- Explain the potential errors of induction
- Discuss skepticism
- Characterize political philosophy
- Identify leading political philosophers
- Evaluate Plato's concept of justice
- Summarize the political philosophy of Machiavelli
- Contrast the political philosophy of Hobbes, Locke, & Rousseau
- Analyze Mill's *On Liberty*
- Evaluate the notion of Rawls' just society
- Compare arguments made by feminists, both modern and pre-modern, particularly Wollstonecraft & de Beauvoir
- Explain the concept of ethics
- Analyze the differences between Socratic, Stoic, & Hedonistic ethics
- Apply utilitarianism to everyday ethical dilemmas
- Define Kant's categorical imperative
- Differentiate between the golden, silver, and platinum rules
- Analyze the differences between formalism, relativism, and contextualism
- Explain the concept of existentialism
- Discuss the concept of self alone and in relation to others
- Explain the connection between essence & existence
- Define existential angst
- Evaluate the concept of freedom within an existentialist perspective
- Analyze *The Myth of Sisyphus* and its relation to meaninglessness and the absurd
- Determine the aims of science
- Evaluate the different ways in which scientific results can be evaluated
- Define Ockham's razor
- Differentiate between the following: *creatio ex nihilo* ("creation out of nothing"), *creatio ex materia* (creation out of some pre-existent, eternal matter) and with *creatio ex deo* (creation out of the being of God)
- Analyze the differences between Eastern & Western thought
- Identify the background of Lao Tzu and his contributions to Taoism
- Define the main concepts of Buddhism

### Evidence of Understanding

The students will:

- Complete interim assessments/quizzes on short works or sections of longer works
- Complete tests on major units and/or works

- Complete open-book assessments intended to show use of text
- work in groups/pairs
- Complete multiple choice and sentence completions to show understanding of text
- Complete open responses/paragraph responses to assess single concept or brief text
- Compose five paragraph essays to assess larger themes and/or major works
- Compose narrations, including retelling a short portion of text from another point of view
- Write creatively
- Write in a journal, responding to personal or textual prompts
- Create visual assessments, including artwork
- Write research papers
- Complete projects, including but not limited to, videos, board games, research papers, creation of a wiki, dramatic presentations, fashion shows, newspaper, podcast
- Primary source analysis

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
<b>Introduction to Philosophy</b>	What is philosophy?	<ul style="list-style-type: none"> <li>• Provide the definition of philosophy.</li> <li>• Identify the process of philosophical analysis.</li> <li>• Differentiate between the major branches of philosophy.</li> <li>• Determine the essential questions raised by the major branches of philosophy.</li> </ul>	-- Quizzes and Tests --Performance tasks/projects
<b>Logic/Critical Thinking</b>	How does one think logically?	<ul style="list-style-type: none"> <li>• Summarize the basic tenets of logic.</li> <li>• Contrast deductive &amp; intuitive logic.</li> <li>• Explain Mill's concept of logic.</li> <li>• Analyze informal fallacies.</li> </ul>	-- Quizzes and Tests --Performance tasks/projects
<b>Metaphysics</b>	What is the nature of reality?	<ul style="list-style-type: none"> <li>• Explain the concept of metaphysics.</li> <li>• Evaluate the concept of reality.</li> <li>• Determine their ontological perspective.</li> <li>• Contrast the approaches to metaphysics employed by different philosophers, namely Descartes &amp; Spinoza.</li> <li>• Analyze the differences between free will/ freedom of</li> </ul>	-- Quizzes and Tests --Performance tasks/projects

		<p>action &amp; determinism.</p> <ul style="list-style-type: none"> <li>Analyze the differences between the competing views of time travel.</li> </ul>	
<b>Epistemology</b>	What is knowledge?	<ul style="list-style-type: none"> <li>Explain the concept of epistemology.</li> <li>Summarize the historical shifts in the understanding of what makes knowledge.</li> <li>Differentiate between the following: rationalism, empiricism, idealism, pragmatism.</li> <li>Define justified true belief.</li> <li>Explain the potential errors of induction.</li> <li>Discuss skepticism.</li> <li>Analyze the relationship of memory to knowledge.</li> <li>Explain the role of language in the construction of knowledge.</li> </ul>	<p>-- Quizzes and Tests</p> <p>--Performance tasks/projects</p>
<b>Political Philosophy</b>	What is justice?	<ul style="list-style-type: none"> <li>Characterize political philosophy.</li> <li>Identify leading political philosophers.</li> <li>Evaluate Plato's concept of justice.</li> <li>Summarize the political philosophy of Machiavelli.</li> <li>Contrast the political philosophy of Hobbes, Locke, &amp; Rousseau.</li> <li>Analyze Mill's <i>On Liberty</i>.</li> <li>Evaluate the notion of Rawls' just society.</li> <li>Compare arguments made by feminists, both modern and pre-modern, particularly Wollstonecraft &amp; de</li> </ul>	<p>-- Quizzes and Tests</p> <p>--Performance tasks/projects</p>

		Beauvoir.	
<b>Ethics</b>	What is the nature of morality?	<ul style="list-style-type: none"> <li>• Explain the concept of ethics.</li> <li>• Analyze the differences between Socratic, Stoic, &amp; Hedonistic ethics.</li> <li>• Apply utilitarianism to everyday ethical dilemmas.</li> <li>• Define Kant's categorical imperative.</li> <li>• Differentiate between the golden, silver, and platinum rules.</li> <li>• Analyze the differences between formalism, relativism, and contextualism.</li> <li>•</li> </ul>	-- Quizzes and Tests --Performance tasks/projects
<b>Existentialism</b>	What is the meaning of life?	<ul style="list-style-type: none"> <li>• Explain the concept of existentialism.</li> <li>• Discuss the concept of self alone and in relation to others</li> <li>• Explain the connection between essence &amp; existence.</li> <li>• Define existential angst.</li> <li>• Evaluate the concept of freedom within an existentialist perspective.</li> <li>• Analyze <i>The Myth of Sisyphus</i> and its relation to meaninglessness and the absurd.</li> </ul>	-- Quizzes and Tests --Performance tasks/projects
<b>Philosophy of Science</b>	What are the assumptions, foundations, methods and implications of science?	<ul style="list-style-type: none"> <li>• Determine the aims of science.</li> <li>• Evaluate the different ways in which scientific results can be evaluated.</li> <li>• Analyze Ockham's razor.</li> <li>• Differentiate between the following: <i>creatio ex nihilo</i> ("creation out of nothing"), <i>creatio ex materia</i> (creation out of some pre-existent, eternal</li> </ul>	-- Quizzes and Tests --Performance tasks/projects

		matter) and with <i>creatio ex deo</i> (creation out of the being of God).	
<b>Eastern Philosophy</b>	How have non-Westerners tackled the questions above?	<ul style="list-style-type: none"> <li>Analyze the differences between Eastern &amp; Western thought.</li> <li>Identify the background of Lao Tzu and his contributions to Taoism.</li> <li>Define the main concepts of Buddhism.</li> </ul>	-- Quizzes and Tests --Performance tasks/projects

## Modern American Cultural Studies: Academic

<b>Grade Level</b>	11, 12
<b>Course Number</b>	458
<b>Subject Area</b>	Social Studies

### Course Description

This course is intended to give students an opportunity to examine late twentieth century American history through an interdisciplinary lens. Students will examine the literature, art, music, popular culture, politics, and historical circumstances in America from 1950 to the present. This course will be team taught by two instructors, one from the English department and one from the Social Studies department. It is intended to be taught in a seminar-style setting, much like that which students might experience in classes taught at the college or university level. The focus of the course will be on alternative assessment and instructional methods. There will be a heavy emphasis on student presentation and portfolio work. The major goal of the course is to provide students with an opportunity to focus on an area of American studies in a manner that encourages them to demonstrate their knowledge in different ways in a pre-collegiate setting

### Content Standards

#### Reading Standards for Literature

##### *Key Ideas and Details*

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

##### *Craft and Structure*

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as

well as its aesthetic impact.
<b>6.</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
<i>Integration of Knowledge and Ideas</i>
<b>7.</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
<b>8.</b> (Not applicable to literature)
<b>MA.8.A.</b> Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist).
<b>9.</b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
<i>Range of Reading and Level of Text Complexity</i>
<b>10.</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
<b>Reading Standards for Informational Text</b>
<i>Key Ideas and Details</i>
<b>1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<b>2.</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>3.</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<i>Craft and Structure</i>
<b>4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<b>5.</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
<b>6.</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
<i>Integration of Knowledge and Ideas</i>
<b>7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<b>8.</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
<b>9.</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
<i>Range of Reading and Level of Text Complexity</i>
<b>10.</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
<b>Writing Standards</b>
<i>Text Types and Purposes</i>
<b>1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons,

	<p>and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<b>2.</b>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<b>3.</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<b>MA.3.A.</b>	<p>Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).</p>
<i>Production and Distribution of Writing</i>	
<b>4.</b>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<b>5.</b>	<p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 67.)</p>
<b>6.</b>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<i>Research to Build and Present Knowledge</i>	
<b>7.</b>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<b>8.</b>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>



<p><b>9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>
<i>Range of Writing</i>
<p><b>10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<b>Speaking and Listening Standards</b>
<i>Comprehension and Collaboration</i>
<p><b>1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><b>2.</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><b>3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<i>Presentation of Knowledge and Ideas</i>
<p><b>4.</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><b>5.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p><b>6.</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 67 for specific expectations.)</p>
<b>Language Standards</b>
<i>Conventions of Standard English</i>
<p><b>1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p>
<p><b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>
<i>Knowledge of Language</i>
<p><b>3.</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<i>Vocabulary Acquisition and Use</i>

<p><b>4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<p><b>5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
<p><b>6.</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<b>Content Standards</b>
Reading Standards for Literacy in History/Social Studies
<i>Key Ideas and Details</i>
<p><b>1.</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
<p><b>2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<p><b>3.</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
<i>Craft And Structure</i>
<p><b>4.</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>
<p><b>5.</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>
<p><b>6.</b> Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>
<i>Integration of Knowledge and Ideas</i>
<p><b>7.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<p><b>8.</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information</p>
<p><b>9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources</p>
<i>Range of Reading and Level of Text Complexity</i>
<p><b>10.</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently</p>
<b>Writing Standards for Literacy in History/Social Studies</b>
<i>Text Types and Purposes</i>
<p><b>1.</b> Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the</li> </ol>

discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. <i>Note; Not applicable as a separate requirement</i> Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
<i>Production and Distribution of Writing</i>
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<i>Research to Build and Present Knowledge</i>
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
9. Draw evidence from informational texts to support analysis, reflection, and research.
<i>Range of Writing</i>
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.
<b>History Frameworks Standards</b>
USII.22 Analyze the causes and consequences of important domestic Cold War trends. (H, E)
K. economic growth and declining poverty
L. the baby boom
M. the growth of suburbs and home-ownership
N. the increase in education levels
O. the development of mass media and consumerism
USII.24 Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H)
<i>People</i>
K. Whittaker Chambers
L. Alger Hiss
M. Edgar Hoover
N. Senator Joseph McCarthy
O. Julius and Ethel Rosenberg

<p><i>Institutions</i></p> <ul style="list-style-type: none"> <li>G. the American Communist Party (including its close relationship to the Soviet Union)</li> <li>H. the Federal Bureau of Investigation (FBI)</li> <li>I. the House Committee on Un-American Activities (HUAC)</li> </ul>
<p>USII.25 Analyze the origins, goals, and key events of the Civil Rights movement. (H)</p> <p><i>People</i></p> <ul style="list-style-type: none"> <li>K. Robert Kennedy</li> <li>L. Martin Luther King, Jr.</li> <li>M. Thurgood Marshall</li> <li>N. Rosa Parks</li> <li>O. Malcolm X</li> </ul> <p><i>Institution</i></p> <ul style="list-style-type: none"> <li>the National Association for the Advancement of Colored People (NAACP)</li> </ul> <p><i>Events</i></p> <ul style="list-style-type: none"> <li>Q. <i>Brown v. Board of Education</i> (1954)</li> <li>R. the 1955-1956 Montgomery Bus Boycott</li> <li>S. the 1957-1958 Little Rock School Crisis</li> <li>T. the sit-ins and freedom rides of the early 1960s</li> <li>U. the 1963 civil rights protest in Birmingham</li> <li>V. the 1963 March on Washington</li> <li>W. the 1965 civil rights protest in Selma</li> <li>X. the 1968 assassination of Martin Luther King, Jr.</li> </ul>
<p>USII.27 Analyze the causes and course of the women's rights movement in the 1960s and 1970s. (H)</p> <ul style="list-style-type: none"> <li>M. Betty Friedan and Gloria Steinem</li> <li>N. the birth control pill</li> <li>O. the increasing number of working women</li> <li>P. the formation of the National Organization of Women in 1967</li> <li>Q. the debate over the Equal Rights Amendment</li> <li>R. the 1973 Supreme Court case, <i>Roe v. Wade</i></li> </ul>
<p>USII.28 Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, and Nixon. (H)</p> <ul style="list-style-type: none"> <li>O. the space exploration program</li> <li>P. the assassination of President Kennedy</li> <li>Q. Johnson's Great Society programs</li> <li>R. Nixon's appeal to "the silent majority"</li> <li>S. the anti-war and counter-cultural movements</li> <li>T. the creation of the Environmental Protection Agency (EPA) in 1970</li> <li>U. the Watergate scandal (including the Supreme Court case, <i>U.S. v. Nixon</i>)</li> </ul>
<p>USII.29 Analyze the presidency of Ronald Reagan. (H, E)</p> <ul style="list-style-type: none"> <li>K. tax rate cuts</li> <li>L. anticommunist foreign and defense policies</li> <li>M. Supreme Court appointments</li> <li>N. the revitalization of the conservative movement during Reagan's tenure as President</li> <li>O. the replacement of striking air traffic controllers with non-union personnel</li> </ul>
<p>USII.30 Describe some of the major economic and social trends of the late 20<sup>th</sup> century. (H, E)</p> <ul style="list-style-type: none"> <li>I. the computer and technological revolution of the 1980s and 1990s</li> <li>J. scientific and medical discoveries</li> <li>K. major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal)</li> <li>L. the weakening of the nuclear family and the rise in divorce rates</li> </ul>
<p>USII.31 Analyze the important domestic policies and events of the Clinton presidency. (H, E)</p> <ul style="list-style-type: none"> <li>M. the passage of the North American Free Trade Agreement (NAFTA) in 1993</li> </ul>

- N. President Clinton's welfare reform legislation and expansion of the earned income tax credit
- O. the first balanced budget in more than 25 years
- P. the election in 1994 of the first Republican majority in both the House and Senate in 40 years
- Q. tax credits for higher education
- R. the causes and consequences of the impeachment of President Clinton in 1998

USII.32 Explain the importance of the 2000 presidential election. (H, C)

- E. the Supreme Court case, *Bush v. Gore*
- F. the growing influence of the Republican Party in the South and the consolidation of the Democratic Party's hold on the coasts

USII.33 Analyze the course and consequences of America's recent diplomatic initiatives.(H, C)

- I. the invasion of Panama and the Persian Gulf War
- J. American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo
- K. the attempts to negotiate a settlement to the Israeli-Palestinian conflict
- L. America's response to the September 11, 2001, terrorist attack on the World Trade Center in New York City and on the Pentagon in Washington, D.C.

## Essential Questions

- What were the historical causes and consequences of the Cold War in the United States?
- How did the Anti-communism movement of the 1950's and 60's affect American culture?
- What were the goals and outcomes of the American civil rights movement of the 1960's?
- How did the role of women in American society change after 1960?
- What challenges were faced by American presidents since 1950, and what does the way they met these obstacles say about the changes in the office of President over that time?
- What advancements in science and technology have most influenced America since 1950?
- How did the historical events and trends in literature impact American popular culture from 1950-2010?
- In what ways has popular culture influenced historical events and literary trends from 1950-2010?
- Was the 2000s a decade of American tragedy, a decade of American decline, a decade of American progress, or perhaps something else?

## Enduring Understandings

Students will learn how to:

- Analyze characters and their notions of self in various works from different genres
- Analyze author's roles in shaping society and how society shapes written works of the time period
- Identify and explain significant historical realities that relate to the setting
- Make judgments about themselves and their roles in society based on issues raised in the works as a whole
- Test general ideas about racism, stereotyping, decision-making, individually, and the benefits and dangers of societal influence
- Define new words in context
- Define and apply such terms as protagonist, antagonist, setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, suspense, and epiphany
- Classify the type of narrator and the point of view in a given work, and judge their effectiveness
- Recognize and contrast different characters and their development
- Present their information in an organized way through both written and oral expression
- Analyze characters' awareness of and struggles with conscience in various works from different genres
- Demonstrate a clear understanding of the society being described in a given work
- Analyze how the individual's conscience comes in conflict with society at large
- Describe and critique how a given character responds to this conflict
- Connect this character's handling of the conflict with the theme(s) of the work
- Defend value judgments about good versus evil using evidence from the work
- Recognize, explain, or summarize key aspects of plot
- Compare and contrast different characters and their development
- Present this information in an organized way through both written and oral expression

- Recognize character strengths such as integrity, humility, wisdom, courage, and patience
- Recognize character weakness such as secrecy, arrogance, ignorance, cowardice, and rashness
- Examine and interpret how a character's strengths and weakness influence his/her thinking, decisions, actions, and growth
- The Cold War had a significant effect on multiple elements of life in America.
- The Anti-Communist movement in the 1950s created many political and cultural challenges in America.
- The American civil rights movement represented a key shift in the social fabric of the nation.
- Women fought for and gained a new role in American life in the 1960's and 1970's.
- Technological advancements stemming from Cold War conflicts had a dramatic impact on American life.
- The power and perception of the Presidency changed a great deal from 1950-2010

## Evidence of Understanding

The students will:

- Complete interim assessments/quizzes on short works or sections of longer works
- Complete tests on major units and/or works
- Complete open-book assessments intended to show use of text
- work in groups/pairs
- Complete multiple choice and sentence completions to show understanding of text
- Complete open responses/paragraph responses to assess single concept or brief text
- Compose five paragraph essays to assess larger themes and/or major works
- Compose narrations, including retelling a short portion of text from another point of view
- Write creatively
- Write in a journal, responding to personal or textual prompts
- Create visual assessments, including artwork
- Write research papers
- Complete projects, including but not limited to, videos, board games, research papers, creation of a wiki, dramatic presentations, fashion shows, newspaper, podcast
- Primary source analysis

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
1950s  Short Fiction  The Cold War and the beginnings of the Civil Rights Movement	<p>Who is Jack Kerouac, and how did the work of the Beat Generation represent both a rebellion against the social norms of the 1950s and a precursor to the social upheaval of the 1960s?</p> <p>What were the societal norms of the 1950s?</p> <p>How did the 1960s represent a major social shift in the American landscape?</p> <p>What gains were made with respect to civil rights in the 1950's?</p> <p>What role did the Cold War play in shaping American domestic life?</p>	<p>Analyze the Beat Generations role in shaping society</p> <p>Identify and explain significant historical realities of the 1950s and 1960s</p> <p>Demonstrate a clear understanding of the society being described in a given work</p> <p>Recognize, explain, or summarize key aspects of plot</p> <p>Present information in an organized way through both written and oral expression</p>	<p>interim assessments/quizzes</p> <p>tests</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>narration, including retelling</p>

			<p>a short portion of text from another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including artwork</p> <p>research papers</p> <p>projects</p> <p>primary and secondary source analysis</p>
<p>1960s</p> <p>Non Fiction</p> <p>The Civil Rights Movement Reaches its height</p>	<p>Who is Betty Friedan, and how did <u>The Feminist Mystique</u> affect the women's movement in the 1960s?</p> <p>What achievements did women make toward equality beginning in 1950?</p> <p>How would women's lives have changed had the Equal Rights Amendment been ratified?</p> <p>How did women's roles and opportunities in the 1950s differ from women's roles today?</p>	<p>Demonstrate a clear understanding of the society being described in a given work</p> <p>Present information in an organized way through both written and oral expression</p> <p>Test general ideas about racism, stereotyping, decision-making, individually, and the benefits and dangers of societal influence</p> <p>Analyze author's roles in shaping society and how society shapes written works of the time period</p> <p>Identify and explain significant historical realities that relate to the 1950s and 1960s</p> <p>Make judgments about themselves and their roles in society based on issues raised in the works as a whole</p>	<p>interim assessments/quizzes</p> <p>tests</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>narration, including retelling a short portion of text from another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including artwork</p> <p>research papers</p> <p>projects</p>

			primary and secondary source analysis
1970s  Biography  LBJ, Nixon, and Carter	<p>What is a Biography?</p> <p>Who are the various historical figures of the 1970s worthy of admiration and how did their dedication, creativity and achievements shape American culture?</p> <p>How did the social welfare programs introduced in the Johnson administration impact American politics?</p> <p>How did the Watergate scandal impact Americans' perceptions of the presidency?</p> <p>What impact did the year 1968 have on the decade of the 1970s?</p>	<p>Identify cultural contributors in the areas of : politics, science, technology, sports, music, and art.</p> <p>Present this information in an organized way through both written and oral expression</p> <p>Analyze how the individual's conscience comes in conflict with society at large</p> <p>Make judgments about themselves and their roles in society based on issues raised in the works as a whole</p>	<p>interim assessments/quizzes</p> <p>tests</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>narration, including retelling a short portion of text from another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including artwork</p> <p>research papers</p> <p>projects</p> <p>primary and secondary source analysis</p>
1980s  Novel	<p>Who is Jay McInerney and why, with the publication of <b>Bright Lights, Big City</b> in 1984, did he become a literary sensation, heralded as the voice of a generation?</p> <p>How did the novel reflect the hedonism of the 1980s?</p> <p>What impact did Ronald Reagan have on American political life?</p> <p>How did American foreign policy during the 1980s help bring an</p>	<p>Analyze characters and their notions of self in various works from different genres</p> <p>Analyze author's roles in shaping society and how society shapes written works of the time period</p> <p>Identify and explain significant historical realities that relate to the setting</p> <p>Define and apply such terms as protagonist, antagonist,</p>	<p>interim assessments/quizzes</p> <p>tests</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single</p>



	<p>end to the Cold War?</p> <p>What impact did the outbreak of the HIV/AIDS epidemic have on American society?</p>	<p>setting, plot, theme, foreshadowing, mood, tone, symbolism, irony, motivation, conflict, imagery, flashback, suspense, and epiphany</p> <p>Classify the type of narrator and the point of view in a given work, and judge their effectiveness</p> <p>Recognize and contrast different characters and their development</p> <p>Present their information in an organized way through both written and oral expression</p> <p>Analyze characters' awareness of and struggles with conscience in various works from different genres</p> <p>Demonstrate a clear understanding of the society being described in a given work</p> <p>Connect this character's handling of the conflict with the theme(s) of the work</p> <p>Recognize, explain, or summarize key aspects of plot</p> <p>Compare and contrast different characters and their development</p> <p>Present this information in an organized way through both written and oral expression</p> <p>Recognize character strengths such as integrity, humility, wisdom, courage, and patience</p> <p>Recognize character weakness such as secrecy, arrogance, ignorance, cowardice, and rashness</p> <p>Examine and interpret how a</p>	<p>concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>narration, including retelling a short portion of text from another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including artwork</p> <p>research papers</p> <p>projects</p> <p>primary and secondary source analysis</p>
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		character's strengths and weakness influence his/her thinking, decisions, actions, and growth	
<p>1990s Screenwriting</p> <p>The Clinton years, the growth of partisan politics, and the beginning of the technological revolution</p>	<p>What were the touchstones of popular culture of the 1990s?</p> <p>What is a screenplay and what is the standard format?</p> <p>What are the popular "Screen Genres of the 1990s"</p> <p>How did the rise of reality television affect American culture?</p> <p>How did scientific and technological advancements of the 1990s impact daily life in America?</p> <p>How did the Clinton presidency both encourage and reflect growing partisanship in American political life?</p> <p>What caused shifts in the dynamic of race relations in America in the 1990s?</p>	<p>Test general ideas about racism, stereotyping, decision-making, individually, and the benefits and dangers of societal influence</p> <p>Present their information in an organized way through both written and oral expression</p> <p>Demonstrate a clear understanding of the society being described in a given work</p>	<p>interim assessments/quizzes</p> <p>tests</p> <p>open-book assessments intended to show use of text</p> <p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph responses to assess single concept or brief text</p> <p>five paragraph essays to assess larger themes and/or major works</p> <p>narration, including retelling a short portion of text from another point of view</p> <p>creative writing</p> <p>journal writing</p> <p>responding to personal or textual prompts</p> <p>visual assessments, including artwork</p> <p>research papers</p> <p>projects</p> <p>primary and secondary source analysis</p>
<p>2000s</p> <p>An ever changing America</p>	<p>What role did the attacks of 9/11 have on shaping America for the next decade?</p> <p>Was the 2000s a decade of American tragedy, a decade of American decline, a decade of American progress, or perhaps something else?</p>	<p>Identify the impact of the events of September 11, 2001.</p> <p>Analyze primary sources in order to make connections between political/historical events and cultural trends</p>	<p>Primary source analysis</p> <p>work in groups/pairs</p> <p>multiple choices and sentence completions to show understanding of text</p> <p>open responses/paragraph</p>

			responses to assess single concept or brief text  five paragraph essays to assess larger themes and/or major works  narration, including retelling a short portion of text from another point of view  creative writing  journal writing  responding to personal or textual prompts  visual assessments, including artwork  research papers  projects
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## Contemporary Affairs: Academic

<b>Grade Level</b>	11, 12
<b>Course Number</b>	459
<b>Subject Area</b>	Social Studies

### Course Description

This course will serve to expose students to contemporary affairs at the local, state, national, and international level. Students will use various types of media (newspapers, Internet sites, YouTube, television, radio, etc.) to gain an understanding of current issues that have a relevance to their lives. Classes will consist of discussion, journaling, debates, and presentations/projects. Each day's class will begin with a discussion of current news (from various sources) and a journal entry. Classes will then progress into understanding the vocabulary, context, history, geography, and other interdisciplinary topics regarding the contemporary affairs of the week, through both student discovery and teacher-based instruction. Particular areas of study may include current elections, human rights, local issues, foreign affairs, understanding/evaluating the news media, pop culture, and pertinent news stories as they happen.

### Content Standards

#### Reading Standards for Literacy in History/Social Studies

##### *Key Ideas and Details*

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

##### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and

refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<b>5.</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<b>6.</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<i>Integration of Knowledge and Ideas</i>
<b>7.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<b>8.</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
<b>9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
<i>Range of Reading and Level of Text Complexity</i>
<b>10.</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently
<b>Writing Standards for Literacy in History/Social Studies</b>
<i>Text Types and Purposes</i>
<b>1.</b> Write arguments focused on <i>discipline-specific content</i> . <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented</li> </ol>
<b>2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> <li>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ol>
<b>3. Note; Not applicable as a separate requirement</b> Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
<i>Production and Distribution of Writing</i>
<b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>5.</b> 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.
<b>6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<i>Research to Build and Present Knowledge</i>
<b>7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or

solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<b>8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
<b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.
<i>Range of Writing</i>
<b>10.</b> 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.
<b>Frameworks Standards</b>
<b>WHIL.28</b> Explain the consequences of World War II. (H, E)
<b>WHIL.35</b> Describe the global surge in economic productivity during the Cold War and describe its consequences. (H, E)
<b>WHIL.37</b> Describe how the work of scientists in the 20th century influenced historical events, changed the lives of the general populace, and led to further scientific research. (H)
<b>WHIL.38</b> Describe the development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East, including the ideas and importance of nationalist leaders. (H)
<b>WHIL.39</b> Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world. (H)
<b>WHIL.42</b> Analyze the consequences of the Soviet Union's breakup. (H, E)
<b>WHIL.43</b> Identify the sources of ethnic and religious conflicts (H)
<b>WHIL.45</b> Explain the social and economic effects of the spread of AIDS in Asian and African countries. (H)
<b>WHIL.47</b> Explain the rise and funding of Islamic fundamentalism in the last half of the 20th century and identify the major events and forces in the Middle East over the last several decades. (H, E)
<b>WHIL.48</b> Describe America's response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D.C. (H)
<b>USI.14</b> Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights. (H, C)
<b>USI.16</b> Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense. (H, C)
<b>USI.21</b> Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public. (H, C)
<b>USIL.33</b> Analyze the course and consequences of America's recent diplomatic initiatives (H, C)
<b>USG.4.1</b> Describe how the world is divided politically, and give examples of the ways nation states interact, including trade, tourism, diplomacy, treaties and agreements, and military action.
<b>USG.4.2</b> Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in system of government, and religious or ethnic conflicts.
<b>USG.4.3</b> Identify and explain powers that the United States Constitution gives to the President and Congress in the area of foreign affairs.
<b>USG.4.4</b> Identify the tools used to carry out United States foreign policy
<b>USG.4.5</b> Examine the different forces that influence U.S. foreign policy, including business and labor organizations, interest groups, public opinion, and ethnic and religious organizations.
<b>USG.4.6</b> Differentiate among various governmental and nongovernmental international organizations, and describe their purposes and functions.
<b>USG.4.7</b> Explain and evaluate participation by the United States government in international organizations.
<b>USG.4.8</b> Use a variety of sources, including newspapers, magazines, and the internet to identify significant world political, demographic, and environmental developments. Analyze ways that these developments may affect United States foreign policy in specific regions of the world.

## Essential Questions

- What is bias?
- How does one detect bias in the news media?
- What types of media exist?
- Where can I locate the information I need?
- What makes a source reliable and reputable?
- What connections can be made between contemporary affairs and our own lives?
- What connections can be made between different contemporary affairs?
- What connections can be made between historically significant events and specific current issues?
- What are the minor and significant contributing factors to contemporary affairs?
- What background knowledge is necessary to understand this event?
- How are specific issues related?
- What is the best way to disseminate information to a specific audience?
- How do/will specific contemporary affairs affect the present and future?

## Enduring Understandings

Students will/will learn how to:

- understand, detect and interpret biases in news sources
- evaluate news sources
- conduct research on contemporary affairs using reliable sources
- identify, access, and utilize a variety of resources for obtaining information.
- explain, formulate and evaluate opinions
- research related background information
- determine contributing factors to contemporary affairs both minor and significant
- assess the relationship between current events and contributing factors
- disseminate information for a specific audience
- connect contemporary affairs to their own lives
- assess the effects of contemporary affairs on the present and future
- show an educated global awareness

## Evidence of Understanding

The students will:

- Participate in formal and informal discussions and debates
- Draft and revise essays on both background information and specific events
- Prepare daily journal entries on specific events
- Create multimedia presentations on specific events
- Be successful in objective assessments

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
<b>Global Awareness</b>	<ul style="list-style-type: none"> <li>• What connections can be made between contemporary affairs and our own lives?</li> <li>• What connections can be made between different contemporary affairs?</li> <li>• How are specific</li> </ul>	<ul style="list-style-type: none"> <li>• Understand &amp; establish fluency with content related vocabulary (political terms, geography, people, etc.)</li> <li>• Show global and environmental</li> </ul>	<ul style="list-style-type: none"> <li>• Political Cartoons</li> <li>• Essay writing</li> <li>• Journal Responses</li> <li>• Weekly News Event Presentations</li> <li>• Tests on global issues and information</li> </ul>

	<ul style="list-style-type: none"> <li>issues related?</li> <li>• What connections can be made between historically significant events and specific current issues?</li> <li>• What are the minor and significant contributing factors to contemporary affairs?</li> <li>• What background knowledge is necessary to understand this event?</li> <li>• How do/will specific contemporary affairs affect the present and future?</li> </ul>	<ul style="list-style-type: none"> <li>awareness</li> <li>• Succeed in formative and summative assessments on current events and background</li> </ul>	
<b>The Media: Sources and Structure</b>	<ul style="list-style-type: none"> <li>• What types of media are out there?</li> <li>• Where can I find the information I need?</li> </ul>	<ul style="list-style-type: none"> <li>• Find and identify different types of news media (newspapers, news shows, etc.); quickly understand the structure of the source and also the type of source.</li> <li>• Develop and improve research skills</li> </ul>	<ul style="list-style-type: none"> <li>• Political Cartoons</li> <li>• Essay writing</li> <li>• Journal Responses</li> <li>• Weekly News Event Presentations</li> <li>• Tests on global issues and information</li> </ul>
<b>The Media: Evaluation</b>	<ul style="list-style-type: none"> <li>• What is bias?</li> <li>• How does one detect bias in the news media?</li> <li>• What makes a source reliable and reputable? What background knowledge is necessary to understand this event?</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the news media for bias, accuracy, and audience and make connections among various types and sources of media.</li> <li>• Locate and identify the essence of a news story quickly and completely.</li> <li>• Determine what sources are appropriate for specific assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Political Cartoons</li> <li>• Essay writing</li> <li>• Journal Responses</li> <li>• Weekly News Event Presentations</li> <li>• Tests on global issues and information</li> </ul>
<b>The Media: Creation</b>	<ul style="list-style-type: none"> <li>• What is the best way to disseminate information to a specific audience?</li> </ul>	<ul style="list-style-type: none"> <li>• Using information from Units 1-3, learns the development and</li> </ul>	<ul style="list-style-type: none"> <li>• Political Cartoons</li> <li>• Essay writing</li> <li>• Journal Responses</li> <li>• Weekly News</li> </ul>

	<ul style="list-style-type: none"> <li>How do/will specific contemporary affairs affect the present and future? What background knowledge is necessary to understand this event?</li> </ul>	dissemination of news for specific audiences (NRHS) create and maintain a news source.	Event Presentations <ul style="list-style-type: none"> <li>Tests on global issues and information</li> </ul>
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## Psychology: Academic

<b>Grade Level</b>	11, 12
<b>Course Number</b>	465
<b>Subject Area</b>	Social Studies

### Course Description

This course is designed to provide students with a general overview of the science of psychology. The course concentrates on the historic, scientific, and practical aspects of psychology. Students will identify, research, and analyze numerous psychological theories and their theorists. The application of this knowledge will be demonstrated through the practice of introspection and the development of psychological experiments. The course will help students develop a better understanding of themselves and others.

### Content Standards

#### Reading Standards for Literacy in History/Social Studies

##### *Key Ideas and Details*

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

##### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

##### *Integration of Knowledge and Ideas*

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

##### *Range of Reading and Level of Text Complexity*

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently

#### Writing Standards for Literacy in History/Social Studies

##### *Text Types and Purposes*



<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented</li> </ul>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ul>
<p>3. <i>Note; Not applicable as a separate requirement</i>  Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>
<p><i>Production and Distribution of Writing</i></p>
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>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.</p>
<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p>
<p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><i>Range of Writing</i></p>
<p>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.</p>
<p><b>Frameworks Standards</b></p>
<p><i>Themes for this History and Social Science Curriculum Framework:</i></p>
<p>6. The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.</p>
<p><i>Grades 8-12 Concepts and Skills:</i></p>
<p>6. Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)</p>

7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)

9. Distinguish intended from unintended consequences. (H, E, C)

## Essential Questions

- How can the scientific method be applied to psychology?
- How do the approaches to studying psychology influence one's interpretation of human thought and behavior?
- How is it possible for standards of ethics in experimentation to vary over time?
- How has our understanding of the human brain evolved over time?
- How can there be a biological and psychological basis for all human motivations?
- How can the psychological community be divided over the existence of the unconscious?
- How can the explanations of "normal" versus "abnormal" behavior change?
- How has the treatment of psychological disorders changed over time?
- How can people have different perceptions of the same sensory stimuli?
- Why is human memory fallible?
- How do principles of learning affect human thought and behavior?
- How does nature and nurture influence development?

## Enduring Understandings

- The study of psychology is a science.
- The approaches to studying psychology are constantly evolving.
- The standards for ethics of psychological experimentation may vary based on time period and subject matter.
- Psychologists are still working to fully understand the structure and function of the human brain.
- Human motivations are influenced by both biological and psychological factors.
- The existence of the unconscious and its influence on human thought and behavior is constantly debated.
- The definition of "normal" versus "abnormal" behavior is determined by many factors and varies with context.
- Treatments of psychological disorders evolve over time.
- Perceptions are influenced by learning, expectations, and attitudes.
- Human memory is multifaceted and imperfect.
- Human thought and behavior is influenced by multiple principles of learning.
- Biological and environmental processes affect development throughout the lifespan.

## Evidence of Understanding

The students will:

- Complete tests and quizzes
- Participate in class discussions and debates
- Write reflective journal entries
- Perform basic psychological experiments
- Research psychologists and their studies
- Evaluate significant psychological experiments
- Analyze current trends and research in psychology
- Create projects and presentations
- Complete departmental midyear and final exams
- Complete common assessments

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Introduction to Psychology	1. How can the scientific method be applied to	1. Students will understand the	1. Create poster presentations on the

	<p>psychology?</p> <ol style="list-style-type: none"> <li>How do the approaches to studying psychology influence one's interpretation of human thought and behavior?</li> <li>How is it possible for standards of ethics in experimentation to vary over time?</li> </ol>	<p>difference between behaviors and mental processes.</p> <ol style="list-style-type: none"> <li>Students will know and be able to apply the six major approaches to psychology in a variety of real life situations.</li> <li>Students will understand that psychology is a science.</li> <li>Students will explain the need for ethics in psychological experimentation and be able to apply the standards of ethics to classic psychological experiments.</li> </ol>	<p>six major approaches to psychology.</p> <ol style="list-style-type: none"> <li>Work in groups to apply the six major approaches to a psychological case study.</li> <li>Write an essay that applies two of the major approaches to a current news article.</li> <li>Complete a quiz assessing students' understanding of the six major approaches to psychology.</li> <li>Write a journal entry that identifies the ethical issues presented in the classic psychological study "The Zimbardo Prison Experiment."</li> <li>Complete a unit test that assesses the major concepts presented in unit one.</li> </ol>
Biopsychology	<ol style="list-style-type: none"> <li>How has our understanding of the human brain evolved over time?</li> <li>How can there be a biological and psychological basis for all human motivations?</li> <li>How can the psychological community be divided over the existence of the unconscious?</li> </ol>	<ol style="list-style-type: none"> <li>Students will be able to identify the structure and function of the major parts of the human brain.</li> <li>Students will understand the difference in structure and function between the adolescent brain and the adult brain.</li> <li>Students will understand the biological and psychological influences behind various basic human motivations.</li> <li>Students will identify the difference between</li> </ol>	<ol style="list-style-type: none"> <li>Create a "brain collage" that visually represents the structure and function of the major parts of the human brain.</li> <li>Complete a quiz on the structure and function of the major parts of the human brain.</li> <li>Write an essay that explains the difference between the intrinsic and extrinsic motivators for hunger and provides real world examples.</li> <li>Create a television advertisement that targets one of the</li> </ol>

		<p>intrinsic and extrinsic motivations and be able to provide examples of each.</p> <ol style="list-style-type: none"> <li>Students will evaluate “Maslow’s Hierarchy of Needs” and apply it to their own lives.</li> <li>Students will explain the difference between conscious thought, subconscious thought, and unconscious thought.</li> <li>Students will evaluate Sigmund Freud’s theories related to unconscious thought.</li> <li>Students will apply the four major theories for dreaming to their own lives.</li> </ol>	<p>levels on “Maslow’s Hierarchy of Needs.”</p> <ol style="list-style-type: none"> <li>Write a journal entry that explains how “Maslow’s Hierarchy of Needs” applies to your own life.</li> <li>Create a “dream journal.”</li> <li>Complete a unit test that assesses the major concepts presented in unit two.</li> </ol>
Abnormal Psychology	<ol style="list-style-type: none"> <li>How can the explanations of “normal” versus “abnormal” behavior change?</li> <li>How can the diagnosis of psychological disorders vary?</li> <li>How has the treatment of psychological disorders changed over time?</li> </ol>	<ol style="list-style-type: none"> <li>Students will be able to identify the factors involved in defining psychologically abnormal behavior.</li> <li>Students will be able to describe the classifications of psychological disorders and explain the value of using the Diagnostic and Statistical Manual of Mental Disorders to facilitate this process.</li> <li>Students will understand the diagnostic criteria for the major categories of psychological disorders (including anxiety, mood, schizophrenic, dissociative, somatoform, and</li> </ol>	<ol style="list-style-type: none"> <li>Create a “Mini-DSM” detailing symptoms, causes, and treatments for various psychological disorders.</li> <li>Write a case study for a fictitious patient that has been diagnosed with a psychological disorder that was studied in class.</li> <li>Create presentations on the major approaches to treatment that both explain and demonstrate the central techniques associated with each approach.</li> <li>Complete a quiz on the various techniques associated with the major approaches to</li> </ol>

		<p>personality disorders).</p> <ol style="list-style-type: none"> <li>Students will explain the possible causes for the major categories of psychological disorders (including anxiety, mood, schizophrenic, dissociative, somatoform, and personality disorders).</li> <li>Students will understand the basic components of therapy.</li> <li>Students will understand the different major approaches to treatment of psychological disorders.</li> </ol>	<p>treatment.</p> <ol style="list-style-type: none"> <li>Write a journal entry explaining what type of treatment they would be most comfortable/least comfortable using and why.</li> <li>Complete a unit test that assesses the major concepts presented in unit three.</li> </ol>
Cognitive Psychology	<ol style="list-style-type: none"> <li>How can people have different perceptions of the same sensory stimuli?</li> <li>Why is human memory fallible?</li> <li>How do principles of learning affect human thought and behavior?</li> </ol>	<ol style="list-style-type: none"> <li>Students will discuss the processes of sensation and perception and how they interact.</li> <li>Students will describe the visual sensory system.</li> <li>Students will describe binocular and monocular depth cues.</li> <li>Students will describe perceptual illusions.</li> <li>Students will explain how experiences and expectations influence perception.</li> <li>Students will describe the principles of classical conditioning.</li> <li>Students will describe clinical and experimental examples of classical</li> </ol>	<ol style="list-style-type: none"> <li>Create a diagram of the human eye with appropriate terms labeled and defined.</li> <li>Complete a quiz on the various concepts related to sensation and perception.</li> <li>Perform an experiment and complete a lab report on operant conditioning.</li> <li>Create a "systems of memory" diagram with an example from your own life.</li> <li>Write an essay that reviews the portrayal of anterograde amnesia in the film <i>Memento</i>.</li> <li>Write a journal entry on their earliest childhood memory and explain it using the research findings of Elizabeth Loftus.</li> </ol>

		<p>conditioning.</p> <p>8. Students will apply classical conditioning to everyday life.</p> <p>9. Students will describe the principles of operant conditioning.</p> <p>10. Students will describe clinical and experimental examples of operant conditioning.</p> <p>11. Students will apply operant conditioning to everyday life.</p> <p>12. Students will identify factors that influence encoding.</p> <p>13. Students will describe the differences between sensory memory, working memory and long-term memory.</p> <p>14. Students will discuss the factors influencing how memories are retrieved.</p> <p>15. Students will explain how memories can be malleable.</p>	<p>7. Complete a unit test that assesses the major concepts presented in unit four.</p>
Developmental Psychology	<p>1. How does nature and nurture influence development?</p> <p>2. How can development be viewed as a process of both stability and change?</p>	<p>1. Students will explain the interaction of environmental and biological factors in development.</p> <p>2. Students will describe physical development from conception through death.</p> <p>3. Students will describe and explain the effects of various styles of parenting.</p> <p>4. Students will discuss theories of cognitive development</p>	<p>1. Create an illustrated timeline of the lifespan.</p> <p>2. Create a presentation for one of the major styles of parenting that includes a description, the effects on the child, and a role-play demonstration of the technique.</p> <p>3. Complete the written and performance segments of the "Virtual Parenting Project."</p> <p>4. Complete a quiz on</p>

		<p>throughout the lifespan.</p> <ol style="list-style-type: none"> <li>Students will discuss theories of moral development.</li> <li>Students will discuss theories of social development throughout the lifespan.</li> <li>Students will describe identity formation in adolescence.</li> <li>Students will discuss the role of family and peers in adolescent development.</li> <li>Students will discuss issues related to the end of life.</li> <li>Students will identify gender differences in thought and behavior.</li> <li>Students will evaluate major theories related to interpersonal attraction.</li> </ol>	<p>the major concepts related to development in infancy and childhood.</p> <ol style="list-style-type: none"> <li>Create a describing wheel that applies a real world example to Kohlberg's theory of moral development.</li> <li>Write an essay that applies the major concepts of adolescent development to one character in the film <i>The Breakfast Club</i> including identity formation and various aspects of social development.</li> <li>Create "Young Adulthood Collage."</li> <li>Complete a quiz related to the major concepts of adulthood and death.</li> <li>Write an essay on the major concepts related to gender as portrayed in the film <i>Tootsie</i>.</li> <li>Complete a unit test that assesses the major concepts presented in unit five.</li> </ol>
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## Introduction to Sociology & Anthropology: Academic

Grade Level	11, 12
Course Number	466
Subject Area	Social Studies

## Course Description

This course is designed to study cultures, institutions, and customs of both large, industrial societies like the United States and of other, more traditional societies around the world. The focus will be on using sociology and anthropology to understand human development, family life, education, gender roles, sports, and social class in a variety of societies. Students will also explore issues such as prejudice and discrimination and crime and violence. This course is further designed to help students understand the large impact that society and culture have in shaping our everyday lives and behaviors. Students will develop the knowledge, skills, and awareness necessary to examine American society and to better understand people from a wide variety of cultures and backgrounds.

## Content Standards

### Reading Standards for Literacy in History/Social Studies

#### *Key Ideas and Details*

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

#### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

#### *Integration of Knowledge and Ideas*

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

#### *Range of Reading and Level of Text Complexity*

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently

### Writing Standards for Literacy in History/Social Studies

#### *Text Types and Purposes*

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.



<p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p><b>3. Note; Not applicable as a separate requirement</b> Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>
<p><i>Production and Distribution of Writing</i></p>
<p><b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>5.</b> 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.</p>
<p><b>6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p><b>7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><b>8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p>
<p><b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><i>Range of Writing</i></p>
<p><b>10.</b> 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.</p>
<p><b>Frameworks Standards</b></p>
<p>USI.11 Describe the purpose and functions of government. (H, C)</p>
<p>USI.13 Explain why the United States government is classified as a democratic government. (H, C)</p>
<p>USI.19 Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C)</p>
<p>USI.21 Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public. (H, C)</p>
<p>USII.2 Explain the important consequences of the Industrial Revolution. (H, E)</p>
<p>USII.25 Analyze the origins, goals, and key events of the Civil Rights movement. (H)</p>
<p>USII.26 Describe the accomplishments of the civil rights movement. (H, E)</p>
<p>USII.27 Analyze the causes and course of the women's rights movement in the 1960s and 1970s. (H)</p>
<p>USII.30 Describe some of the major economic and social trends of the late 20<sup>th</sup> century. (H, E)</p>
<p>USG.2.6 Define and provide examples of fundamental principles and values of American political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy.</p>
<p>USG.3.4 Explain the functions of the courts of law in the governments of the United States and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary.</p>
<p>USG.3.12 Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.</p>
<p>USG.5.1 Explain the meaning and responsibilities of citizenship in the United States and Massachusetts.</p>
<p>USG.5.9 Together with other students, identify a significant public policy issue in the community, gather information about that issue, fairly evaluate the various points of view and competing interests, examine ways of participating in the decision</p>

making process about the issue, and draft a position paper on how the issue should be resolved.
USG.5.10 Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.
WHII.6 Summarize the social and economic impact of the Industrial Revolution. (H, E)
WHII.46 Explain how the computer revolution contributed to economic growth and advances in science, medicine, and communication. (H)
WHII.48 Describe America's response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D.C. (H)
E.1.6 Recognize that voluntary exchange occurs when all participating parties expect to gain.
E.3.3 Recognize the role of economic institutions, such as labor unions and nonprofit organizations in market economies.
E.3.10 Identify skills individuals need to be successful in the workplace.
E.4.6 Describe how the costs of government policies may exceed their benefits because social or political goals other than economic efficiency are being pursued.
E.5.3 Analyze the impact of events in United States history, such as wars and technological developments, on business cycles.
E.7.1 Explain the benefits of trade among individuals, regions, and countries.

## Essential Questions

- How do individuals become socialized?
- How are individual and societal values, norms, and beliefs formed and enforced?
- Are people conformist in nature?
- Is there one absolute social reality or are there multiple perspectives and interpretations of social reality and events?
- How can we better understand and identify with others within our community and in the larger world?
- In what ways is the individual connected to larger world?
- What responsibilities does a citizen of an open, democratic society have to others?
- Can social inequality ever be eliminated, or is it inevitable in an open society?
- How is individual and societal responsibility determined and apportioned in addressing societal problems?

## Enduring Understandings

- We are all social beings
- Our behavior is influenced by social factors and is learned from and reinforced by others
- Sociologists challenge assumptions and seek to understand how our beliefs are formed
- There are many different perceptions of social reality in our world
- Viewing the world through others' eyes can increase one's understanding of different people and cultures
- People are increasingly connected to the larger world outside of their communities through technology
- There are very few absolute answers to life's questions and problems, but answers should be sought in the social context in which an action or event occurs
- The individual and community are expected to work together in an open society
- There is a connection between community resources and needs to address issues of societal inequalities

## Evidence of Understanding

Students will demonstrate understanding by:

- Writing quarterly Current Event analytical essays, employing sociological theories and concepts
- Applying theoretical perspectives to current events and social issues
- Writing evaluative essays
- Conducting research to write papers, construct projects, and create multimedia presentations
- Engaging in participant observation experiments
- Visiting a correctional facility in Massachusetts and writing a reflective essay on the experience
- Reading and analyzing sociological articles, case studies, and essays
- Film analysis and discussion
- Participating in formal and informal class discussions and debates
- Participating in role plays and group class activities
- Using graphic organizers

- Writing journals
- Taking individual unit tests and quizzes
- Taking other formative assessments
- Taking other summative assessments

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
Unit 1: Introduction to Sociology	<ol style="list-style-type: none"> <li>1. How are people social beings?</li> <li>2. In what ways is society a combination of diversity and similarity?</li> <li>3. How can sociology help us better understand society and social behavior?</li> <li>4. In what ways is the world interconnected?</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and explain the literal meaning of sociology</li> <li>2. Recognize which practices make sociology a scientific study of society</li> <li>3. Apply the sociological approach to daily living and real life situations</li> <li>4. Analyze and explain how the three main theoretical perspectives in sociology differ in their focus</li> <li>5. List the steps by which a sociologist attempts to reach a conclusion about a common but unproven belief</li> <li>6. Compare and contrast social differences from biological differences</li> <li>7. Formulate questions that sociologists would ask about human behavior</li> </ol>	<ul style="list-style-type: none"> <li>• Formal and informal class discussions and debates</li> <li>• Essay: “Using Your Sociological Imagination”</li> <li>• Sociology journal entries</li> <li>• “Participant Observation” in community</li> <li>• Current Event Analysis: “Applying Theoretical Perspectives to Current Events”</li> <li>• Graphic organizers</li> <li>• Unit 1 Introduction to Sociology Test</li> </ul>
Unit 2 Culture and Introduction to Anthropology	<ol style="list-style-type: none"> <li>1. How are humans able to adapt to and change their environment?</li> <li>2. What factors account for variations among and within cultures?</li> <li>3. In what ways are people around the world similar?</li> <li>4. How do cultures and societies change and evolve over time?</li> <li>5. Are human rights universal?</li> <li>6. What is a value and what values are unique to Americans?</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how material culture and nonmaterial culture differ</li> <li>2. Distinguish between a cultural item and a cultural trait</li> <li>3. Identify and explain the factors, which sociologists take into consideration in differentiating between cultures</li> <li>4. Describe cultural universals and explain why they exist</li> <li>5. Discuss the relationships between language and culture</li> <li>6. Interpret how societies use values and norms and compare them with mores and folkways</li> <li>7. Explain and apply the concepts of ethnocentrism and cultural relativism</li> <li>8. Differentiate between subculture and counterculture</li> </ol>	<ul style="list-style-type: none"> <li>• First Quarter Current Event Essay and Presentation</li> <li>• Formal and informal class discussions and debates</li> <li>• “Body Ritual Among the Nacirema” analysis</li> <li>• Ethnocentrism and Cultural Relativism Essay</li> <li>• “American Cultural Artifacts” PowerPoint presentation</li> <li>• “American Values &amp; Advertisements” poster</li> <li>• “Social Change Among the Amish” article analysis</li> <li>• <i>Witness</i> film analysis</li> </ul>

		9. Generalize the scope of anthropology 10. Weigh and evaluate the various fields of anthropology 11. Identify the basic values that form the foundation of American culture	<ul style="list-style-type: none"> <li>• Sociology journal entries</li> <li>• Graphic organizers</li> <li>• Unit 2 Culture and Introduction to Anthropology Test</li> </ul>
Unit 3 Social Control and Social Change	1. Why do people conform? 2. How can ordinary people commit terrible acts? 3. In what ways does a society change over generations? 4. In what ways does today's society change rapidly? 5. Why are people often uncomfortable with change?	1. Identify and explain how the norms of society are enforced 2. Describe the differences between positive and negative sanctions and between formal and informal sanctions 3. Identify and describe the main sources of social change. 4. Analyze factors that lead people to resist social change 5. Explain how a change becomes permanent in society	<ul style="list-style-type: none"> <li>• Formal and informal class discussions and debates</li> <li>• Stanley Milgrim's <i>Obedience</i> experiment and article analysis</li> <li>• "You Will Do As Directed" article analysis</li> <li>• "Key Assumptions in Predicting Social Change in America" analysis of Alexis de Tocqueville's predictions</li> <li>• NRHS Yearbook Analysis and Essay: "Social Change at North Reading High School"</li> <li>• Student PowerPoint presentation: Six Sources of Social Change</li> <li>• Sociology journal entries</li> <li>• Graphic organizers</li> <li>• Unit 3 Social Control and Social Change Test</li> </ul>
Unit 4 Social Structure	1. What is a status and why are some statuses viewed unequally in society? 2. How can an individual's multiple roles and responsibilities lead to role conflicts 3. Why are role models important in a society? 4. Do people interact in an effort to receive a reward for their action? 5. How and why do people belong to groups? 6. What is a bureaucracy and are	1. Relate how status labels help people respond to each other 2. Explain why role performances often do not meet role expectations 3. Identify types of social interaction 4. Distinguish secondary groups from which they belong with primary groups and identify any personal relationships that have developed within these	<ul style="list-style-type: none"> <li>• Formal and informal class discussions and debates</li> <li>• 5 Types of Social Interaction: "Hollywood Movie Pitch" group project</li> <li>• "The Argument Culture" article analysis</li> <li>• Group dynamics experiment and role play</li> </ul>

	bureaucracies necessary for society to function?	groups 5. Identify and explain the meaning of a formal organization 6. Give examples of the five features characteristic of bureaucracies 7. Describe weaknesses of bureaucracies	<ul style="list-style-type: none"> <li>• “Social Networks Perpetuate Inequality” article analysis</li> <li>• “Navigating Bureaucracy: the College Admissions’ Process” case study</li> <li>• Sociology journal entries</li> <li>• Graphic organizers</li> <li>• Unit 4 Social Structure Test</li> </ul>
Unit 5 Socializing the Individual	1. Does “nature” or “nurture” determine an individual’s personality? 2. How can social environment impact an individual’s behavior? 3. How might isolation impact how a personality develops? 4. What role does the schooling experience play in one’s development? 5. In what ways can media influence individuals’ actions and behaviors?	1. Describe the four main factors that affect the development of personality 2. Analyze the effects of childhood isolation on social and psychological development 3. Examine and discuss Charles Horton Cooley’s concept of the Looking Glass-Self 4. Students will identify, analyze, and discuss major agents of socialization 5. Analyze the roles the family plays in a child’s early socialization 6. Evaluate the role television plays in American children’s social development 7. Identify examples of total institutions and explain the purpose of resocialization	<ul style="list-style-type: none"> <li>• Second Quarter Current Event Essay and Presentation</li> <li>• Formal and informal class discussions and debates</li> <li>• Student PowerPoint presentation: “Agents of Socialization In My Life”</li> <li>• “Are You a Product of Your Cultural Environment?” quiz</li> <li>• Debate: “Does television harm social development for children?”</li> <li>• <i>The Wild Child</i> film and essay</li> <li>• “Isolation in childhood: Anna and Isabelle” case study analysis</li> <li>• “Looking-Glass Self” activity</li> <li>• “Boot Camp As A Total Institution” article analysis</li> <li>• Graphic organizers</li> <li>• Unit 5 Socializing the Individual Summative Assessment</li> </ul>
Unit 6 Gender	1. Why are men and women often viewed and treated differently in society? 2. Are gender behavior	1. Identify, analyze, and discuss gender identity and differences 2. Analyze and explain	<ul style="list-style-type: none"> <li>• Formal and informal class discussions and debates</li> </ul>

	<p>differences mostly attributed to biology or social environment?</p> <p>3. How have gender roles and expectations evolved over time?</p> <p>4. Is it possible for men and women to live in a completely gender neutral society?</p> <p>5. In what ways can a society address gender inequality based on stereotypes and historical discrimination?</p>	<p>changing gender roles and expectations during the past two generations</p> <p>3. Recognize and understand that sex stereotypes differ from one culture to another and can influence people's attitudes concerning what is appropriate behavior for women and men</p> <p>4. Recognize and describe how family, peers, education, and media both reinforce and challenge traditional gender roles and stereotypes</p> <p>5. Analyze and describe reasons why a wage gap exists between men and women in the United States</p>	<ul style="list-style-type: none"> <li>• "Early Male Socialization" article analysis</li> <li>• "On Becoming Female: Lessons Learned in School" article analysis</li> <li>• "Gender Media Madness": Gender Analysis of Children's Toys</li> <li>• "Advertising: Images of Men and Women" poster</li> <li>• Gender video project and presentation</li> <li>• Sociology journal entries</li> <li>• Graphic organizers</li> <li>• Unit 6 Gender Test</li> </ul>
Unit 7 The Family	<p>1. What function(s) does family have in a society?</p> <p>2. To what extent has technology impacted family life around the world</p> <p>3. What is the traditional role of marriage in American family life?</p> <p>4. In what ways has American family life changed over the past few generations?</p> <p>5. How do American families begin and what disruptions might they face?</p>	<p>1. Describe the development, structure, and sustaining function of the family as a social institution</p> <p>2. Analyze the history and functions of the family as a social institution</p> <p>3. Trace changes and differences in courtship and marriage patterns in our own and other societies</p> <p>4. Recognize that what constitutes a family varies from society to society</p> <p>5. Recognize the responsibilities that go with the parenting role</p> <p>6. Evaluate the impact that divorce has upon the family as a social institution</p> <p>7. Recognize why the divorce rate in the U.S. is higher than in any other country in the world</p>	<ul style="list-style-type: none"> <li>• Third Quarter Current Event Essay and Presentation</li> <li>• Formal and informal class discussions and debates</li> <li>• "Family History Video Project"</li> <li>• American Family Trend Research Paper Topics (Or group project): "Same-Sex Marriage in the United States", "Delayed Marriage", "Delayed Childbearing", "Childlessness", "One-Parent Families", "Remarriage", or "Interracial Families"</li> <li>• Sociology journal entries</li> <li>• Graphic organizers</li> <li>• Unit 7 Family Unit Test</li> </ul>
Unit 8 Deviance and Crime	<p>1. What are the nature and social functions of deviance?</p>	<p>1. Describe how the labeling theory explains deviance</p>	<ul style="list-style-type: none"> <li>• Formal and informal class</li> </ul>

	<p>2. Are there different levels of deviance within society?</p> <p>3. Can something considered deviant within a society eventually become a societal norm?</p> <p>4. To what extent and how does our social environment influence criminal deviance?</p> <p>5. How are social attitudes and reactions toward deviance and crime formed?</p> <p>6. What is terrorism and how has American society been affected in recent years by it?</p> <p>7. What are the functions of sanctions within the criminal justice system?</p>	<p>2. Analyze how the three major theoretical perspectives that have been proposed to explain deviance compare</p> <p>3. Differentiate between laws and other societal norms</p> <p>4. Identify the principal types of crime in the United States</p> <p>5. Explain reasons why people commit crimes</p> <p>6. Identify and explain what “white collar” crime is</p> <p>7. Describe and compare and contrast domestic and international terrorism</p> <p>8. Explain the characteristics of the American criminal justice system</p> <p>9. Analyze what reforms in the criminal justice system would curb crime</p>	<p>discussions and debates</p> <ul style="list-style-type: none"> <li>• “Eating Your Friends is The Hardest: The Survivor of Flight F-227” article analysis</li> <li>• Deviance Case Study</li> <li>• Debate: “Gun Control”</li> <li>• Field Trip and Writing Assignment: Correctional Facility and Reflective Essay</li> <li>• Sociology journal entries</li> <li>• Graphic organizers</li> <li>• Unit 8 Deviance and Crime Unit Test</li> </ul>
Unit 9 Race and Ethnicity	<p>1. Why do racial and ethnic stereotypes exist?</p> <p>2. What are the ways in which minority groups have historically been discriminated against in American life?</p> <p>3. Why is there resentment of immigrants when almost all Americans are descended from immigrants?</p> <p>4. What are the ways in which minority groups have responded to different types of discrimination?</p>	<p>1. Analyze and explain various causes of prejudice</p> <p>2. Identify and explain the various forms of discrimination</p> <p>3. Analyze and describe the “American dilemma” theory</p> <p>4. Distinguish minority groups from dominant groups and describe their characteristics</p> <p>5. Express how minority groups react to discrimination</p>	<ul style="list-style-type: none"> <li>• Formal and informal class discussions and debates</li> <li>• “Immigrant Interview”</li> <li>• Student PowerPoint Presentations: “A Continuum of Intergroup Relations”</li> <li>• Sociology journal entries</li> <li>• Graphic organizers</li> <li>• Unit 9 Race and Ethnicity Test</li> </ul>
Unit 10 Social Stratification	<p>1. What is a social class and how is it determined?</p> <p>2. Why is there social inequality and in what way(s) does it exist?</p> <p>3. Is an open, democratic society more likely to experience social inequality than a closed, non-democratic society?</p> <p>4. What effect does poverty have on health, education, and job prospects?</p> <p>5. Why are women and children disproportionately classified as being poor in the United States?</p> <p>6. Can poverty ever be</p>	<p>1. Label the three major sources of stratification in the United States</p> <p>2. Classify societies through social stratification</p> <p>3. Defend why wealth is an important source of status and power in many industrial societies</p> <p>4. Categorize the various social classes, which exist in the United States</p> <p>5. Interpret why it is so difficult to become a new member of a higher social</p>	<ul style="list-style-type: none"> <li>• Fourth Quarter Current Event Essay and Presentation</li> <li>• “Does Class Still Matter” article and analysis</li> <li>• “Living on a Minimum Wage” activity and analysis</li> <li>• “How to End Poverty” student presentations</li> <li>• Formal and</li> </ul>

	eliminated or greatly reduced, or will it always exist?	class in the United States 6. Identify and explain the criteria sociologists use to define a person's class 7. Define the meaning of poverty 8. Determine what groups of Americans live in poverty and explain why 9. Formulate and examine solutions to poverty in the U.S.	informal class discussions and debates • Sociology Journal entries • Graphic organizers • Unit 10 Social Stratification Test
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## Advanced Placement United States Government & Politics

<b>Grade Level</b>	12
<b>Course Number</b>	470
<b>Subject Area</b>	Social Studies

### Course Description

Through a rigorous and demanding curriculum, students will analyze government and politics in the United States. Students will study both the general concepts used to interpret U.S. politics and specific relevant examples. They will be familiar with the numerous institutions, groups, beliefs, and ideas that constitute U.S. politics as well as the theoretical perspectives and explanations for various behaviors and outcomes. Students will be expected to read and synthesize information from a college textbook, interpret primary sources, and analyze articles from academic journals. This course fulfills the senior social studies requirement. Therefore, community service will be one of the grading components. In addition, all enrolled students will be expected to take the A.P. exam in United States Government and Politics.

### Content Standards

#### Reading Standards for Literacy in History/Social Studies

##### *Key Ideas and Details*

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

##### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

##### *Integration of Knowledge and Ideas*

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information



<p><b>9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>
<p><b>10.</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently</p>
<p><b>Writing Standards for Literacy in History/Social Studies</b></p>
<p><i>Text Types and Purposes</i></p>
<p><b>1.</b> Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented</li> </ul>
<p><b>2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><b>3. Note; Not applicable as a separate requirement</b> Students’ narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>
<p><i>Production and Distribution of Writing</i></p>
<p><b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>5.</b> 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.</p>
<p><b>6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p><b>7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><b>8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p>
<p><b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><i>Range of Writing</i></p>
<p><b>10.</b> 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.</p>

Frameworks Standards
USG.1.1 Distinguish among civic, political, and private life.
USG.1.2 Define the terms <i>citizenship</i> , <i>politics</i> , and <i>government</i> , and give examples of how political solutions to public policy problems are generated through interactions of citizens and civil associations with their government.
USG.1.3 Describe the purposes and functions of government.
USG.1.4 Define and provide examples of different forms of government, including direct democracy, representative democracy, republic, monarchy, oligarchy, and autocracy.
USG.1.5 Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals.
USG.1.6 Explain how a constitutional democracy provides majority rule with equal protection for the rights of individuals, including those in the minority, through limited government and the rule of law.
USG.1.7 Distinguish limited from unlimited government, and provide examples of each type of government.
USG.1.8 Explain how civil society contributes to the maintenance of limited government in a representative democracy or democratic republic such as the United States.
USG.1.9 Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights. <i>Examples:</i> Magna Carta (1215), Mayflower Compact (1620), Massachusetts Body of Liberties (1641), English Bill of Rights (1689), Locke’s Treatises of Civil Government (1690), Pennsylvania Charter of Privileges (1701), Virginia Declaration of Rights (1776), Declaration of Independence (1776), United States Constitution (1787), Bill of Rights (1791), and the Massachusetts Constitution of 1780
USG.1.10 Explain the part of Article IV, Section 4, of the United States Constitution, which says, “The United States shall guarantee to every State in the Union a Republican form of Government....”
USG.2.1 Trace the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).
USG.2.2 Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States. <i>Examples:</i> The Virginia Declaration of Rights (1776), the Declaration of Independence (1776), the Massachusetts Constitution (1780), the Virginia Statute for Religious Freedom (1786), the Northwest Ordinance (1787), the United States Constitution (1787), selected Federalist Papers such as numbers 1, 9, 10, 39, 51, and 78 (1787–1788), the Bill of Rights (1791), President Washington’s Farewell Address (1796), and President Jefferson’s First Inaugural Address (1801)
USG.2.3 Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.
USG.2.4 Define and provide examples of foundational ideas of American government, including popular sovereignty, constitutionalism, republicanism, federalism, and individual rights, which are embedded in founding-era documents.
USG.2.5 Explain how a shared American civic identity is embodied in founding-era documents and in core documents of subsequent periods of United States history. <i>Examples:</i> The Seneca Falls Declaration of Sentiments and Resolutions (1848), Abraham Lincoln’s Gettysburg Address (1863) and Second Inaugural Address (1865), Theodore Roosevelt’s “The New Nationalism” speech (1910), Woodrow Wilson’s “Peace Without Victory” speech (1917), Franklin Roosevelt’s “Four Freedoms” speech (1941), John F. Kennedy’s inaugural address (1961), Martin Luther King, Jr.’s “I Have a Dream” speech and <i>Letter from Birmingham City Jail</i> (1963), and selected opinions in landmark decisions of the United States Supreme Court such as Justice Robert Jackson’s opinion for the Court in <i>West Virginia Board of Education v. Barnette</i> (1943) and Justice Oliver Wendell Holmes’ dissenting opinion in the case of <i>Abrams v. United States</i> (1919)
USG.2.6 Define and provide examples of fundamental principles and values of American political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy.
USG.2.7 Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life.
USG.2.8 Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict. <i>Examples:</i> Analyze issues involving liberty in conflict with equality, liberty in conflict with authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.
USG.2.9 Compare and contrast ideas on government of the Federalists and the Anti-Federalists during their debates on ratification of the U.S. Constitution (1787–1788).
USG.2.10 Analyze and explain ideas about liberty, equality, and justice in American society using documents such as in Reverend Martin Luther King’s “I Have A Dream” speech and <i>Letter from Birmingham City Jail</i> (1963), and compare King’s

ideas to those in such founding-era documents as the Virginia Declaration of Rights (1776), the Declaration of Independence (1776), Massachusetts Declaration of Rights (1780), and the Federalist Papers (1788)
USG.3.1 Compare and contrast governments that are unitary, confederate, and federal.
USG.3.2 Identify and describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government
USG.3.3 Explain the constitutional principles of federalism, separation of powers among three branches of government, the system of checks and balances, republican government or representative democracy, and popular sovereignty. Provide examples of these principles in the governments of the United States and the state of Massachusetts.
USG.3.4 Explain the functions of the courts of law in the governments of the United States and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary.
USG.3.5 Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.
USG.3.6 Explain the functions of departments or agencies of the executive branch in the governments of the United States and the state of Massachusetts.
USG.3.7 Trace the evolution of political parties in the American governmental system, and analyze their functions in elections and government at national and state levels of the federal system.
USG.3.8 Explain the legal, fiscal, and operational relationships between state and local governments in Massachusetts.
USG.3.9 Explain the formal process of how a bill becomes a law and define the terms <i>initiative</i> and <i>referendum</i> .
USG.3.10 Explain the difference between a town and a city form of government in Massachusetts, including the difference between a representative and an open-town meeting.
USG.3.11 Compare core documents associated with the protection of individual rights, including the Bill of Rights, the Fourteenth Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.
USG.3.12 Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.
USG.3.13 Analyze and evaluate decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as <i>Marbury v. Madison</i> (1803), <i>Baker v. Carr</i> (1962), <i>United States v. Nixon</i> (1974), <i>City of Boerne, Texas v. Flores</i> (1997), and <i>Clinton v. City of New York</i> (1998).
USG.3.14 Analyze and evaluate decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as <i>McCulloch v. Maryland</i> (1819), <i>Texas v. White</i> (1869), <i>Alden v. Maine</i> (1999).
USG.4.1 Describe how the world is divided politically, and give examples of the ways nation states interact, including trade, tourism, diplomacy, treaties and agreements, and military action.
USG.4.2 Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in system of government, and religious or ethnic conflicts.
USG.4.3 Identify and explain powers that the United States Constitution gives to the President and Congress in the area of foreign affairs
USG.4.4 Describe the tools used to carry out United States foreign policy. <u>Examples:</u> Diplomacy, economic aid, military aid, humanitarian aid, treaties, sanctions, and military intervention.
USG.4.5 Examine the different forces that influence U.S. foreign policy, including business and labor organizations, interest groups, public opinion, and ethnic and religious organizations.
USG.4.6 Differentiate among various governmental and nongovernmental international organizations, and describe their purposes and functions. <u>Examples:</u> Major governmental international organizations include the North American Treaty Organization (NATO), the World Court, and the Organization of American States (OAS). The International Red Cross and the Catholic Relief Services are examples of nongovernmental organizations.
USG.4.7 Explain and evaluate participation by the United States government in international organizations. <u>Example:</u> The United Nations
USG.4.8 Use a variety of sources, including newspapers, magazines, and the internet to identify significant world political, demographic, and environmental developments. Analyze ways that these developments may affect United States foreign policy in specific regions of the world.
USG.4.9 Evaluate, take, and defend a position about whether or not the United States should promote the spread of democracy throughout the world, or in certain parts of the world, or not at all.
USG.5.1 Explain the meaning and responsibilities of citizenship in the United States and Massachusetts.
USG.5.2 Describe roles of citizens in Massachusetts and the United States, including voting in public elections, participating in voluntary associations to promote the common good, and participating in political activities to influence public policy decisions of government.

USG.5.3 Describe how citizens can monitor and influence local, state, and national government as individuals and members of interest groups.
USG.5.4 Research the platforms of political parties and candidates for state or local government and explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.
USG.5.5 Identify and explain the meaning and importance of civic dispositions or virtues that contribute to the preservation and improvement of civil society and government.
USG.5.6 Identify specific ways for individuals to serve their communities and participate responsibly in civil society and the political process at local, state, and national levels of government..
USG.5.7 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court such as <i>Whitney v. California</i> (1927), <i>Stromberg v. California</i> (1931), <i>Near v. Minnesota</i> (1931), <i>Brandenburg v. Ohio</i> (1969), <i>Texas v. Johnson</i> (1989), and <i>Reno v. American Civil Liberties Union</i> (1997).
USG.5.8 Analyze the arguments that evaluate the functions and values of voluntary participation by citizens in the civil associations that constitute civil society. <u>Examples:</u> Alexis de Tocqueville in <i>Democracy in America, Volume I</i> (1835) and <i>Volume II</i> (1839).
USG.5.9 Together with other students, identify a significant public policy issue in the community, gather information about that issue, fairly evaluate the various points of view and competing interests, examine ways of participating in the decision making process about the issue, and draft a position paper on how the issue should be resolved.
USG.5.10 Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
Constitutional Underpinnings	<ul style="list-style-type: none"> <li>What is the purpose of government?</li> <li>What was the founders' view of the purpose of government and the role of the citizen in the American Republic?</li> <li>Are these views still relevant at the close of the millennium?</li> <li>How does the constitution underpin U.S. government?</li> <li>The concept of "checks and balances" was a novel idea in the 18th century. Why?</li> <li>How does Madison's concept of checks and balances challenge popular understanding of Montesquieu's theory of separation of powers?</li> <li>Define the following concepts: democratic theory, republicanism, pluralist theory, majoritarianism, and the elitist theory</li> <li>Why did the Anti-Federalists fear this new system?</li> <li>Does this new system strengthen or weaken</li> </ul>	Students should understand the doctrines and historical background to the Constitution; key principles, such as federalism and separation of powers; the ideological and philosophical underpinnings of American government; and theories informing interpretations of the Constitution including democratic theory, republicanism, pluralism, and elitism.	<ul style="list-style-type: none"> <li>Debate on Ratification of the Constitution</li> <li>Timed writing</li> <li>Transactive writing</li> <li>Book review</li> <li>Written and oral presentations</li> <li>Mini-Debate</li> <li>Map, chart, and data interpretation</li> <li>Vocabulary quiz</li> <li>Timed Multiple choice quizzes and tests</li> <li>Free response essay</li> <li>Critical review essays</li> <li>Informal and formal discussion</li> </ul>

	<p>the concept of separation of powers? Why or why not?</p> <ul style="list-style-type: none"> <li>• What are the powers of state and local governments in an era of “new federalism” and devolution?</li> <li>• What influence should the federal government have over state and local issues such as education, affirmative action, abortion, and the environment?</li> </ul>		
Political Beliefs and Behaviors	<ul style="list-style-type: none"> <li>• How do we come by our political beliefs?</li> <li>• What are the sources of public opinion?</li> <li>• What is “political culture,” and is there a unique American political culture?</li> <li>• What is the “political spectrum”?</li> <li>• How do these political beliefs define who we are as citizens?</li> <li>• What does it mean to be a citizen?</li> <li>• What is the role of the citizen in a civil society?</li> <li>• Which citizens vote and why?</li> <li>• What is the relationship between individual rights and the needs of the larger community?</li> <li>• Is democracy in America healthy and viable today?</li> </ul>	<ul style="list-style-type: none"> <li>• Students should understand the influences on an individual’s political socialization</li> <li>• Identify key elements of American political culture</li> <li>• Identify where they fit on the political spectrum</li> <li>• Explain why some are more likely to vote than others</li> <li>• Articulate the difference between natural rights theory and classical republicanism</li> </ul>	<ul style="list-style-type: none"> <li>• Political Ideology: School Poll</li> <li>• Timed writing</li> <li>• Transactive writing</li> <li>• Book review</li> <li>• Written and oral presentations</li> <li>• Debate</li> <li>• Map, chart, and data interpretation</li> <li>• Vocabulary quiz</li> <li>• Timed Multiple choice quizzes and tests</li> <li>• Free response essay</li> <li>• Critical review essays</li> <li>• Informal and formal discussion</li> </ul>
Political Parties, Interest Groups And Mass Media	<ul style="list-style-type: none"> <li>• What is the difference between a Democrat and a Republican?</li> <li>• Are there other options beyond these two choices?</li> <li>• Political parties and interest groups are not mentioned in the constitution yet they play a critical role. How? Why?</li> <li>• Do they serve our democracy or are they an obstacle?</li> <li>• How do interest groups</li> </ul>	<ul style="list-style-type: none"> <li>• Students should understand the mechanisms of transmitting interests to government action, including interest groups, political action committees, and mass media;</li> <li>• the role of media coverage and the press on elections and government actions;</li> <li>• the different</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Election: “An Ideal Candidate”</li> <li>• Timed writing</li> <li>• Transactive writing</li> <li>• Book review</li> <li>• Written and oral presentations</li> <li>• Debate</li> <li>• Map, chart, and data interpretation</li> <li>• Vocabulary quiz</li> <li>• Timed Multiple choice quizzes and tests</li> <li>• Free response essay</li> <li>• Critical review</li> </ul>

	<p>influence government decisions and policy making?</p> <ul style="list-style-type: none"> <li>• How are candidates selected to run for office?</li> <li>• What role is played by party organizations, PACs, and money generally in campaigns?</li> <li>• What roles do these groups play in the electoral process?</li> <li>• What role should they play?</li> <li>• Should the present campaign system be overhauled and reformed?</li> <li>• What role do the media play in elections and shaping public opinion?</li> <li>• Is the media an impartial observer or an active participant in political elections and in the formation of public policy?</li> </ul>	<p>historical and ideological beliefs of political parties;</p> <ul style="list-style-type: none"> <li>• demographic groups in the U.S. and their political beliefs; and ways of understanding political beliefs and behavior</li> <li>• Students should become familiar with the workings of the electoral process;</li> <li>• the role of money and interest groups on campaigns;</li> <li>• the laws governing elections and the way individual campaigns operate on the local, state, and national level.</li> </ul>	<p>essays</p> <ul style="list-style-type: none"> <li>• Informal and formal discussion</li> </ul>
Public Policy	<ul style="list-style-type: none"> <li>• How is public policy made?</li> <li>• Is this the most efficient and effective way to make policy?</li> <li>• Does the “system” work as intended?</li> <li>• Does the “system” work for citizens today?</li> <li>• What are the specific issues addressed in public policy making?</li> <li>• Define an “Iron Triangle,” does it exist and if so how does it influence policy implementation?</li> <li>• Who controls the bureaucracy: The president? Congress? The people? Does a largely permanent professional bureaucracy serve democracy?</li> <li>• Who sets policy agendas for our nation?</li> <li>• How does federalism affect public policy?</li> </ul>	<ul style="list-style-type: none"> <li>• Students should understand the major policy areas and debates in American government today including;</li> <li>• Foreign and Defense Policy</li> <li>• Health Care</li> <li>• Economic Policy</li> <li>• Environmental Policy</li> <li>• Social Welfare Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Timed writing</li> <li>• Transactive writing</li> <li>• Book review</li> <li>• Written and oral presentations</li> <li>• Debate</li> <li>• Map, chart, and data interpretation</li> <li>• Vocabulary quiz</li> <li>• Timed Multiple choice quizzes and tests</li> <li>• Free response essay</li> <li>• Critical review essays</li> <li>• Informal and formal discussion</li> </ul>

<p>Institutions of National Government Congress, Presidency, Bureaucracy And Federal Courts</p>	<ul style="list-style-type: none"> <li>• How does Congress represent and reflect the interest and desires of the nation?</li> <li>• Is Congress representative of the nation as a whole?</li> <li>• Compare and contrast the makeup and operations of the House and Senate.</li> <li>• How has Congress's role in policy formulation changed over time in relation to the other branches?</li> <li>• What are the formal and informal powers of the presidency?</li> <li>• How does the president use these powers to influence policy?</li> <li>• Is the president too powerful or not powerful enough vis-a-vis the legislative and judicial branches?</li> <li>• What role do the courts play in interpreting the Constitution and implementing public policy?</li> <li>• Are the courts "guilty," as some of critic charge, of supplanting the legislative and executive branches by legislating from the bench?</li> <li>• What is the proper role for the judicial branch in the public policy process?</li> </ul>	<ul style="list-style-type: none"> <li>• Students should understand the workings of the legislative process;</li> <li>• the functions and powers of Congress;</li> <li>• the relationship to other branches of government under the Constitution;</li> <li>• the change and evolution of congressional powers as a result of specific events in American history</li> <li>• Students should understand the functions and powers of the executive branch;</li> <li>• its relationship to other branches of government under the Constitution;</li> <li>• the change and evolution of the executive branch and the bureaucracy as a result of specific events in American history;</li> <li>• the relationship between the national government and state and local government bureaucracies;</li> <li>• and the role of the bureaucracy in formulating the federal budget.</li> <li>• Students should understand the workings of the judicial process;</li> <li>• the functions and powers of the federal court system;</li> <li>• the relationship of the Supreme Court</li> </ul>	<ul style="list-style-type: none"> <li>• Timed writing</li> <li>• Transactive writing</li> <li>• Book review</li> <li>• Written and oral presentations</li> <li>• Debate</li> <li>• Map, chart, and data interpretation</li> <li>• Vocabulary quiz</li> <li>• Timed Multiple choice quizzes and tests</li> <li>• Free response essay</li> <li>• Critical review essays</li> <li>• Informal and formal discussion</li> </ul>
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		<p>to other branches of government under the Constitution;</p> <ul style="list-style-type: none"> <li>the change and evolution of the judiciary as a result of specific events in American history.</li> </ul>	
Civil Rights and Civil Liberties	<ul style="list-style-type: none"> <li>What is the evolving relationship between the courts and “civil rights”?</li> <li>What constitutes free speech?</li> <li>How does the national Bill of Rights apply to states?</li> <li>Do the courts “legislate from the bench”?</li> <li>What is “equal protection” under the law?</li> <li>How does the national Bill of Rights apply to states?</li> <li>What is procedural due process?</li> <li>Is there a right to privacy?</li> <li>What do property rights mean in relation to community interests?</li> <li>How has the interpretation of the equal protection clause changed over time?</li> <li>How have laws like the Civil Rights Act of 1964, the Voting Rights Act of 1965, and affirmative action influenced our understanding of the clause?</li> </ul>	<p>Students should understand the institutional guarantees to political and civil rights granted under the Constitution; the rights conferred by the American government system; key Supreme Court cases and arguments regarding constitutional protections; the impact of the Fourteenth Amendment on civil rights at the state level; and the impact of judicial decisions on American society</p>	<ul style="list-style-type: none"> <li>Mock 1<sup>st</sup> Amendment Supreme Court Trial</li> <li>Timed writing</li> <li>Transactive writing</li> <li>Book review</li> <li>Written and oral presentations</li> <li>Debate</li> <li>Map, chart, and data interpretation</li> <li>Vocabulary quiz</li> <li>Timed Multiple choice quizzes and tests</li> <li>Free response essay</li> <li>Critical review essays</li> <li>Informal and formal discussion</li> </ul>

## Advance Placement World History

<b>Grade Level</b>	12
<b>Course Number</b>	475
<b>Subject Area</b>	Social Studies



## Course Description

Advanced Placement World History is for the high school senior who wishes to develop a greater understanding of the evolution of global processes and contacts including interactions over time. The course is based on a global perspective of the world and human interactions from 8000 BCE to present day. Students refine their analytical abilities and critical thinking skills in order to understand historical and geographical context, make comparisons across cultures, use documents and other primary sources, and recognize and discuss different interpretations and historical frameworks. Course themes include the interaction between humans and the environment, development and interaction of cultures, state building and expansion and conflict, creation, expansion and interaction of economic systems, and development and transformation of social structures. The course imposes a heavy reading and writing load throughout the year, and the demands on students are equivalent to a full-year introductory college-level course. The course is designed to reflect the academic expectations and rigor of a college-level course as delineated by the College Board. Summer assignments are required to be completed. It is the responsibility of the student to obtain this summer work prior to leaving school in June.

### Content Standards

#### Reading Standards for Literacy in History/Social Studies

##### *Key Ideas and Details*

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

##### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

##### *Integration of Knowledge and Ideas*

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

##### *Range of Reading and Level of Text Complexity*

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently

#### Writing Standards for Literacy in History/Social Studies

##### *Text Types and Purposes*

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented

<p><b>2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p><b>3.</b> <i>Note; Not applicable as a separate requirement</i></p> <p>Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>
<p><i>Production and Distribution of Writing</i></p>
<p><b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>5.</b> 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.</p>
<p><b>6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p><b>7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><b>8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p>
<p><b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><i>Range of Writing</i></p>
<p><b>10.</b> 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.</p>
<p><b>Frameworks Standards</b></p>
<p>1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)</p>
<p>2. Use geographic terms correctly, such as <i>delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization</i>. (G)</p>
<p>3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size). (G)</p>
<p>4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)</p>
<p>5. Identify how current world atlases are organized and the kind of information they provide for each continent and country. (G)</p>
<p>6. Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the international date line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world. (G)</p>
<p>7. Use the following demographic terms correctly: <i>ethnic group, religious group, and linguistic group</i>. (G)</p>
<p>8. Define what a nation is and give examples of the different ways nations are formed. (C)</p>
<p>9. Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, and the United Nations) and explain their purposes and</p>

functions. (C)
10. Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations. (E)
11. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. (E)
12. Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)
13. Identify the key elements of a market economy. (E)
14. Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce. (E)
15. Compare the standard of living in various countries today using gross domestic product per capita as an indicator. (E)
1. Compare information shown on modern and historical maps of the same region. (G)
2. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives ( <i>decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa</i> ). Identify in BC/BCE dates the higher number as indicating the older year ( <i>that is, 3000 BC/BCE is earlier than 2000 BC/BCE</i> ) (H)
3. Construct and interpret timelines of events and civilizations studied. (H)
4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)
5. Identify multiple causes and effects when explaining historical events. (H)
6. Describe ways of interpreting archaeological evidence from societies leaving no written records. (H)
7. Define and use correctly words and terms relating to government such as <i>city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military</i> . (C)
8. Define and apply economic concepts learned in prekindergarten through grade 6: <i>producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply, and demand</i> . (E)
7.1 Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (H)
7.2 Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)
7.3 Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (H)
7.4 Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals). (H)
7.5 Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization. (H)
7.6 Identify the characteristics of civilizations. (H, G, E) <ul style="list-style-type: none"> <li>A. the presence of geographic boundaries and political institutions</li> <li>B. an economy that produces food surpluses</li> <li>C. a concentration of population in distinct areas or cities</li> <li>D. the existence of social classes</li> <li>E. developed systems of religion, learning, art, and architecture</li> <li>F. a system of record keeping</li> </ul>
7.7 On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called “the Fertile Crescent.” On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey). (H, G, E)
7.8 Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (H)
7.9 Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations. (H, E)
7.10 Describe the important achievements of Mesopotamian civilization. (H, C, E) <ul style="list-style-type: none"> <li>a. its system of writing (and its importance in record keeping and tax collection)</li> <li>b. monumental architecture (the ziggurat)</li> <li>c. art (large relief sculpture, mosaics, and cylinder seals)</li> </ul>
7.11 Describe who Hammurabi was and explain the basic principle of justice in Hammurabi’s Code (“an eye for an eye”). (H, C, E)
7.12 On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan. (G)
7.13 Describe the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social

and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. (H, G)
7.14 Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (H, C)
7.15 Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (H)
7.16 Summarize important achievements of Egyptian civilization. (H) <ul style="list-style-type: none"> <li>a. the agricultural system</li> <li>b. the invention of a calendar</li> <li>c. monumental architecture and art such as the Pyramids and Sphinx at Giza</li> <li>d. hieroglyphic writing</li> <li>e. the invention of papyrus</li> </ul>
7.17 On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria. (G)
7.18 Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000-300 BC/BCE. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels). (H, E)
7.19 On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey. (G)
7.20 Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. (H, G)
7.21 Describe the monotheistic religion of the Israelites. (H) <ul style="list-style-type: none"> <li>a. the belief that there is one God</li> <li>b. the Ten Commandments</li> <li>c. the emphasis on individual worth and personal responsibility</li> <li>d. the belief that all people must adhere to the same moral obligations, whether ruler or ruled</li> <li>e. the Hebrew Bible (Old Testament) as part of the history of early Israel.</li> </ul>
7.22 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (H)
7.23 Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (H)
7.24 On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey. (H, G)
7.25 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (H, G, E)
7.26 Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece. (H, C) <ul style="list-style-type: none"> <li>A. the "polis" or city-state</li> <li>B. civic participation and voting rights</li> <li>C. legislative bodies</li> <li>D. constitution writing</li> <li>E. rule of law</li> </ul>
7.27 Compare and contrast life in Athens and Sparta. (H)
7.28 Describe the status of women and the functions of slaves in ancient Athens. (H)
7.29 Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons. (H)
7.30 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H)
7.31 Describe the rise of Alexander the Great and the spread of Greek culture. (H)
7.32 Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. (H)
7.33 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. (H)
7.34 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (H)

<ul style="list-style-type: none"> <li>a. Thales (science)</li> <li>b. Pythagoras and Euclid (mathematics)</li> <li>c. Hippocrates (medicine)</li> <li>d. Socrates, Plato, and Aristotle (philosophy)</li> <li>e. Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama)</li> <li>f. the Parthenon, the Acropolis, and the Temple of Apollo (architecture)</li> <li>g. the development of the first complete alphabet with symbols for consonants and vowels</li> </ul>
7.35 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (H, G)
7.36 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (H, G, E)
<p>7.37 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history. (H)</p> <ul style="list-style-type: none"> <li>A. Romulus and Remus</li> <li>B. Hannibal and the Carthaginian Wars</li> <li>C. Cicero</li> <li>D. Julius Caesar and Augustus</li> <li>E. Hadrian</li> </ul>
7.38 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. (H, C)
<p>7.39 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (H, E)</p> <ul style="list-style-type: none"> <li>A. Military organization, tactics, and conquests; and decentralized administration</li> <li>B. the purpose and functions of taxes</li> <li>C. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes</li> <li>D. the benefits of a Pax Romana</li> </ul>
7.40 Describe the characteristics of slavery under the Romans. (H)
<p>7.41 Describe the origins of Christianity and its central features. (H)</p> <ul style="list-style-type: none"> <li>A. monotheism</li> <li>B. the belief in Jesus as the Messiah and God's son who redeemed humans from sin</li> <li>C. the concept of salvation</li> <li>D. belief in the Old and New Testament</li> <li>E. the lives and teachings of Jesus and Saint Paul</li> <li>F. the relationship of early Christians to officials of the Roman Empire</li> </ul>
7.42 Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. (H, E)
7.43 Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation). (H)
7.44 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (H)
WHI.1 On a map of the Middle East, Europe, Africa, and Asia, identify where Islam began and trace the course of its expansion to 1500 AD. (H)
<p>WHI.2 Describe significant aspects of Islamic belief. (H)</p> <ul style="list-style-type: none"> <li>A. the life and teachings of Muhammad</li> <li>B. the significance of the Qur'an as the primary source of Islamic belief</li> <li>C. Islam's historical relationship to Judaism and Christianity</li> <li>D. the relationship between government and religion in Muslim societies</li> </ul>
<p>WHI.3 Analyze the causes, course, and effects of Islamic expansion through North Africa, the Iberian Peninsula, and Central Asia. (H, G)</p> <ul style="list-style-type: none"> <li>A. the strength of the Islamic world's economy and culture</li> <li>B. the training of Muslim soldiers and the use of advanced military techniques</li> <li>C. the disorganization and internal divisions of Islam's enemies</li> <li>D. the resistance and/or assimilation of Christianized peoples in the Mediterranean</li> </ul>
<p>WHI.4 Describe the central political, economic, and religious developments in major periods of Islamic history. (H, E)</p> <ul style="list-style-type: none"> <li>A. the sources of disagreement between Sunnis and Shi'ites</li> </ul>

<p>B. the importance of the trade routes connecting the Far East and Europe and the role of the Mongols in increasing trade along these routes, including the silk routes to China</p> <p>C. the relationship of trade to the growth of Central Asian and Middle Eastern cities</p> <p>D. the sources and uses of slaves in Islamic societies as well as the extent of the Islamic slave trade across Africa from 700 AD on.</p>
<p>WHI.5 Analyze the influence and achievements of Islamic civilization during its “Golden Age.” (H)</p> <p>A. the preservation and expansion of Greek thought</p> <p>B. Islamic science, philosophy, and mathematics</p> <p>C. Islamic architecture</p>
<p>WHI.6 Describe the rise and achievements of the Byzantine Empire. (H)</p> <p>A. the influence of Constantine, including the establishment of Christianity as an officially sanctioned religion.</p> <p>B. the importance of Justinian and the Code of Justinian</p> <p>C. the preservation of Greek and Roman traditions</p> <p>D. the construction of the Church of the Holy Wisdom (Hagia Sophia).</p>
<p>WHI.7 Describe the major economic, social, and political developments that took place in medieval Europe. (H, E)</p> <p>A. the growing influence of Christianity and the Catholic Church</p> <p>B. the differing orders of medieval society, the development of feudalism, and the development of private property as a distinguishing feature of western civilization</p> <p>C. the initial emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class</p> <p>D. the economic and social effects of the spread of the Black Death or Bubonic Plague</p> <p>E. the growth and development of the English and French nations</p>
<p>WHI.8 Describe developments in medieval English legal and constitutional history and their importance in the rise of modern democratic institutions and procedures, including the Magna Carta, parliament, and habeas corpus. (H, C)</p>
<p>WHI.9 Describe the religious and political origins of conflicts between Islam and Christianity, including the causes, course, and consequences of the European Crusades against Islam in the 11<sup>th</sup>, 12<sup>th</sup>, and 13<sup>th</sup> centuries. (H)</p>
<p>WHI.10 Describe the rise of the Ottoman Empire in the 14<sup>th</sup> and 15<sup>th</sup> centuries, including the capture of Constantinople in 1453. (H)</p>
<p>WHI.11 Describe the decline of Muslim rule in the Iberian Peninsula and the subsequent rise of Spanish and Portuguese kingdoms after the Reconquest in 1492. (H)</p>
<p>WHI.12 Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade. (H, E)</p>
<p>WHI.13 Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, economies, art and architecture, and use of slaves. (H,G, E)</p>
<p>WHI.14 Identify the major economic, political, and social effects of the European colonial period in South America. (H, E)</p>
<p>WHI.15 Describe the indigenous religious practices observed by early Africans before contact with Islam and Christianity. (H)</p>
<p>WHI.16 Explain how extended family/kinship and tribal relationships have shaped indigenous African cultures, and their effects on the political and economic development of African countries. (H, E)</p>
<p>WHI.17 Describe the different ways in which Islam and Christianity influenced indigenous African cultures. (H)</p>
<p>WHI.18 Identify the locations and time periods of the empires of Ghana, Mali, and Songhay. (H, G)</p>
<p>WHI.19 Describe important political and economic aspects of the African empires. (H, E)</p> <p>A. the economies of these empires (gold, salt, and slaves as commodities for trade by African kings)</p> <p>B. leaders such as Sundiata and Mansa Musa</p> <p>C. Timbuktu as a center of trade and learning</p>
<p>WHI.20 Describe the development and effects of the trans-African slave trade to the Middle East from the 8<sup>th</sup> century on, and the trans-Atlantic slave trade to the Western Hemisphere from the 16<sup>th</sup> century on. (H, E, G)</p>
<p>WHI.21 Describe important economic, political, and religious developments in Indian history to 1800. (H)</p> <p>A. the origins of Indian civilization in the Indus Valley</p> <p>B. the evolution and central principles of Hinduism</p> <p>C. the development of the caste system</p> <p>D. the influence of Islam and the rise and fall of the Moghul empire</p> <p>E. artistic and intellectual achievements, including the development of a decimal system</p>
<p>WHI.22 Describe the growth of British influence in India and the emergence of the British Raj. (H)</p>
<p>WHI.23 Summarize the major reasons for the continuity of Chinese civilization through the 19<sup>th</sup> century. (H)</p> <p>A. the role of kinship and Confucianism in maintaining order and hierarchy</p> <p>B. the political order established by the various dynasties that ruled China</p>

C. the role of civil servants/scholars in maintaining a stable political and economic order
WHI.24 Describe the growth of commerce and towns in China and the importance of agriculture to the development of the Chinese economy to 1800, including the limited role of slavery. (H)
WHI.25 Summarize the major economic, political, and religious developments in Japanese history to 1800. (H) A. the evolution of Shinto and Japanese Buddhism B. the development of feudalism C. the rise of the Shoguns and the role of the samurai
WHI.26 Describe Japan's cultural and economic relationship to China and Korea. (H, G)
WHI.27 Describe the influence and consequences of Japanese isolationism to 1800. (H, G)
WHI.28 Explain how Korea has been both a battleground and a cultural bridge between China and Japan. (H, G)
WHI.29 Describe the origins and development of the Renaissance, including the influence and accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, Shakespeare, and Johannes Gutenberg. (H)
WHI.30 Describe origins and effects of the Protestant Reformation. (H) A. the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther and John Calvin B. the spread of Protestantism across Europe, including the reasons and consequences of England's break with the Catholic Church C. the weakening of a uniform Christian faith D. the consolidation of royal power
WHI.31 Explain the purposes and policies of the Catholic Counter-Reformation, including the influence and ideas of Ignatius Loyola. (H)
WHI.32 Explain the role of religion in the wars among European nations in the 15 <sup>th</sup> and 16 <sup>th</sup> centuries. (H)
WHI.33 Summarize how the Scientific Revolution and the scientific method led to new theories of the universe and describe the accomplishments of leading figures of the Scientific Revolution, including Bacon, Copernicus, Descartes, Galileo, Kepler, and Newton. (H)
WHI.34 Describe the concept of Enlightenment in European history and describe the accomplishments of major Enlightenment thinkers, including Diderot, Kant, Locke, Montesquieu, Rousseau, and Voltaire. (H)
WHI.35 Explain how the Enlightenment contributed to the growth of democratic principles of government, a stress on reason and progress, and the replacement of a theocentric interpretation of the universe with a secular interpretation. (H)
WHI.36 Describe the expansion of the Ottoman Empire in the 15 <sup>th</sup> and 16 <sup>th</sup> centuries into North Africa, Eastern Europe, and throughout the Middle East. (H, E)
WHI.37 Describe the expansion of Islam into India from the 13 <sup>th</sup> through the 17 <sup>th</sup> century, the role of the Mongols, the rise and fall of the Moghul Empire, and the relationship between Muslims and Hindus. (H, E)
WHI.38 Account for the declining strength of the Ottoman Empire beginning in the 17 <sup>th</sup> century, including the failed siege of Vienna in 1683 and the rapid pace of modernization in European economic, political, religious, scientific, and intellectual life resulting from the ideas embedded in the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, and the Industrial Revolution. (H, E)
WHII.1 Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs. (H, C, E) A. the rise of the French monarchy, including the policies and influence of Louis XIV B. the Thirty Years War and the Peace of Westphalia C. the growing power of Russian tsars, including the attempts at Westernization by Peter the Great, the growth of serfdom, and Russia's rise as an important force in Eastern Europe and Asia D. the rise of Prussia E. Poland and Sweden
WHII.2 Explain why England was the main exception to the growth of absolutism in royal power in Europe. (H, C) A. the causes and essential events of the English Civil War and the Glorious Revolution of 1688 B. the effect of the Glorious Revolution on the development of constitutional government and liberty in England, including the importance of the English Bill of Rights and how it limited the power of the monarch to act without the consent of Parliament
WHII.3 Summarize the important causes and events of the French Revolution. (H, C, E) <i>Causes:</i> A. the effect of Enlightenment political thought B. the influence of the American Revolution C. economic troubles and the rising influence of the middle class D. government corruption and incompetence

<p><i>Events:</i></p> <ul style="list-style-type: none"> <li>A. the role of the Estates General and the National Assembly</li> <li>B. the storming of the Bastille on July 14, 1789</li> <li>C. the 1789 Declaration of the Rights of Man and the Citizen</li> <li>D. the execution of Louis XVI in 1793</li> <li>E. the Terror</li> <li>F. the rise and fall of Napoleon</li> <li>G. the Congress of Vienna</li> </ul>
<p>WHII.4 Summarize the major effects of the French Revolution. (H)</p> <ul style="list-style-type: none"> <li>A. its contribution to modern nationalism and its relationship to totalitarianism</li> <li>B. the abolition of theocratic absolutism in France</li> <li>C. the abolition of remaining feudal restrictions and obligations</li> <li>D. its support for the ideas of popular sovereignty, religious tolerance, and legal equality</li> </ul>
<p>WHII.5 Identify the causes of the Industrial Revolution. (H, E)</p> <ul style="list-style-type: none"> <li>A. the rise in agricultural productivity</li> <li>B. transportation improvements such as canals and railroads</li> <li>C. the influence of the ideas of Adam Smith</li> <li>D. new sources of energy such as coal and technological innovations such as the steam engine</li> </ul>
<p>WHII.6 Summarize the social and economic impact of the Industrial Revolution. (H, E)</p> <ul style="list-style-type: none"> <li>A. the vast increases in productivity and wealth</li> <li>B. population and urban growth</li> <li>C. the growth of a middle class</li> <li>D. problems caused by urbanization and harsh working conditions</li> </ul>
<p>WHII.7 Describe the rise of unions and socialism, including the ideas and influence of Robert Owen and Karl Marx. (H, E)</p>
<p>WHII.8 Describe the rise and significance of antislavery sentiment in Britain, including the abolition of the slave trade by the British Parliament in 1807, the abolition of slavery within the British Empire in 1833, and the role of various anti-slavery societies. (H)</p>
<p>WHII.9 Explain the impact of various social and political reforms and reform movements in Europe. (H, C, E)</p> <ul style="list-style-type: none"> <li>A. liberalism</li> <li>B. child labor laws, and social legislation such as old age pensions and health and unemployment insurance</li> <li>C. the expansion of voting rights</li> </ul>
<p>WHII.10 Summarize the causes, course, and consequences of the unification of Italy and Germany. (H)</p> <ul style="list-style-type: none"> <li>A. Germany's replacement of France as the dominant power in continental Europe</li> <li>B. the role of Cavour and Bismarck in the unification of Italy and Germany</li> </ul>
<p>WHII.11 Describe the causes of 19<sup>th</sup> century European imperialism. (H, E)</p> <ul style="list-style-type: none"> <li>A. the desire for economic gain and resources</li> <li>B. the missionary impulse and the search for strategic advantage and national pride.</li> </ul>
<p>WHII.12 Identify major developments in Indian history in the 19<sup>th</sup> and early 20<sup>th</sup> century. (H, E)</p> <ul style="list-style-type: none"> <li>A. the economic and political relationship between India and Britain</li> <li>B. the building of roads, canals, railroads, and universities</li> <li>C. the rise of Indian nationalism and the influence and ideas of Gandhi</li> </ul>
<p>WHII.13 Identify major developments in Chinese history in the 19<sup>th</sup> and early 20<sup>th</sup> centuries. (H, E)</p> <ul style="list-style-type: none"> <li>A. China's explosive population growth between 1750 and 1850</li> <li>B. decline of the Manchu dynasty beginning in the late 18<sup>th</sup> century</li> <li>C. growing Western influence</li> <li>D. The Opium War</li> <li>E. The Taiping rebellion from 1850 to 1864</li> <li>F. The Boxer Rebellion</li> <li>G. Sun Yat-Sen and the 1911 nationalist revolution</li> </ul>
<p>WHII.14 Identify major developments in Japanese history in the 19<sup>th</sup> and early 20<sup>th</sup> centuries. (H, E)</p> <ul style="list-style-type: none"> <li>A. the Meiji Restoration</li> <li>B. the abolition of feudalism</li> <li>C. the borrowing and adaptation of western technology and industrial growth</li> <li>D. Japan's growing role in international affairs</li> </ul>
<p>WHII.15 Identify major developments of African history in the 19<sup>th</sup> and early 20<sup>th</sup> centuries. (H, E)</p> <ul style="list-style-type: none"> <li>A. Africa's interaction with imperialism</li> </ul>



<p>B. agricultural changes and new patterns of employment</p> <p>C. the origins of African nationalism</p>
<p>WHII.16 Identify the major developments of Latin American history to the early 20<sup>th</sup> century. (H, E)</p> <p>A. the wars for independence, including the influence and ideas of Simon Bolivar, Jose de San Martin, and the American and French Revolutions</p> <p>B. economic and social stratification</p> <p>C. the role of the church</p> <p>D. the importance of trade</p> <p>E. the growing influence of the United States as demonstrated by the Spanish American War and the building of the Panama Canal</p> <p>F. the Mexican Revolution</p>
<p>WHII.17 Describe the relative importance of economic and imperial competition, Balkan nationalism, German militarism and aggression, and the power vacuum in Europe due to the declining power of the Russian, Austrian, and Ottoman Empires in causing World War I. (H, E)</p>
<p>WHII.18 Summarize the major events and consequences of World War I. (H, E)</p> <p>A. physical and economic destruction</p> <p>B. the League of Nations and attempts at disarmament</p> <p>C. the collapse of the Romanov dynasty and the subsequent Bolshevik Revolution and Civil War in Russia</p> <p>D. post-war economic and political instability in Germany</p> <p>E. the Armenian genocide in Turkey</p> <p>F. the unprecedented loss of life from prolonged trench warfare</p>
<p>WHII.19 Identify the major developments in the Middle East before World War II. (H, E)</p> <p>A. the end of the Ottoman Empire</p> <p>B. the Balfour Declaration of 1917</p> <p>C. the expulsion of the Greeks from Asia Minor</p> <p>D. the establishment of a secular Turkish state under Mustafa Kemal Ataturk</p> <p>E. the establishment of the Kingdom of Transjordan in the eastern part of the Palestine Mandate by the British</p> <p>F. the growing importance of Middle Eastern oil fields to world politics and the world economy</p>
<p>WHII.20 Describe the various causes and consequences of the global depression of the 1930s, and analyze how governments responded to the Great Depression. (H, E)</p> <p>A. restrictive monetary policies</p> <p>B. unemployment and inflation</p> <p>C. political instability</p> <p>D. the influence of the ideas of John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman</p>
<p>WHII.21 Describe the rise and goals of totalitarianism in Italy, Germany, and the Soviet Union, and analyze the policies and main ideas of Mussolini, Hitler, Lenin, and Stalin. (H)</p>
<p>WHII.22 Summarize the consequences of Soviet communism to 1945. (H, E)</p> <p>A. the establishment of a one-party dictatorship under Lenin</p> <p>B. the suffering in the Soviet Union caused by Stalin's policies of collectivization of agriculture and breakneck industrialization</p> <p>C. the destruction of individual rights and the use of mass terror against the population</p> <p>D. the Soviet Union's emergence as an industrial power</p>
<p>WHII.23 Describe the German, Italian, and Japanese drives for empire in the 1930s. (H)</p> <p>A. Italy's invasion of Ethiopia in 1935</p> <p>B. the Japanese invasion of China and the Rape of Nanking</p> <p>C. Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Stalin-Hitler Pact of 1939, and the German attack on Poland</p>
<p>WHII.24 Summarize the key battles and events of World War II. (H)</p> <p>A. The German conquest of continental Europe</p> <p>B. The Battle of Britain</p> <p>C. Pearl Harbor</p> <p>D. The Bataan Death March</p> <p>E. El Alamein</p> <p>F. Midway</p> <p>G. Stalingrad</p> <p>H. D-Day</p> <p>I. Battle of the Bulge</p>

J. Iwo Jima K. Okinawa
WHII.25 Identify the goals, leadership, and post-war plans of the allied leaders. (H) A. Winston Churchill B. Franklin D. Roosevelt C. Joseph Stalin
WHII.26 Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19 <sup>th</sup> century ideas about race and nation, and Nazi dehumanization of the Jews. (H)
WHII.27 Explain the reasons for the dropping of atom bombs on Japan and its short and long-term effects. (H)
WHII.28 Explain the consequences of World War II. (H, E) A. physical and economic destruction B. the enormous loss of life, including millions of civilians through the bombing of population centers and the slaughter of political opponents and ethnic minorities C. support in Europe for political reform and decolonization D. the emergence of the U.S. and the Soviet Union as the world's two superpowers
WHII.29 Describe reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights. (H)
WHII.30 Summarize the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism. (H, C)
WHII.31 Describe the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America's response to Soviet expansionist policies. (H)
WHII.32 Describe the development of the arms race and the key events of the Cold War era. (H) A. the Korean War B. the emergence of the People's Republic of China as a major power C. the 1956 uprising in Hungary D. Soviet-U.S. competition in the Middle East E. conflicts involving Cuba and Berlin F. the Vietnam War G. the "Prague Spring" H. arms control agreements (including the ABM and SALT treaties) and détente under Nixon I. the Soviet war in Afghanistan
WHII.33 Describe the Chinese Civil War, the rise of Mao Tse-tung, and the triumph of the Communist Revolution in China in 1949. (H)
WHII.34 Identify the political and economic upheavals in China after the Chinese Revolution. (H, E) A. Communist Party attempts to eliminate internal opposition B. the Great Leap Forward and its consequences (famine) C. the Cultural Revolution and its consequences (the terror of the Red Guards and the expansion of labor camps) D. the 1989 Tiananmen Square demonstration E. China's economic modernization and its growing involvement in world trade
WHII.35 Describe the global surge in economic productivity during the Cold War and describe its consequences. (H, E) A. the rise in living standards B. the economic recovery and development of Germany and Japan
WHII.36 Explain the various factors that contributed to post-World War II economic and population growth. (H, E) A. the long post-war peace between democratic nations B. the policies of international economic organizations C. scientific, technological, and medical advances
WHII.37 Describe how the work of scientists in the 20 <sup>th</sup> century influenced historical events, changed the lives of the general populace, and led to further scientific research. (H) A. Albert Einstein and the Theory of Relativity B. Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy C. Wernher von Braun and space exploration D. Jonas Salk and the polio vaccine E. James Watson, Francis Crick, the discovery of DNA, and the Human Genome Project
WHII.38 Describe the development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East,

including the ideas and importance of nationalist leaders. (H) A. Fidel Castro (Cuba) B. Patrice Lumumba (Congo) C. Ho Chi Minh (Vietnam) D. Gamal Abdel Nasser (Egypt) E. Jawaharlal Nehru (India) F. Juan Peron (Argentina)
WHII.39 Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world. (H) A. the growth of Zionism, and 19 <sup>th</sup> and early 20 <sup>th</sup> century immigration by Eastern European Jews to Palestine B. anti-Semitism and the Holocaust C. the UN vote in 1947 to partition the western part of the Palestine Mandate into two independent countries D. the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries E. the 1967 and 1973 wars between Israel and neighboring Arab states F. the attempts to secure peace between Palestinians and Israelis
WHII.40 Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe. (H, E) A. the weaknesses of the Soviet command economy B. the burdens of Soviet military commitments C. the anticommunist policies of President Reagan D. the resistance to communism in the Soviet Union and Eastern Europe
WHII.41 Explain the role of various leaders in transforming the Soviet Union and Eastern Europe. (H, C) A. Mikhail Gorbachev B. Vaclav Havel C. Andrei Sakharov D. Aleksander Solzhenitsyn E. Lech Walesa
WHII.42 Analyze the consequences of the Soviet Union's breakup. (H, E) A. the development of market economies B. political and social instability C. the danger of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations
WHII.43 Identify the sources of ethnic and religious conflicts in the following nations and regions. (H) A. Northern Ireland B. the Balkans C. Sudan and Rwanda D. Sri Lanka E. Kashmir
WHII.44 Explain the reasons for the fall of apartheid in South Africa, including the influence and ideas of Nelson Mandela. (H)
WHII.45 Explain the social and economic effects of the spread of AIDS in Asian and African countries. (H)
WHII.46 Explain how the computer revolution contributed to economic growth and advances in science, medicine, and communication. (H)
WHII.47 Explain the rise and funding of Islamic fundamentalism in the last half of the 20 <sup>th</sup> century and identify the major events and forces in the Middle East over the last several decades. (H, E) A. the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others B. the Iranian Revolution of 1978-1979 C. defeat of the Soviet Union by the Mujahideen in Afghanistan D. the origins of the Persian Gulf War and the post-war actions of Saddam Hussein E. the financial support of radical and terrorist organizations by the Saudis F. the increase in terrorist attacks against Israel and the United States
WHII.48 Describe America's response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D. C. (H)

## Essential Questions

- Prehistoric Societies (Paleolithic Age)
- From Foraging to Agricultural and Pastoral Societies (Neolithic Revolution)
- Basic features of early civilizations (Mesopotamia, Egypt, South Asia, East Asia, Mesoamerica, Andes)
- How does a civilization interact with its environment?
- Classical Civilizations (Greece, Rome, China, and India)
- Major Belief Systems (Hinduism, Buddhism, Judaism, Christianity, Confucianism, Daoism, polytheism)
- Interregional networks and spread of belief systems
- Nomadic Migrations (Huns, Germanic tribes)
- Early Trading Networks (Silk Road)
- The Islamic World (Dar-al-Islam and the Crusades)
- Christianity, Schism, and Crusades
- Feudalism (European and Japanese)
- The Mongols (Khanates and urban destruction/black death)
- Migrations (Bantu and Polynesian)
- Urbanizations (Great Zimbabwe, Mayan, Aztec, and Incan)
- Growth of Trade Networks (Sahara, Indian Ocean, Silk Road)
- Transformations in Europe (Renaissance, Enlightenment, Scientific Revolution, Reformation)
- Encounters and Exchange (Reconquista, Europe in Africa, Spanish in the Americas)
- Three Islamic Empires (Ottoman, Safavid, Mughal)
- Rise of Western Monarchies (Portugal, Spain, France, England)
- Cross-Cultural Interaction (The Columbian Exchange)
- Expansion of Global Economy and Absolutism (Muslim, Tokugawa, and Romanov empires)
- The Age of Revolutions (English, American, French, Haitian, Latin American)
- Diplomatic Response (Napoleonic Wars/Congress of Vienna/Conservatism vs. Liberalism)
- Demographic Changes (End of Atlantic Slave Trade, Industrial Revolution, Nationalism, Imperialism)
- Crisis and Conflict in Early 20<sup>th</sup> Century (Anti-Imperialism, World War I, Depression, Fascism, World War II)
- Development of Communism
- Internationalization (Decolonization, Cold War World, International Organizations, Post Cold War World)
- Globalization (Information and Communication Technologies)
- Rise of Modern Economy (multinationals, etc.)
- Environmental Issues

## Enduring Understandings

### Period 1: Technological and Environmental Transformations, to 600 BCE

#### Key Concept 1.1. Big Geography and the Peopling of the Earth

The term “Big Geography” draws attention to the long time spans required for the geological changes that formed the backdrop for the migration of early humans from Africa to cover the globe. The climate changes that brought about the end of the most recent Ice Age forced humans to adapt to a drier climate, one without the large mammals that may have been their prey. Areas such as the Sahara region that had previously been savannah became desert. Early humans were mobile and creative in adapting to different geographical settings from savannah to desert to Ice Age Tundra. People lived in small kinship groups of hunting/foraging bands. Technological advances such as the use of fire, more sophisticated stone tools, and clothing that was stitched together using an awl and strips of hide or sinew characterized this period. By analogy with modern hunter/forager societies, anthropologists infer that these bands were relatively egalitarian. Although there may well have been a division of labor between men and women, the male dominance of later pastoral or agricultural communities probably had not yet developed. Social and political structures were rudimentary. Religion was mostly likely similar to what later became known as Shamanism, or based on spirits of fertility of man and beast. Economic structures focused on self-sufficient bands that could make what they needed to survive. Some trade likely existed between various groups, however, since high-quality flints and shells have been found far from their points of origin.

#### Key Concept 1.2. The Neolithic Revolution and Early Agricultural Society

In response to changing climate patterns, some groups turned either to Pastoralism or to settle agriculture while others

remained successful as foragers or fishers. In contrast to hunter/foragers, pastoral peoples domesticated animals and led the herds around grazing ranges. Pastoralists tended to be more socially stratified and have more male dominance than hunter/foragers because some males accumulated more wealth (animals) than others. Like hunter/foragers, however, pastoralists did not accumulate large amounts of material possessions, which would have been a hindrance when changing grazing areas. Pastoralists' mobility allowed them to become an important conduit for technological change (by spreading knowledge of new weapons or methods of transportation, for example) as they interacted with settled populations. Other groups moved at different times in different regions toward settled agriculture. Two immediate consequences of agriculture were the settlement of populations in permanent dwellings and the production of a storable surplus of food. The switch to agriculture created a more reliable, but not necessarily more diversified, food supply. Agriculture also had a massive impact on the environment, through intensive cultivation of selected plants to the exclusion of others, through the construction of irrigation systems, and through the use of domesticated animals as food sources and for labor. Populations increased; family groups gave way to village and later urban life with all its complexity. Patriarchy and forced labor systems developed giving elite men concentrated power over most of the other peoples in their societies.

### **Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies and Civilizations.**

During this period civilizations appeared and expanded in several world regions. While dramatically different, these civilizations all produced agricultural surpluses that permitted significant specialization of labor. These civilizations, based in growing urban developments, generated complex institutions, such as political bureaucracies (including military establishment and religious hierarchies). They also featured clearly stratified social hierarchies and organized long-distance trading relationships. Economic exchanges within and between civilizations, as well as with nomadic pastoralists, progressively intensified. Competition for resources, labor, and luxury items led to increasing conflict and warfare. Surplus food led to several consequences, such as increased social stratification, specialization of labor, increased trade, more complex systems of government and religion, and the development of record keeping. In addition, artifacts or surplus food could be traded, which created a web connecting settled and pastoralist people in an ever-accelerating cycle of exchanging not only goods and resources but also ideas, inventions, and diseases. Finally, the accumulation of wealth in settled communities led to warfare between communities and/or pastoralists, along with new technology of war and urban defense.

## **Period 2: Organization and Reorganization of Human Societies, 600BCE-600CE**

### **Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions**

Human responses to physical conditions from 600 BCE to 600 CE shaped the development of religions and cultural systems in the world's various regions. Religions/belief systems provided a bond among the people and an ethical code to live by in addition to influencing and reinforcing political, economic, and occupational stratification. Religious and political authority merged as rulers, some considered divine, used religion along with military and legal structures to justify their rule and ensure its continuation. Religious leaders frequently allied with political leaders.

### **Key Concept 2.2. The Development of States and Empires**

As the early empires grew in number, size, and population, they increasingly competed for resources and came into conflict with one another. In quest of land, wealth, and security, some of the empires expanded dramatically. In doing so, they built powerful military machines and administrative institutions that were capable of organizing activities over long distances, and they created new groups of military and political elites to manage their affairs. As these empires expanded their boundaries, they also faced the need to develop policies and procedures to govern their relations with ethnically and culturally diverse populations: sometimes to integrate them within an imperial society and sometimes to exclude them. In some cases, these empires became victims of their own successes; by expanding boundaries too far, they laid the foundations for political, cultural, and administrative difficulties that they could not manage. They also experienced social and economic problems when they permitted wealth to concentrate in the hands of privileged classes and when they devoted resources to the maintenance and protection of far-flung imperial territories.

### **Key Concept 2.3. Emergence of Transregional Networks of Communications and Exchange**

With the organization of large-scale empires, the volume of long-distance trade increased dramatically. Much of this trade resulted from the new demand for raw materials and luxury goods. Land and water routes linked many regions of the Eastern Hemisphere, while separate networks connected peoples and societies of the Americas. Exchanges of technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed alongside this trade across far-flung networks of communication and exchange.

## **Period 3: Regional and Transregional Interactions, 600 CE to 1450 CE**

### **Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks**

This era witnessed a deepening and widening of old and new networks of human interaction within and across regions. The results were unprecedented concentrations of wealth and the intensification of cross-cultural exchanges. Innovations in transportation, state policies, and mercantile practices contributed to the expansion and development of commercial networks, which in turn served as conduits of cultural, technological, and biological diffusion within and between various societies. In Eurasia, pastoral nomadic groups played a key role in creating and sustaining regional diversity. Afro-Eurasian cultures gained greater awareness of others through interregional travel and exploration. While sub-Saharan African societies became more involved in larger interregional networks, American societies remained apart. Still, Mesoamerican, Andes, and North American networks deepened and widened in their own regions.

### **Key Concept 3.2. Diversification of State Forms**

State formation in this era demonstrated remarkable continuity, innovation, and diversity in various regions. Many Afro-Eurasian states attempted with various degrees of success to revive older state forms from Period 2. Newer states on the peripheries of Afro-Eurasia sought to imitate these traditions, including patriarchy, while sustaining local distinctions. The expansion of Islam introduced a new concept- the caliphate- to Eurasian statecraft. Pastoral peoples in Eurasia became major innovators in state building in various regions, bringing new innovations while heavily borrowing ideas from other. In the Americas, new regional state networks in Mesoamerica and the Andes developed, borrowing heavily from past traditions and ideologies. In other areas, less-centralized state organizations emerged. In sub-Saharan Africa, various scales of political centralization reflected local and borrowed concepts. In all regions, states competed and often expanded to control vital resources and trade routes. The Mongol Empires of the 13th and 14th centuries achieved remarkable short-term success in this regard. This competition encouraged greater interregional contacts and cross-cultural transmission. At the same time, state expansion fostered stronger regional identities and conformity.

### **Key Concept 3.3. Increased Economic Productive Capacity and Its Social Consequences**

With the deepening and widening of old and new networks of human interaction in this period, travelers of many types transported both new and familiar commodities across hemispheric, not global, trade routes in greater numbers. The intensification of trade and communication networks enhanced the status of urban areas, a trend that in turn put new strains on the productive capacities of agricultural laborers. Increasing cross-cultural contact and conflict facilitated the dissemination of ideas as well as commodities, especially those produced by Asian manufacturers. East Asia and Dar al Islam were the intellectual and cultural engines of the Eastern Hemisphere in this period, while merchants, missionaries, and military personnel (including Mongols) became the conduits. Invaders, missionaries, and merchants brought new ideologies and religions into ever-widening regions. Social and gender structures, traditionally slow to change, were challenged by these regional interactions. Various groups wrestled with these dilemmas, and the results were often syncretic adaptations.

## **Period 4: Global Interactions, 1450-1750**

### **Key Concept 4.1. Globalizing Networks of Communication and Exchange**

The interconnection of the Eastern and Western Hemispheres made possible by transoceanic voyaging marked a key transformation of this period-one that was closely related to other important changes within world regions. Technological innovations helped to make transoceanic connections possible; new technologies were also linked to productive and demographic shifts. Changing patterns of long-distance trade included the global circulation of some commodities and the formation of new regional markets and financial centers. New circuits for commodities opened new pathways for the spread of religion and other elements of culture as well as the migration of large numbers of people. Germans carried to the Americas decimated the indigenous peoples, while the global exchange of crops altered agriculture, diets, and populations around the planet.

### **Key Concept 4.2. New Forms of Social Organization and Modes of Production**

Although the world's productive systems were heavily centered on agricultural production throughout this period, major changes occurred in the organization of agriculture, including a surge in productivity resulting from new methods in crop and field rotation and the introduction of new crops. While not eclipsing agriculture, economic growth related to proto-industrialization, urbanization, and new commercial patterns, especially in long-distance trade, had a significant impact on societies during this period. Political and economic centers within regions shifted, and merchants' social status tended to rise in various states. The increasingly bureaucratized taxation systems of centralized states required agricultural producers to supply the greatest share of state revenue, a condition that at times led to food riots, rebellions, and challenges to political order by both peasants and elites. Social and political instability were features of the age. Demographic growth- even in areas such as the Americas, where disease had ravaged the population- was restored by the 18th century and surged in many regions, especially with the introduction of American food crops throughout the Eastern Hemisphere. New forms of coerced and semi-coerced labor emerged in Europe and the Americas and were associated with new varieties of ethnic and racial classifications

though older forced labor systems continued to expand.

### **Key Concept 4.3. Types and Varieties of Colonialism and Empires**

Empires during this period were divided into two main types. European “empires” were more maritime than territorial. As agents of European powers moved into existing trading networks in the Indian Ocean and undertook conquest and settlement in the Americas, they had to adapt forms of governance and sometimes invent new bureaucracies to try to accommodate and contain overseas commerce and subjects. These efforts were influenced by their contacts with land-based empires and political structures, their rivalries with each other, and the strategies of peoples with whom they interacted. The second type of empire included the land-based empires of Ming and Qing China and the Ottomans. Supported by tribute and tax-collection systems, these empires developed different strategies for territorial expansion, the incorporation of cultural and religious minorities, and displays of imperial power through art and architecture. The decline of states in interior West Africa, such as the Songhai Empire, and the formation or strengthening of coastal West African polities reflected the beginning of a shift in long-distance trading patterns away from long established trans-Saharan routes and towards those in the newly created Atlantic world. Though much smaller than the Eurasian land-based empires, African polities shared certain characteristics with larger empires.

## **Period 5: Industrialization and Global Integration, 1750-1900**

### **Key Concept 5.1. Territorial Expansion and National Identities**

The period was marked by tensions within and between empires, resulting in regional warfare and intensified efforts at diplomacy. Transoceanic empires continued to develop, and European influences spread to almost all regions of the world. Early in the period, competition over imperial expansion led to the loss of overseas territory by the Portuguese, Spanish, Dutch, and French, and the ascendance of British imperial power. Nearing the end of this period states that had never held global empires, such as Germany, the United States, and Japan, gained transoceanic holdings and influence. Older, land-based empires in Eurasia contended with the problems of sustaining control over their diverse territories. Nationalism as a political force emerged early in this era in the Atlantic World and spread to other places. During the 19th century, nation-states formed in various regions and engaged in formalizing their borders through frontier warfare and diplomacy. Ideologies developed that justified both expansion and resistance, while in colonial societies new hierarchies reflected changing racial and cultural norms, and prompted the beginnings of anti-colonial movements. At the same time that European imperialism increasingly claimed continents, nationalism became a global movement with new groups and states declaring their rights to political autonomy. Nationalist sentiments also led to the strengthening and consolidation of some states, the restructuring of others, and the weakening of a few former powers along with the forging of new communal identities.

### **Key Concept 5.2. Ideologies, Revolutions, and Reform**

The period after 1750 was marked by revolutions, including colonial revolts against distant governments and other struggles that led to profound internal changes in the emergence and governance of nation-states. Enlightenment ideology played a large role as both impetus for and justification of revolutions, while republican and democratic ideals became influential in calls for political and social change throughout the world. Political parties were formed to promote ideals of constitutional law in regions with traditionally absolutist governments. Revolutions in the Atlantic World resulted in political change in the Americas and European and produced radical social change in Haiti. Most anti-colonial rebellions in other parts of the 19th century world were unsuccessful but laid the basis for the formation of 20th century nationalist movements that became successful. A sense of enhanced spirituality in some late 19th century rebellions appeared as groups confronted modern military methods. Liberal political principles embraced suffrage, abolition, and gender equality.

### **Key Concept 5.3. Industrialization and Global Capitalism**

Industrialization, a process that combined economic growth and technological innovation, was under way in Britain in the early 18th century and spread to Germany, France, Japan, and the United States by the end of the 19th century, prompting major social transformations. New systems of production substituted mechanical devices for human skills and grouped laborers into factories where raw materials were processed cheaper and faster. Once under way, industrialization triggered a chain reaction of continual technological innovation as invention in one industry necessitated invention in others. In addition, factories needed more and more workers to maintain high levels of production and profit and they attracted many rural laborers to urban centers. The shifts in the methods of production created changes in traditional societal structures: new social classes were formed as the owners whose capital financed the equipment and machinery became powerful and wealthy and moved their families away from the urban areas. Profits were reinvested into new businesses, sometimes in other parts of the world, thus setting up new patterns of global trading and new destinations for the subsequent growth in population. For the lower classes, the results were often disastrous in the short run. Wages were low, work hours long, and living conditions unhealthy. Newly forming working classes became the focus of new expressions of social discontent. As the new technologies developed and spread, the technological gap between Europe and the rest of the world widened. By the end of the period, European countries had become superior in weapons, medicine, manufacturing, transportation, and communication technologies. This

superiority enabled Europe to engage in extensive colonizing at the end of this period.

#### **Key Concept 5.4. Global Migration**

This period was characterized by long-distance migrations of people on a new scale. Global migration patterns with huge social consequences resulted from the end of the Atlantic slave trade, the large-scale movement of European populations, and the movement of laborers from Asia to the Caribbean and the Americas. As industrial capitalism gained momentum, the rising population in Europe sought outlets in the Americas, Australia and New Zealand, and the temperate parts of Africa. Involuntary migrants also contributed to global movements of populations. Africans were taken to Spanish and Portuguese America (after the abolition of the British slave trade), European convicts and political rebels created new worlds in the Atlantic basin and Australia, and the Irish escaped famine by fleeing to America. Other influences affected the global movement of peoples. In North America, an emigration society moved numbers of African Americans to Africa. Following the abolition of slavery, thousands of laborers from India, China, and other Asian countries enabled British plantations, mines, and other public works in Africa and the Caribbean islands to continue supplying raw materials to Europe. Migration had a significant impact on both donor nations and receiver societies, and it created a demographic dispersal that changed the racial and ethnic complexion of the world. As laborers moved in large numbers across borders, nation-states organized to mark and define their borders, inventing passports and other forms of limiting and regulating citizenship.

### **Period 6: Global Fragmentations and Realignments, 1900 to present**

#### **Key Concept 6.1. Dissolution of Global Empires**

The 20th century saw the collapse of land-based empires as well as the European-dominated colonial order that had been constructed in the previous two centuries. In the first part of the 20th century Western imperial continuity prevailed, and the Bolsheviks managed to reconstitute most of the Old Russian Empire within the boundaries of the Soviet Union. In the interwar period attempts at imperial expansion led, in part, to the Second World War. The second half of the 20th century saw European flags replaced by those of independent nation-states all around the world. The dissolution of the colonial order was sometimes achieved through negotiation and sometimes through armed conflict. In these latter cases the departing colonial power refused to concede power to local nationalists without a fight. The achievement of stable new regimes in the emergent nation-states was complicated by internal and external factors, such as ethnic and religious conflicts, secessionist movements, and territorial partitions. Despite the appearance of Non-Aligned Movement, many new nations were subject to the polarizing influence of the Cold War “superpowers.” The governments of the United States, Soviet Union, and People’s Republic of China all attempted to use the breakup of the European empires to advance their political, military, and economic interests, with violent consequences for Central Africa, Southeast Asia, and other regions. Finally, the collapse of the Union of Soviet Socialist Republics after 1991 marked the end of the older Russian Empire as nation-states replaced the Soviet system in the Baltic, the Caucasus, and Central Asia.

#### **Key Concept 6.2. Global War and Conflict**

The 20th century was the bloodiest era in human history. WWI and WWII dominated international affairs in the first half of the century as industrial states competed for global influence and power. The Cold War rivalry between the USA and the USSR, while never producing direct military conflict, consumed global political affairs. The collapse of formal global empires throughout the century also produced intense regional and local conflicts throughout the era. Sometimes peacefully, but often with violence, groups struggled for greater autonomy. Even after decolonization, certain factions continued to resist foreign influence and interference in local affairs. Often, decolonization sparked ethnic and religious conflict among newly liberated populations as colonial borders frequently bequeathed new countries

#### **Key Concept 6.3. New Global Institutions and Processes**

The 20th century saw the rise of new supranational institutions that challenged the role of nation-states and territorial empires as the primary agents for global economic and political interaction. The decline of European-dominated global empires, global war, and the crisis of capitalist institutions in the first half of the century, led to new multilateral and regional institutions after WWII. Equally important was the growth and spread of private multinational corporations and financial institutions and their efforts to develop and expand stable multiregional markets for commodities, services, and entertainment. Private nonprofit actors known as nongovernmental organizations (NGOs) also emerged to promote human rights and other social justice causes. International sports and arts movements facilitated the spread of global popular culture. Advances in transportation and communications technologies intensified existing networks and created new ones. Scientific advances had a powerful though double-edged effect. On the one hand, the technological consequences of science promised new possibilities for the improvement of the human condition. At the same time, technological advancement seemed to threaten humanity with escalating violence and possible annihilation. The characteristic ability of the human species to remake its environment reached unprecedented levels of efficiency allowing for great advances in agricultural and industrial production while also threatening delicate ecological balances at local and global levels. New artistic and intellectual developments merged through



cross-fertilization. At the same time, however, many felt that their own cultural traditions were under siege, and some responded to the rush of new cultural information in a defensive or even xenophobic man.

## Evidence of Understanding

- Chapter Quizzes
- Unit Tests
- Homework
- Case Study Reports
- Group Projects
- Presentations
- Formal and Informal Discussions
- Participation

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
<b>Period 1: Technological and Environmental Transformation s, to c. 600 B.C.E.</b>	--How did Prehistoric Societies develop during the Paleolithic Age? --Explain the shift from Foraging to Agricultural and Pastoral Societies. (Neolithic Revolution) --List the basic features of early civilizations (Mesopotamia, Egypt, South Asia, East Asia, Mesoamerica, and Andes). --How does a civilization interact with its environment?	--Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions. --Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems. --Agriculture and pastoralism began to transform human societies. -- <i>Core and foundational civilizations</i> developed in a variety of geographical and environmental settings where	--World Geography Quizzes (Africa, Asia, Europe, Middle East, South America) --Chart Creation: Students will develop a chart listing for each of the river valley civilizations: the location, food sources, social roles, political structure and changes humans made to the environment to suit their needs. --Short Essay: How were gender roles changed by the Neolithic Revolution? --Group-jigsaw: How geography affected the development of political, social, economic, and belief system in early civilizations in (Mesopotamia, Egypt, South Asia, Mesoamerica, Andes) --Writing a Comparison Essay: Compare and Contrast the political and social structures of ancient civilizations. (Students choice of two: Mesopotamia, Egypt, Kush-Meroe, Indus Valley, Shang China, Mesoamerica, Andeans) --Internet Resource Activity: Students will explore how the findings of archeologists have contributed to our knowledge of one of the following cultures: Harappan, Shang, or Mesopotamia. --Unit 1 Test

		<p>agriculture flourished.</p> <p>--The first states emerged within core civilizations.</p> <p>--Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.</p>	
<p><b>Period 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.</b></p>	<p>--Identify the Classical Civilizations (Greece, Rome, China, and India)</p> <p>--Identify the Major Belief Systems (Hinduism, Buddhism, Judaism, Christianity, Confucianism, Daoism, polytheism)</p> <p>--How did interregional networks and spread of belief systems interact</p> <p>--Explain the nomadic migrations of the (Huns, Germanic tribes)</p> <p>--Identify Early Trading Networks, such as the (Silk Road)</p>	<p>--Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.</p> <p>--New belief systems and cultural traditions emerged and spread, often asserting universal truths.</p> <p>--Belief systems affected gender roles. Buddhism and Christianity encouraged monastic life and Confucianism emphasized filial piety.</p> <p>--Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.</p> <p>--Artistic expressions, including literature and drama, architecture, and sculpture, show distinctive cultural developments.</p> <p>--The number and size of <i>key states and empires</i> grew</p>	<p>--Primary Source Analysis: Conditions of Women in the Classical Civilizations (China and India)</p> <p>--Primary Source Analysis: Hinduism: The Way of Devotion</p> <p>--Primary Source Analysis: India in the Age of Empires (Two Views)</p> <p>--Primary Source Analysis: Military Roles in China and Rome</p> <p>--Short Essay: Does Alexander the Great Merit His Exalted Historical Reputation?</p> <p>--Writing a Comparison Essay: Methods of political control in the Classical period. (Students choice of two: Han China, Mauryan/Gupta India, Imperial Rome, Persian Empire)</p> <p>--Writing a Change and Continuity over Time Essay: Political and Cultural Changes in the Late Classical Period. (Students choose from China, India, or Rome)</p> <p>--Creating a Comparison Chart: Students will evaluate the causes and consequences of the decline of the Han, Roman, and Gupta empires.</p> <p>--Creating a Changes in Continuity Map: Students will construct a class map indicating long-distance trade networks in the Eastern Hemisphere: Eurasian Silk Roads, Trans-Saharan caravan routes, Indian ocean sea lanes, and Mediterranean sea lanes.</p> <p>--Presentations: Students will research and present a major world religion/belief system examining: origin, beliefs and practices, and diffusion.</p> <p>--Unit 2 Test</p>

		<p>dramatically by imposing political unity on areas where previously there had been competing states.</p> <p>--Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.</p> <p>--Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.</p> <p>--The Roman, Han, Persian, Mauryan, and Gupta empires created political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse, and transformation into successor empires or states.</p> <p>--Land and water routes became the basis for transregional trade, communication, and exchange networks in the Eastern Hemisphere.</p> <p>--New technologies facilitated long-distance communication and exchange.</p> <p>--Alongside the</p>	
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		trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.	
<b>Period 3: Regional and Transregional Interactions, c. 600 C.E. to c. 1450</b>	<ul style="list-style-type: none"> <li>--Identify the significance of The Islamic World (Dar-al-Islam and the Crusades)</li> <li>--Identify the major events involving Christianity, Schism, and Crusades</li> <li>--Identify Feudalism (European and Japanese)</li> <li>--Explain the connection between the Mongols (Khanates and urban destruction/black death)</li> <li>--Identify and explain migrations (Bantu and Polynesian)</li> <li>--Explain the following urbanizations (Great Zimbabwe, Mayan, Aztec, and Incan)</li> <li>--How did trade networks grow in the following regions (Sahara, Indian Ocean, Silk Road)</li> </ul>	<ul style="list-style-type: none"> <li>--Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.</li> <li>--The movement of peoples caused environmental and linguistic effects.</li> <li>--Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.</li> <li>--There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.</li> <li>--Empires collapsed and were reconstituted; in some regions new state forms emerged.</li> <li>--Interregional</li> </ul>	<ul style="list-style-type: none"> <li>--Primary Source Analysis: Religion and State in Islam and Christianity</li> <li>--Primary Source Analysis: Conditions of Women in Islam, Byzantine Christianity, and Western Christianity</li> <li>--Primary Source Analysis: Feudalism in Western Europe and Japan</li> <li>--Primary Source Analysis: The Crusades: Muslim and European Reactions</li> <li>--Students will evaluate the causes and consequences of the spread of the Islamic empires</li> <li>--Writing a Comparison Essay: Effects of Mongol conquest and rule. (Students choice of two: Russia, China, Middle East)</li> <li>--Writing a Comparison Essay: Compare and Contrast Japanese and Western European feudalism.</li> <li>--Writing a Comparison Essay: Compare and Contrast the Trans-Saharan trade, Indian Ocean trade and Silk Routes.</li> <li>--Debate: The Mongols: How Barbaric Were the "Barbarians?"</li> <li>--Writing a Change and Continuity over Time Essay: Changes and Continuities in patterns of interactions along the Silk Roads 200 BCE – 1450 CE.</li> <li>--Essay: What were the causes and consequences of the Crusades?</li> <li>--Unit 3 Test</li> </ul>

		<p>contacts and conflicts between states and empires encouraged significant <i>technological and cultural transfers</i>.</p> <p>--Innovations stimulated agricultural and industrial production in many regions.</p> <p>--The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.</p> <p>--Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.</p>	
<p><b>Period 4: Global Interactions, c. 1450 to c. 1750</b></p>	<p>--Identify the following transformations in Europe (Renaissance, Enlightenment, Scientific Revolution, Reformation)</p> <p>--Identify the following Encounters and Exchange (Reconquista, Europe in Africa, Spanish in the Americas)</p> <p>--Compare and Contrast the three Islamic Empires (Ottoman, Safavid, Mughal)</p> <p>--How did the following Western Monarchies rise to</p>	<p>--In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading</p>	<p>--Primary Source Analysis: Europeans and American Indians: Reactions</p> <p>--Primary Source Analysis: The Spread of Slavery and the Atlantic Slave Trade</p> <p>--Primary Source Analysis: Coffee in Early Modern World History</p> <p>--Assess these sources for their tone and cultural perspectives.</p> <p>--Debate: Who was Christopher Columbus – Hero or Villain?</p> <p>--Writing a Comparison Essay: Compare and Contrast any two coercive systems of labor (Students choice of two: Caribbean Slavery, Slavery in the English North American colonies,</p>

	<p>power? (Portugal, Spain, France, England)</p> <p>--Explain Cross-Cultural Interaction (The Columbian Exchange)</p> <p>--Understand the Expansion of Global Economy and Absolutism (Muslim, Tokugawa, and Romanov empires)</p>	<p>regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.</p> <p>--European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic, and Asian worlds, and included the production of <i>new tools, innovations in ship designs</i>, and an improved understanding of global wind and currents patterns — all of which made transoceanic travel and trade possible.</p> <p>--Remarkable new transoceanic maritime reconnaissance occurred in this period.</p> <p>--The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in Afro-Eurasia by using established commercial</p>	<p>Slavery in Brazil, Spanish Mita system in South America, West African slavery, Muslim slavery in South West Asia, Indian Hindu castes, or East European serfdom.</p> <p>--Writing a Comparison Essay: Compare the process of empire-building (Students choice of two: France, Portugal, Spain, England, Holland, Russia, Austria, Prussia, Ottoman, Safavid, Mughal, Ming, West African, Japanese)</p> <p>--Writing a Change and Continuity over Time Essay: Analyze the changes and continuities in commerce in the Indian Ocean region from 650 CE to 1750 CE.</p> <p>--Class Discussion: Describe the disparities among the various social classes in European urban society between the sixteenth and eighteenth centuries. Who were the bourgeoisie? What conditions did the poorer classes endure?</p> <p>--Unit 4 Test</p>
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		<p>--As new social and political elites changed, they also restructured new ethnic, racial, and gender hierarchies.</p> <p>--Rulers used a variety of methods to legitimize and consolidate their power.</p> <p>--Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.</p> <p>--<i>Competition over trade routes, state rivalries, and local resistance</i> all provided significant challenges to state consolidation and expansion.</p>	
<p><b>Period 5: Industrialization and Global Integration, c. 1750 to c. 1900</b></p>	<p>--Compare and Contrast the following Ages of Revolutions (English, American, French, Haitian, Latin American)</p> <p>--Explain the Diplomatic Response (Napoleonic Wars/Congress of Vienna/Conservatism vs. Liberalism)</p> <p>--Identify Demographic Changes (End of Atlantic Slave Trade, Industrial Revolution, Nationalism, Imperialism)</p>	<p>--Industrialization fundamentally changed how goods were produced.</p> <p>--New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories.</p> <p>--To facilitate investments at all levels of industrial production, financiers developed and expanded various</p>	<p>--Primary Source Analysis: The Age of Atlantic Revolutions</p> <p>--Primary Source Analysis: The Opium War: Chinese and English Views</p> <p>--Discussion: How did the spread of Social Darwinism in the 19<sup>th</sup> century influence justifications for European imperialism?</p> <p>--Writing a Change and Continuity over Time Essay: Trace the changes and continuities in world trade from 1450 to 1900 in any of the following regions: Latin America, North America, Western Europe, Eastern Europe, Southwest Asia, Sub-Saharan Africa, South Asia, East and Southeast Asia.</p> <p>--Analyzing Political Cartoons: Students will analyze five political cartoons about European imperial expansion in Asia and Africa to identify how nationalism and the Industrial Revolution served as motivating factors in empire building in this period.</p> <p>--Unit 5 Test</p>



		<p>financial institutions.</p> <p>--There were <i>major developments in transportation and communication.</i></p> <p>--The development and spread of global capitalism led to a variety of responses.</p> <p>--The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy.</p> <p>--Industrializing powers established transoceanic empires.</p> <p>--Imperialism influenced state formation and contraction around the world.</p> <p>--New racial ideologies, especially Social Darwinism, facilitated and justified imperialism.</p> <p>--The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded the revolutions and rebellions against existing governments.</p> <p>--Beginning in the eighteenth century, peoples around the world developed a</p>	
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		<p>new sense of commonality based on language, religion, social customs and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.</p> <p>--Increasing discontent with imperial rule propelled reformist and revolutionary movements.</p> <p>--The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.</p> <p>--Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.</p> <p>--Migrants relocated for a variety of reasons.</p> <p>--The large-scale nature of migration, especially in the nineteenth century, produced a variety of</p>	
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		consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.	
<b>Period 6: Accelerating Global Change and Realignments, c. 1900 to the Present</b>	<ul style="list-style-type: none"> <li>--Identify Crisis and Conflict in Early 20<sup>th</sup> Century (Anti-Imperialism, World War I, Depression, Fascism, World War II)</li> <li>--Explain the Development of Communism</li> <li>--Explain Internationalization (Decolonization, Cold War World, International Organizations, Post Cold War World)</li> <li>What is Globalization? (Information and Communication Technologies)</li> <li>--Explain the Rise of Modern Economy (multinationals, etc.)</li> <li>--Identify Modern Environmental Issues</li> </ul>	<ul style="list-style-type: none"> <li>--Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology.</li> <li>--As the global population expanded at an unprecedented rate, humans fundamentally changed their relationship with the environment.</li> <li>--Disease, scientific innovations, and conflict led to demographic shifts.</li> <li>--Europe dominated the global political order at the beginning of the twentieth century, but both land-based and transoceanic empires gave way to new forms of transregional political organization by the century's end.</li> <li>--Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the</li> </ul>	<ul style="list-style-type: none"> <li>--Primary Source Analysis: Twentieth-Century Revolutions: China and Russia</li> <li>--Primary Source Analysis: Authoritarianism on the Right</li> <li>--Primary Source Analysis: Terrorism and Anti-Terrorism</li> <li>--Writing a Comparison Essay: Compare and contrast the impact and consequences of World War I on any two regions: East Europe, Middle East, South Asia, East Asia, Sub-Saharan Africa.</li> <li>--Writing a Comparison Essay: Compare and contrast the impact and consequences of World War II on any two regions: East Europe, Middle East, South Asia, East Asia, Sub-Saharan Africa, Oceania.</li> <li>--Unit 6 Test</li> </ul>

		<p>restructuring of states.</p> <p>--Political changes were accompanied by major demographic and social consequences.</p> <p>--Military conflicts occurred on an unprecedented global scale.</p> <p>--Although conflict dominated much of the twentieth century, many individuals and groups — including states — opposed this trend. Some individuals and groups, however, intensified the conflicts.</p> <p>--States responded in a variety of ways to the economic challenges of the twentieth century.</p> <p>--States, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.</p> <p>--People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions.</p> <p>--Popular and consumer culture</p>	
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		became global.	
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## Advanced Placement United States History

<b>Grade Level</b>	11, 12
<b>Course Number</b>	480
<b>Subject Area</b>	Social Studies

### Course Description

The AP U.S. History course is designed to prepare students for the rigor of college level academic work and to prepare for and pass the AP U.S. History Exam as delineated by the College Board. The history of the United States of America will be surveyed from approximately 1492 to modern times: from the age of exploration, discovery, and settlement of the New World to the present. Students taking the course are required to interpret original documents, demonstrate mastery of a broad body of historical knowledge, and write critical essays that utilize historical data and demonstrate informed judgments. Students will learn to assess historical scholarship by evaluating evidence and interpretations. The AP U.S. History course is also designed so that students can develop skills and strategies for successfully taking the exam. As a result, students are expected to possess well-developed reading and writing skills, as well as a willingness—and ability—to devote considerable time to homework reading, writing, research, and study. AP U.S. History provides an opportunity to delve deeper into the American experience. Students are encouraged to think conceptually about the past and to consider historical change and patterns over time. The course is designed to promote historical learning from multiple perspectives by emphasizing important themes that allow for a richer historical understanding of American political, social, and economic changes.

### Content Standards

#### Reading Standards for Literacy in History/Social Studies

##### *Key Ideas and Details*

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

##### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

##### *Integration of Knowledge and Ideas*

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

##### *Range of Reading and Level of Text Complexity*

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently

#### Writing Standards for Literacy in History/Social Studies

##### *Text Types and Purposes*

<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented</p>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p>3. <i>Note; Not applicable as a separate requirement</i></p> <p>Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>
<p><i>Production and Distribution of Writing</i></p>
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>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.</p>
<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p>
<p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><i>Range of Writing</i></p>
<p>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.</p>
<p><b>Content Standards</b></p>

**The Political and Intellectual Origins of the American Nation: the Revolution and the Constitution, 1763-1789**

USI.1 Explain the political and economic factors that contributed to the American Revolution.

(H, C)

- A. the impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775
- B. how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution

USI.2 Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government. (H, C)

- A. the legacy of ancient Greece and Rome
- B. the political theories of such European philosophers as Locke and Montesquieu

*Seminal Primary Documents to Read:* Mayflower Compact (1620)

*Seminal Primary Documents to Consider:* Massachusetts Body of Liberties (1641) and John Locke's Treatises of Civil Government (1690)

USI.3 Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson.

(H, C)

*Seminal Primary Documents to Read:* the Declaration of Independence (1776)

*Seminal Primary Documents to Consider:* the Suffolk Resolves (1774) and the Virginia Statute for Religious Freedom (1786)

USI.4 Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war. (H)

USI.5 Explain the role of Massachusetts in the revolution, including important events that took place in Massachusetts and important leaders from Massachusetts. (H)

- A. the Boston Massacre
- B. the Boston Tea Party
- C. the Battles of Lexington and Concord and Bunker Hill
- D. Sam Adams, John Adams, and John Hancock

*Seminal Primary Documents to Consider:* the Massachusetts Constitution (1780)

USI.6 Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the national government under the Articles; and describe the crucial events (e.g., Shays's rebellion) leading to the Constitutional Convention. (H, C)

*Seminal Primary Documents to Read:* the Northwest Ordinance (1787)

USI.7 Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the "Great Compromise" that was reached. (H, C)

*Major Debates*

- A. the distribution of political power
- B. the rights of individuals
- C. the rights of states
- D. slavery

*Founders*

- A. Benjamin Franklin
- B. Alexander Hamilton
- C. James Madison
- D. George Washington

*Seminal Primary Documents to Read:* the U.S. Constitution

USI.8 Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary. (H, C)

*Seminal Primary Documents to Read:* Federalist Paper number 10

*Seminal Primary Documents to Consider:* Federalist Papers numbers 1, 9, 39, 51, and 78

USI.9 Explain the reasons for the passage of the Bill of Rights. (H, C)

- A. the influence of the British concept of limited government
- B. the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes

*Seminal Primary Documents to Read:* the Bill of Rights (1791)

*Seminal Primary Documents to Consider:* Magna Carta (1215) and the English Bill of Rights (1689)

USI.10 On a map of North America, identify the first 13 states to ratify the Constitution. (H, G)

### **The Formation and Framework of American Democracy**<sup>^</sup>

USI.11 Describe the purpose and functions of government. (H, C)

USI.12 Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy. (H, C)

USI.13 Explain why the United States government is classified as a democratic government. (H, C)

USI.14 Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights. (H, C)

USI.15 Explain the varying roles and responsibilities of federal, state, and local governments in the United States. (H, C)

USI.16 Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense. (H, C)

USI.17 Explain the major components of Massachusetts' state government, including the roles and functions of the governor, state legislature, and other constitutional officers. (H, C)

USI.18 Explain the major components of local government in Massachusetts, including the roles and functions of school committees, town meetings, boards of selectmen, mayors, and city councils. (H, C)

USI.19 Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C)

USI.20 Explain the evolution and function of political parties, including their role in federal, state, and local elections. (H, C)

USI.21 Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public. (H, C)

### **Political Democratization, Westward Expansion, and Diplomatic Developments, 1790-1860**

USI.22 Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), and Thomas Jefferson (1801-1809). (H, C)

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<sup>^</sup> Though this unit on government is placed here, it can be studied at any juncture during the course of this set of standards.



- A. the origins of the Federalist and Democratic-Republican parties in the 1790s
- B. the conflicting ideas of Thomas Jefferson and Alexander Hamilton
- C. the Alien and Sedition Acts
- D. the Louisiana Purchase

*Seminal Primary Documents to Consider:* Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801)

USI.23 Analyze the rising levels of political participation and the expansion of suffrage in antebellum America. (C, H)

*Seminal Primary Documents to Consider:* Alexis de Tocqueville, *Democracy in America, Volume I* (1835) and *Volume II* (1839)

USI.24 Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as President. (H)

- A. the spoils system
- B. Jackson's veto of the National Bank
- C. Jackson's policy of Indian Removal

USI.25 Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in *Marbury v. Madison* (1803). (H, C)

USI.26 Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon trails. (H, E, G)

- A. the War of 1812
- B. the purchase of Florida in 1819
- C. the 1823 Monroe Doctrine
- D. the Cherokees' Trail of Tears
- E. the annexation of Texas in 1845
- F. the concept of Manifest Destiny and its relationship to westward expansion
- G. the acquisition of the Oregon Territory in 1846
- H. the territorial acquisitions resulting from the Mexican War
- I. the search for gold in California
- J. the Gadsden Purchase of 1854

#### **Economic Growth in the North and South, 1800-1860**

USI.27 Explain the importance of the Transportation Revolution of the 19<sup>th</sup> century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy. (H, E)

USI.28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E)

- A. the technological improvements and inventions that contributed to industrial growth
- B. the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s
- C. the rise of a business class of merchants and manufacturers
- D. the roles of women in New England textile factories

USI.29 Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture. (H)

*Seminal Primary Documents to Read:* Frederick Douglass's Independence Day speech at Rochester, New York (1852)

#### **Social, Political, and Religious Change, 1800-1860**

USI.30 Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education. (H)

USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)

- A. Frederick Douglass
- B. William Lloyd Garrison
- C. Sojourner Truth
- D. Harriet Tubman
- E. Theodore Weld

USI.32 Describe important religious trends that shaped antebellum America. (H)

- A. the increase in the number of Protestant denominations
- B. the Second Great Awakening
- C. the influence of these trends on the reaction of Protestants to the growth of Catholic immigration

USI.33 Analyze the goals and effect of the antebellum women's suffrage movement. (H)

- A. the 1848 Seneca Falls convention
- B. Susan B. Anthony
- C. Margaret Fuller
- D. Lucretia Mott
- E. Elizabeth Cady Stanton

*Seminal Primary Documents to Read:* the Seneca Falls Declaration of Sentiments and Resolutions (1848)

USI.34 Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and Henry David Thoreau. (H)

### **The Civil War and Reconstruction, 1860-1877**

USI.35 Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19<sup>th</sup> century. (H)

USI.36 Summarize the critical developments leading to the Civil War. (H)

- A. the Missouri Compromise (1820)
- B. the South Carolina Nullification Crisis (1832-1833)
- C. the Wilmot Proviso (1846)
- D. the Compromise of 1850
- E. the publication of Harriet Beecher Stowe's *Uncle Tom's Cabin* (1851-1852)
- F. the Kansas-Nebraska Act (1854)
- G. the Dred Scott Supreme Court case (1857)
- H. the Lincoln-Douglas debates (1858)
- I. John Brown's raid on Harper's Ferry (1859)
- J. the election of Abraham Lincoln (1860)

USI.37 On a map of North America, identify Union and Confederate States at the outbreak of the war. (H, G)

USI.38 Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered. (H, C)

*Seminal Primary Documents to Read:* Lincoln's Gettysburg Address (1863) and Lincoln's second inaugural address (1865)

*Seminal Primary Documents to Consider:* Lincoln's "House Divided" speech (1858)

USI.39 Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. (H)

*Leaders*

- A. Jefferson Davis
- B. Ulysses S. Grant
- C. Robert E. Lee

*Battles*

- A. the Massachusetts 54<sup>th</sup> Regiment and the Battle at Fort Wagner
- B. Antietam
- C. Vicksburg
- D. Gettysburg

USI.40 Provide examples of the various effects of the Civil War. (H, E)

- A. physical and economic destruction
- B. the increased role of the federal government
- C. the greatest loss of life on a per capita basis of any U.S. war before or since

USI.41 Explain the policies and consequences of Reconstruction. (H, C)

- A. Presidential and Congressional Reconstruction
- B. the impeachment of President Johnson
- C. the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments
- D. the opposition of Southern whites to Reconstruction
- E. the accomplishments and failures of Radical Reconstruction
- F. the presidential election of 1876 and the end of Reconstruction
- G. the rise of Jim Crow laws
- H. the Supreme Court case, *Plessy v. Ferguson* (1896)

**Industrial America and Its Emerging Role in International Affairs, 1870-1920**

USII.1 Explain the various causes of the Industrial Revolution. (H, E)

- G. the economic impetus provided by the Civil War
- H. important technological and scientific advances
- I. the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt

USII.2 Explain the important consequences of the Industrial Revolution. (H, E)

- G. the growth of big business
- H. environmental impact
- I. the expansion of cities

USII.3 Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, and describe the major roles of these immigrants in the industrialization of America. (H)

*Seminal Primary Documents to Read:* Emma Lazarus, “The New Colossus” (1883)

*Seminal Primary Documents to Consider:* Younghill Kang, *East Goes West* (1937)

USII.4 Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians. (H)

USII.5 Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era. (H, E)

- I. the Knights of Labor
- J. the American Federation of Labor headed by Samuel Gompers
- K. the Populist Party

L. the Socialist Party headed by Eugene Debs

USII.6 Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I. (H, E)

- U. the influence of the ideas associated with Social Darwinism
- V. the purchase of Alaska from Russia
- W. America's growing influence in Hawaii leading to annexation
- X. the Spanish-American War
- Y. U.S. expansion into Asia under the Open Door policy
- Z. President Roosevelt's Corollary to the Monroe Doctrine
- AA. America's role in the building of the Panama Canal
- BB. President Taft's Dollar Diplomacy
- CC. President Wilson's intervention in Mexico
- DD. American entry into World War I

USII.7 Explain the course and significance of President Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty. (H)

*Seminal Primary Documents to Read:* President Woodrow Wilson, "Peace Without Victory," speech (1917)

**The Age of Reform: Progressivism and the New Deal, 1900-1940**

USII.8 Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)

*People*

- S. Jane Addams
- T. William Jennings Bryan
- U. John Dewey
- V. Robert La Follette
- W. President Theodore Roosevelt
- X. Upton Sinclair
- Y. President William H. Taft
- Z. Ida Tarbell
- AA. President Woodrow Wilson

*Policies*

- Q. bans against child labor
- R. the initiative referendum and its recall
- S. the Sherman Anti-Trust Act (1890)
- T. the Pure Food and Drug Act (1906)
- U. the Meat Packing Act (1906)
- V. the Federal Reserve Act (1913)
- W. the Clayton Anti-Trust Act (1914)
- X. the ratification of the Nineteenth Amendment in 1920

*Seminal Primary Documents to Read:* President Theodore Roosevelt, "The New Nationalism," speech (1910).

USII.9 Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. (H)

Carrie Chapman Catt

- K. W.E.B. Du Bois
- L. Marcus Garvey
- M. the National Association for the Advancement of Colored People (NAACP)
- N. Alice Paul
- O. Booker T. Washington

*Seminal Primary Documents to Consider:* Booker T. Washington, the Atlanta Exposition Address (1895), and the Niagara Movement Declaration of Principles (1905)

USII.10 Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s. (H)

- K. the Boston police strike in 1919
- L. the Red Scare and Sacco and Vanzetti
- M. racial and ethnic tensions
- N. the Scopes Trial and the debate over Darwin's *On the Origins of Species*
- O. Prohibition

USII.11 Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression. (H, E)

- I. restrictive monetary policies
- J. unemployment
- K. support for political and economic reform
- L. the influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Ludwig von Mises, Friedrich von Hayek, and Milton Friedman

USII.12 Analyze the important policies, institutions, and personalities of the New Deal era. (H)

*People*

- K. President Herbert Hoover
- L. President Franklin D. Roosevelt
- M. Eleanor Roosevelt
- N. Huey Long
- O. Charles Coughlin

*Policies*

the establishment of

- M. the Federal Deposit Insurance Corporation
- N. the Securities and Exchange Commission
- O. the Tennessee Valley Authority
- P. the Social Security Act, the National Labor Relations Act
- Q. the Works Progress Administration
- R. the Fair Labor Standards Act

*Institutions*

- G. the American Federation of Labor
- H. the Congress of Industrial Organizations
- I. the American Communist Party

USII.13 Explain how the Great Depression and the New Deal affected American society. (H)

- E. the increased importance of the federal government in establishing economic and social policies
- F. the emergence of a "New Deal coalition" consisting of African Americans, blue-collar workers, poor farmers, Jews, and Catholics

**World War II, 1939-1945**

USII.14 Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy. (H)

USII.15 Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied powers (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan). (H)

- K. Fascism in Germany and Italy
- L. German rearmament and militarization of the Rhineland
- M. Germany's seizure of Austria and Czechoslovakia and Germany's invasion of Poland

- N. Japan's invasion of China and the Rape of Nanking
- O. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam conferences

*Seminal Primary Documents to Read:* President Franklin Roosevelt, "Four Freedoms," speech (1941)

*Seminal Primary Documents to Consider:* Justice Robert M. Jackson's opinion for the Supreme Court in *West Virginia State Board of Education v. Barnette* (1943) and Learned Hand's *The Spirit of Liberty* (1944)

USII.16 Explain the reasons for the dropping of atom bombs on Japan and their short and long-term effects. (H)

USII.17 Explain important domestic events that took place during the war. (H, E)

- I. how war-inspired economic growth ended the Great Depression
- J. A. Philip Randolph and the efforts to eliminate employment discrimination
- K. the entry of large numbers of women into the workforce
- L. the internment of West Coast Japanese-Americans in the U.S. and Canada

### **The Cold War Abroad, 1945-1989**

USII.18 Analyze the factors that contributed to the Cold War and describe the policy of containment as America's response to Soviet expansionist policies. (H)

- G. the differences between the Soviet and American political and economic systems
- H. Soviet aggression in Eastern Europe
- I. the Truman Doctrine, the Marshall Plan, and NATO

*Seminal Primary Documents to Read:* The Truman Doctrine (1947), and George Kennan, "The Sources of Soviet Conduct" (1947)

USII.19 Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union. (H, G)

- Q. the Korean War
- R. Germany
- S. China
- T. the Middle East
- U. the arms race
- V. Latin America
- W. Africa
- X. the Vietnam War

USII.20 Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon. (H)

USII.21 Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)

*Seminal Primary Documents to Read:* President John F. Kennedy, Inaugural Address (1961)

*Seminal Primary Documents to Consider:* President Ronald Reagan, Speech at Moscow State University (1988)

### **Cold War America at Home: Economic Growth and Optimism, Anticommunism, and Reform, 1945-1980**

USII.22 Analyze the causes and consequences of important domestic Cold War trends. (H, E)

- P. economic growth and declining poverty
- Q. the baby boom
- R. the growth of suburbs and home-ownership
- S. the increase in education levels

T. the development of mass media and consumerism

USII.23 Analyze the following domestic policies of Presidents Truman and Eisenhower.(H)

- I. Truman's Fair Deal
- J. the Taft-Hartley Act (1947)
- K. Eisenhower's response to the Soviet's launching of Sputnik
- L. Eisenhower's civil rights record

USII.24 Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H)

*People*

- P. Whittaker Chambers
- Q. Alger Hiss
- R. Edgar Hoover
- S. Senator Joseph McCarthy
- T. Julius and Ethel Rosenberg

*Institutions*

- J. the American Communist Party (including its close relationship to the Soviet Union)
- K. the Federal Bureau of Investigation (FBI)
- L. the House Committee on Un-American Activities (HUAC)

USII.25 Analyze the origins, goals, and key events of the Civil Rights movement. (H)

*People*

- P. Robert Kennedy
- Q. Martin Luther King, Jr.
- R. Thurgood Marshall
- S. Rosa Parks
- T. Malcolm X

*Institution*

the National Association for the Advancement of Colored People (NAACP)

*Events*

- Y. *Brown v. Board of Education* (1954)
- Z. the 1955-1956 Montgomery Bus Boycott
- AA. the 1957-1958 Little Rock School Crisis
- BB. the sit-ins and freedom rides of the early 1960s
- CC. the 1963 civil rights protest in Birmingham
- DD. the 1963 March on Washington
- EE. the 1965 civil rights protest in Selma
- FF. the 1968 assassination of Martin Luther King, Jr.

*Seminal Primary Documents to Read:* Reverend Martin Luther King's, "I Have A Dream" speech and his *Letter from Birmingham City Jail* (1963), President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)

USII.26 Describe the accomplishments of the civil rights movement. (H, E)

- E. the 1964 Civil Rights Act and the 1965 Voting Rights Act
- F. the growth of the African American middle class, increased political power, and declining rates of African American poverty

USII.27 Analyze the causes and course of the women's rights movement in the 1960s and 1970s. (H)

- S. Betty Friedan and Gloria Steinem
- T. the birth control pill

- U. the increasing number of working women
- V. the formation of the National Organization of Women in 1967
- W. the debate over the Equal Rights Amendment
- X. the 1973 Supreme Court case, *Roe v. Wade*

USII.28 Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, and Nixon. (H)

- V. the space exploration program
- W. the assassination of President Kennedy
- X. Johnson's Great Society programs
- Y. Nixon's appeal to "the silent majority"
- Z. the anti-war and counter-cultural movements
- AA. the creation of the Environmental Protection Agency (EPA) in 1970
- BB. the Watergate scandal (including the Supreme Court case, *U.S. v. Nixon*)

### **Contemporary America, 1980-2001**

USII.29 Analyze the presidency of Ronald Reagan. (H, E)

- P. tax rate cuts
- Q. anticommunist foreign and defense policies
- R. Supreme Court appointments
- S. the revitalization of the conservative movement during Reagan's tenure as President
- T. the replacement of striking air traffic controllers with non-union personnel

USII.30 Describe some of the major economic and social trends of the late 20<sup>th</sup> century. (H, E)

- M. the computer and technological revolution of the 1980s and 1990s
- N. scientific and medical discoveries
- O. major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal)
- P. the weakening of the nuclear family and the rise in divorce rates

USII.31 Analyze the important domestic policies and events of the Clinton presidency. (H, E)

- S. the passage of the North American Free Trade Agreement (NAFTA) in 1993
- T. President Clinton's welfare reform legislation and expansion of the earned income tax credit
- U. the first balanced budget in more than 25 years
- V. the election in 1994 of the first Republican majority in both the House and Senate in 40 years
- W. tax credits for higher education
- X. the causes and consequences of the impeachment of President Clinton in 1998

USII.32 Explain the importance of the 2000 presidential election. (H, C)

- G. the Supreme Court case, *Bush v. Gore*
- H. the growing influence of the Republican Party in the South and the consolidation of the Democratic Party's hold on the coasts

USII.33 Analyze the course and consequences of America's recent diplomatic initiatives. (H, C)

- M. the invasion of Panama and the Persian Gulf War
- N. American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo
- O. the attempts to negotiate a settlement to the Israeli-Palestinian conflict
- P. America's response to the September 11, 2001, terrorist attack on the World Trade Center in New York City and on the Pentagon in Washington, D.C.

## **Essential Questions**



- How has the diversity of the American people and the relationships among different groups, in terms of race, class, ethnicity, and gender, impacted the history of the United States?
- How have views and ideas of the American national character manifested themselves in American life? What are the regional differences within the context of what it means to be an American?
- How have diverse individual and collective expressions through literature, art, philosophy, music, theater, and film influenced American popular culture and cultural conflict in U.S. history?
- What demographic changes have impacted the United States? What economic, social, and political effects of immigration, internal migration, and migration networks have shaped the American identity?
- How have changes in trade, commerce, and technology impacted capitalist development, labor and unions, and consumerism?
- In what ways has population growth, industrialization, pollution, and urban and suburban expansion impacted the environment?
- In what ways have colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange impacted American economic, social, and cultural life?
- How have the colonial and revolutionary legacies shaped American political traditions, the growth of democracy, and the development of the United States?
- How have diverse movements (including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government) led to changes in American politics and society?
- How have religious beliefs and practices in America shaped American politics, economics, and society?
- In what ways have the economic, political and social effects of slavery shaped the American character?
- How have armed conflict and war impacted American foreign policy and American political, economic, and social life?

## Enduring Understandings

- The historic diversity of the American people and the relationships among different groups within American life. How the roles of race, class, ethnicity, and gender have impacted the history of the United States.
- Differing views and ideas of the American national character, and recognizing regional differences within the context of what it means to be an American.
- Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.
- Changes over time relating to: birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.
- Changes over time in trade, commerce, and technology, and the causes and effects, positive and negative, of capitalist development, labor and unions, and consumerism on American life.
- Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.
- Examples of engagement with the rest of the world from the sixteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.
- Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Changes over time relating to the definition of citizenship and struggles for civil rights.
- Movements throughout American history focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, African American civil rights, gay rights, war, public health, and government.
- The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.
- Systems of slave labor and other forms of unfree labor in American Indian societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.
- Armed conflict from the precolonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

## Evidence of Understanding

Students will demonstrate understanding in the following ways:

- Primary Source analysis APPARTS worksheets and summaries
- Document-Based Question essays
- Evaluative essays
- Argument notes' analytical writing
- Outside reading analysis worksheets
- Multiple-Choice quizzes
- Short Answer quizzes
- Research papers and/or projects
- Debates
- "Press conferences"
- Historical Simulation games and activities
- Seminar class discussions
- Field Trips
- College-Board AP "theme team" presentations
- Student PowerPoint presentations
- Graphic organizers and course notebooks
- Other formative assessments
- Other Summative assessments

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
1. European Colonization of America American Colonies 1607-1763	1. What motivations and factors lead Europeans to migrate to North America during the 17 <sup>th</sup> century? 2. How do interactions with the natural environment shape the institutions and values of various groups living on the North American continent? 3. How do colonists determine the values that guide the establishment of political, social, economic and religious systems? 4. How do Native Americans and the colonists in all regions of settlement interact? 5. Why might a forced labor system be considered necessary by some in early colonial America? 6. In what ways does an American identity begin to emerge by the mid-18 <sup>th</sup> century?	1. Explain how English settlers established the early Chesapeake colonies 2. Identify reasons why slavery took root in the Chesapeake colonies 3. Analyze how the English settlement of New England was distinctive from Chesapeake. 4. Explain the development of 17 <sup>th</sup> century English colonization of North America and relations with Native Americans 5. Describe the significance of the Great Awakening 6. Discuss how 18 <sup>th</sup> century colonial life changed socially, politically, and economically 7. Explain emerging American identity as a result of colonists' experiences in the French and Indian War	<ul style="list-style-type: none"> <li>• Primary Source analysis APPARTS worksheets and summaries</li> <li>• Document-Based Question essay</li> <li>• Multiple-Choice quiz</li> <li>• Short Answer quiz</li> <li>• Graphic organizers and course notebooks</li> </ul>
2. Revolutionary War 1763-1783	1. Who will control the frontier lands across the Appalachian Mountains? 2. Who should have the power of taxation of citizens? 3. Who should control the legislative power?	1. Analyze the impact the French and Indian War had on the relationships among peoples in North America 2. Identify the economic factors that led colonists to be displeased with the British	<ul style="list-style-type: none"> <li>• Primary Source analysis APPARTS worksheets and summaries</li> <li>• Document-Based Question essay</li> </ul>

	<p>4. What are the “inalienable rights” of human beings?</p> <p>5. When are protest, civil disobedience, and revolution legitimate instruments of political action?</p> <p>6. In what ways can war lead to social and political change, both short and long-term?</p>	<p>government</p> <p>3. Identify the influences shaping responses to British imperial policies and the views of revolutionary-era Americans about politics and government</p> <p>4. Describe main factors driving the American Independence movement during the mid-1770s</p> <p>5. Discuss the Loyalist perspective on the eve of and during the Revolutionary War</p> <p>6. Examine how American forces were able to prevail in the Revolutionary War</p> <p>7. Evaluate the extent to which the American Revolution changed American society from 1775-1800</p>	<ul style="list-style-type: none"> <li>• Multiple-Choice quiz</li> <li>• Short Answer quiz</li> <li>• Debate</li> <li>• Graphic organizers and course notebooks</li> </ul>
3. Confederation, Constitution, and the New Federal Nation 1776-1800	<p>1. Should government be democratic, republican, oligarchical, or monarchical?</p> <p>2. Is government responsible for the protection of individual citizens’ rights?</p> <p>3. Are all inhabitants of America considered citizens?</p> <p>4. Should the guiding principles of a nation’s foreign policy be consistent with its founding ideals?</p> <p>5. How can political and social dissent be accommodated within a democratic system?</p>	<p>1. Describe the achievements and problems of the Confederation government</p> <p>2. Describe how the major debates gave shape to the Constitution</p> <p>3. Describe the purpose and meaning of the Bill of Rights as it emerged from the ratification process</p> <p>4. Compare and contrast different historical perspectives of the Constitution</p> <p>5. Discuss George Washington’s role as the nation’s first president</p> <p>6. Compare and contrast the emergence of political parties ( Hamiltonian Federalists and Jeffersonian Republicans) in the 1790s and the partisan politics of the era</p> <p>7. Identify the major accomplishments and failures Washington and Adams’ presidencies</p>	<ul style="list-style-type: none"> <li>• Primary Source analysis APPARTS worksheets and summaries</li> <li>• Evaluative essay</li> <li>• Written argument notes and outside reading analysis</li> <li>• Multiple-Choice quiz</li> <li>• Short Answer quiz</li> <li>• Units 1-3 multiple choice and free response essay test</li> <li>• Seminar discussions</li> <li>• Student PowerPoint presentations</li> <li>• Graphic organizers and course notebooks</li> </ul>

<p>4. Jefferson to Jackson 1800-1840</p>	<ol style="list-style-type: none"> <li>1. Is the transfer of political power always peaceful?</li> <li>2. How should a nation address challenges to its neutrality in wartime?</li> <li>3. In what ways can a foreign conflict promote nationalistic feelings among citizenry?</li> <li>4. Should all citizens have the right to vote?</li> <li>5. Can a state defy federal law?</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the significance of the election of 1800 was</li> <li>2. Describe the first-term successes and second-term failures of the Jefferson presidency</li> <li>3. Identify the causes and effects of the War of 1812</li> <li>4. Describe the rise post-War of 1812 nationalism and the Era of Good Feelings</li> <li>5. Identify reasons for the emergence of the two-party system</li> <li>6. Discuss the causes and effects of the Nullification crisis</li> <li>7. Evaluate the successes and limitations of the Jackson presidency and Jacksonian democracy</li> </ol>	<ul style="list-style-type: none"> <li>• Primary Source analysis APPARTS worksheets and summaries</li> <li>• Document-Based Question essay</li> <li>• Evaluative essay</li> <li>• Written argument notes and outside reading analysis</li> <li>• Multiple-Choice quiz</li> <li>• Short Answer quiz</li> <li>• Debate</li> <li>• Simulation game</li> <li>• Seminar discussion</li> <li>• Graphic organizers and course notebooks</li> <li>• Other formative assessments</li> <li>• Other Summative assessments</li> </ul>
<p>5. Antebellum Era: Intellectual, Social, and Economic History 1790-1860</p>	<ol style="list-style-type: none"> <li>1. How might changes in markets, transportation, and technology affect American society?</li> <li>2. In what ways can changes in migration and population patterns affect American life?</li> <li>3. How do reformers seek to address the economic problems and social dislocations created by rapid economic and social change?</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the effects of the market revolution on the emerging American industrial economy</li> <li>2. Describe the effects of Irish and German immigration on American society</li> <li>3. Discuss the antebellum Southern economy's reliance on cotton</li> <li>4. Explain causes and effects of the Second Great Awakening</li> <li>5. Identify the goals, successes, and limitations of antebellum utopian communities</li> </ol>	<ul style="list-style-type: none"> <li>• Primary Source analysis APPARTS worksheets and summaries</li> <li>• Document-Based Question essay</li> <li>• Evaluative essay</li> <li>• Written argument notes and outside reading analysis</li> <li>• Multiple-Choice quiz</li> <li>• Short Answer quiz</li> <li>• "Antebellum reformer press conference"</li> <li>• Seminar discussion</li> <li>• Student PowerPoint presentation</li> <li>• Graphic organizers and course notebooks</li> <li>• Other formative assessments</li> <li>• Other Summative assessments</li> </ul>
<p>6. Manifest Destiny and the Mexican War 1815-1860</p>	<ol style="list-style-type: none"> <li>1. What factors determine whether a nation expands geographically?</li> <li>2. Is citizen dissent during</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the spirit of "Manifest Destiny" that inspired American expansionism in the 1840s</li> </ol>	<ul style="list-style-type: none"> <li>• Primary Source analysis APPARTS worksheets and</li> </ul>

	<p>wartime ever just and proper?</p> <p>3. What responsibilities does a conquering nation have to conquered people?</p>	<p>2. Describe why the movement to annex Texas aroused such controversy</p> <p>3. Describe reasons why Oregon and Texas became central in the election of 1844 and why Polk's victory was seen as a mandate for "Manifest Destiny"</p> <p>4. Identify the causes (California and Texas boundary) of the war with Mexico</p> <p>5. Discuss the consequences of the Mexican War as it related to sectionalism</p>	<p>summaries</p> <ul style="list-style-type: none"> <li>• Document-Based Question essay</li> <li>• Evaluative essay</li> <li>• Written argument notes and outside reading analysis</li> <li>• Multiple-Choice quiz</li> <li>• Short Answer quiz</li> <li>• Units 4-6 multiple choice and free response essay test</li> <li>• Debate</li> <li>• Graphic organizers and course notebooks</li> </ul>
7. Slavery, Sectionalism, Civil War, and Reconstruction 1793-1877	<p>1. How can sectional differences in politics, economy, and society be managed and accommodated in a democratic nation?</p> <p>2. Why did different labor systems develop and emerge in the North and South?</p> <p>3. How was slavery incompatible with American ideals?</p> <p>4. Does a state have the right to secede from the Union?</p> <p>5. What political challenges might a president have during wartime?</p> <p>5. Should a president have expanded powers during wartime?</p> <p>6. In what ways can a nation heal and recover from a civil war?</p> <p>7. How can minority rights best be protected by the government?</p>	<p>1. Identify and discuss the economic strengths and weaknesses of the "Cotton Kingdom"</p> <p>2. Discuss the effects of slavery on blacks and whites</p> <p>3. Describe how the social class structure of the antebellum South was stratified</p> <p>4. Describe the Southern response to abolitionism and the growing Southern defense of slavery as a "positive good"</p> <p>5. Describe how the Kansas-Nebraska Act stirred sectional controversy</p> <p>6. Discuss the creation and rise of the Republican Party</p> <p>7. Describe how John Brown's raid at Harpers Ferry deepened sectional tensions</p> <p>8. Analyze the strengths and weaknesses of the Union and Confederacy as they went to war</p> <p>9. Compare and contrast Lincoln's and Davis's political leadership during the war</p> <p>10. Explain the significance of the Battle of Antietam and the Northern turn to a "total war" against slavery</p> <p>11. Describe the significance of the 1863</p>	<ul style="list-style-type: none"> <li>• Primary Source analysis APPARTS worksheets and summaries</li> <li>• Document-Based Question essay</li> <li>• Evaluative essay</li> <li>• Written argument notes and outside reading analysis</li> <li>• Multiple-Choice quiz</li> <li>• Short Answer quiz</li> <li>• Research papers and/or projects</li> <li>• Seminar discussion</li> <li>• Student PowerPoint presentation</li> <li>• Graphic organizers and course notebooks</li> <li>• Other formative assessments</li> <li>• Other Summative assessments</li> </ul>

		<p>Union victories at Gettysburg in the east and Vicksburg in the west</p> <p>12. Analyze the economic and social consequences of the war for both sides</p> <p>13. Describe the differences between the presidential and congressional approaches to Reconstruction</p> <p>14. Discuss how Southern white opposition and Northern apathy eventually undermined the Republican attempt to empower Southern blacks</p> <p>15. Explain the legacy of Reconstruction, and assess its successes and failures</p>	
<p>8. The Gilded Age: Politics, Industrialization, Labor, Immigration, Urbanization and the West 1865-1896</p>	<p>1. What responsibilities does a government have to protect minority rights?</p> <p>2. How can rapid industrialization positively and negatively impact a society?</p> <p>3. How can weak and corrupt government impact its citizens and harm democracy?</p> <p>4. How and why did laborers and farmers respond to changes to the U.S. economic system during the late 19<sup>th</sup> century?</p> <p>5. Why is there resistance to immigration when most Americans are descendants of immigrants?</p> <p>6. What rights do indigenous people have to the land?</p>	<p>1. Describe how the end of Reconstruction led to the imposition of the Jim Crow system of segregation in the South</p> <p>2. Examine the political corruption, lack of ideological difference in Democratic and Republican Parties, and poor quality of political leadership</p> <p>3. Discuss the growing class conflicts caused by industrial growth and combination</p> <p>4. Analyze the social changes brought by industrialization</p> <p>5. Explain the goals and outcomes of the Knights of Labor and the American Federation of Labor (AFL)</p> <p>6. Describe the “new immigration” and how it aroused opposition from many native-born Americans</p> <p>7. Describe the literary and cultural life of the period</p> <p>8. Explain federal policy towards Native Americans in the late 19<sup>th</sup> century</p> <p>9. Explain the impact of the closing of the frontier, and the long-term significance of the frontier for American history</p>	<ul style="list-style-type: none"> <li>• Primary Source analysis APPARTS worksheets and summaries</li> <li>• Document-Based Question essay</li> <li>• Evaluative essay</li> <li>• Outside reading analysis</li> <li>• Multiple-Choice quiz</li> <li>• Short Answer quiz</li> <li>• Debate</li> <li>• Graphic organizers and course notebooks</li> <li>• Other formative assessments</li> <li>• Other Summative assessments</li> </ul>

		10. Describe the economic forces that drove farmers into debt, and describe how the Populist Party organized to protest their oppression	
9. Imperialism, Progressives, and World War I 1898-1919	<ol style="list-style-type: none"> <li>1. What economic and military factors might influence a nation to consider expanding its territory?</li> <li>2. In what ways can a nation exert control and its influence on other lands?</li> <li>3. What late 19<sup>th</sup> century social, economic, and political problems led for calls of reforms?</li> <li>4. To what extent can success be measured when evaluating the effectiveness of reforms?</li> <li>5. How should a nation address challenges to its neutrality in wartime?</li> <li>6. In what ways might a foreign war lead to social, economic, and political changes at home, both positive and negative?</li> <li>7. Should the United States work to create an international system that encourages other nations to emulate its example?</li> <li>8. How might a president seek congressional and public approval for the direction of the nation's foreign policy?</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the forces that led America to abandon its historic isolationism and turn outward at the end of the 19<sup>th</sup> century</li> <li>2. Analyze the consequences of the Spanish-American War and the rise of Theodore Roosevelt as an advocate of American power in international affairs</li> <li>3. Compare and contrast the approaches of Roosevelt, Taft, and Wilson to foreign policy</li> <li>4. Describe the origins and nature of the progressive movement</li> <li>5. Explain ways in which Roosevelt began applying progressive principles to the national economy</li> <li>6. Discuss key issues of the 1912 election</li> <li>7. Compare and contrast progressivism of Roosevelt, Taft, and Wilson</li> <li>8. List and explain reasons why the progressive movement lost momentum</li> <li>9. Explain causes the led America to enter WWI</li> <li>10. Describe ways in which how the federal government mobilized America for war</li> <li>11. Explain the consequence of World War I for labor, women and African Americans</li> <li>12. Discuss America's economic and military role in the war</li> <li>13. Analyze Wilson's attempt to forge a peace based on his Fourteen Points</li> <li>14. Discuss the political opposition to Wilson's League and how Wilson refusal to compromise doomed the Treaty of</li> </ol>	<ul style="list-style-type: none"> <li>• Primary Source analysis APPARTS worksheets and summaries</li> <li>• Evaluative essay</li> <li>• Written argument notes and outside reading analysis</li> <li>• Multiple-Choice quiz</li> <li>• Short Answer quiz</li> <li>• Unit 9 multiple choice and document based essay test</li> <li>• Research papers and/or projects</li> <li>• Debate</li> <li>• "Press conference"</li> <li>• Seminar discussion</li> <li>• Student PowerPoint presentation</li> <li>• Graphic organizers and course notebooks</li> <li>• Other formative assessments</li> <li>• Other Summative assessments</li> </ul>

		Versailles	
10. The Roaring Twenties, the Great Depression, and FDR and the New Deal 1920-1939	<ol style="list-style-type: none"> <li>1. Can modern values and increased reliance on science co-exist with traditional values and religious orthodoxy?</li> <li>2. Under what conditions might increased consumerism become harmful to the economy?</li> <li>3. To what extent are individuals responsible for a nation's economic health?</li> <li>4. What is the proper role of government in managing the economy?</li> <li>5. To what extent should there be limits to presidential power?</li> <li>6. Should there be limits to social safety nets a government provides to its citizens?</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe effects of 1920s' cultural conflicts over immigration, cultural pluralism, prohibition, and evolution on American life</li> <li>2. Discuss the rise of the mass-consumption society</li> <li>3. Describe the cultural revolution brought about by radio, films, and changing sexual standards</li> <li>4. Explain the domestic political conservatism and economic prosperity of the 1920s</li> <li>5. Identify and analyze the causes and effects of the Great Depression</li> <li>6. Compare and contrast Hoover's and Roosevelt's response to the Depression</li> <li>7. List and explain ways in which the early New Deal pursued relief, reform, and recovery</li> <li>8. Explain the goal of FDR's "Court-packing" plan and how it failed</li> <li>9. Explain how Roosevelt mobilized a New Deal political coalition that included the South, Catholics, Jews, African Americans, and women</li> <li>10. Analyze arguments presented by critics and defenders of the New Deal</li> </ol>	<ul style="list-style-type: none"> <li>• Primary Source analysis APPARTS worksheets and summaries</li> <li>• Document-Based Question essay</li> <li>• Evaluative essay</li> <li>• Written argument notes and outside reading analysis</li> <li>• Multiple-Choice quiz</li> <li>• Short Answer quiz</li> <li>• Research papers and/or projects</li> <li>• Debate</li> <li>• Seminar discussion</li> <li>• Graphic organizers and course notebooks</li> <li>• Other formative assessments</li> <li>• Other Summative assessments</li> </ul>
11. The End of U.S. Neutrality 1919-1945	<ol style="list-style-type: none"> <li>1. Do the positives outweigh the negatives when a nation pursues an isolationist foreign policy?</li> <li>2. To what extent should a nation respond to foreign aggression when it is not directly impacted?</li> <li>3. In what ways might a foreign war lead to social, economic, and political changes at home, both positive and negative?</li> <li>4. Should there be restraints, internal and/or external, on a nation's use of technology to wage war?</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze the 1920s' Republican administrations' policies of isolationism, disarmament, and high-tariff protectionism</li> <li>2. Describe the causes and effects of loans, war debts, and reparations and how the U.S. dealt with it</li> <li>3. List and describe reasons why American isolationism dominated U.S. policy in the mid-1930s</li> <li>4. Describe ways in which America gradually responded to the threat from totalitarian aggression while trying to stay neutral</li> </ol>	<ul style="list-style-type: none"> <li>• Primary Source analysis APPARTS worksheets and summaries</li> <li>• Document-Based Question essay</li> <li>• Evaluative essay</li> <li>• Written argument notes and outside reading analysis</li> <li>• Multiple-Choice quiz</li> <li>• Short Answer quiz</li> <li>• Research paper and/or project</li> <li>• Seminar discussion</li> </ul>



		<p>5. Explain how America reacted to Pearl Harbor and prepared to wage war against Germany and Japan</p> <p>6. Describe the mobilization of the American society and economy for war</p> <p>7. Describe the war's effects on American society, including regional migration, race relations, and women's roles</p> <p>8. Explain the final military efforts that brought Allied victory in Europe and Asia</p> <p>9. Evaluate the causes and short-term and long-term effects of atomic bomb</p>	<ul style="list-style-type: none"> <li>• Student PowerPoint presentations</li> <li>• Graphic organizers and course notebooks</li> <li>• Other formative assessments</li> <li>• Other Summative assessments</li> </ul>
12. The Cold War Begins: Truman and Eisenhower Eras 1945-1960	<p>1. In what ways might victory in World War II have led to a long term economic boom?</p> <p>2. Should the United States work to create and lead an international system that encourages other nations to become democratic and capitalist?</p> <p>3. How might the U.S. respond to nations that have opposing political and economic systems?</p> <p>4. Are there limits to American ability to influence other nations and world trends and events?</p> <p>5. Under what conditions are American democratic ideals threatened during periods of foreign tensions?</p>	<p>1. Evaluate the causes and consequences of the post-World War II economic boom</p> <p>2. Explain changes in American society and culture brought about by the "baby boom" and the rise of popular "mass culture"</p> <p>3. Describe the early Cold War tension between the U.S. and Soviet Union , and efforts to contain the Soviets</p> <p>4. Describe the growing concern about Soviet spying and internal Communist subversion, and the climate of fear it engendered, as well as the domestic consequences of the Cold War</p> <p>5. Explain Eisenhower's approach to the Cold War and nuclear arms race with the Soviet Union</p> <p>6. Analyze the effects of Eisenhower's foreign policy in Vietnam, the Middle East, and Cuba</p>	<ul style="list-style-type: none"> <li>• Primary Source analysis APPARTS worksheets and summaries</li> <li>• Document-Based Question essay</li> <li>• Evaluative essay</li> <li>• Written argument notes and outside reading analysis</li> <li>• Multiple-Choice quiz</li> <li>• Short Answer quiz</li> <li>• Debate</li> <li>• Seminar discussion</li> <li>• Student PowerPoint presentations</li> <li>• Graphic organizers and course notebooks</li> <li>• Other formative assessments</li> <li>• Other Summative assessments</li> </ul>
13. The Cold War Becomes Hotter and the Transformation of American Society and Culture 1960-1980	<p>1. When does a nation's foreign policy conduct provoke opposition from its own citizens?</p> <p>2. In what ways might the expansion of presidential power benefit the nation, when might it be harmful?</p> <p>3. Is non-violent protest</p>	<p>1. Describe the high expectations Kennedy's New Frontier and Johnson's Great Society aroused and the challenges they encountered in promoting their policies</p> <p>2. Identify and analyze ways in which increased</p>	<ul style="list-style-type: none"> <li>• Primary Source analysis APPARTS worksheets and summaries</li> <li>• Document-Based Question essay</li> <li>• Evaluative essay</li> <li>• Written argument</li> </ul>

	<p>always successful?</p> <p>4. What are some factors that might lead to rapid social and cultural change?</p> <p>5. What are some reasons why might people resist social and/or cultural change?</p>	<p>American involvement Vietnam War brought turmoil to American society</p> <p>3. Describe the presidencies of Kennedy, Johnson, and Nixon in terms of the expansion of presidential power</p> <p>4. Describe the beginnings of the civil rights movement and analyze the course of the movement from civil rights to black power</p> <p>5. Identify and analyze cultural rebellions of the 1960s and their short-term and long-term effects</p> <p>6. Describe Nixon's foreign policy in relation to Vietnam, Soviet Union, and Communist China</p> <p>7. Explain and evaluate the causes and effects of Watergate scandal and Nixon's resignation on the nation</p> <p>8. Describe the economic, energy, and Middle Eastern crises of the 1970s and why Republican and Democratic administrations were unable to successfully address them</p>	<p>notes and outside reading analysis</p> <ul style="list-style-type: none"> <li>• Multiple-Choice quiz</li> <li>• Short Answer quiz</li> <li>• Research paper and/or projects</li> <li>• Debate</li> <li>• "1960s' press conference"</li> <li>• Seminar discussion</li> <li>• Student PowerPoint presentation</li> <li>• Graphic organizers and course notebooks</li> <li>• Other formative assessments</li> <li>• Other Summative assessments</li> </ul>
<p>14. The Resurgence of Conservatism and the Early Post-Cold War Era 1980-1992</p>	<p>1. Are Americans generally more conservative or liberal in terms of politics, society, and culture?</p> <p>2. What is the proper role of government in managing the economy?</p> <p>3. What is the relationship between defense and diplomacy in the conduct of foreign policy?</p> <p>4. Should the United States work to create and lead an international system that encourages other nations to become democratic and capitalist?</p>	<p>1. Describe the political rise of Reagan and the "new right" in the 1980s, and the controversies generated over politics and social issues</p> <p>2. Explain the "Reagan Revolution" in economic policy and indicate its immediate and long-term consequences</p> <p>3. Compare and contrast the revival of the Cold War in Reagan's first term with Reagan's willingness to negotiate with Gorbachev in his second term</p> <p>4. Analyze the growing power of the religious right in politics, and discuss the impact of issues like abortion and affirmative action on the Supreme Court</p> <p>5. Describe the end of the Cold War, and analyze the</p>	<ul style="list-style-type: none"> <li>• Primary Source analysis APPARTS worksheets and summaries</li> <li>• Evaluative essay</li> <li>• Written argument notes and outside reading analysis</li> <li>• Multiple-Choice quiz</li> <li>• Short Answer quiz</li> <li>• 1980s' research project</li> <li>• Seminar discussion</li> <li>• Student PowerPoint presentation</li> <li>• Graphic organizers and course notebooks</li> <li>• Other formative assessments</li> <li>• Other Summative assessments</li> </ul>

		short-term and long-term results for American society abroad and at home 6. Identify examples of America's growing involvement in the Middle East, and describe the causes and effects of the First Persian Gulf War	
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## Advanced Placement Psychology

<b>Grade Level</b>	12
<b>Course Number</b>	485
<b>Subject Area</b>	Social Studies

### Course Description

This course is designed to meet the requirements of the Advanced Placement Psychology curriculum and to prepare students for success on the Advanced Placement Psychology examination. The course will further prepare students with a thorough foundation of the scope and fundamentals of psychology. Careful examination and analysis of psychological experiments will be a major feature of the course. Students will also be required to prepare and execute their own psychological experiments under the direction of the teacher. Particular attention will also be directed to the overwhelming evidence linking biology and psychology. To this end, specific areas of study will include the cognitive (nervous system; sensory processes; perception; learning; consciousness; memory; thought; and language), as well as the psychological (motivation, emotion, and stress; growth and development; psychological assessment; personality; psychological disorder; and social psychology). Students will be expected to write extensively and critically on these and other issues, participate in class discussions, read extensively, and make presentations in class. Summer assignments are required to be completed.

### Content Standards

#### Reading Standards for Literacy in History/Social Studies

##### *Key Ideas and Details*

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

##### *Craft And Structure*

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

##### *Integration of Knowledge and Ideas*

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information

<p><b>9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>
<p><b>10.</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently</p>
<p><b>Writing Standards for Literacy in History/Social Studies</b></p>
<p><i>Text Types and Purposes</i></p>
<p><b>1.</b> Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented</li> </ul>
<p><b>2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><b>3. Note; Not applicable as a separate requirement</b> Students’ narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>
<p><i>Production and Distribution of Writing</i></p>
<p><b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>5.</b> 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.</p>
<p><b>6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><i>Research to Build and Present Knowledge</i></p>
<p><b>7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><b>8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p>
<p><b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><i>Range of Writing</i></p>
<p><b>10.</b> 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.</p>

## Frameworks Standards

*Themes for this History and Social Science Curriculum Framework:*

**6.** The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.

*Grades 8-12 Concepts and Skills:*

**6.** Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)

**7.** Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)

**9.** Distinguish intended from unintended consequences. (H, E, C)

## Essential Questions

- How do the approaches to studying psychology influence one's interpretation of human thought and behavior?
- How is it possible for standards of ethics in psychology to vary over time?
- How does biology influence psychology?
- How can the psychological community be divided over the existence of the unconscious?
- How can addiction and treatment be explained physically and psychologically?
- Why is human memory fallible?
- How can there be multiple definitions of intelligence?
- Is there a biological and psychological basis for all human motivations and emotions?
- How can the explanation of "normal" versus "abnormal" behavior change?
- How has the formation and assessment of personality evolved over time?
- How does nature and nurture influence development?
- How can development be viewed as a process of both stability and change?
- How does the presence of others affect human thought and behavior?

## Enduring Understandings

- The approaches to studying psychology are constantly evolving.
- The standards for ethics of psychological experimentation may vary based on time period and subject matter.
- Human thought and behavior is very complex and affected by multiple factors.
- The existence of the unconscious and its influence on human thought and behavior is constantly debated.
- Addiction and treatment is a biological, psychological, and sociocultural process.
- Human memory is multifaceted and imperfect.
- Intelligence can be defined in many ways that are constantly evolving.
- Human motivations and emotions are influenced by both biological and psychological factors.
- Diagnosis of psychological disorders is multifaceted and complex
- The definition and assessment of intelligence evolves over time.
- Biological and environmental processes affect development throughout the lifespan.
- There are constancies in the process of development that can be altered based on genetics and the environment.
- Human thought and behavior is constantly influenced by the presence of others.

## Evidence of Understanding

The students will:

- Complete summer reading assignment
- Complete unit tests and quizzes
- Participate in class discussions and debates
- Complete practice AP Exams and Free Response Questions
- Write analytical essays
- Write reflective journal entries
- Perform basic psychological experiments
- Research psychologists and their studies
- Evaluate significant psychological experiments

- Analyze current trends and research in psychology
- Research for projects, papers, and presentations
- Student PowerPoint presentations
- Graphic organizers and course notebooks
- Complete departmental midyear and final exams
- Complete common assessments
- Complete other formative assessments
- Complete other summative assessments

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Introduction to Psychology	<ol style="list-style-type: none"> <li>1. How can the scientific method be applied to psychology?</li> <li>2. How do the approaches to studying psychology influence one's interpretation of human thought and behavior?</li> <li>3. How is it possible for standards of ethics in experimentation to vary over time?</li> </ol>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define psychology and explain behaviors and mental processes</li> <li>2. Identify the major theorists that have contributed to the study of psychology throughout history and describe their theories</li> <li>3. Describe the current major approaches to psychology and apply them to real world examples (behavioral, humanistic, cognitive, biological, evolutionary, psychodynamic, and social-cultural)</li> <li>4. Identify the advantages and disadvantages of using the current major approaches to psychology to explain behaviors and mental processes</li> <li>5. Describe the different subfields of psychology and identify potential career choices within those fields (counseling, clinical, developmental, experimental, etc.)</li> <li>6. Describe experimental</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete summer reading assignment and write corresponding case study analysis paper</li> <li>2. Complete the "History of Psychology" quiz</li> <li>3. Perform a naturalistic observation and write a paper explaining the value as a research method</li> <li>4. Participate in discussion of ethics in psychological research</li> <li>5. Complete a unit test that assesses the major concepts presented in unit one</li> </ol>

		<p>research and all of its components</p> <ol style="list-style-type: none"> <li>Identify the various methods of research used in the study of psychology, including the advantages and disadvantages</li> <li>Explain the use of descriptive and inferential statistics in evaluating research results and apply them to specific examples</li> <li>Describe the ethical guidelines for psychological research</li> </ol>	
Biopsychology	<ol style="list-style-type: none"> <li>How has our understanding of the human brain evolved over time?</li> <li>How does biology influence psychology?</li> <li>How will determining the genetic makeup of various personality traits and disorders impact ethics in psychology?</li> </ol>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Define neurotransmitters and explain how they work</li> <li>Identify the various components of the nervous system and explain their functions (the central and peripheral nervous systems and the major brain structures)</li> <li>Explain how research has been done on the brain in the past and describe current research on the brain</li> <li>Describe the endocrine system and explain how it works</li> <li>Explain how genetics and evolutionary psychology can be used to explain human behavior</li> </ol>	<ol style="list-style-type: none"> <li>Presentation of research on assigned neurotransmitter</li> <li>Participate in discussion on the implications of using medication to influence neurotransmitter activity</li> <li>Create diagram of human brain that illustrates structure and function</li> <li>Complete "Biopsychology" quiz</li> <li>Participate in "Thought Museum" on the human genome</li> <li>Complete a unit test that assesses the major concepts presented in unit two</li> </ol>
Sensation and Perception	<ol style="list-style-type: none"> <li>How do sensation and perception work together to influence human thought and behavior?</li> </ol>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Explain the difference between sensation and</li> </ol>	<ol style="list-style-type: none"> <li>Working in groups, students will research and present information</li> </ol>

	<ol style="list-style-type: none"> <li>How can people have different perceptions of the same sensory stimuli?</li> </ol>	<p>perception</p> <ol style="list-style-type: none"> <li>Explain the sensory processes including the anatomical structures and functions</li> <li>Describe various sensory disorders</li> <li>Describe the basic principles of perceptual organization and how psychological characteristics can influence perception</li> <li>Compare and contrast bottom-up and top-down processing</li> <li>Explain how basic illusions work</li> <li>Evaluate the beliefs associated with parapsychological phenomena</li> </ol>	<p>related to the structure and function of one of the senses. The presentation must include an interactive demonstration of how the sense works.</p> <ol style="list-style-type: none"> <li>Write a practice Free Response Question on sensation for AP Exam.</li> <li>Working in pairs, students will evaluate their partner's written response using an AP style rubric.</li> <li>Create diagrams of the human eye and ear that include structure and function.</li> <li>Complete a unit test that assesses the major concepts presented in unit three</li> </ol>
States of Consciousness	<ol style="list-style-type: none"> <li>How can the psychological community be divided over the existence of the unconscious?</li> <li>How is hypnosis explained?</li> <li>How can addiction and treatment be explained physically and psychologically?</li> </ol>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Identify the various states of consciousness and the functions of consciousness</li> <li>Explain the sleep cycle and the role of dreaming</li> <li>Identify the major theories of dreaming</li> <li>Describe various sleep disorders including causes, symptoms and possible treatments</li> <li>Identify the various categories of psychoactive drugs and their effects on human thought and behavior</li> <li>Discuss current and past uses of hypnosis and associated</li> </ol>	<ol style="list-style-type: none"> <li>Write a journal entry that applies the major theories for dreaming</li> <li>Participate in debate on the existence/ explanation of the hypnotic state</li> <li>Write Practice Free Response Question on debate over hypnosis for AP Exam</li> <li>Write essay answering the question "is addiction a psychological disorder?"</li> <li>Complete a unit test that assesses the major concepts presented in unit four</li> </ol>



		phenomena	
Learning	<ol style="list-style-type: none"> <li>1. How do principles of learning affect human thought and behavior?</li> <li>2. How does human observation of the society around them influence thought and behavior?</li> </ol>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Compare classical conditioning, operant conditioning, and observational learning</li> <li>2. Describe classical conditioning and the phenomena associated with it</li> <li>3. Describe operant conditioning and the phenomena associated with it</li> <li>4. Explain how schedules of reinforcement influence learning</li> <li>5. Describe observational learning and the phenomena associated with it</li> <li>6. Identify examples of classical conditioning, operant conditioning, and observational learning in human behavior</li> <li>7. Explain how concepts of learning can be used in behavior modification</li> <li>8. Explain how biological and environmental factors can influence learning</li> <li>9. Explain the cognitive process in learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete “Operant Conditioning” activity and corresponding essay evaluating behaviorism</li> <li>2. Participate in discussion on B.F. Skinner’s contributions to operant conditioning research</li> <li>3. Complete “Learning” quiz</li> <li>4. Participate in “Thought Museum” related to media influence on adolescence</li> <li>5. Complete a unit test that assesses the major concepts presented in unit five</li> </ol>
Cognition	<ol style="list-style-type: none"> <li>1. Why is human memory fallible?</li> <li>2. How does cognition play a role in creativity and problem solving?</li> <li>3. How can the acquisition of language be explained?</li> </ol>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define cognitive psychology and identify the different cognitive processes</li> <li>2. Describe the process of forming memories (memory systems, attention,</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a three-stage model of memory systems</li> <li>2. Participate in “Fishbowl Discussion” on memory formation</li> <li>3. Complete “Memory” quiz</li> <li>4. Participate in “Post</li> </ol>

		<p>encoding, rehearsal, and retrieval)</p> <ol style="list-style-type: none"> <li>Identify memory improvement strategies</li> <li>Describe the different types of memory</li> <li>Explain the major reasons for forgetting</li> <li>Identify problem solving strategies, their applications, and any potential obstacles to effective problem solving</li> <li>Explain the process of decision making</li> <li>Describe how humans acquire, develop, and understand language</li> <li>Identify the diversities in mental abilities, such as creativity</li> </ol>	<p>Nuclear War Survival” decisions and judgments discussion</p> <ol style="list-style-type: none"> <li>Write practice Free Response Question on the debate over language acquisition for AP Exam</li> <li>Complete a unit test that assesses the major concepts presented in unit six</li> </ol>
Intelligence and Testing	<ol style="list-style-type: none"> <li>How can there be multiple definitions of intelligence?</li> <li>How has intelligence testing evolved over time?</li> </ol>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Define intelligence and describe the various approaches to measuring and explaining intelligence</li> <li>Compare and contrast early intelligence testing with modern intelligence testing</li> <li>Explain how intelligence tests are designed, measured and interpreted, including how related labels are applied as a result of the testing</li> <li>Evaluate the impact that culture has on intelligence testing and definitions related to intelligence</li> </ol>	<ol style="list-style-type: none"> <li>Participate in a discussion related to “Emotional Intelligence”</li> <li>Create and present a lesson using one of Gardner’s intelligences</li> <li>Participate in a discussion related to the “Pygmalion effect”</li> <li>Take and asses the effectiveness of some sample intelligence tests</li> <li>Complete a unit test that assesses the major concepts presented in unit seven</li> </ol>
Motivation and Emotion	<ol style="list-style-type: none"> <li>How can there be a</li> </ol>	<p>Students will be able to:</p>	<ol style="list-style-type: none"> <li>Write reflection on</li> </ol>

	<p>biological and psychological basis for all human motivations?</p> <p>2. Do emotions have a biological or psychological basis?</p>	<ol style="list-style-type: none"> <li>1. Define motivation and explain its various sources, both biological and social</li> <li>2. Explain how basic concepts related to motivation can be used to explain human thought and behavior</li> <li>3. Compare and contrast major theories related to motivation</li> <li>4. Describe classic studies, and the psychologists that contributed them, related to motivation and emotion</li> <li>5. Compare and contrast major theories related to emotion</li> <li>6. Explain how culture impacts emotional expression</li> </ol>	<p>“Maslow’s Hierarchy of Needs”</p> <ol style="list-style-type: none"> <li>2. Analyze eating disorders from a biological, psychological, and sociocultural perspective</li> <li>3. Participate in discussion of classic research related to facial expressions</li> <li>4. Write happiness reflection</li> <li>5. Complete a unit test that assesses the major concepts presented in unit eight</li> <li>6. Complete two practice Free Response Questions as review for midyear exam</li> </ol>
Abnormal Psychology	<ol style="list-style-type: none"> <li>1. How can the explanation of “normal” versus “abnormal” behavior change?</li> <li>2. How can the diagnosis of psychological disorders vary?</li> <li>3. How has the treatment of psychological disorders changed over time?</li> </ol>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify past and current definitions of abnormal vs. normal behavior</li> <li>2. Identify and describe the various classifications of psychological disorders and associated symptoms (anxiety disorders, mood disorders, schizophrenic disorders, somatoform disorders, dissociative disorders, personality disorders and substance-related disorders)</li> <li>3. Discuss the possible causes and appropriate treatments for</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in discussion of diagnostic labeling</li> <li>2. Complete case study analysis for somatoform and dissociative disorders</li> <li>3. Working in groups, present the diagnostic criteria for one mood disorder and illustrate with examples from case studies</li> <li>4. Complete reading check on bipolar diagnosis in childhood</li> <li>5. Participate in case study conference on schizophrenia</li> <li>6. Complete “Abnormal Psychology” quiz</li> <li>7. Complete case study analysis for</li> </ol>

		<p>various psychological disorders</p> <ol style="list-style-type: none"> <li>Describe how psychology is connected to the legal system</li> <li>Explain how the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> is used</li> <li>Identify the major characteristics of effective psychotherapy and factors that could lead to premature termination of psychotherapy</li> <li>Identify and describe the current major treatment types</li> <li>Evaluate current treatment types and formats</li> <li>Identify the contributions of historical figures to the development of major treatment approaches (Sigmund Freud, B.F. Skinner, Carl Rogers, etc.)</li> </ol>	<p>personality disorders</p> <ol style="list-style-type: none"> <li>Research, create and present a brochure on one type of psychotherapy</li> <li>Complete reading check on "Psychiatry by Prescription" article</li> <li>Complete a unit test that assesses the major concepts presented in unit nine</li> </ol>
Personality	<ol style="list-style-type: none"> <li>How can the formation of personality be described?</li> <li>How has the assessment of personality evolved over time?</li> </ol>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Define personality</li> <li>Describe and evaluate the major theoretical approaches to personality</li> <li>Identify the major theorists associated with explaining personality and describe their theories (Freud, Jung, Allport, Bandura, Maslow, etc.)</li> <li>Compare and contrast the various research methods used to assess personality</li> </ol>	<ol style="list-style-type: none"> <li>Working in groups, students will research, create, and present one of the major theories for personality formation. The presentation must include an application to a famous figure.</li> <li>Write an evaluation of the major theories for personality formation.</li> <li>Participate in a discussion of the "marshmallow experiment" and explain how it</li> </ol>

		<ol style="list-style-type: none"> <li>5. Identify and evaluate the major assessment strategies related to personality used by psychologists today</li> <li>6. Describe the influence that culture has on the formation of personal characteristics</li> </ol>	<p>connects to personality formation.</p> <ol style="list-style-type: none"> <li>4. Students will take and write an evaluation of some samples from major personality assessments.</li> <li>5. Complete a unit test that assesses the major concepts presented in unit ten</li> </ol>
Developmental Psychology	<ol style="list-style-type: none"> <li>1. How does nature and nurture influence development?</li> <li>2. How can development be viewed as a process of both stability and change?</li> </ol>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the nature/nurture controversy and apply it to various stages of the lifespan</li> <li>2. Describe prenatal development</li> <li>3. Evaluate the major styles of parenting</li> <li>4. Identify and describe the various physical, social, and cognitive changes that occur during infancy and childhood</li> <li>5. Explain Piaget's theory of cognitive development and the associated vocabulary</li> <li>6. Explain Kohlberg's stages of moral development and compare them to other theories related to moral development</li> <li>7. Identify and describe the various physical, social, and cognitive changes that occur during adolescence and the associated challenges</li> <li>8. Describe the process of identity formation</li> <li>9. Identify and describe the various physical, social, and</li> </ol>	<ol style="list-style-type: none"> <li>1. Working in groups, create and present a storyboard based on Erikson's theory of psychosocial development</li> <li>2. Participate in stations activity on the social development of infancy and childhood</li> <li>3. Write a reflection on the various aspects of adolescent development presented in a video clip</li> <li>4. Write your own obituary and complete associated reflection</li> <li>5. Compare and contrast different theories related to death and dying using the "Last Lecture" reading</li> <li>6. Complete a unit test that assesses the major concepts presented in unit eleven</li> </ol>

		<p>cognitive changes that occur during adulthood</p> <p>10. Describe and evaluate theories related to death</p> <p>11. Identify gender roles and explain their influence on the lifespan</p> <p>12. Define stress and identify stressors that occur throughout the lifespan and the associated effects</p>	
Social Psychology	<ol style="list-style-type: none"> <li>How does the presence of others affect human thought and behavior?</li> <li>What impacts our social relations?</li> </ol>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Define social cognition</li> <li>Describe social perception and the role of schemas, first impressions, and attribution</li> <li>Explain various types of group behavior and its effect on the individual (group polarization, groupthink, conformity, etc.)</li> <li>Describe the effect of other people's presence on human thought and behavior (obedience, bystander effect, etc.)</li> <li>Describe how attitudes are formed</li> <li>Identify attitudes and its components including; cognitive, affective, and behavior</li> <li>Describe prejudice and stereotyping and the associated theories</li> <li>Describe self-esteem, self-concept, and factors that influence the formation of both</li> <li>Explain social</li> </ol>	<ol style="list-style-type: none"> <li>Write a reflection comparing the Zimbardo Prison study to the Abu Ghraib prison scandal</li> <li>Participate in "Fishbowl Discussion" on conformity and obedience</li> <li>Take and write a reflection on the Harvard "Implicit Association Test"</li> <li>Complete "Social Psychology" quiz</li> <li>Participate in discussion on the bystander effect and Darley and Latane's experiments on bystander intervention</li> <li>Complete a unit test that assesses the major concepts presented in unit twelve</li> <li>Complete Practice AP Psychology Exam</li> </ol>

		<p>identity</p> <p>10. Describe the impact of and contributing factors to altruism, aggression, attraction, and self-fulfilling prophecy</p> <p>11. Identify significant theorists related to social psychology and describe their theories (Stanley Milgram, Philip Zimbardo, etc.)</p>	
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