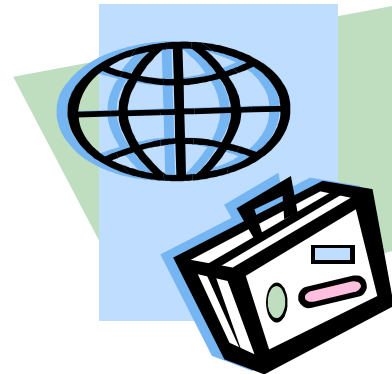


WORLD HISTORY

Grade 9



Niles McKinley High School Social Studies Department
SY2009-2010

September/October Grade: 9th

ESSENTIAL UNDERSTANDING: There is an innate desire in humans to know and to be free. The unit will focus on the political, economic and cultural institutions of the Enlightenment as challenges to religious authority, monarchy and absolutism as they apply to the American Revolution, the French Revolution and Latin American wars for independence.

History**Enlightenment**

1. Explain how **Enlightenment ideas** produced enduring effects on **political, economic and cultural institutions, including** challenges to religious authority, **monarchy & absolutism**.
2. Explain connections among Enlightenment ideas, the American Revolution, the French **Revolution** and Latin American wars for independence.

Government

1. Explain how various systems of governments acquire, use and justify their power.
2. Analyze the purposes, structures and functions of various systems of government **including**:
 - a. **absolute monarchies**;
 - b. **constitutional monarchies**;
 - c. **parliamentary democracies**;
 - d. **presidential democracies**.

Citizenship Rights & Responsibilities**Participation A**

1. Analyze and evaluate the **influence** of various forms of **citizen action** on **public policy including**:
 - a. the French Revolution.
2. Describe and compare opportunities for citizen participation under different systems of government **including**:
 - a. absolute monarchies;
 - b. constitutional monarchies;
 - c. parliamentary democracies;
 - d. presidential democracies.
3. Analyze how governments and other groups have used **propaganda** to influence **public opinion & behavior**.

People in Societies**Cultures A**

1. Analyze the **relationships among cultural practices, products and perspectives** of early civilizations.
2. Explain how the Silk Road trade and the crusades affected the cultures of the people involved.

Diffusion C

3. Give examples of contacts among different cultures that led to the change in **belief systems**, art, science, **technology**, language or systems of government.
4. Describe the cultural and scientific **legacies** of Chinese civilizations.

Geography**Places and Regions**

3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.

Economics**Markets**

3. Analyze characteristics of **traditional, market, command and mixed economies** with regard to:
 - a. **private property**;
 - b. **freedom of enterprise**;
 - c. **competition** and consumer choice;
- d. the role of government

September/October – *continued* Grade: 9th

ESSENTIAL UNDERSTANDING: There is an innate desire in humans to know and to be free. The unit will focus on the political, economic and cultural institutions of the Enlightenment as challenges to religious authority, monarchy and absolutism as they apply to the American Revolution, the French Revolution and Latin American wars for independence.

Study Skills and Methods

Thinking & Organizing A

1. Detect bias and propaganda in primary and secondary sources of information.
2. Evaluate the credibility of sources for:
 - a. logical fallacies.
 - b. consistency of arguments;
 - c. unstated assumptions;
 - d. bias.
3. Analyze the reliability of sources for:
 - a. accurate use of facts;
 - b. adequate support of statements;
 - c. date of publication.

Communicating Information B

4. Develop & present a research project including: (*one per semester*)
 - a. collection of data;
 - b. narrowing and refining the topic;
 - c. construction and support of the thesis.

Problem Solving Model for Grades 5-12 Required

- Use a problem-solving / decision-making process which includes:
- a. identifying a problem;
 - b. gathering information;
 - c. listing and considering options;
 - d. considering advantages and disadvantages of options;
 - e. choosing and implementing a solution;
 - f. developing criteria for judging its effectiveness;
 - g. evaluating the effectiveness of the solution.

Vocabulary

Spanish Inquisition, Huguenots, St. Bartholomew Day’s Massacre, Estates General, Absolute monarchy, Limited Monarchy, Divine Right, Edict of Nantes, Versailles, Colbert, Old Regime, Peace of Utrecht, Peace of Westphalia, Parliament, Magna Carta, Vernacular, English Bill of Rights, Scientific Method, Geocentric Theory, Heliocentric Theory, Galileo, Brahe, Kepler, Newton, Cook, Vesalius, Harvey, Thomas Hobbes, Philosophies, Salons, Atheists, Deists, Voltaire, Old Regime, First Estate, Second Estate, Third Estate, Political Action, Social Protest, Revolution, Estates General, Tennis Court Oath, National Assembly, Bastille, Great Fear, Émigrés, Declaration of the Rights of Men, Suffrage, Guillotine, Jacobins, Girondists, Coup detat, Embargo, Reign of Terror, Abdicate, Peninsular, Creoles, Mestizos, Mulattos, Maroons, Indigenous, Viceroy, Tupac Amaru Pierre Toussaint L’Ouverture, Simon Bolivar

Authentic Assessment

Teacher Use Only

November/December Grade: 9th

ESSENTIAL UNDERSTANDING: The unit will focus on the causes and effects of the Industrial Revolution with emphasis on the results of technological changes and their impact on migration of populations, growth of cities, the changing role of labor and union movements, as well as, living and working conditions

History

Industrialization B

3. Explain the causes and effects of the Industrial Revolution with emphasis on:
- a. how scientific and technological changes promoted industrialization in the textile industry in England;
 - b. the impact of the growth of population, rural-to-urban migrations, growth of industrial cities and emigration out of Europe;
 - c. the changing role of labor and the rise of the union movement;
 - d. changes in living and working conditions for the early industrial working class, especially women and children;
 - e. the growth of industrialization around the world.

Government

Systems of Government B

2. Analyze the purposes, structures and functions of various systems of government including:
- b. constitutional monarchies;
 - c. parliamentary democracies;
 - d. presidential democracies.

Citizenship Rights & Responsibilities

Participation A

1. Analyze and evaluate the influence of various forms of citizen action on public policy including:
- b. the international movement to abolish the slave trade and slavery.
2. Describe and compare opportunities for citizen participation under different systems of government including:
- b. constitutional monarchies;
 - c. parliamentary democracies;
 - d. presidential democracies.

People in Societies

Interaction B

2. Analyze the results of political, economic, and social oppression and the violation of human rights.

Diffusion C

3. Explain how advances in communication and transportation have impacted:
- a. globalization;
 - b. cooperation and conflict;
 - c. the environment;
 - d. collective security;
 - e. popular culture;
 - f. political systems;
 - g. religion.

Geography

Places and Regions A

1. Interpret data to make comparisons between and among countries and regions including: birth rates; death rates; infant mortality rates, education level.

Human Environmental Interaction B

4. Explain the causes & consequences of urbanization including economic development, population growth and environmental change.

Movement C

5. Analyze the social, political, economic and environmental factors that have contributed to **human migration** now and in the past.

Economics

Markets A

1. Describe costs and benefits of trade with regard to: standard of living, productive capacity, usage of productive resources, infrastructure.
2. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of:
- a. what to produce;
 - b. how to produce and
 - c. for whom to produce.

Government and the Economy B

4. Analyze the economic costs and benefits of protectionism, tariffs, quotas and blockades on international trade.

November/December– *continued* Grade: 9th

ESSENTIAL UNDERSTANDING: The unit will focus on the causes and effects of the Industrial Revolution with emphasis on the results of technological changes and their impact on migration of populations, growth of cities, the changing role of labor and union movements, as well as, living and working conditions

Study Skills and Methods

Thinking and Organizing **A**

1. Detect **bias** and **propaganda** in **primary** and **secondary sources** of information.
2. Evaluate the **credibility of sources** for:
 - a. **logical fallacies**;
 - b. **consistency** of arguments;
 - c. **unstated assumptions**;
 - d. **bias**.
3. Analyze the reliability of sources for:
 - a. accurate use of facts;
 - b. adequate support of statements;
 - c. date of publication.

Communicating Information **B**

4. Develop and present a research project including: (*one per semester*)
 - a. collection of **data**;
 - b. narrowing and refining the topic;
 - c. construction and support of the **thesis**.

Problem Solving Model for Grades 5-12 Required

- Use a problem-solving / decision-making process which includes:
- a. identifying a problem;
 - b. gathering information;
 - c. listing and considering options;
 - d. considering advantages and disadvantages of options;
 - e. choosing and implementing a solution;
 - f. developing criteria for judging its effectiveness;
 - g. evaluating the effectiveness of the solution.

Vocabulary

Laissez faire, Assembly, Infrastructure, Entrepreneurs, Canal, Union, natural resource, craftsman, communism, capitalism, enclosure movement, bourgeoisie, proletariat, urban, rural, suburb, domestic system, factory system, interchangeable parts, utopia , Ghetto, Pogrom, Racism, Social Darwinism, Vaccination, Pasteurization, Evolution, Natural Selection, Genetics, Sociology, Psychology

Authentic Assessment

Teacher Use Only

January/February Grade: 9th

ESSENTIAL UNDERSTANDING: This unit will focus on the political, economic and social roots of imperialism while analyzing the perspectives of the colonizers and the colonized. It will also explain the global impact of imperialism to Japan, China, and Africa.

History

4. Describe the political, economic and **social** roots of **imperialism**.
5. Analyze the **perspectives** of the colonizers and the **colonized** concerning:
 - a. **indigenous language**;
 - b. **natural resources**;
 - c. labor;
 - d. political systems;
 - e. religion.
6. Explain the global impact of imperialism including:
 - a. **modernization** of Japan;
 - b. political and social **reform** in China;
 - c. **exploitation** of African resources.

Government

Systems of Government

1. Explain how various systems of governments acquire, use and justify their power

Economics

Markets

1. Describe costs and benefits of trade with regard to usage of productive resources.
2. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of:
 - a. what to produce;
 - b. how to produce;
 - c. for whom to produce.
3. Analyze characteristics of **traditional, market, command** and **mixed economies** with regard to:
 - d. the role of government.

Government and the Economy

4. Analyze the economic costs and benefits of **protectionism, tariffs, quotas** and **blockades** on **international trade**.

People in Societies

Cultures

1. Analyze examples of how people in different cultures view events from different **perspectives**

Interaction

2. Analyze the results of political, economic, and social **oppression** and the **violation of human rights** including:
 - a. **exploitation** of **indigenous** peoples
 - b. acts of **genocide**, including those that have occurred in Armenia.

Diffusion

- Explain how advances in **communication** and **transportation** have impacted:
- b. **cooperation** and **conflict**
 - c. the environment;
 - g. religion.

Geography

Places and Regions

2. Explain how differing points of view play a role in conflicts over territory and resources.
3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.

Human Environmental Interaction

4. Explain the causes and consequences of **urbanization** including economic development, population growth and environmental change.

Movement

5. Analyze the social, political, economic and environmental factors that have contributed to **human migration** now and in the past.

January/February – *continued* **Grade: 9th**

ESSENTIAL UNDERSTANDING: The unit will focus on the causes and effects of the Industrial Revolution with emphasis on the results of technological changes and their impact on migration of populations, growth of cities, the changing role of labor and union movements, as well as, living and working conditions

Study Skills and Methods

Thinking and Organizing **A**

1. Detect **bias & propaganda** in **primary** and **secondary** sources of information.

2. Evaluate the **credibility of sources** for:

- a. **logical fallacies**
- b. **consistency** of arguments
- c. unstated **assumptions**;
- d. **bias**.

3. Analyze the reliability of sources for:

- a. accurate use of facts;
- b. adequate support of statements;
- c. date of publication.

Communicating Information **B**

4. Develop and present a research project **including**: (*one per semester*)

- a. collection of **data**;
- b. narrowing and refining the topic;
- c. construction and support of the **thesis**.

Problem Solving Model for Grades 5-12 Required

Use a problem-solving / decision-making process which **includes**:

- a. identifying a problem;
- b. gathering information;
- c. listing and considering options;
- d. considering advantages and disadvantages of options;
- e. choosing and implementing a solution;
- f. developing criteria for judging its effectiveness;
- g. evaluating the effectiveness of the solution

Authentic Assessment

Teacher Use Only

March Grade: 9th**ESSENTIAL UNDERSTANDING:** World War I & Russian Revolution

This unit will analyze the causes and effects of World War I and the Russian Revolution. It will also assess the global impact of post-World War I economic, social & political turmoil including disarmament, worldwide depression and colonial rebellion.

History20th Century Conflict **D**

7. Analyze the causes and effects of World War I with emphasis on:
 - a. **militarism**, imperialism, **nationalism** and **alliances**;
 - b. the global scope, outcomes and human costs of the war;
 - c. the role of new **technologies** & practices including the use of poison gas, **trench warfare**, machine guns, airplanes, submarines and tanks;
 - d. the Treaty of Versailles and the League of Nations.

8. Analyze the causes and consequences of the Russian Revolution including:
 - a. lack of economic, political and social reforms under the **tsars**;
 - b. the impact of World War I;
 - c. the emergence of Lenin, Stalin and the **Bolsheviks**;
 - d. the rise of **communism** in Russia.

9. Assess the global impact of post-World War I economic, social & political turmoil including:
 - a. **disarmament**;
 - b. worldwide **depression**;
 - c. colonial rebellion;
 - d. rise of **militarist** and **totalitarian** states in Europe and Asia.

GovernmentSystems of Government **B**

1. Explain how various systems of governments acquire, use and justify their power.

2. Analyze the purposes, structures and functions of various systems of government including: **dictatorships**

GeographyPlaces and Regions **A**

2. Explain how differing points of view play a role in conflicts over territory and resources.

3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.

EconomicsMarkets **A**

2. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of:
 - a. what to produce;
 - b. how to produce;
 - c. for whom to produce.

Government and the Economy **B**

4. Analyze the economic costs and benefits of **protectionism**, **tariffs**, **quotas** and **blockades** on **international trade**

Citizenship Rights & ResponsibilitiesParticipation **A**

1. Analyze and evaluate the **influence** of various forms of **citizen action** on **public policy** including:
 - c. the Russian Revolution.

2. Describe and compare opportunities for citizen participation under different systems of government including:
 - e. dictatorships.

3. Analyze how governments and other groups have used **propaganda** to influence **public opinion** and behavior.

March – continued **Grade: 9th**

ESSENTIAL UNDERSTANDING: World War I & Russian Revolution

This unit will analyze the causes and effects of World War I and the Russian Revolution. It will also assess the global impact of post-World War I economic, social & political turmoil including disarmament, worldwide depression and colonial rebellion.

Study Skills and Methods

Thinking and Organizing **A**

1. Detect **bias** and **propaganda** in **primary** and **secondary sources** of information.
2. Evaluate the **credibility of sources** for:
 - a. **logical fallacies**;
 - b. **consistency** of arguments;
 - c. unstated **assumptions**;
 - d. **bias**.
3. Analyze the reliability of sources for:
 - a. accurate use of facts;
 - b. adequate support of statements;
 - c. date of publication.

Communicating Information

4. Develop & present **B** a research project including: (*one per semester*)
 - a. collection of **data**;
 - b. narrowing and refining the topic;
 - c. construction and support of the **thesis**.

Universal - Enduring Idea

There is an innate desire in humans to know and to be free. Apply this universal to every Indicator.

Vocabulary

Alliance, Triple Alliance, Triple Entente, Nationalism, Militarism, Imperialism, Armaments, Ultimatum, Mobilizing, Escalated, Trench Warfare, No Man’s Land, Stalemate, Lusitania, Propaganda, Armistice, Isolationism, Reparations, Total War, Doughboy, Tsar, Siberia, Gulags, Manchuria, Bolsheviks, Proletariat, Bourgeoisie, Mensheviks, Duma, Treaty of Brest-Litovsk, Terror Tactics, Nationalize, Moscow, Kremlin, USSR, KGB, 5 Year Plans, Quota, Kulaks, Totalitarian State

Authentic Assessment

Teacher Use Only

April Grade: 9th**ESSENTIAL UNDERSTANDING: World War II**

This unit will analyze the causes of World War II including appeasement, Axis expansion and the role of the Allies. The analysis of the consequences of World War II including atomic weapons, the Holocaust, the United Nations and the establishment of Israel is included. The unit includes the OGT review and Practice OGT Assessment.

History20th Century Conflict **D**

10. Analyze the causes of W. W. II including:
- appeasement**;
 - Axis** expansion;
 - the role of the **Allies**.

20th Century Conflict **E**

11. Analyze the consequences of World War II including:
- atomic weapons**;
 - civilian** and **military** losses;
 - the **Holocaust** and its impact;
 - refugees** and **poverty**;
 - the United Nations;
 - the establishment of the state of Israel.

EconomicsMarkets **A**

2. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of: what to produce; how to produce and for whom to produce.

Government and the Economy **B**

4. Analyze the economic costs and benefits of **protectionism**, **tariffs**, **quotas** and **blockades** on **international trade**.

GeographyPlaces and Regions **A**

3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.

People & SocietyCultures **A**

1. Analyze examples of how people in different cultures view events from different perspectives including reaction of the state of Israel.

Interaction **B**

2. Analyze the results of political, economic, and social **oppression** and the **violation of human rights** including: the Holocaust and other acts of **genocide**, including those that have occurred in Armenia, Rwanda.

GovernmentSystems of Government **B**

1. Explain how various systems of governments acquire, use and justify their power.
2. Analyze the purposes, structures and functions of various systems of government including: **parliamentary democracies**, **presidential democracies**, **dictatorships**.

Citizenship Rights & ResponsibilitiesParticipation **A**

1. Analyze and evaluate the **influence** of various forms of **citizen action** on **public policy**.
2. Describe and compare opportunities for citizen participation under different systems of government including:
- parliamentary democracies;
 - presidential democracies;
 - dictatorships.
3. Analyze how governments and other groups have used **propaganda** to influence **public opinion** and behavior.

April – continued **Grade: 9th**

ESSENTIAL UNDERSTANDING: World War II

This unit will analyze the causes of World War II including appeasement, Axis expansion and the role of the Allies. The analysis of the consequences of World War II including atomic weapons, the Holocaust, the United Nations and the establishment of Israel is included. The unit includes the OGT review and Practice OGT Assessment.

Study Skills and Methods

Thinking and Organizing A

1. Detect **bias** and **propaganda** in **primary** and **secondary sources** of information.
2. Evaluate the **credibility of sources** for:
 - a. **logical fallacies**;
 - b. **consistency** of arguments;
 - c. unstated **assumptions**;
 - d. **bias**.
3. Analyze the reliability of sources for:
 - a. accurate use of facts;
 - b. adequate support of statements;
 - c. date of publication.

Communicating Information B

4. Develop and present a research project **including**: (*one per semester*)
 - a. collection of **data**;
 - b. narrowing and refining the topic;
 - c. construction and

Vocabulary

Fascism, Benito Mussolini, Adolph Hitler, Anti-semitism, Mein Kampf, NASDAP, Nazis, Gestapo, SA, SS, Hitler Jugend, Pogrom, Kristalnacht, Concentration, Aggression, Appeasement, Axis Powers, Allies, Rhineland, Nazi-Soviet Pact, Blitzkrieg, Maginot Line, Fiord, Dunkirk, Vichy, Battle of Britain, Blitz, Luftwaffe, RAF, Lend-Lease Act, Pearl Harbor, Island Hopping, D-Day, Mulberries, Bataan Death March, Kamikaze, Iwo Jima, Okinawa, Manhattan Project, Hiroshima, Nagasaki, Holocaust, Nuremberg Trials

Authentic Assessment

Teacher Use Only

May Grade: 9th**ESSENTIAL UNDERSTANDING: The Cold War to the Present**

This unit will analyze the impact conflicting political and ideologies after World War II that resulted in the Cold War from the Soviet expansion in Eastern Europe through the Chinese Communist Revolution. It will also explain social, economic and political struggles resulting from colonialism and imperialism including: independence movements in India, Indochina and Africa and rise of dictatorships in former colonies. The unit will conclude with explanations of the causes and consequences of the fall of the Soviet Union and the end of the Cold War and the post war ethnic conflicts.

History**20th Century Conflict E**

12. Analyze the impact of conflicting political and **ideologies** after World War II that resulted in the **Cold War** including: **Soviet** expansion in Eastern Europe; the division of Germany; the emergence of NATO and the Warsaw Pact; the Chinese Communist Revolution.

13. Explain social, economic and political struggles resulting from **colonialism** and imperialism including: independence movements in India, Indochina and Africa; rise of **dictatorships** in former colonies.

14. Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War including: the arms build-up; **ethnic unrest** in the Soviet Union; independence movements in former Soviet **satellites**; global decline of communism.

15. Examine regional and **ethnic conflict** in the post-Cold War era including:

- persistent conflict** in the Middle East;
- ethnic strife** in Europe, Africa and Asia.

Economics**Markets A**

3. Analyze characteristics of **traditional, market, command** and **mixed economies** with regard to:

- private property**;
- freedom of enterprise**;
- competition** and consumer choice;
- the role of government.

Geography**Places and Regions A**

1. Interpret data to make comparisons between and among countries and regions including:

e. **per capita / Gross Domestic Product (GDP)**

3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.

Government**Systems of Government B**

1. Explain how various systems of governments acquire, use and justify their power.

2. Analyze the purposes, structures and functions of various systems of government including: **parliamentary democracies; presidential democracies; dictatorships; theocracies.**

Citizenship Rights & Responsibilities**Participations A**

1. Analyze and evaluate the **influence** of various forms of **citizen action** on **public policy** including

- the independence movement in India;
- the fall of communism in Europe;
- the end of apartheid.

2. Describe and compare opportunities for citizen participation under different systems of government including:

- parliamentary democracies;
- presidential democracies;
- dictatorships;
- theocracies.

3. Analyze how governments and other groups have used **propaganda** to influence **public opinion** and behavior.

May – continued **Grade: 9th**

ESSENTIAL UNDERSTANDING: The Cold War to the Present

This unit will analyze the impact conflicting political and ideologies after World War II that resulted in the Cold War from the Soviet expansion in Eastern Europe through the Chinese Communist Revolution. It will also explain social, economic and political struggles resulting from colonialism and imperialism including: independence movements in India, Indochina and Africa and rise of dictatorships in former colonies. The unit will conclude with explanations of the causes and consequences of the fall of the Soviet Union and the end of the Cold War and the post war ethnic conflicts.

People in Societies

Culture

1. Analyze examples of how people in different cultures view events from different **perspectives** including:
 - b. **partition** of India and Pakistan;
 - c. **reunification** of Germany;
 - d. end of **apartheid** in South Africa.

Interaction

2. Analyze the results of political, economic, and social **oppression** and the **violation of human rights** including: acts of **genocide**, including those that have occurred in Armenia, Rwanda, Bosnia and Iraq.

Diffusion

3. Explain how advanced in **communication & transportation** have impacted: **popular culture**

Study Skills and Methods

Thinking & Organizing A

1. Detect **bias** and **propaganda** in **primary** and **secondary sources** of information.
 2. Evaluate the **credibility of sources** for: **logical fallacies**; **consistency** of arguments; unstated **assumptions**; **bias**.
 3. Analyze the reliability of sources for: accurate use of facts; adequate support of statements; date of publication.
 4. Develop and present a research project including: (*one per semester*) collection of **data**; narrowing and refining the topic; construction and support of the thesis.
- Problem Solving Model for Grades 5-12 **Required**
- Use a problem-solving / decision-making process which includes:
- a. identifying a problem;
 - b. gathering information;
 - c. listing and considering options;
 - d. considering advantages and disadvantages of options;
 - e. choosing and implementing a solution;
 - f. developing criteria for judging its effectiveness;
 - g. evaluating the effectiveness of the solution

Vocabulary

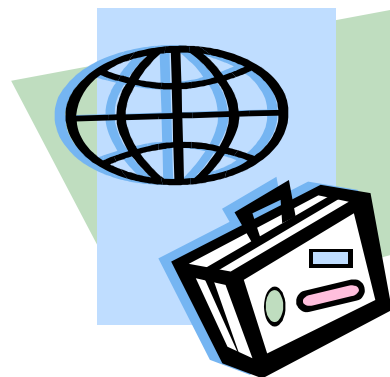
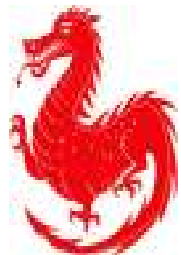
Nuremberg Trials, United Nations, Cold War, Bloc, , Iron Curtain, Truman Doctrine, Containment, Marshall Plan, Berlin Airlift, NATO, Warsaw Pact, Deterrence, Sputnik, Cuban Missile Crisis, Détente, Perestroika, Glasnost, Korean War, Vietcong, Domino Theory, Gulf of Tonkin Resolution, Tet Offensive

Authentic Assessment

Teacher Use Only

U.S HISTORY

Grade 10



Niles McKinley High School Social Studies Department
SY2009-2010

September Grade: 10th

ESSENTIAL UNDERSTANDING: Civil War and Reconstruction This unit will focus on explaining the cause relationships of the Civil War including significant individuals and the Emancipation Proclamation and the effects on Reconstruction including amendments to the Constitution and the enforcement of black codes.

History**Chronology A**

1. Select events and construct a multiple-tier time line to show relationships among events.

Civil War and Reconstruction G

10. Explain the course and consequences of the Civil War with emphasis on:

- contributions of key individuals, including Abraham Lincoln, Robert E. Lee, and Ulysses S. Grant;
- the **Emancipation Proclamation**;
- the Battle of Gettysburg.

11. Analyze the consequences of Reconstruction with emphasis on:

- President Lincoln's **assassination** and the ensuing struggle for control of **Reconstruction**, including the **impeachment** of President Andrew Johnson;
- attempts to protect the rights of and enhance opportunities for the **freedmen**, including the basic provisions of the 13th, 14th and 15th Amendments to the Constitution;

the **Ku Klux Klan** and the **enactment of black codes**

Government**Rules and Laws B**

5. Explain how the U.S. Constitution protects the rights of citizens, **regulates** the use of territory, manages conflict & established order and security.

People in Societies**Interaction B**

2. Describe and explain the social, economic and political effects of:

- stereotyping** and **prejudice**;
- racism** and **discrimination**;
- institutionalized racism** and **institutionalized discrimination**.

Diffusion C

6. Explain how the diverse people of the U.S. developed a common national identity.

Geography**Places and Regions B**

1. Compare places and regions in the U.S. as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.

Human Environmental Interaction C

2. Analyze how physical characteristics of the environment influenced **population distribution**, settlement patterns and economic activities in the United States during the 18th and 19th centuries.

Movement D

3. Explain how colonization, westward expansion, **immigration** and advances in transportation and communication changed geographic patterns in the United States.

Economics**Scarcity and Resource Allocation A**

1. Explain how the uneven **distribution of productive resources** influenced historic events such as the Civil War.

Government and the Economy C

5. Explain how governmental protection of property rights and **regulation of economic activity** impacted the development of the U.S. economy.

September – continued **Grade: 10th**
ESSENTIAL UNDERSTANDING: Civil War & Reconstruction

Citizenship Rights & Responsibilities

Participation A

1. Show the relationship between participating in **civic** and political life and the attainment of individual and public goals including the Underground Railroad and the **abolitionist** movement/abolition of slavery

Rights and Responsibilities B

4. Show connections between the rights and responsibilities of citizenship including:

- voting** and staying informed on issues;
- being tried by a **jury** and serving on juries;
- having rights and respecting the rights of others.

Study Skills and Methods

Obtaining Information A

1. Compare accuracy and point of view of fiction and nonfiction sources about a particular **era** or event.

Communicating Information C

2. Construct a **historical narrative** using **primary** and **secondary sources**.

Problem Solving D

4. Organize and lead a discussion.

Apply the **Problem Solving Process Steps** from page 8th - 18.

- identifying a problem
- gathering information
- listing and considering **options**
- considering advantages and disadvantages of options
- choosing and **implementing** a solution
- developing criteria for judging its effectiveness
- evaluating the effectiveness of the solution.

Vocabulary

Popular Sovereignty, State's Rights, Compromise of 1850, Abraham Lincoln, Ft. Sumter, Jefferson Davis, Robert Lee, Bull Run, Antietam, Fredericksburg, Shiloh, Chancellorsville, Gettysburg, Wilderness campaign, Vicksburg, Atlanta, Freedman's Bureau, 14th Amend, Jim Crow

Authentic Assessment

Teacher Use Only

October Grade: 10th**ESSENTIAL UNDERSTANDING: Industrialization in the U.S.**

The unit will focus on industrialization in the U.S. and its impact on U.S. labor forces, the rise of labor organizations, big business, as well as Populism and Progressivism. Connections are made to all of the six remaining standards.

History**Industrialization B**

1. Explain the effects of **industrialization** in the United States in the 19th century including:
 - a. changes in work and the workplace;
 - b. **immigration** & child labor & the impact on the **labor force**;
 - c. modernization of **agriculture**;
 - d. **urbanization**;
 - e. the emergence of a **middle class** and its impact on leisure, art, music, literature and other aspects of **culture**
2. Analyze the impact of industrialization and the modern **corporation** in the United States on economic and political practices with emphasis on:
 - a. **laissez faire** policies;
 - b. **monopolies**;
 - c. **standard** of living.
3. Analyze the reasons for the rise and growth of **labor organizations** in the U. S. including Knights of Labor, Federation of Labor and Congress of Industrial Organizations:
 - a. **unregulated** working conditions;
 - b. laissez faire policies toward **big business**;
 - c. violence toward supporters of organized labor.
4. Explain the goals and outcomes of the late 19th and 20th century reform movements of **Populism & Progressivism** with emphasis on:
 - a. urban reforms;
 - b. **conservation**;
 - c. business regulation and **antitrust legislation**;
 - d. the movement for public schooling;
 - e. the regulation of child labor.

Geography**Human Environmental Interaction B**

2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and the use of **productive resources**.

Economics

Evaluate the effects of **specialization, trade** and **interdependence** on the economic system of the United States.

Citizenship Rights & Responsibilities**Rules and Laws A**

1. Describe the ways in which government policy has been shaped and set by the influence of **political parties, interest groups, lobbyists, the media** and **public opinion** with emphasis on:
 - d. military policy.

October – *continued* **Grade: 10th**

ESSENTIAL UNDERSTANDING: Industrialization in the U.S.

The unit will focus on industrialization in the U.S. and its impact on U.S. labor forces, the rise of labor organizations, big business, as well as Populism and Progressivism. Connections are made to all of the six remaining standards.

Study Skills and Methods

Thinking and Organizing A

1. Determine the **credibility** of sources by considering the following:
 - a. the qualifications and reputation of the writer;
 - b. agreement with other credible sources;
 - c. recognition of **stereotypes**;
 - d. accuracy and consistency of sources;
 - e. the circumstances in which the author prepared the source.
2. Critique evidence used to support a **thesis**.

Communicating Information B

3. Analyze one or more issues and present a **persuasive** argument to defend a position.

Problem Solving Process:

- a. identifying a problem
- b. gathering information
- c. listing and considering **options**
- d. considering advantages and disadvantages of options
- e. choosing and implementing a solution
- f. developing **criteria** for judging its effectiveness
- g. evaluating the effectiveness of the solution.

Vocabulary

Bureau of Indian Affairs, assimilate, Dawes Act 1887, Homestead Act, Timber Act, Desert Act, Federal Land Office, bonanza farms, placer mining, Bessemer process, Old Immigration, New Immigration, nativism, Yellow journalism, Gilded Age, Social Darwinism, Gospel of Wealth, tenement housing, sweat shops, Tweed Ring, Credit Mobilier, standpatters, Civil Rights Act 1883, pork Barrel

Authentic Assessment

Teacher Use Only

November Grade: 10th

ESSENTIAL UNDERSTANDING: Populists/ Progressives/ Imperialism

History

Imperialism C

5. Trace the development of the United States as a **world power** with emphasis on:
- the Spanish-American War;
 - United States **imperialism** in the **Far East**, South Pacific, Caribbean and Central America

Citizenship Rights & Responsibilities

Rules and Laws A

1. Describe the ways in which government policy has been shaped and set by the influence of **political parties**, **interest groups**, **lobbyists**, the **media** and **public opinion** with emphasis on: military policy.

Geography

Interaction B

2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and the use of **productive resources**.

Economics

Markets A

1. Evaluate the effects of **specialization**, **trade** and **interdependence** on the economic system of the United States.

November – continued **Grade: 10th**

ESSENTIAL UNDERSTANDING: Populists/ Progressives/ Imperialism This unit will be a brief United States connection to imperialism. Connections are made to the Study Skills and Methods Standard.

Study Skills and Methods

Thinking and Organizing A

1. Determine the **credibility** of sources by considering the following:
 - a. the qualifications and reputation of the writer;
 - b. agreement with other credible sources;
 - c. recognition of **stereotypes**;
 - d. accuracy and consistency of sources;
 - e. the circumstances in which the author prepared the source.

2. Critique evidence used to support a **thesis**.

Communicating Information B

3. Analyze one or more issues and present a **persuasive** argument to defend a position.

Problem Solving Process:

- a. identifying a problem
- b. gathering information
- c. listing and considering **options**
- d. considering advantages and disadvantages of options
- e. choosing and implementing a solution
- f. developing **criteria** for judging its effectiveness
- g. evaluating the effectiveness of the solution.

Vocabulary

National Labor Union, Wm Silvis, cooperatives, Knights of Labor, Closed shops, blacklists, collective bargaining, Homestead strike, Pullman strike, Grange, Farmer’s Alliances, Populists, Grover Cleveland, Wm McKinley, Mark Hanna, W. Jennings Bryan, muckrakers, Wisconsin Idea, initiative, referendum, recall, primary system, business licenses, 16th amend, 17th amend, 18th amend, prohibition, 19th amend, Woodrow Wilson, Theodore Roosevelt, Spanish-Amer War, Square Deal, Trust Buster, Progressive Party, Imperialism, Samoan Is, Hawaii, spheres of influence, Boxer Rebellion, Russo Jap War, Open Door Policy, Big Stick Diplomacy, Panama Canal, Roosevelt Corollary, Dominican Repub, Nicaragua, Haiti, Dollar Diplomacy,

Authentic Assessment

Teacher Use Only

December Grade: 10th WWI

ESSENTIAL UNDERSTANDING: This Unit will focus primarily on the United State’s decision to enter the war, the peace treaty, Wilson’s 14 Points, and the U.S. decision not to participate in the League of Nations. Connections are made to the six remaining standards.

History

6. Trace the development of the U.S. as a world power with emphasis on: the decision to enter into World War I; President Wilson’s **14 Points**; Treaty of Versailles; the decision of the U.S. not to participate in the League of Nations.

Citizenship Rights and Responsibilities**Participation A**

1. Describe the ways in which government policy has been shaped and set by the influence of **political parties, interest groups, lobbyists, the media and public opinion** with emphasis on: military policy.

Rights and Responsibilities B

3. Explain the considerations and **criteria** commonly used in determining what limits should be placed on specific rights including: **clear and present danger; compelling government interest; libel or slander, public safety.**
4. Analyze instances in which the rights of individuals were restricted including: **conscientious objectors** in Word War I.

Study Skills and Methods**Thinking and Organizing A**

1. Determine the **credibility** of sources by considering the following: the qualifications and reputation of the writer; agreement with other credible sources; recognition of **stereotypes**; accuracy and consistency of sources; the circumstances in which the author prepared the source.

2. Critique evidence used to support a **thesis**.

Communicating Information B

3. Analyze one or more issues and present a **persuasive** argument to defend a position.

Problem Solving Process

Use a problem-solving / decision-making process which includes:

- a. identifying a problem;
- b. gathering information;
- c. listing and considering **options**;
- d. considering advantages and disadvantages of options;
- e. choosing and **implementing** a solution;
- f. developing criteria for judging its effectiveness;
- g. evaluating the effectiveness of the solution.

Vocabulary

Straits of Dardenelles, Balkans, Franz Ferdinand, Triple Alliance, Central Powers, Battle of Somme, Lusitania, Sussex Pledge, Zimmerman Note, Bolsheviks, AEF, Gen. John Pershing, Lenin, Treaty of Brest Litovsk, Chateau Thierry, Sedan, Argonne Forest, Selective Service Act, War Industries Brd., War Labor Brd., IWW, Herbert Hoover, Food Administration, Liberty Loans, Trading With the Enemy Act, Sedition Act, Espionage Act, Committee of Public Information, Treaty of Versailles

Authentic Assessment

Teacher Use Only

January Grade: 10th

ESSENTIAL UNDERSTANDING: The focus is a major analysis of the political, economic and social developments in the United States during the 1920s including such issues as the Red Scare, migrations from South to North, race riots, Harlem Renaissance and stock market speculation and crash. Connections are made to the six remaining standards.

History**20th Century F**

9. Analyze the major political, economic & social developments of the 1920s including:

- a. the **Red Scare**;
- b. women's right to vote;
- c. African-American **migrations** from the South to North;
- d. immigration restrictions, **nativism**, race riots and the reemergence of the KKK;
- e. the Roaring Twenties and the **Harlem Renaissance**;
- f. **stock market speculation** & the stock market crash of 1929.

Government**Rules and Laws A**

1. Examine the United States Constitution as a living document by analyzing its evolution through **amendments** and Supreme Court decisions including: Plessy v. Ferguson (1896); Brown v. Board of Education (1954).
2. Explain why the 19th Amendment was **enacted** and how it affected individuals and groups.

People in Societies**Cultures A**

1. Describe how the perspectives of cultural groups helped to create **political action groups** such as the National Association for the Advancement of Colored People (NAACP).
2. Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the U.S.

Interaction B

3. Explain how Jim Crow laws legalized **discrimination** based on race.
4. Analyze the struggle for racial and **gender equality** and its impact on the changing status of minorities since the late 19th century.

Diffusion C

5. Explain the effects of immigration on society in the U.S.:
 - a. housing patterns - religion.

Geography**Places and Regions A**

1. Explain how perceptions and characteristics of **geographic regions** in the United States have changed over time including:
 - a. urban areas;
 - c. farmland;
 - d. centers of industry and technology.

Human Environmental Interaction B

2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and the use of **productive resources**.

Movement C

3. Analyze the geographic processes that contributed to changes in American society including:
 - a. industrialization and post industrialization;
 - b. urbanization and **suburbanization**;
 - c. immigration

Economics**Market A**

1. Evaluate the effects of **specialization, trade and interdependence** on the economic system of the United States.
2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy.

Government and the Economy B

3. Demonstrate how U.S. governmental policies, including: taxes, antitrust legislation and environmental regulations affect individuals and businesses.

January – continued **Grade: 10th**

ESSENTIAL UNDERSTANDING: The 1920s The focus is a major analysis of the political, economic and social developments in the United States during the 1920s including such issues as the Red Scare, migrations from South to North, race riots, Harlem Renaissance and stock market speculation and crash. Connections are made to the six remaining standards.

Citizenship Rights and Responsibilities

Participation A

1. Describe the ways in which government policy has been shaped and set by the influence of **political parties, interest groups, lobbyists, the media** and **public opinion** with emphasis on: extension of **suffrage**; labor legislation.
2. Explain how **civil disobedience** differs from other forms of **dissent** and evaluate it's application & consequences including: suffrage movement of the late 1800s.

Rights and Responsibilities B

4. Analyze instances in which the rights of individuals were restricted including: immigrants during the **Red Scare**.

Study Skills and Methods

Thinking and Organizing A

1. Determine the **credibility** of sources by considering the following: the qualifications and reputation of the writer; agreement with other credible sources; of **stereotypes**; and consistency of sources; the circumstances in which the author prepared the source.
2. Critique evidence used to support a **thesis**.

Communicating Information B

3. Analyze one or more issues and present a **persuasive** argument to defend a position.

Apply the Problem Solving Process

- a. identifying a problem
- b. gathering information
- c. listing and considering **options**
- d. considering advantages and disadvantages of options
- e. choosing and implementing a solution
- f. developing **criteria** for judging its effectiveness
- g. evaluating the effectiveness of the solution.

Vocabulary

United Mine Workers, Palmer raids, Harding, Amer Civil Liberties Union, Coolidge, Andrew Mellon, Revenue Act 1921, Ohio gang, Teapot Dome scandal, Blacksox scandal, Babe Ruth, Jazz Age, Lindbergh, flappers, KKK, prohibition, Volstead Act, speakeasies, bootlegging, Capone

Authentic Assessment

Teacher Use Only

February Grade: 10th

ESSENTIAL UNDERSTANDING: The 1930s The focus is a major analysis of the cause and effect relationship politically, economically and socially for the Great Depression, the Dust Bowl and the New Deal. Connections are made to five of the remaining standards.

History**20th Century F**

10. Analyze the causes & consequences of major **political, economic & social** developments of the 1930s with emphasis on:

- a. the Great **Depression**;
- b. the Dust Bowl;
- c. the **New Deal**.

Economics**Markets A**

1. Evaluate the effects of **specialization, trade and interdependence** on the economic system of the United States.

2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U. S. economy.

Government and the Economy B

3. Demonstrate how United States governmental policies, including: taxes, antitrust legislation and environmental regulations affect individuals and businesses.

4. Explain the reasons for the creation of the **Federal Reserve System** and its importance to the economy.

5. Analyze the impact of the Great Depression and World War II on the economy of the United States and the resulting expansion of the role of the **federal government**.

Geography**Places and Regions A**

1. Explain how perceptions and characteristics of **geographic regions** in the United States have changed over time including:

- a. urban areas;
- b. wilderness;
- c. farmland;
- d. centers of industry and technology.

Human Environmental Interaction B

2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and the use of **productive resources**.

Government**Rules and Laws A**

1. Examine the United States Constitution as a living document by analyzing its evolution through **amendments** and Supreme Court decisions.

Citizenship Rights & Responsibilities**Participation A**

1. Describe the ways in which government policy has been shaped and set by the influence of **political parties, interest groups, lobbyists, the media and public opinion** with emphasis on:

- b. labor legislation;
- e. environmental legislation;
- f. business regulation.

February – *continued* **Grade: 10th**

ESSENTIAL UNDERSTANDING: The 1930s The focus is a major analysis of the cause and effect relationship politically, economically and socially for the Great Depression, the Dust Bowl and the New Deal. Connections are made to five of the remaining standards.

Study Skills and Methods

Thinking and Organizing A

1. Determine the **credibility** of sources by considering the following:
 - a. the qualifications and reputation of the writer;
 - b. agreement with other credible sources;
 - c. recognition of **stereotypes**;
 - d. accuracy and consistency of sources;
 - e. the circumstances in which the author prepared the source.

2. Critique evidence used to support a **thesis**.

Communicating Information B

3. Analyze one or more issues and present a **persuasive** argument to defend a position.

Apply the Problem Solving Process

- a. identifying a problem
- b. gathering information
- c. listing and considering **options**
- d. considering advantages and disadvantages of options
- e. choosing and implementing a solution
- f. developing **criteria** for judging its effectiveness
- g. evaluating the effectiveness of the solution.

Vocabulary

Black Tuesday, Institutional investors, margin buying, over speculation, stock pool, Federal Reserve Brd., Hooverilles, Okies, FDR, New Deal, Three R's, CCC, CWA, PWA, TVA, HOLC, AAA, Farm Mortgage Act, NRA, Blue Eagle, FDIC, Securities Act, Amer Liberty League, FHA, WPA, NYA, Social Securities Act, REA, Wagner Act, NLRB, Eleranor Roosevelt

Authentic Assessment

Teacher Use Only

March Grade: 10th

ESSENTIAL UNDERSTANDING: This unit will focus on analyzing the U.S. moving from isolationism to international involvement. The major focus is on the home front including: industrial mobilization, women and minorities in the workplace and Japanese-American internment. Connections are made to the six remaining standards.

History20th Century Conflict **D**

7. Analyze the impact of the United States participation in World War II, with emphasis on the change from **isolationism** to **international involvement** including the reaction to the attack on Pearl Harbor.

20th Century Conflict **F**

11. Analyze the impact of United States participation in World War II with emphasis on:

- a. events on the home front to support the war effort, including industrial mobilization, women and minorities in the workplace;
- b. the **internment** of Japanese-Americans.

EconomicsMarkets **A**

1. Evaluate the effects of **specialization**, **trade** and **interdependence** on the economic system of the United States.

Government and the Economy **B**

3. Demonstrate how United States governmental policies, including: taxes, antitrust legislation and environmental regulations affect individuals and businesses.

5. Analyze the impact of the Great Depression and World War II on the economy of the United States and the resulting expansion of the role of the **federal government**.

GeographyHuman Environmental Interaction **B**

2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and the use of **productive resources**.

GovernmentRules and Laws **A**

1. Examine the United States Constitution as a living document by analyzing its evolution through **amendments** and Supreme Court decisions.

Citizenship Rights & ResponsibilitiesParticipation **A**

1. Describe the ways in which government policy has been shaped and set by the influence of **political parties**, **interest groups**, **lobbyists**, the **media** and **public opinion** with emphasis on:

- d. military policy;
- f. business regulation.

Rights and Responsibilities **B**

3. Explain the considerations and **criteria** commonly used in determining what limits should be placed on specific rights including:

- a. **clear and present danger**;
- b. **compelling government interest**;
- c. **national security**;
- d. **libel or slander**;
- e. **public safety**;
- f. **equal opportunity**.

March – continued **Grade: 10th**

ESSENTIAL UNDERSTANDING: This unit will focus on analyzing the U.S. moving from isolationism to international involvement. The major focus is on the home front including: industrial mobilization, women and minorities in the workplace and Japanese-American internment. Connections are made to the six remaining standards.

People in Societies**Interaction B**

Analyze the struggle for racial and **gender equality** and its impact on the changing status of minorities since the late 19th century

Study Skills and Methods**Thinking and Organizing A**

1. Determine the **credibility** of sources by considering the following:
 - a. the qualifications and reputation of the writer;
 - b. agreement with other credible sources;
 - c. recognition of **stereotypes**;
 - d. accuracy and consistency of sources;
 - e. the circumstances in which the author prepared the source.
 - f. **equal opportunity**

2. Critique evidence used to support a **thesis**.

Communicating Information B

3. Analyze one or more issues and present a **persuasive** argument to defend a position.

Vocabulary

Pearl Harbor, Coral Sea, Midway, Bataan Death March, Churchill, Stalin, Eisenhower, Operation Torch, Patton, Montgomery, Afrika Korp, Rommell, Sicili, Italy, Normandy, Stalingrad, Ardennes, Island Hopping, Okinawa, MacArthur, atomic bomb, U.N.

Authentic Assessment

Teacher Use Only

April Grade: 10th

ESSENTIAL UNDERSTANDING: The focus will be on United States and the Cold War from the Marshall Plan to Vietnam. Connections are made to two of the remaining standards.

History**20th Century Conflict - Cold War E**

Explain how the **Cold War** and related conflicts influenced United States **foreign policy** after 1945 with emphasis on: the Marshall Plan; communist **containment**, including the Truman Doctrine, Berlin **Blockade** and Cuban Missile Crisis; the Korean War and the Vietnam War.

The U.S. in the 20th Century F

Explain major **domestic** developments after 1945 emphasizing:

- postwar prosperity in the United States;
- McCarthyism**;
- the space race;
- immigration patterns.

Trace **social unrest**, protest and change in the U.S. including:

- antiwar protest** during the Vietnam War;
- the **counterculture movement**;
- the women's **liberation movement**.

Analyze origins, major developments, controversies and consequences of **civil rights movement** with emphasis on:

- Brown v. Board of Education;
- changes in goals and tactics of leading **civil rights advocates** and organizations;
- the linkages between the civil rights movement and movements to gain justice for other minority groups.

Economics**Markets A**

- Evaluate the effects of **specialization**, **trade** and **interdependence** on the economic system of the United States.
- Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy.

Government and the Economy B

- Demonstrate how United States governmental policies, including: taxes, antitrust legislation and environmental regulations affect individuals and businesses.
- Explain the reasons for the creation of the **Federal Reserve System** & its importance to the economy.

Geography**Places and Regions A**

- Explain how perceptions and characteristics of **geographic regions** in the United States have changed over time including: urban areas; wilderness; farmland; centers of industry and technology.

Movement

- Analyze the geographic processes that contributed to changes in American society including:
 - industrialization & post industrialization;
 - urbanization and **suburbanization**;
 - immigration.

Government**Rules and Laws A**

- Examine the U.S. Constitution as a living document by analyzing its evolution through **amendments** & Supreme Court decisions including:
 - Brown v. Board of Education (1954);
 - Regents of the University of California; v. Bakke. (1978)
- Explain why the 26th Amendment was **enacted** and how it affected individuals and groups.

Citizenship Rights & Responsibilities *Participation A*

- Describe the ways in which gov't. policy has been shaped and set by the influence of **political parties**, **interest groups**, **lobbyists**, the **media** and **public opinion** with emphasis on:
 - civil rights legislation;
 - military policy;
 - environmental legislation;
 - educational policy.
- Explain how **civil disobedience** differs from other forms of **dissent** and evaluate its application & consequences including:
 - civil rights movement of the 1960s;
 - student protests during the Vietnam War

April – continued **Grade: 10th**

ESSENTIAL UNDERSTANDING: The focus will be on United States and the Cold War from the Marshall Plan to Vietnam. Connections are made to two of the remaining standards.

People in Societies

Cultures A

1. Describe how the perspectives of cultural groups helped to create **political action groups** such as:
 - a. the National Association for the Advancement of Colored People (**NAACP**)
 - b. National Organization for Women(**NOW**);
 - c. American Indian Movement (**AIM**);
 - d. United Farm Workers.
3. Explain how Jim Crow laws legalized **discrimination** based on race.
4. Analyze the struggle for racial and **gender equality** and its impact on the changing status of minorities since the late 19th century.

Study Skills and Methods

Study Skills & Methods

Thinking and Organizing A

1. Determine the **credibility** of sources by considering the following:
 - a. the qualifications and reputation of the writer;
 - b. agreement with other credible sources;
 - c. recognition of **stereotypes**;
 - d. accuracy and consistency of sources;
 - e. the circumstances in which the author prepared the source.
2. Critique evidence used to support a **thesis**.

Communicating Information B

3. Analyze one or more issues and present a **persuasive** argument to defend a position.

Problem Solving Process

Use a problem-solving / decision-making process which includes:

- a. identifying a problem;
- b. gathering information;
- c. listing and considering **options**;
- d. considering advantages and disadvantages of options;
- e. choosing and **implementing** a solution
- f. developing criteria for judging its effectiveness;
- g. evaluating the effectiveness of the solution.

Vocabulary

Containment, Truman Doctrine, Marshall Plan, Stalin, Joe McCarthy, Little Rock, Berlin Airlift, NATO, Warsaw Pact, Mao, Chiang Kai-shek, Red China, Isreal, Korean War, President Eisenhower, Sputnik, Khrushchev, Bay of Pigs, JFK, Cuban Missile Crisis, Martin Luther King, RFK, test ban treaty, Vietnam War, Laos, Ho Chi Mingh, Berlin Wall, Freedom riders, Selma, Geo Wallace, LBJ, Rosa Parks, Malcolm X, Black Panthers, Rock & Roll, race to the moon, Richard Nixon, Watergate

Authentic Assessment

Teacher Use Only

May Grade: 10th

ESSENTIAL UNDERSTANDING: The focus will be on United States and its domestic policies from 1945 to the 1991. Connections are made to all of the six remaining standards.

History**The U.S. in the 20th Century F**

12. Explain major **domestic** developments after 1945 emphasizing:
 - a. postwar prosperity in the United States;
 - b. **McCarthyism**;
 - c. the space race;
 - d. immigration patterns.
13. Trace **social unrest**, protest and change in the U.S. **including**:
 - a. **antiwar protest** during the Vietnam War;
 - b. the **counterculture movement**;
 - c. the women's **liberation movement**.
14. Analyze origins, major developments, controversies and consequences of **civil rights movement** with emphasis on:
 - a. Brown v. Board of Education;
 - b. changes in goals and tactics of leading **civil rights advocates** and organizations;
 - c. the linkages between the civil rights movement and movements to gain justice for other minority groups.

Economics**Markets A**

1. Evaluate the effects of **specialization**, **trade** and **interdependence** on the economic system of the United States.
2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy.

Government and the Economy B

3. Demonstrate how United States governmental policies, **including**: taxes, antitrust legislation and environmental regulations affect individuals and businesses.
4. Explain the reasons for the creation of the **Federal Reserve System** & its importance to the economy.

Geography**Places and Regions A**

1. Explain how perceptions and characteristics of **geographic regions** in the United States have changed over time **including**:
 - a. urban areas;
 - b. wilderness;
 - c. farmland;
 - d. centers of industry and technology.

Movement

3. Analyze the geographic processes that contributed to changes in American society **including**:
 - a. industrialization & post industrialization; urbanization and **suburbanization**; immigration.

Government**Rules and Laws A**

1. Examine the U.S. Constitution as a living document by analyzing its evolution through **amendments** & Supreme Court decisions **including**:
 - b. Brown v. Board of Education (1954);
 - c. Regents of the University of California; v. Bakke. (1978)
2. Explain why the 26th Amendment was **enacted** and how it affected individuals and groups.

Citizenship Rights & Responsibilities**Participation A**

1. Describe the ways in which gov't. policy has been shaped and set by the influence of **political parties**, **interest groups**, **lobbyists**, the **media** and **public opinion** with emphasis on:
 - c. civil rights legislation;
 - d. military policy;
 - e. environmental legislation;
 - g. educational policy.
2. Explain how **civil disobedience** differs from other forms of **dissent** and evaluate it's application & consequences **including**:
 - b. civil rights movement of the 1960s;
 - c. student protests during the Vietnam War.

May – continued **Grade: 10th**

ESSENTIAL UNDERSTANDING: The focus will be on United States and its domestic policies from 1945 to the 1991. Connections are made to all of the six remaining standards.

People in Societies

Cultures **A**

1. Describe how the perspectives of cultural groups helped to create **political action groups** such as:

- a. the National Association for the Advancement of Colored People (**NAACP**)
- b. National Organization for Women(**NOW**);
- c. American Indian Movement (**AIM**);
- d. United Farm Workers.

Interaction **B**

3. Explain how Jim Crow laws legalized **discrimination** based on race.

4. Analyze the struggle for racial and **gender equality** and its impact on the changing status of minorities since the late 19th century.

Study Skills and Methods

None

Vocabulary

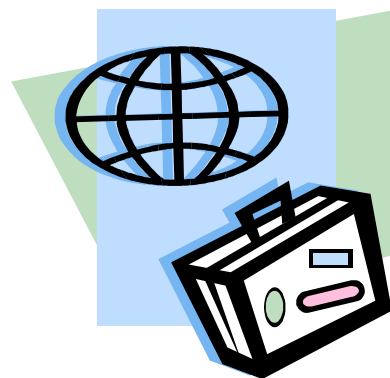
Counterculture, generation gap, youth culture, boomer generation, silent generation, stereotype, feminism, N.O.W., Roe vs. Wade, braceros, Cesar Chavez, Chicano Movement, American Indian Movement, Ralph Nader, Rachel Carson, Earth Day, EPA, Clean Air Act, Clean Water Act

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GOVERNMENT

Grade 11



Niles McKinley High School Social Studies Department
SY2009-2010

September/October Grade: 11th**ESSENTIAL UNDERSTANDING:** Principles of Government, Origins of government, Constitution, Federalism.**Government**Role of Government **A**

1. Analyze the actions of the United States government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good

3. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of **separation of powers** and **checks and balances** for serving the public good and protecting individual rights.

4. Describe the changing relationship among the levels of government in the United States federal system, and evaluate applications of the principle of **federalism** for serving the public good and protecting individual rights.

5. Explain the major responsibilities of the federal government for **domestic** and **foreign policy** including powers of each branch of government.

Rules and Laws **B**

7. Explain the **philosophical foundations** of the American political system as outlined in the Declaration of Independence, the United States Constitution and the **Federalist Papers** with emphasis on the basic principles of **natural rights**.

- 8.

Rules and Laws **B**

8. Compare and analyze the powers granted to the national and state governments in the federal system with emphasis on:
 - a. **concurrent powers**;
 - b. **reserved powers**;
 - c. **implied powers**;
 - d. **expressed powers**.

9. Explain how interpretations of the basic principles found in the United States Constitution have changed over time.

People in SocietiesInteraction **B**

2. Identify causes of **prejudice** and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce **discrimination**.

3. Identify and analyze governmental policies that enable individuals of different cultures to participate in the United States society and economy including:
 - a. **naturalization**;
 - b. voting rights;
 - c. racial integration;
 - d. affirmative action

September/October – *continued*

Grade: 11th

ESSENTIAL UNDERSTANDING: Principles of Government, Origins of government, Constitution, Federalism.

Citizenship Rights & Responsibilities

Rights and Responsibilities B

5. Explain the meaning and importance of each of the rights guaranteed under the **Bill of Rights** and how they are secured through:

- a. legislation;
- b. the role of the judiciary in upholding rights;
- c. the role of citizens exercising their rights.

Study Skills and Methods

Problem Solving D

8. Apply the processes of **persuasion**, **compromise** and **negotiation** to the resolution of conflicts and differences

Vocabulary

totalitarian - limited government - popular sovereignty - representative government - judicial review - social contract - preamble - unitary - unicameral - amendments - confederate - popular sovereignty - treaty - framers - charter - limited government - democracy - bicameral - federalism - federal - political party - delegates - ratification - oligarchy - executive agreement - parliamentary - compromise - presidential - dictatorship -

Authentic Assessment

Teacher Use Only

November/December Grade: 11th**ESSENTIAL UNDERSTANDING:** Interest Groups, Lobbying, Voter-voter behavior, Election and voting, Political Parties**History****Analysis and Interpretation A**

2. Trace key Supreme Court decisions related to a **provision** of the Constitution (such as, cases related to **reapportionment of legislative districts**, free speech or **separation of church and state**).

Government

2. Explain, using examples, how political parties, **interest groups**, the media and individuals influence the **policy agenda** and decision-making of government institutions.

Systems of Government C

11. Explain the role of elections and political parties (including third parties) in facilitating the democratic process.

12. Describe the ways in which public officials are held accountable for the public good including ways they can acquire and lose their offices with emphasis on:

- a. **appointments**;
- b. **primary and general elections**;
- c. the **Electoral College**;
- d. **recall**;
- e. **impeachment**

People in Societies**Cultures A**

1. Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic or religious groups:

- a. Indian policies;
- b. **immigration** laws;
- c. **segregation** policies;
- d. **selective service laws**.

Interaction B

3. Identify and analyze governmental policies that enable individuals of different cultures to participate in the United States society and economy including:

- a. **naturalization**;
- b. voting rights;
- c. **racial integration**;
- d. **affirmative action**

Geography

4. Identify and analyze the changing political geography at the local, state, national and international levels including:

- a. **annexation**;
- b. zoning;
- c. **congressional reapportionment**;
- d. changes in international boundaries

November/December – continued

Grade: 11th

ESSENTIAL UNDERSTANDING: Interest Groups, Lobbying, Voter-voter behavior, Election and voting, Political Parties

Citizenship Rights & Responsibilities

Participation A

1. Analyze historical and contemporary examples of citizen movements to bring about political change (such as Mothers Against Drunk Driving (MADD), NOW, Common Cause, NAACP and Eagle Forum).
2. Choose an effective method of **citizen participation** in the policy process and identify the level of government and person or agency with **jurisdiction** for a particular set of circumstances.
3. Explain how an individual participates in primary and general elections **including**:
 - a. registering to vote;
 - b. identifying the major duties, responsibilities and qualifications required for a particular position;
 - c. becoming informed about candidates and issues;
 - d. declaring or changing **party affiliation**;
 - e. obtaining, marking and depositing a ballot.
6. Explain how citizenship includes the exercise of personal responsibility and active participation in a democracy **including**:
 - a. behaving in a **civil manner**;
 - b. being **fiscally responsible**;
 - c. accepting responsibility for the consequences of one's actions;
 - d. practicing **civil discourse**;
 - e. becoming informed on public issues;
 - f. voting;
 - g. taking action on public issues;
 - h. providing public service;
 - i. serving on juries

Study Skills and Methods

3. Identify **advocacy groups** and obtain public policy information they produce.
4. Adjust a research question or topic based on information obtained while conducting research.
8. Apply the processes of **persuasion, compromise** and **negotiation** to the resolution of conflicts and differences.

Vocabulary

Bipartisan, coalition, incumbent, major parties factions plurality ward franchise sectionalism party in power minor party partisanship purge pluralistic society transient gerrymandering registration injunction poll books split ticket voting Pre-clearance off-year election party identification gender gap straight ticket voting nonpartisan election precinct polling place ballot subsidy hard money public affairs peer group opinion leader mandate public opinion poll public agenda random sample quota sample medium sound bite labor union public policy trade association two-party system single-interest group public interest group propaganda multiparty blanket primary grass roots lobbying suffrage closed primary coattail effect consensus division of powers ideological parties independents political action committee economic protest parties one-party system open primary political efficacy public opinion political party political socialization poll tax runoff primary sample

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January Grade: 11th**ESSENTIAL UNDERSTANDING:** Domestic Policies**History**

1. Evaluate the limitations and the opportunities that result from decisions made in the past including:
- Electoral College**;
 - direct election** of senators;
 - income tax**;
 - length of terms of **elected** and **appointed officials**

Government

5. Explain the major responsibilities of the federal government for **domestic** and **foreign policy** including powers of each branch of government.

Rules and Laws B

8. Compare and analyze the powers granted to the national and state governments in the federal system with emphasis on:
- concurrent powers**;
 - reserved powers**;
 - implied powers**;
 - expressed powers**.

Geography

4. Identify and analyze the changing political geography at the local, state, national and international levels including:
- annexation**;
 - zoning;
 - congressional reapportionment**;
 - changes in international boundaries.

Vocabulary

Acquit, Adjourn, Apportion, At large, Bill, Bipartisan, Censure, Cloture, Commerce power, committee chairman, committee of the whole, concurrent resolution, conference committee, consensus, constituency, continuous body, copyright, deficit spending, direct tax, discharge petition, doctrine, eminent domain, engross, filibuster, floor leaders, impeach, indirect tax, joint committee, joint resolution, legal tender, liberal constructionist, naturalization, necessary and proper clause, off year election, oversight function partisan, party caucus, patent, perjury, pocket veto, politico, president of the senate, president pro tempore, prorogue, reapportion, resolution, rider, select committee, seniority role, speaker of the house, special session, standing committee, subcommittee, subpoena, successor, tax, trustee, whips

Authentic Assessment

Teacher Use Only

February Grade: 11th**ESSENTIAL UNDERSTANDING: Roles of the Executive****History****Analysis and Interpretation A**

1. Evaluate the limitations and the opportunities that result from decisions made in the past **including**:

- a. **Electoral College**;
- b. **direct election** of senators;
- c. **income tax**;
- d. length of terms of **elected** and **appointed officials**.

Government**Role of Government A**

1. Analyze the actions of the United States government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good.

2. Explain, using examples, how political parties, **interest groups**, the media and individuals influence the **policy agenda** and decision-making of government institutions.

Role of Government A

3. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of **separation of powers** and **checks and balances** for serving the public good and protecting individual rights.

4. Describe the changing relationship among the levels of government in the United States federal system, and evaluate applications of the principle of **federalism** for serving the public good and protecting individual rights.

5. Explain the major responsibilities of the federal government for **domestic** and **foreign policy** including powers of each branch of government.

12. Describe the ways in which public officials are held accountable for the public good including ways they can acquire and lose their offices with emphasis on:

- a. **appointments**;
- b. **primary and general elections**;
- c. the **Electoral College**;
- d. **recall**;
- e. **impeachment**.

Study Skills and Methods**Obtaining Information A**

1. Identify a current public policy issue and arguments relative to the issue.

2. Determine **criteria** by which arguments will be judged.

Apply the Problem Solving Steps pg. HS Gov/Eco – 15.

Vocabulary

Administration, ambassador, amnesty, attorney general, bureaucracy, bureaucrat, civil service, clemency, cold war, collective security, commutation, containment, continuing resolution, controllable spending, deficit, détente, deterrence, diplomatic immunity, direct popular election, district plan, electoral votes, entitlement, executive article, executive order, federal budget, fiscal year, foreign aid, foreign policy, government corporation, imperial presidency, independent agencies, independent executive agencies, independent regulatory commissions, isolationism, line agency, line item veto, national bonus plan, national convention, oath of office, ordinance power, patronage, payroll tax, persona non grata, platform, political asylum, presidential elector, presidential primary, presidential succession, progressive tax, proportional plan, proportional representative rule, public debt, quasi-judicial, quasi-legislative, recognition, regional security alliances, register, regressive tax, reprieve, right of legation, secretary, spoils system, staff agency, surplus, tax return, treaty, UN security council, uncontrollable spending, winner-take-all

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March Grade: 11th**ESSENTIAL UNDERSTANDING: Role Of Judicial Branch****History**

Trace key Supreme Court decisions related to a **provision** of the Constitution (such as cases related to **reapportionment** of legislative districts, free speech or **separation of church and state**).

People in SocietiesInteraction

2. Identify causes of **prejudice** and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce **discrimination**.
3. Identify and analyze governmental policies that enable individuals of different cultures to participate in the United States society and economy including: **naturalization**; voting rights; racial integration; affirmative action.

GovernmentRole of Government A

1. Analyze the actions of the United States government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good.
2. Explain, using examples, how political parties, **interest groups**, the media and individuals influence the **policy agenda** and decision-making of government institutions.

Role of Government A

3. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of **separation of powers** and **checks and balances** for serving the public good and protecting individual rights.
4. Describe the changing relationship among the levels of government in the United States federal system, and evaluate applications of the principle of **federalism** for serving the public good and protecting individual rights

Role of Government A

5. Explain the major responsibilities of the federal government for **domestic** and **foreign policy** including powers of each branch of government.

Citizenship**Study Skills and Methods**Obtaining Information A

1. Identify a current public policy issue and arguments relative to the issue.
 2. Determine **criteria** by which arguments will be judged.
- Apply the Problem Solving Steps pg. HS Gov/Eco – 15.

Vocabulary

alien, appellate jurisdiction, assimilation, bail, bench trial, bill of attainder, capital punishment, certificate, civil case, concurrent jurisdiction, concurring opinion, content neutral, court-martial, criminal case, de facto segregation, de jure segregation, defendant, denaturalization, deportation, dissenting opinion, docket, double jeopardy, due process clause, establishment clause, exclusionary rule, exclusive jurisdiction, expatriation, free exercise clause, grand jury, heterogeneous, immigrant, indictment, inferior courts, integration, involuntary servitude, Jim Crow law, jurisdiction, jus sanguinis, jus soli, libel, majority opinion, Miranda Rule, original jurisdiction, parochial, picketing, plaintiff, police power, preventative detention, probable cause, procedural due process, process of incorporation, redress, refugee, reservation, reverse discrimination, right of association, search warrant, sedition, seditious speech, separate-but-equal, Shield law, slander, substantive due process, symbolic speech, treason, writ of assistance, writ of certiorari, writ of habeas corpus

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April/May Grade: 11th

ESSENTIAL UNDERSTANDING: Participating in Government : State & Local Government

Economics

10. Analyze issues related to the use of different types of taxes to fund public goods and services including:
- proportional tax**;
 - progressive tax**;
 - regressive tax**.

Personal Finance E

12. Explain the role of individuals in the economy as producers, consumers, savers, workers & investors.

Government

Role of Government A

6. Explain the functions of local and state governments in Ohio and how their powers are derived from the Ohio Constitution.

Systems of Government C

11. Explain the role of elections and political parties (including third parties) in facilitating the democratic process.
12. Describe the ways in which public officials are held accountable for the public good including ways they can acquire and lose their offices with emphasis on:

appointments; primary and general elections; Electoral College recall; impeachment.

13. Explain the use of the **initiative** and **referendum** in the government of Ohio.

Citizenship Rights & Responsibilities

Participation A

- Analyze historical and contemporary examples of citizen movements to bring about political change (such as Mothers Against Drunk Driving (MADD), NOW, Common Cause, NAACP and Eagle Forum).
- Choose an effective method of **citizen participation** in the policy process and identify the level of government and person or agency with **jurisdiction** for a particular set of circumstances.
- Explain how an individual participates in primary and general elections including:
 - registering to vote;
 - identifying the major duties, responsibilities and qualifications required for a particular position;
 - becoming informed about candidates and issues;
 - declaring or changing **party affiliation**;
 - obtaining, marking and depositing a ballot.

Study Skills and Methods

Obtaining Information A

- Identify a current public policy issue and arguments relative to the issue.
- Determine **criteria** by which arguments will be judged.

Thinking and Organizing B

- Choose a position on an issue and develop a **rationale** for that position

Vocabulary

Budget, civil law, clemency, constituent power, factors of production, felony, fundamental law, incorporation, information, initiative, item veto, jury, justice of the peace, limited government, magistrate, metropolitan area, misdemeanor, pardon, parole, police power, popular sovereignty, preliminary hearing, recall, referendum, reprieve, statutory law, strong-mayor government, zoning

April/May - *continued* Grade: 11th
ESSENTIAL UNDERSTANDING: Participating in Government : State & Local Government

Geography

Places and Regions A

1. Explain how government decisions reflect a society's value about **land use** (such as **zoning**, development or **toxic waste disposal**).
4. Identify and analyze the changing political geography at the local, state, national and international levels including:
 - a. **annexation**;
 - b. zoning;
 - c. **congressional reapportionment**;
 - d. changes in international boundaries.

Authentic Assessment

Teacher Use Only