

SCHOOL DISTRICT OF THE CHATHAMS

US History 2 10th Grade Full Year

Course Overview

Using a multi-faceted approach that includes sociological, cultural, economic, political, and diplomatic perspectives, US History 2 introduces students to the concepts, movements, events, and personalities of the history of the United States from the late 19th century through the early 21st century. Although the course explores the past within a chronological framework, US History 2 develops historical thinking and information processing skills, improving students' ability to find, critically analyze, and evaluate the significance of facts and ideas. The course also requires students to build, support, defend, and effectively communicate their own understandings of United States history.

The US History 2 course is offered at three different levels, US History 2 A, US History 2 B, and US History 2 C. These courses vary in instructional approaches, materials and pacing in order to meet the needs of various learners. All courses meet the New Jersey Student Learning Standards.

New Jersey Student Learning Standards

The New Jersey Student Learning Standards (NJSLS) can be located at www.nj.gov/education/cccs/2020/.

The Emergence of Modern America: Progressive Reforms (1890–1930)

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.

6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.

6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.

6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

The Emergence of Modern America: World War I (1890–1930)

6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.

6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.

6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).

6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

The Emergence of Modern America: Roaring Twenties (1890–1930)

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.

6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.

6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

6.1.12.HistoryCC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

The Great Depression and World War 2: The Great Depression (1929–1945)

6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).

6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.

6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).

6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.

6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.

6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

The Great Depression and World War 2: New Deal (1929–1945)

6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).

6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.

6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

6.1.12.EconoNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6.1.12.EconoNM.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).

6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.

6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.

The Great Depression and World War 2: World War 2 (1929–1945)

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WW2 were a denial of civil rights.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War 2 in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.

6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.

6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War 2.

- 6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
- 6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War 2.
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Postwar United States: Cold War (1945 to early 1970s)

- 6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy.
- 6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. 6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
- 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.
- 6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- 6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- 6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.

Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

- 6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title V2, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
- 6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
- 6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
- 6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
- 6.1.12.EconNE.13.a: Relate American economic expansion after World War 2 to increased consumer demand.

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- 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
- 6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat post World War 2 inflation.
- 6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- 6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WW2 America and determine its impact on society, politics, and the economy.
- 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
- 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

Contemporary United States: Domestic Policies (1970–Today)

- 6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- 6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
- 6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
- 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- 6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

- 6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
- 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
- 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
- 6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
- 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
- 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
- 6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
- 6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
- 6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
- 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

Contemporary United States: International Policies (1970–Today)

- 6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
- 6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
- 6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
- 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

Contemporary United States: Interconnected Global Society (1970–Today)

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

6.1.12.EconNE.16.a: Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Civics, Government, and Human Rights

6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

History, Culture, and Perspective

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Technology Standards

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within

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information and media.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Career Ready Practice

CRP2. Apply appropriate academic and technical skills.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity increase collaboration and communicate effectively.

CRP12. Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

English Language Arts

- RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different

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mediums.

- RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented.
- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment

- criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Computer Science and Design Thinking

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Units of Study

Course Essential Questions:

- What do Americans need to understand about their past to make sense of their present?

Unit 1: America in the Age of Imperialism (~10 classes)

- How does the study of this era help answer the question, “When should a nation interfere in the freedom and affairs of other nations”?
- Was imperialism a respectable and legitimate policy at the turn of the 19th century? In the 21st century? What qualifies as “respectable and legitimate”?
- Does the need for self-defense give the US the right to interfere in the affairs of Latin America?
- What are the benefits and consequences of being an imperial power?

Unit 2: Life at the Turn of the Century: The Progressive Era (1900-1919) (~10 classes)

- Why is the term “progressivism” used to describe this era much less today than it was in history written before the 21st century?
- How could farmers calling for regulation of the railroads and banks, urban residents calling for a more efficient government and regulation of housing, doctors calling for health reform and some in the middle class hoping to control social groups they feared and hated be understood to belong to the same movement called “progressivism”?
- What exactly did Progressivism accomplish? How did it fail?
- How does the study of this era help us to determine how and to what degree the government should play a role in society and business?

Unit 3: The United States and the War to End All Wars (1914-1919)(~10 classes)

- How do we know if it was possible for the United States to maintain neutrality in World War I? How can we know if its entry into the war on the side of the Allies was inevitable?

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- How can we measure the significance of the economic, social and political changes brought by World War I?
- How should democratic governments of countries at war respond to opposition and public dissent?
- What does the prejudice and intolerance of some Americans during World War I say about Americans generally? Has anything changed?

Unit 4: The Roaring Twenties (1920-1929)(~10 classes)

- Which is more convincing, the evidence and arguments that describe the decade of the 1920s as liberal or the evidence and arguments that describe the decade as conservative? To what degree do both descriptions apply?
- How does American culture develop? How does study of this era help us determine how culture drives mass media and how mass media drives culture?
- Should the United States have enacted the Prohibition Amendment?
- What evidence of this era helps us determine if economic prosperity results from tax cuts and minimal government?

Unit 5: Great Depression and The New Deal (1929-1941)(~10 classes)

- How can we determine if the Great Depression was inevitable?
- Did Franklin Roosevelt's "New Deal" weaken or save capitalism?
- Did minorities receive a "New Deal" in the 1930's?
- Did the New Deal effectively end the Great Depression and restore prosperity?
- Has the United States abandoned the legacy of the New Deal?

Unit 6: America in the Second World War (1941-1945)(~10 classes)

- Does American security depend upon the survival of its allies?
- Did United States foreign policy during the 1930's help promote World War 2?
- How could historians determine if the war between the United States and Japan was inevitable?
- How important was the home front in the United States' victory in World War 2?
- Should the U. S. employ atomic weapons to defeat its enemies in war?
- How can historians determine if the United States could have done more to prevent the Holocaust?

Unit 7: The Culture of America at Mid-Century and the Early Cold War (1945-1961)(~11 classes)

- How could historians determine the causes of The Cold War?
- Was containment an effective policy to thwart communist expansion?
- Does the evidence available to historians today show if the United States should have feared internal communist subversion in the 1950's?
- How can historians determine if the 1950's were a time of great peace, progress, and prosperity for Americans?
- What evidence of the past shows whether the growth of the middle class was driven by desire to escape reality or conform? Which characterization has the more conclusive evidence?

Unit 8: The Civil Rights Movement (1954-1968)(~12 classes)

- To what extent were events of the Cold War related to the Civil Rights movement?
- What rights should be included in a definition of Civil Rights that require protection by the government?
- How does the history of this period help determine if civil disobedience, violence or non-violence justifiable and effective means to achieve social change?
- How do different individuals and groups measure the successes and failures of the Civil Rights Movement?

Unit 9: Vietnam and the Tumultuous 1960s (1963 – 1975)(~12 classes)

- Did American presidents have good reasons to fight a war in Vietnam?
- How does the history of conflict in the 1960's help us understand conflict today?
- Did the Warren Supreme Court expand or undermine the concept of civil liberties?
- How do different individuals and groups determine if the "Great Society" programs fulfilled their promises?

Unit 10: The Conservative Rebirth amid the Seventies Malaise (1972-1980)(~12 classes)

- How does the history of this era illustrate the way in which economic and cultural changes influence foreign policy?
- How do different individuals and groups determine if the women's movement for equality in the United States became a reality or remained a dream?
- How do historians determine if the Watergate scandal was a sign of strength or weakness in the United States system of government?
- Should the president be able to wage war without congressional authorization?

Unit 11: Eighties America in the last days of the Cold War (1980-1989) (~12 classes)

- How does the history of this era help us answer the question, "Should a president be permitted to conduct a covert foreign policy?"
- How can we determine if the policies of the Reagan administration strengthened or weakened the United States?
- How can historians claim that Presidents Reagan and Bush were responsible for the collapse of the Soviet Union and the end of the Cold War?
- From today's perspective, did the United States win the Cold War? How is the phrase "win the Cold War" understood by different historians?

Unit 12: Modern America (1989-present)(~11 classes)

- What evidence helps us determine if the United States should have fought a war against Iraq to liberate Kuwait?
- How has the United States immigration policy changed through this era?
- How do different individuals and groups determine if racial equality was achieved through this period?
- What are the major problems facing America today and how legitimate are the solutions?
- Does the internet bring people together or drive them apart?

Learning Objectives/Discipline Standards of Practice

Learning Objectives:

- Students will understand what history is
 - History is a discipline of inquiry and analysis of the evidence of the past to create useful understandings of the human experience.
- Students will understand how history is practiced
 - The historical practice creates historical understandings through an active process of posing insightful questions of the past, finding, analyzing and synthesizing historical evidence and sources, and drawing defensible conclusions based on evidence (interpretation).
- Students will understand what critical thinking is

- Critical thinking is the process of analyzing and evaluating our thinking in order to improve it.
- Thinking consists of separate steps and processes. Paying attention to the separate steps and processes of thinking and understanding how they work improves our thinking.
- Students, alone and in groups, will be able to:
 - Engage in Chronological Thinking
 - Construct timelines of the events occurring during major eras.
 - Explain how major events are related to one another in time.
 - Engage in Spatial Thinking
 - Select and use various geographic representations to compare information about people, places, regions, and environments.
 - Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
 - Engage in Critical Thinking
 - Compare and contrast differing interpretations of current and historical events
 - Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
 - Engage in Presentation Skills
 - Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
- Students will develop habits & dispositions
 - Be curious and attentive to people, thoughts, ideas and events and appreciate their power to change individuals and groups.
 - Be suspicious and thorough in research and the interpretation and corroboration of evidence.
 - Be mindful of the provisional nature of knowledge, and the limitations of egocentric and sociocentric thinking.
 - Be aware of the elements of their thinking and the intellectual standards by which those elements can be assessed.
 - Be confident of their reasoning and comprehensive in their conclusions.
 - Be responsible in their thoughts and actions, demonstrate honesty, mutual respect, cooperation, and attention to multiple perspectives.
- Students will develop skills to
 - Ask Questions about people, thoughts, ideas and events
 - Research, vet and corroborate evidence.
 - Interpret, analyze and synthesize evidence and ideas in primary and secondary sources.
 - Apply conceptual tools of social studies such as continuity and change over time, context and perspective, causality, contingency and complexity.
 - Prove a thesis of defensible conclusions based on the application of evidence in writing, discussion and presentation.

Discipline Standards of Practice:

- Developing Questions and Planning Inquiry
 - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
- Gathering and Evaluating Sources

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- Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
- Seeking Diverse Perspectives
 - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
- Developing Claims and Using Evidence
 - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
- Presenting Arguments and Explanations
 - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
- Engaging in Civil Discourse and Critiquing Conclusions
 - Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
- Taking Informed Action
 - After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Instructional Resources and Materials

Whole class resources have been identified with an asterisk.

A broad diversity of historical evidence of the past in the form of primary source materials as well as secondary source interpretations of the past are assigned or recommended by teachers in the course of instruction. Primary source materials in text, art, photographs, images, film, audio recordings, and statistical data include, but are not limited to, correspondence, diaries, census and court records, legislation, manuscripts, maps, memoirs, music, art, news stories, oral histories, speeches and sound and film recordings.

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Secondary sources to support student learning in the discipline of history include, but are not limited to, book excerpts, articles, essays, video clips, maps, charts, photographs, art, music, and web-based digital materials.

Instructional materials are recommended by and included in Units of Study resources and vary in order to explore essential questions and meet the learning needs of students.

Resources

- Exemplary Primary Sources Archives:
 - American in Class from the National Humanities Center
 - American Rhetoric
 - Avalon Project of Yale University
 - Choices Program of Brown University
 - Digital Scholarship Lab of Richmond University
 - Edsitement of the National Endowment of the Humanities
 - ehistory of University of Georgia
 - Founders Online project of the National Archives
 - Gilder Lehrman Institute of American History
 - HathiTrust Digital Archive
 - History Matters
 - Internet Archive
 - Library of Congress
 - Living Room Candidate of the Museum of the Moving Image
 - Martin Luther King, Jr. Research and Education Institute of Stanford University
 - National Archives
 - National Park Service
 - National Security Archive of George Washington University
 - New York City Department of Records and Information Services
 - Oral History Archives of Rutgers University
 - Stanford History Education Group
 - Teaching American History
- Exemplary Secondary Sources:
 - American Yawp of Stanford University
 - CrashCourse
 - CQ Researcher Online
 - Digital History of the University of Houston
 - *Don't Know Much about History* by Ken Davis
 - Intelligence Squared
 - Journal of the American Revolution
 - Khan Academy
 - Miller Center of the University of Virginia
 - National Constitution Center
 - PBS Learning Media
 - *People's History of the United States* by Howard Zinn
 - Perspectives on History of the American Historical Association
 - ProQuest
 - Smithsonian Magazine

Assessment Strategies

Assessment is designed to measure a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).

Teachers may choose to have students practice and demonstrate their understanding of concepts and performance of disciplinary practices through a variety of means including, but not limited to those listed below:

- Discussion and dialogue in whole-class discussions.
- Discussion, dialogue and collaboration in small-group and paired conferences.
- Performative, project-based, activities such as live or recorded presentations, mock trials, historic role plays and debates.
- Guided question responses in structured analysis of primary and secondary sources.
- Annotation, notation and analytical mark-ups of primary and secondary sources, text, images, and maps.
- Drawings, digital infographics, image collages and sketched representations of historical concepts, developments, and events.
- Written responses to Document-Based Questions.
- Quizzes and tests with traditional assessment tools such as short answers, identification questions and persuasive paragraphs.