

**District Curriculum Document**

*This is to be created at the district level using teacher teams*

Student Achievement Targets/ Priority Standards <b>(PS)</b>	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p><b>Skills:</b> 6-12.USH.1.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.</p> <p><b>Reading Standards</b></p> <ol style="list-style-type: none"> <li>1. <b>RH.11-12.3</b> Evaluate various explanations for actions or events and determine which explanations best accords with textual evidence, acknowledging where the text leaves matters uncertain</li> <li>2. <b>RH.11-12.6</b> Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</li> <li>3. <b>RH.11-12.9</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> </ol> <p><b>Writing Standards</b></p> <ol style="list-style-type: none"> <li>1. <b>WHST.11-12.1</b> Write arguments focused on discipline-specific content.               <ol 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>f. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol> </li> </ol>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> <li>1. Evaluate why actions or events occur and support your conclusions with evidence while considering other perspectives.</li> <li>2. Compare differing authors’ point of view on the same historical event.</li> <li>3. Compare primary and secondary sources to create a clear understanding of an idea or event.</li> </ol> <p><b>Writing Standards:</b></p> <ol style="list-style-type: none"> <li>1. Write an argument focused on class content.               <ol style="list-style-type: none"> <li>a. Introduce a knowledgeable claim/argument and establish the significance of that claim/argument.</li> <li>b. Develop and support claims and counterclaims with evidence.</li> <li>f. Provide a conclusion to support your claim/argument.</li> </ol> </li> </ol>

<p>2. <b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>3. <b>WHST.11-12.8</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 form for citation.</p>	<p>2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>3. Gather relevant information from multiple sources, analyze the strengths and limitations of each source, and use appropriate citation methods.</p>
<p><b>Supporting Standards</b></p>	
<p><b>Reading Standards</b></p> <p><b>RH.11-12.2</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>RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p><b>Writing Standards</b></p> <p><b>WHST.11-12.1</b> Write arguments focused on discipline-specific content.</p> <ol 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. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the argument; 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. 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 or supports the argument presented.</li> </ol> <p><b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	

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Topic Big Ideas/Essential Questions/Guiding Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. <b>History:</b> Religious, economic and political factors in Europe led to exploration and the settlement of North America. <i>What motivates people to explore? Why do people immigrate to new lands? What are push/pull factors? How did the religious and political events in Europe lead to European exploration and immigration to North America?</i></p> <p>2. <b>Geography:</b> The impacts of the Columbian Exchange can still be seen throughout the world. <i>Was the Columbian Exchange more positive or negative? What was exchanged between the Eastern and Western hemispheres? How did the exchange impact the American Indians, Africans and Europeans?</i></p> <p>3. <b>History:</b> There were distinct regional differences between the thirteen colonies. <i>What factors lead to the creation of regional identities? How were the three colonial regions similar and different? How did Puritan beliefs impact New England culture? How did cultural diversity impact the middle colonies? What was the impact of the plantation system on the southern colonies?</i></p>	<p>1. Analyze the religious, political, and economic motives of immigrants who came to North America. (6-12.USH1.1.2.1)</p> <p>2. Analyze the impact of the Columbian exchange. (9-12.USH1.2.3.2)</p> <p>3. Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies. (9-12.USH1.1.1.2)</p>	<p><u>In this unit you will:</u></p> <p>1. Explain why European explorers and immigrants came to North America. (i.e. economic, religious and political motives)</p> <p>2. Analyze the positive and negative impacts of the Columbian Exchange on Europe, Africa and the Americas.</p> <p>3. Compare and contrast the regional characteristics of the New England, middle and southern colonies. (i.e. religious, economic and political).</p>
<b>Supporting Standards</b>		
<p>1. Compare and contrast early cultures and settlements that existed in North America prior to European contact. (6-12.USH1.1.1.1)</p> <p>2. Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War. (6-12.USH1.1.1.3)</p>		

**Curriculum Unit:** 1- The Formation of America **Subject Area:** Survey US History

**Grade Level:** 9 **Time:** 3.5 weeks

3. Discuss the causes and effects of various compromises and conflicts in American history, such as the American Revolution, Civil War and Reconstruction. (6-12.US1.1.1.5)
4. Explain the motives for ... slavery ... to North America. (6-12.US1.1.2.2)
5. Examine the development of diverse cultures in what is now the United States. (6-12.US1.1.5.1)
6. Identify significant countries and their roles and motives in the European exploration of the Americas. (6-12.US1.1.5.2)
7. Describe and analyze the interactions between native peoples and the European explorers. (6-12.US1.1.5.3)
8. Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century. 9.(6-12.US1.1.5.4)
9. Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models. (6-12.US1.2.1.1)
10. Analyze ways in which the physical environment affected political, social, and economic development. (6-12.US1.2.2.1)
11. Describe Pre-Columbian migration to the Americas. (6-12.US1.2.3.1)
12. Describe the economic characteristics of mercantilism. (6-12.US1.3.1.1)
13. Trace the development of our constitutional republic through founding documents [and] colonial assemblies .... (6-12.US1.4.1.1)
14. Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections. (6-12.US1.4.1.3)
15. Provide and evaluate examples of social and political leadership in early American history. (6-12.US1.4.3.1)
16. Describe ways in which citizens participated in early American public life. (6-12.US1.4.3.2)
17. Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual rights and political rights. (6-12.US1.4.4.1)

**Academic and Unit Vocabulary (people, ideas and vocabulary)**

**Academic:** causation, consequence, continuity, change, perspective, significance, contributed, motive, explain, analyze, impact, positive, negative, exchanged, compare, contrast, diversity, differences, governing, significant, development, regional, climate

**Content:** European explorers, immigrants, push/pull factors, economic, religious, political, immigration, settlement, Jamestown, Columbian Exchange, slavery, disease, Europe, Africa, the Americas, social, cultural, Western hemisphere, Eastern hemisphere, New England colonies, middle colonies, southern colonies, Triangle Trade, middle passage, indentured servants, Puritans, Quakers, plantation system, cash crop, tobacco, commerce, House of Burgesses, Mayflower Compact, American Indians, French and Indian War, Proclamation of 1763

**People:** Christopher Columbus, John Smith, William Penn

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Topic Big Ideas/Essential Questions/Guiding Questions	Student Achievement Targets/ Priority Standards <b>(PS)</b>	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. <b>a. History:</b> Colonial resistance to British policies led to the Revolutionary War. <i>How do challenges lead or force people to change? What was significant about the French and Indian War for the American colonists? To what extent was the Proclamation Line of 1763 a “game changer”? To what extent was the fight for American Independence revolutionary? What events led to the Revolutionary War? What were the perspectives of patriots, loyalists, and neutral colonists? Why? Were the colonists justified in resisting and rebelling from the Crown? To what extent should the American Revolution be considered a “civil war?”</i></p> <p><b>b. History:</b> Key victories during the Revolutionary War led to American Independence. <i>How did the battles of Trenton, Saratoga, and Yorktown and the winter at Valley Forge contribute to America winning the Revolutionary War?</i></p> <p>2. <b>a. Government:</b> The colonists united to protest British rule resulting in an independent United States. <i>Are challenges/conflicts necessary to bring shared experiences, unity and a rise to action? What shared grievances did the colonists experience that pushed them to unite and resist the British? How did the colonists protest the British government’s actions?</i></p> <p><b>b. Government:</b> <i>What advantages and disadvantages did the British and the Patriots have during the Revolutionary War? How were various social groups impacted by the war?</i></p>	<p>1. Discuss the causes and effects of various compromises and conflicts in American history, such as the American Revolution .... (6-12.USH1.1.1.5)</p> <p>2. Describe ways in which citizens participated in early American public life. (6-12.USH1.4.3.2)</p>	<p><u>In this unit you will:</u></p> <p>1. a. Analyze both the causes and consequences of events leading to the Revolutionary War.</p> <p>b. Describe the significance of major events during the Revolutionary War to include Trenton, Valley Forge, Saratoga, and Yorktown.</p> <p>2. a. Analyze the methods of protest used by colonist before the war.</p> <p>b. Describe the colonial advantages and disadvantages during the Revolutionary War and how it led to victory.</p>

<p>3. <b>a. Government:</b> The Framers laid the foundation for American ideals and framework of government through its founding documents. <i>What does it mean to be “American?” How and when did colonists begin identifying themselves as American rather than British? What ideals and values reflected in the Declaration of Independence are uniquely American? What was the purpose and outcome of the Declaration of Independence?</i></p> <p><b>b. Government:</b> The Framers laid the foundation for American ideals and rights of citizens through its founding documents. <i>What are the principles of the U.S. Constitution and Bill of Rights? How did compromises enable the Constitution to be written and ratified? How did interpretations of the Constitution over rights, liberties, and definitions of citizenship affect American values, politics and society?</i></p> <p><b>c. Government:</b> The Framers debated the design of the new Constitution. <i>How did the Federalists and Anti-federalists interpret the new Constitution of the U.S.? To what extent did the issues of the Constitution and Early Republic set the stage for the Civil War?</i></p>	<p>3. Trace the development of our constitutional republic through founding documents, .... (6-12.US1.4.1.1)</p>	<p>3. a. Explain the origin and purpose of the Declaration of Independence.</p> <p>b. Explain the significance of the compromises that led to the creation of the United States Constitution and the Bill of Rights.</p> <p>c. Compare and contrast the beliefs of the Federalist and Anti-federalists?</p>
<p><b>Supporting Standards</b></p>		
<p>1. Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies. (6-12.US1.1.1.2)</p> <p>2. Explain how and why events may be interpreted differently according to the points of view of participants and observers. (6-12.US1.1.3.2)</p> <p>3. Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models. (6-12.US1.2.1.1)</p> <p>4. Describe the economic characteristics of mercantilism. (6-12.US1.3.1.1)</p> <p>5. Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections. (6-12.US1.4.1.3)</p> <p>6. Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government. (6-12.US1.4.2.1)</p> <p>7. Explain how and why powers are distributed and shared between national and state governments in a federal system. (6-12.US1.4.2.2)</p> <p>8. Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual rights and political rights. (6-12.US1.4.4.1)</p>		

**Curriculum Unit:** 2 – The New Nation **Subject Area:** Honors US History Survey A&B

**Grade Level:** 9 **Time:** 4.5 weeks

Academic and Unit Vocabulary (people, ideas and vocabulary)

**Academic:** causation, consequence, continuity, change, perspective, significance, propaganda, analyze, evaluate, explain, identity, resistance, evidence, contributions, social, political, economic, ideals, origin, purpose, values, principles, inequality, declare, advantages, disadvantages, weakness, strengths, compromises, framing, ratify, interpret, representation

**Content:** taxation, representation, Stamp Act, Sons of Liberty, boycott, propaganda, Quartering Act, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, First Continental Congress, Lexington and Concord, Common Sense, Second Continental Congress, Olive Branch Petition, Declaration of Independence, Patriots, Loyalists, American Revolution, Revolutionary War, Battle of Trenton, Valley Forge, Battle of Saratoga, Battle of Yorktown, Treaty of Paris 1783, Articles of Confederation, Shays' Rebellion, Constitutional Convention, Virginia Plan, New Jersey Plan, Great Compromise, three-fifths compromise, U.S. Constitution, Bill of Rights, branches of government (executive, legislative, judicial), republic, state powers, federal powers, shared powers, Federalist Papers, Federalists, Anti-federalists, democracy

**People:** George Washington, Benjamin Franklin, Thomas Paine, Thomas Jefferson, John Adams, Samuel Adams, Paul Revere, King George III, James Madison, Alexander Hamilton

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Topic Big Ideas/Essential Questions/Guiding Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. <b>History:</b> The United States became more connected with the world and pursued an expansionist foreign policy in the Western Hemisphere. <i>Was America’s expansion inevitable? How has America’s expansion policies changed over time? In what ways did Manifest Destiny impact American policy and boundaries? For what reasons did the United States expand its territory and economy in the 1800s? Does the United States have a mission to expand freedom and democracy? Was US Expansion in the 1800s justified? How did Manifest Destiny lead to the displacement of American Indians?</i></p> <p>2. <b>Economics:</b> Intensified by expansion and deepening regional divisions, debates over slavery, impacts of the Market Revolution, and other cultural and political issues led the nation into civil war. <i>What factors increased nationalism and sectionalism before the Civil War? How did the north and the south develop distinct regional identities before 1850?</i></p> <p>3. <b>History:</b> While slavery was crucial for the American economy, many groups sought for its abolition. <i>What were the arguments for and against slavery during pre-Civil War America? What attempts did the US make to compromise over the issue of slavery? How did enslaved Africans resist and adapt to slavery? How does northern manufacturing increase the need for cotton? What was life like on a plantation as a slave? How were women’s rights and abolitionist movements linked?</i></p> <p>4. <b>History:</b> The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession but left unresolved many questions about the power of the federal government and citizenship rights.</p>	<p>1. Analyze the concept of Manifest Destiny and its impact on American Indians in the development of the United States. (6-12.USH1.1.2.3)</p> <p>2. Compare the economic development of the North with the South. (6-12.USH1.3.1.2)</p> <p>3. Explain the motives for and the consequences of slavery ....(6-12.USH1.1.2.2)</p> <p>4. Discuss the causes and effects of various ...conflicts in American history, such as the ..., Civil War and Reconstruction. (6-12.USH1.1.1.5)</p>	<p><u>In this unit you will:</u></p> <p>1. Explain the concept of Manifest Destiny and analyze to what extent it impacted the United States. (i.e. Territorial Expansion, American Indians, ideology, technology.)</p> <p>2. Explain how the regional differences (economic, social, political) of the north and south contributed to sectionalism and division.</p> <p>3. Explain the arguments for and against slavery before the Civil War and how slavery impacted different groups of people.</p> <p>4. Analyze the causes and effects of the Civil War and Reconstruction.</p>

**Curriculum Unit:** 3-The Civil War **Subject Area:** Honors US History Survey

**Grade Level:** 9 **Time:** 5 weeks

<p><i>What caused the South to secede from the Union? Could the Civil War have been prevented (Short term, long term, and immediate)? Did the Union win or did the Confederacy lose the Civil War? Was Reconstruction after the Civil War a failure? What major events after 1850 led to southern secession? What were the advantages of the Union and the Confederacy? What major turning points occurred during the war? How did Abraham Lincoln encapsulate the ideals of America in the Gettysburg Address? What was the ultimate outcome of the Civil War? What were the various plans for Reconstruction and the three reconstruction amendments? How did Reconstruction impact African Americans?</i></p>		
<b>Supporting Standards</b>		
<ol style="list-style-type: none"><li>1. Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War. (6-12.USH1.1.1.3)</li><li>2. Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society. (6-12.USH1.1.1.4)</li><li>3. Trace federal policies and treaties such as removal, reservations, and allotment that have impacted American Indians historically and currently. (6-12.USH1.1.3.1)</li><li>4. Identify the impact termination practices such as removal policies, boarding schools, and forced assimilation had on American Indians. (6-12.USH1.1.3.3)</li><li>5. Explain the effects of scientific and technological inventions and changes on the social and economic lives of the people in the development of the United States. (6-12.USH1.1.4.1)</li><li>6. Explain how the development of various modes of transportation increased economic prosperity and promoted national unity. (6-12.USH1.1.4.2)</li><li>7. Examine the development of diverse cultures in what is now the United States. (6-12.USH1.1.5.1)</li><li>8. Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models. (6-12.USH1.2.1.1)</li><li>9. Analyze the role of government policy in the early economic development of the United States. (6-12.USH1.3.2.2)</li><li>10. Evaluate the role of financial institutions in the economic development of the United States. (6-12.USH1.3.3.1)</li><li>11. Analyze how economic conditions affect financial decisions. (6-12.USH1.3.4.1)</li><li>12. Identify fundamental values and principles as expressed in basic documents, including the Declaration of Independence, Articles of Confederation, and the United States Constitution. (6-12.USH1.4.1.2)</li><li>13. Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections. (6-12.USH1.4.1.3)</li><li>14. Explain how and why powers are distributed and shared between national and state governments in a federal system. (6-12.USH.4.2.2)</li><li>15. Provide and evaluate examples of social and political leadership in early American history. (6-12.USH.4.3.1)</li></ol>		

**Curriculum Unit:** 3-The Civil War **Subject Area:** Honors US History Survey

**Grade Level:** 9 **Time:** 5 weeks

Academic and Unit Vocabulary (people, ideas and vocabulary)

**Academic:** causation, consequence, continuity, change, perspective, significance, describe, analyze, impact, expansion, regional, argument, reliance, industry, manufacturing, explain, describe, reform, outcome, resist, equality, promote, evaluate, identify, contribute, revival, abolish, advocate, divisive, martyr, terrorist, turning point

**Content:** Antebellum, sectionalism, nationalism, division, reform, Manifest Destiny, Texas Annexation, Mexican Cession, reservation, Trail of Tears, slavery, cotton gin, plantation, Underground Railroad, women's rights movement, abolitionist movement, states' rights, Civil War, Compromise of 1850, Kansas Nebraska Act, popular sovereignty, Fugitive Slave Act, Uncle Tom's Cabin, Dred Scott decision, Harper's Ferry, election of 1860, secession, Confederacy, Union, Fort Sumter, Anaconda Plan, Antietam, Emancipation Proclamation, Gettysburg, Gettysburg Address, Sherman's March to the Sea, total war, Appomattox Court House, Lincoln's assassination, Reconstruction, Thirteenth Amendment, Fourteenth Amendment, Fifteenth Amendment, Freedman's Bureau, sharecropping, black codes, Ku Klux Klan (KKK)

**People:** Frederick Douglass, Harriet Tubman, James K. Polk, Harriet Beecher Stowe, John Brown, Dred Scott, Abraham Lincoln, John Wilkes Booth, Jefferson Davis, Clara Barton, William T. Sherman, Ulysses S. Grant, Robert E. Lee, Andrew Johnson

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Topic Big Ideas/Essential Questions/Guiding Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. <b>History:</b> There are many factors that led to Industrialization during the 19<sup>th</sup> century. <i>What were the successes and failures of the Gilded Age? How should we view the leaders of “big business” during industrialization (Robber baron/Captains of Industry)? How did industrialization affect urban and rural areas of the United States?</i></p> <p>2. <b>History:</b> While immigration met resistance, it also impacted economic, political and social aspects of the United States. <i>How did industrialization, immigration and migration affect the development of the US in the late 1800s? How did America react to the influx of immigrants? What was life like for the working class during this time period (home and work)? Why did unions form?</i></p> <p>3. <b>History:</b> The impacts of industrialization prompted political and social reform. <i>How did society react to life in the Gilded Age? What political changes came about during this time? What social changes came about during this time?</i></p>	<p>1. Explain the factors that contributed to the rise of industrialization in the 19th century. (9-12.US2.1.4.1)</p> <p>2. Identify the political and social resistance to immigration. (9-12.US2.1.2.2)</p> <p>3. Analyze the political and social responses to Industrialization. (9-12.US2.1.4.3)</p>	<p><u>In this unit you will:</u></p> <p>1. Analyze the cause and consequences of the Gilded Age.</p> <p>2. Analyze the impact of immigration on economic, political and social aspects of American life during the early 20th Century.</p> <p>3. Explain the social and political changes that occurred as a result of Industrialization.</p>
<b>Supporting Standards</b>		
<p>1. Analyze significant movements for social change. (9-12.US2.1.1.2)</p> <p>2. Identify motives for continued immigration to the United States. (9-12.US2.1.2.1)</p> <p>3. Analyze the changes in the political, social, and economic conditions of immigrant groups. (6-12.US2.1.2.3)</p>		

4. Discuss the causes and effects of 20th century migration and settlement patterns. (9-12.US2.1.2.4)
5. Discuss the impact of forced assimilation on the land, cultural practices, and identity of American Indians. (9-12.US2.1.3.2)
6. Describe the economic responses to industrialization and the emergence of the American labor movement. (9-12.US2.1.4.2)
7. Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (9-12.US2.1.4.5)
8. Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.
9. Analyze ways in which the physical environment affected political, social, and economic development. (9-12.US2.2.1.1)
10. Analyze ways in which the physical environment affected political, social, and economic development. (9-12.US2.2.2.1)
11. Describe the emergence of the modern corporation. (9-12.US2.3.1.1)
12. Analyze the role of government policy in the economic development of the modern United States. (9-12.US2.3.2.1)
13. Analyze how economic conditions affect financial decisions. (9-12.US2.3.4.1)
14. Provide and evaluate examples of social and political leadership in American history. (6-12.US2.4.3.2)
15. Trace the development and expansion of political, civil, and economic rights. (9-12.US2.4.4.1)
16. Compare competing belief systems of the 20th century, including capitalism, communism, imperialism, totalitarianism, isolationism, and internationalism. (9-12.US2.5.1.1)
17. Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century. (9-12.US2.5.1.2)

**Academic and Unit Vocabulary (people, ideas and vocabulary)**

**Academic:** analyze, impact, aspects, describe, opportunities, disparities, explain, economic, social, political, largescale, influx

**Content:** Angel Island, Ellis Island, assimilation, nativism, push/pull factors, quotas, labor unions, industrialization, urbanization, robber barons, trusts, trust busting, monopolies, muckraker, progressivism, The Jungle, Triangle Shirtwaist Factory Fire, laissez faire, regulation, 19th Amendment, assembly line, steel, Bessemer process

**People:** Andrew Carnegie, John D. Rockefeller, Henry Ford, Thomas Edison, Upton Sinclair, Theodore Roosevelt, Booker T. Washington

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Topic Big Ideas/Essential Questions/Guiding Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. <b>History:</b> After WWI American society experienced a dramatic growth in mass culture and a shift in social norms . <i>In what ways did culture shift during the “Roaring Twenties”? How did the Harlem Renaissance and Jazz impact the way African Americans were viewed and accepted in society? What were the effects of prohibition on America?</i></p> <p>2. <b>History:</b> The economic growth on the 1920s created economic instability that led to the Great Depression which impacted American society. <i>What were the causes of the Great Depression? How did the Great Depression impact the average American?</i></p> <p>3. <b>Economics:</b> The Great Depression increased government involvement in the economy through relief, recovery and reform efforts. <i>What is the New Deal? How did the New Deal impact the role of government in the economy? Was the New Deal a success or failure?</i></p>	<p>1. Analyze ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns of diverse cultures have enriched American society. (9-12.USH2.1.1.1)</p> <p>2. Identify and analyze the causes of the Great Depression and its effects upon American society. (9-12.USH2.1.4.4)</p> <p>3. Analyze the role of government policy in the economic development of the modern United States. (9-12.USH2.3.2.1)</p>	<p><u>In this unit you will:</u></p> <p>1. Analyze how cultural shifts resulted in changes in society during the Roaring Twenties (i.e. prohibition, Harlem Renaissance, Jazz, flappers, etc.).</p> <p>2. Analyze the causes of the Great Depression and its effects upon American society.</p> <p>3. Analyze how New Deal policy changed the role of government in the US economy.</p>
<b>Supporting Standards</b>		
<p>1. Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (9-12.USH2.1.4.5)</p> <p>2. Describe the development of a consumer economy. (9-12.USH2.3.1.2)</p> <p>3. Evaluate the role of financial institutions in the economic development of the United States. (9-12.USH2.3.3.1)</p> <p>4. Analyze how economic conditions affect financial decisions. (9-12.USH2.3.4.1)</p> <p>5. Analyze the relationship between the three federal branches of government. (9-12.USH2.4.2.1)</p>		

**Curriculum Unit:** Boom and Bust      **Subject Area:** Honors US History Survey

**Grade Level:** 9      **Time:** 2 weeks

6. Provide and evaluate examples of social and political leadership in American history. (9-12.US.2.4.3.2)

Academic and Unit Vocabulary (people, ideas and vocabulary)

**Academic:** analyze, cultural shift, society, evaluate, traditional, policies, evolve, patterns, enrich, reflect, effectiveness, prevent

**Content:** Harlem Renaissance, Great Migration, Jazz, prohibition, Volstead Act, bootlegging, speakeasies, flappers, 21st amendment, Great Depression, Black Tuesday, Hoovervilles, Dust Bowl, New Deal, Fireside Chats, Social Security Act (SSA), Federal Deposit Insurance Corporation (FDIC), Securities and Exchange Commission (SEC), Civilian Conservation Corps (CCC),

**People:** Al Capone, Herbert Hoover, Franklin D. Roosevelt, Langston Hughes, Duke Ellington, Louis Armstrong, Eleanor Roosevelt

District Curriculum Document

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Topic Big Ideas/Essential Questions/Guiding Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. <b>a. Global Perspectives:</b> In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world. <i>What were the arguments for and against Imperialism?</i> <b>b. Global Perspectives:</b> The US expanded its influence over the Western Hemisphere. <i>Where did they US expand its influence during this time? To what extent was the United States a “force for international good” during the twentieth century? How did the United States’ role in the world change and/or stay the same from 1890-1945?</i></p> <p>2. <b>a. Global Perspectives:</b> World War I intensified ongoing debates about the nation’s role in the world and how best to achieve national security and pursue American interests. <i>For what reasons does the United States enter foreign conflicts? Are these reasons justified?</i> <b>b. Global Perspectives:</b> WWI was caused by several global factors. <i>How did militarism, alliances, imperialism and nationalism cause WWI?</i> <b>c. Global Perspectives:</b> The aftermath of World War I intensified ongoing debates about the nation’s role in the world and how best to achieve national security and pursue American interests. <i>How did new technology lead to trench warfare? What were the debates, over the 14 Points, League of Nation and Treaty of Versailles? What is the significance of the Treaty of Versailles?</i></p> <p>3. <b>a. Global Perspectives:</b> U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military</p>	<p>1. Trace the major foreign policy positions that have characterized the United States’ relations with the world in the 20th century. (9-12.US2.5.1.2)</p> <p>2. Explain the significance of principal events in the United States’ relations with the world, such as the Spanish-American War [and] World War I....(9-12.US2.5.1.3)</p> <p>3. Explain the significance of principal events in the United States’</p>	<p><u>In this unit you will:</u></p> <p>1. a. Explain the economic, political and moral motivations that led to Imperialism. b. Explain the significant events of imperialism and how they impact US foreign policy (I.e. Hawaii, Cuba, Puerto Rico, Philippines, Spanish American War, Panama Canal).</p> <p>2. a. Explain why the U.S. abandoned isolationism and became involved in WWI. b. Analyze the M.A.I.N causes of WWI using examples; include the igniting event. c. Analyze the global and domestic impact of WWI.</p> <p>3. a. Analyze the numerous ideologies, events and agreements that caused WWII. b. Analyze the results of significant battles and strategies within the</p>

**Curriculum Unit:** 6- Global Conflict

**Subject Area:** Honors US History Survey

**Grade Level:** 9      **Time:** 5 weeks

<p>leadership. <i>What was the role and impact of anti-Semitism On Axis ideologies (Holocaust)? Who were the influential leaders during and leading up to WWII? What were the competing ideologies during this time?</i></p> <p><b>b. Global Perspectives:</b> <i>What were the turning points of WWII? How did the atomic bomb contribute to the end of the war in Japan?</i></p> <p><b>c. Global Perspectives:</b> <i>How is the civilian population on the US home front impacted during wartime? To what extent did the lives of women and minorities change during WWII?</i></p>	<p>relations with the world, such as ... WWII ....(9-12.US2.5.1.3)</p>	<p>European and Pacific Theatres and how they contributed to the end of the war (such as invasion of Poland, Pearl Harbor, D-Day, Midway, Iwo Jima, Okinawa, Battle of the Bulge). c. Explain the impact of WWII on the Homefront.</p>
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Supporting Standards

1. Identify and discuss the influences of American Indians on the history and culture of the United States. (9-12.US2.1.3.3)
2. Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (9-12.US2.1.4.5)
3. Analyze the causes and effects of the expansion of the United States. (9-12.US2.1.5.1)
4. Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (9-12.US2.2.1.1)
5. Provide and evaluate examples of social and political leadership in American history. (9-12.US2.4.3.2)
6. Compare competing belief systems of the 20th century, including ..., imperialism, ..., isolationism, and internationalism. (9-12.US2.5.1.1)

Academic and Unit Vocabulary (people, ideas and vocabulary)

**Academic:** Explain, motivations, moral, abandoned, involved, significant, igniting, diverse, conflict, analyze, assassination, evaluate, influence, analyze, numerous, ideologies, agreements, results, strategies, progression, discrimination, impact, victories, strategy, contribute, extreme

**Content:** Hawaii, Spanish-American War, Cuba, Philippines, yellow journalism, Puerto Rico, militarism, nationalism, imperialism, alliance system, Central Powers, Triple Entente, Austria-Hungary, U-boats, isolationism, Ottoman Empire, western front, Zimmerman telegram, Selective Service Act, trench warfare, shell shock, no man's land, Treaty of Versailles, League of Nations, propaganda, reparations, Fascism, Totalitarianism, Nazi, Appeasement, Non-Aggression Pact, blitzkrieg, Homefront, Axis Powers, Allied Powers, D-Day, VE Day, United Nations, Holocaust/Final Solution, Anti-Semitism, Auschwitz, Kristallnacht, Rosie the Riveter, concentration/extermination camps, island hopping, Pearl Harbor attack, victory gardens, kamikaze, Iwo Jima, Okinawa, Manhattan Project, Hiroshima, Nagasaki, VJ Day, atomic bomb, Japanese Internment, Executive Order 9066

**People:** Theodore Roosevelt, Archduke Franz Ferdinand, Woodrow Wilson, Franklin D. Roosevelt, Winston Churchill, Joseph Stalin, Adolf Hitler, Benito Mussolini, Hideki Tojo, Emperor Hirohito, Dwight D. Eisenhower, J. Robert Oppenheimer, Harry Truman

**District Curriculum Document**

*This is to be created at the district level using teacher teams*

Topic Big Ideas/Essential Questions/Guiding Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<ol style="list-style-type: none"> <li>1. After WWII the competing ideologies of the United States and the Soviet Union set the stage for a global conflict. <i>What were the key differences between the political economic and social systems of the United States and the Soviet Union? How did different ideologies contribute to the conflict of the Cold War?</i></li> <li>2. The US utilized multiple methods to implement its policy of containment. <i>How did American foreign policy change throughout the Cold War to protect its global interest? Was containment an effective policy to thwart communist expansion? What are the different methods of foreign policy used during the Cold War?</i></li> <li>3. The Cold War fluctuated between direct and indirect military confrontation that brought the world to the brink of nuclear war. <i>What is the Arms Race? Why did American get involved in Cuba? How did the U.S. use its position as a global leader to promote international security? Why is the Korean War significant? What strategies and tactics were used during the Vietnam War? Was the Cold War a “good” war? In what ways did the Cold War transform American’s role in the world?</i></li> <li>4. Heightened anxieties of the Cold War and economic growth transformed American society. <i>How did Vietnam War protests impact the course of the war? How did the Vietnam War impact the relationship between the American government and its people? How did the idea of the nuclear family impact gender roles? How did consumerism change the American dream?</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Compare competing belief systems of the 20th century, including capitalism, communism, .... (9-12.US2.5.1.1)</li> <li>2. Trace the major foreign policy positions that have characterized the United States’ relations with the world in the 20th century. (9-12.US2.5.1.2)</li> <li>3. Explain the significance of principal events in the United States’ relations with the world, such as ..., the formation of the United Nations, the Marshall Plan, NATO, the Korean War ... the Cold War, the Vietnam War...</li> <li>4. Describe the development of a consumer economy. (9-12.US2.3.1.2)</li> </ol>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> <li>1. Compare and contrast how the competing belief systems of capitalism and communism contributed to the Cold War.</li> <li>2. Explain how different U.S. foreign policies worked to maintain its position of global leadership.</li> <li>3. Analyze the events that brought the world to the brink of nuclear war.</li> <li>4. Explain the impact of the Cold War on the Home Front, including the Red Scare, nuclear family, consumer economy, gender roles, religion.</li> </ol>

<p><i>How did Americans respond to the conflicts of the Cold War? What measures did Americans take to feel safe and secure during the Cold War? How did the fears of the Cold War manifest itself in American society? How did the Cold War create division in American society?</i></p> <p>5. New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural response. <i>Did the Civil Rights Movement of the 1960s effectively change the nation? How did Martin Luther King’s (MLK) use of civil disobedience influence the scale and success of the Civil Rights Movement? What were the goals of individual leaders during the Civil Rights movement? How do the goals of the Civil Rights Movement change after the Voting Rights Act 1965?</i></p>	<p>5. Trace the development and expansion of political [and] civil, ... rights. (9-12.USH2.4.4.1)</p>	<p>5. Explain how civil rights and individual liberties grew as a result of the Civil Rights Movement.</p>
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**Supporting Standards**

1. Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (9-12. USH2.1.4.5)
2. Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (9-12. USH2.2.1.1)
3. Analyze the role of the modern United States in the global economy. (9-12. USH2.3.1.3)
4. Provide and evaluate examples of social and political leadership in American history. (9-12.USH2.4.3.2)
5. Explain how and why the United States assumed the role of world leader after World War II and analyze its leadership role in the world today. (9-12.USH2.5.1.4)
6. Analyze ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns of diverse cultures have enriched American society. (9-12.USH2.1.1.1)
7. Analyze significant movements for social change. (9-12.USH2.1.1.2)
8. Analyze the role of government policy in the economic development of the modern United States. (9-12.USH2.3.2.1)
9. Analyze how economic conditions affect financial decisions. (9-12.USH2.3.4.1)
10. Identify the impact of landmark United States Supreme Court cases, including Plessy v. Ferguson and Brown v. Board of Education of Topeka. (9-12.USH2.4.3.1)

**Academic and Unit Vocabulary (people, ideas and vocabulary)**

**Academic:** ideologies, belief systems, hysteria, paranoia, tensions, analyze, social norms, influence, scale, discriminatory, culmination, heightened, anxiety

**Content:** capitalism, communism, super powers, satellite nations, Iron Curtain, containment, Marshall Plan, Truman Doctrine, space race, Sputnik, arms race, H-bomb, Cold War, Berlin Airlift, North American Treaty Organization (NATO), Warsaw Pact, United Nations, duck and cover, McCarthyism, 38th parallel, demilitarized zone (DMZ), Cuban Missile Crisis, Berlin Wall, CIA, Domino Theory, suburbs, baby boom, gender roles, nuclear family, consumerism, interstate highway, JFK Assassination, Civil Rights, Jim Crow

**Curriculum Unit:** 7- The Cold War

**Subject Area:** Honors US History Survey

**Grade Level:** 9      **Time:** 5 weeks

Laws, Plessy v. Ferguson, Ku Klux Klan, Brown v. Board of Education, Little Rock 9, Montgomery Bus Boycott, March on Washington, March from Selma, Sit-ins, Student Non-violent Coordinating Committee(SNCC), Freedom Riders, Civil Rights Act of 1964, Voting Rights Act of 1965, civil disobedience, Vietcong, Vietnam, communism, Domino Theory, Tonkin Gulf Resolution, agent orange, napalm, guerilla warfare, Selective Service Act (the draft), My Lai Massacre, Vietnamization, Kent State

**People:** Joseph Stalin, Harry Truman, Winston Churchill, Nikita Khrushchev, Dwight D. Eisenhower, Mao Zedong, John F. Kennedy, Lyndon B. Johnson, Martin Luther King Jr., Malcolm X, Emmett Till, Rosa Parks

**District Curriculum Document**

*This is to be created at the district level using teacher teams*

Topic Big Ideas/Essential Questions/Guiding Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. <b>Global Perspectives:</b> New challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world while new developments in technology transformed society. <i>To what extent is technology a dominating force in American society? How does media reflect cultural changes? Which presidents had an impact on key foreign affairs and how did their leadership affect the outcome? (i.e. Cold War, Iran Hostage Crisis, Desert Storm, war in Afghanistan, Iraq War, war on terrorism). How are challenges in international relations, increased globalization and dependence on technology influencing the US today?</i></p>	<p>1. Analyze [the United States’] leadership role in the world today. (9-12.USH2.5.1.4)</p>	<p><u>In this unit you will:</u>            1. Analyze the role of the US through global issues such as technology development, globalization, and attempts at international peace.</p>
<b>Supporting Standards</b>		
<ol style="list-style-type: none"> <li>1. Identify the political and social resistance to immigration. (9-12. USH2.1.2.2)</li> <li>2. Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (9-12. USH2.1.4.5)</li> <li>3. Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.(9-12. USH2.2.1.1)</li> <li>4. Analyze the role of government policy in the economic development of the modern United States.(9-12. USH2.3.2.1)</li> <li>5. Analyze how economic conditions affect financial decisions.(9-12. USH2.3.4.1)</li> <li>6. Compare competing belief systems of the 20th century, including capitalism, communism, imperialism, totalitarianism, isolationism, and internationalism. (9-12. USH2.5.1.1)</li> <li>7. Trace the major foreign policy positions that have characterized the United States’ relations with the world in the 20th century. (9-12. USH2.5.1.2)</li> <li>8. Explain the significance of principal events in the United States’ relations with the world, such as ... the end of the Cold War, and interventions in Latin America and the Middle East. (9-12.USH2.5.1.3)</li> </ol>		
<b>Academic and Unit Vocabulary (people, ideas and vocabulary)</b>		
<p><b>Academic:</b> analyze, globalization  <b>Content:</b> Desert Storm, Kuwait, Saudi Arabia, Iraq, tech boom, domestic terrorism, 9/11, Patriot Act, War on Terror, Taliban, Al Qaeda, Iraq War, Afghanistan, weapons of mass destruction (WMD), Apple, Silicon Valley, Microsoft, internet, North American Free Trade Agreement (NAFTA)  <b>People:</b> Ronald Reagan, George H.W. Bush, Bill Clinton, George W. Bush, Barack Obama, Donald Trump, Saddam Hussein, Osama Bin Laden, Steve Jobs</p>		