

## United States History

**Grades 10-12**

**2 Semesters**

**Prerequisite – NONE**

**Overview:** Recent U.S. History 1 reviews the foundations of democracy before focusing on the people, cultures, issues and events that shaped the United States from Reconstruction to the 1930s. Students explore the influences and challenges that have shaped our nation. This course emphasizes the role of democratic principles and the civic responsibility and involvement that have guided.

Units of Study	Key Concepts	Essential Questions	Suggested Resources
Civil War & Reconstruction	<p>The effects of the Civil War on the American people</p> <p>Reconstruction plans – success and failure</p> <p>Compare and contrast the lives of slaves and freed persons</p>	<p>Students will identify the tensions inherent in Reconstruction: protecting freed persons and unifying the country and its impact upon federalism.</p>	<p>The Gettysburg Address (1863) Emancipation Proclamation (1863) The 13th, 14th and 15th Amendments of the U.S. Constitution (1868)</p>
Industrialization, Immigration, Expansion, & Imperialism	<p>Growth of cities, Industrial revolution, Labor unions, Progressivism, Spanish American War</p>	<p>Students will identify the cause and- effect relationship, which explains the causes of Imperialism and the effects domestic and foreign.</p> <p>Students will identify the tensions inherent in Reconstruction: protecting freed persons and unifying the country and its impact upon federalism.</p> <p>Students will identify the cause and- effect relationship, which explains the causes of Imperialism and the effects domestic and</p>	<p>Chinese Exclusion Act (1882) Espionage and Sedition Acts Writings of Booker T. Washington and W.E.B Dubois Mapping of Territories acquired by U.S. Political Cartoons – Panama Canal, Teddy Roosevelt</p>

Units of Study	Key Concepts	Essential Questions	Suggested Resources
WWI & Social Fallout	<p>Rise &amp; fall of economy in 20s &amp; 30s</p> <p>Compare the 1920's with the 1930's</p> <p>The New Deal and how it addressed the Great Depression</p>	<p>foreign</p> <p>Students will identify the causes and effects of World War I, including effects of new technology and Industrialization upon modern warfare as well as the impact on civil liberties.</p> <p>Students will categorize political, social, culture and economic tensions of the 1920s.</p> <p>Students will establish cause-and effect relationships of the Great Depression and reforms that followed, which expanded the role of the federal government</p>	<p>Espionage Act (1917)</p> <p>Woodrow Wilson's 14 Points</p> <p>WWI Propaganda Posters</p> <p>Map of various battles</p> <p>Stock Market Crash</p> <p>Music of Harlem Renaissance</p> <p>Assembly Line simulation</p>
WWII	<p>Causes of WWII</p> <p>War at home vs. Abroad</p> <p>U.S. Superpower and it role in rebuilding Europe</p> <p>Nazi and Holocaust</p> <p>Biased actions and propaganda</p>	<p>Students will analyze the causes, course and character of WWII at home and abroad, and its impact</p>	<p>F.D.R. Four Freedoms speech</p> <p>Mapping key battles</p> <p>Propaganda Posters</p>
Cold War	<p>Korea</p> <p>Cuba</p> <p>Vietnam</p>	<p>Students will analyze the causes, course and character of WWII at home and abroad, and its impact</p>	<p>Map of Cold War Hot Spots</p> <p>Ronald Reagan's Berlin Speech</p> <p>Visual Data of the Arms Race</p>
Social Upheaval and Government Reaction	<p>50s Civil Rights</p> <p>60s Counter culture</p> <p>70s Kennedy Era</p> <p>Johnson</p> <p>Nixon (Watergate)</p>	<p>Students will categorize the state and federal actions that led to economic, political and social changes that resulted from the Civil Rights Movement</p>	<p>Lyrics to songs to music of the time</p> <p>Clothing</p>

Units of Study	Key Concepts	Essential Questions	Suggested Resources
		Students will analyze the tensions between the expanding role of the federal government and social challenges to the status quo.	
Ascendancy of Neo-Conservatism	Rise of fundamentalism Deregulation National debt	Students will compare and contrast the liberal and conservative views of the role of government.	Congressional Hearings Map of European Boundaries – Soviet Union dissolution
The Modern Era	9/11 Changing Economics	Students will identify specific examples of the U.S. role in global interdependence and cooperation.	Economic data using graphs and charts

### Vocabulary:

**(Civil War & Reconstruction)** Confederation, Union, Nationalist, Sectionalism, Reconstruction, Lynching, Emancipation, Abolitionist, Mason Dixon, Line, Sharecropping, Jim Crow Laws, Succession, Missouri Compromise, Federal vs. State rights, Civil Rights Act of 1975.

**(Industrialization, Immigration, Expansion, & Imperialism)** Company Town, Union, Monopoly, Tenements, Capitalism, Free market, Laissez Faire, Reform, Populists, Temperance, Progressive Movement, Homestead Act, Square Deal, Social Darwinism, Progressive Movement, Great Awakening, Assimilation, Boom-bust cycle, ICC, Anti-trust, Industrialization, Urbanization, Anti-trust, Gilded Age, Suffrage, Imperialism, Expansionism, Monroe Doctrine, Panama Canal, Land grant.

**(WWI & Social Fallout)** Trench Warfare, Alliance, Militarism, Nationalism, Reparations, Red scare, Mass Production, Depression, Speculation, Works Progress administration, New Deal, Welfare state, Stock, Allied Powers, No-man's zone, League of Nations, Western/Eastern, Great Migration, Central Powers, Hooverville, Prohibition, Bootlegging, Drought, Subsidy.

**(WWII)** United Nations, Imperialism, Totalitarian, Internment, Home front, Propaganda, Marshal Plan, Holocaust, Genocide, Anti-Sementic, Axis Powers, Rationing.

**(Cold War)** Communism, Democracy, Arms race, Deterrence, Space race, Cold War, NATO, Iron Curtain, Warsaw Pact, Containment, United Nations, McCarthyism.

**(Social Upheaval and Government Reaction)** Civil Rights, Civil Liberties, Boycott, Freedom Riders, Counter-culture, Watergate, Kent State, Woodstock, Feminism, Title IX, Civil disobedience, Affirmative action, Brown vs. Board of Education, ERA.

**(Ascendancy of Neo-Conservatism)** Evangelical, Deregulation, Trickle-down economics, Iran-Contra, Persian Gulf War, Reaganomics, Recession.

**(The Modern Era)** Globalization, United Nations, Information age, Cultural diffusion, Balance of trade, E-commerce, Free trade, World Bank, MAFTA, OPEC, WTO, Terrorism, International criminal courts.

### **Priority History Standards**

**H.A.** A student should understand that history is a record of human experiences that links the past to the present and the future.

**5)** Understand that history is a narrative told in many voices and expresses various perspectives of historical experience.

**7)** Understand that history is dynamic and composed of key turning points.

**H.B** A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.

**1)**comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:

- a. the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;
- b. human communities and their relationships with climate, subsistence base, resources, geography, and technology;
- c. the origin and impact of ideologies, religions, and institutions upon human societies;
- d. the consequences of peace and violent conflict to societies and their cultures; and
- e. major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;

**H.C.** A student should develop the skills and processes of historical inquiry.

**1)** use appropriate technology to access, retrieve, organize, and present historical information;

**3)** apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record;

**4)** use historical perspective to solve problems, make decisions, and understand other traditions.

**H.D.** A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

**2.** Solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions.

### **Geography Standards**

**GY.A.** A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

**1)** use maps and globes to locate places and regions;

**5)** evaluate the importance of the locations of human and physical features in interpreting geographic patterns; and

**GY.B.** A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.

**3)** Relate how people create similarities and differences among places;

**7)** Understand that a region is a distinct area defined by one or more cultural or physical features;

**GY.C.** A student should understand the dynamic and interactive natural forces that shape the Earth's environments.

3. Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments.

**GY.D.** A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.

4. Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity;

**GY.E.** A student should understand and be able to evaluate how humans and physical environments interact.

2. Recognize and assess local, regional, and global patterns of resource use;

5. Analyze the consequences of human modification of the environment and evaluate the changing landscape;

**GY.F** A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

6. Utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens.

### **Priority Language Arts Standards**

**R.KI.11-12.2** Determine the central ideas or information of a primary or secondary source; provide accurate summary that makes clear the relationships among the key details and ideas.

**R.CS.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts

**R.IK.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**R.RR.11-12.10** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.

**W.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia.

**W.TT.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiment or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, 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 and 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 presented (e.g., articulating implications or the significance of the topic).

**W.PD.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.RB.11-12.7** 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.

**W.RB.11-12.8** 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.

**W.RW.11-12.10** 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.

