

US History Curriculum MAP

US History A:	CC Standards:	Proficiency Standards	Contextual Inquiries	Targets:	Possible Activities:	Specific Resources
				<i>Italicized targets are optional- not assessed.</i>		
General Standards Infused Throughout		<p>HS3.HT.12 Chronological Reasoning: Causation and Continuity Analyze multiple and complex causes and effects of events in the past to identify change and continuity in historic eras and evaluate how historical events, developments and historical periods were shaped by unique circumstances of time and place, as well as broader historical contexts. HS4.HT.12 Chronological Reasoning: Causation and Continuity Analyze multiple and complex causes and effects of events in the past to identify change and continuity in historical eras and assess how the significance of the actions of individuals and groups change over time and are shaped by the historical context. HS3.HT.13 Historical Understanding: Contextualization and Perspectives Analyze the ways in which the perspective of the creators of historical documents shaped the history that they produced and explain how perspectives of people in the present shape interpretations of the past. HS3.HT.14 Historical Arguments Review and critique the main arguments from multiple reliable historical sources to construct a complex rational argument, addressing all major counterclaims and taking into consideration change over time, historical perspectives and relevance of sources. HS4.HT.14 Historical Arguments Synthesize evidence from multiple historical sources and interpretations into a complex logical argument, fairly and thoroughly developing counterclaims, while considering change over time, historical perspectives and relevance of sources. HS3.HT.15 Interpretation and Synthesis Critique the usefulness and appropriateness of historical sources based on sourcing for a specific historical inquiry or use in a secondary interpretation.</p>	<p>What significant individuals and groups impacted U.S. history? What are the social, political and economic characteristics of each era in U.S. history? How has the role of the United States in the global community changed over time?</p>			
Unit 1: Building a Nation	B.1.a Identify the reasons for colonization, evaluate its impacts, and analyze the success or failure of settlements in North America.	HS1.GR.8 Spatial Views of the World Explain the relationship between places, regions and their political, cultural and economic dynamics using maps, satellite images, photographs and other geographical representations		I can identify the reasons for colonization.	Briefly discuss European motives for voyages of exploration. Explain "push/pull" factors. Emphasize the "pull" factors.	http://library.thinkquest.org/06aug/00439/kelly/pilgrims3.html

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		HS1.GR.9 Human-Environment Interaction Analyze interactions of human and physical systems to explain the corresponding influences among them.		I can evaluate the impacts of colonization.			
		HS2.GR.9 Human-Environment Interaction Evaluate how political and economic decisions influence cultural and environmental characteristics of various places and regions.		I can explain the reasons for successes and failures of settlements in North America.			
Unit 1: Building a Nation	B.1.b Analyze religious development and its significance in colonial America.	HS2.GR.10 Human Populations Spatial Patterns and Movements Evaluate the impact of economic activities on geographical arrangements in urban, suburban and rural areas.	How are various human needs met through interactions with and among family, religion, education, government and the economy in the United States?	I can describe significant aspects of the variety of social structures of colonial America (family, religion, education, government, economy).	Have students complete "Exploration" chart to identify colonial settlement patterns (French, British, and Spanish).		
	B.1.c Describe significant aspects of the variety of social structures of colonial America.	HS3.GR.10 Human Populations Spatial Patterns and Movements Evaluate the impact of political decisions on spatial patterns in urban, suburban and rural areas.	Why have conflicts such as violence, difference of opinion, stereotypes, prejudice, and discrimination developed as cultures emerged in the United States?	I can describe significant aspects of the variety of social structures of colonial America.			
Unit 1: Building a Nation	B.1.d Compare the economies of the various colonies, and analyze the development and impact of indentured servitude and African slavery in North America.			I can compare the economies of various colonies.	In groups have students identify characteristics of colonial regions (New England, Middle, and Southern), including religion, geography, economy, lifestyle, culture, etc.		
				I can analyze the development and impact of indentured servitude and African slavery in North America.			
Unit 1: Building a Nation	B.1.e Explain the origins and development of colonial governments.	HS1.CM.1 Civic and Political Institutions Distinguish the powers and responsibilities of local, state, national and international civic and political institutions.	How does the government of the United States embody the purposes, values and principles of a representative democracy?	I can explain the origins and development of colonial governments.	Have students identify reasons for frictions between the colonies and Great Britain.	*Primary documents about commerce, import duties, representation in government, treaties with Native Americans, disposing of western land.	
Unit 1: Building a Nation	B.1.f Evaluate the influence of Enlightenment ideas on the development of American government as embodied in the Declaration of Independence	HS1.CM.1 Civic and Political Institutions Distinguish the powers and responsibilities of local, state, national and international civic and political institutions.	How does the government of the United States embody the purposes, values and principles of a representative democracy?	I can recognize Enlightenment Ideals in the Declaration of Independence.	Have students construct a time line of events leading up to the Revolutionary War.	Have students construct a time line of events leading up to the Revolutionary War.	
		HS4.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles Demonstrate deliberative processes by applying democratic principles when making decisions and reaching judgments as an individual and in groups for diverse situations.	How has the United States Constitution allowed the government to change over time to meet the changing needs of society?	I can explain how the founding fathers used Enlightenment Ideals in the formation of American Government.			
Unit 1: Building a Nation	B.1.g Identify and evaluate the ideas and events that contributed to the outbreak of the American Revolution, and determine the key turning points of the war.			I can identify and evaluate the ideas and events that contributed to the outbreak of the American Revolution.	Create a chart comparing advantages and disadvantages for the British and Patriots entering the Revolutionary War.	*Primary documents about commerce, import duties, representation in government, treaties with Native Americans, disposing of western land.	

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				I can determine the key turning points of the war.			
Unit 1: Building a Nation	B.1.h Identify the impetus for the Constitutional Convention, and analyze the events and outcomes of the Convention.	HS1.CM.1 Civic and Political Institutions Distinguish the powers and responsibilities of local, state, national and international civic and political institutions.	How has the United States Constitution allowed the government to change over time to meet the changing needs of society?	<i>I can identify the causes and events that led to the Constitutional Convention.</i>	Have students do a document analysis of the Declaration of Independence, or discuss the extent to which the ideals of this document were reflected then and now in American history.		
		HS4.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles Demonstrate deliberative processes by applying democratic principles when making decisions and reaching judgments as an individual and in groups for diverse situations.	Why are the ongoing functions of a political system necessary for a democratic form of government to be effective?	<i>I can analyze the events and outcomes of the Convention.</i>			
Unit 1: Building a Nation	B.1.i Interpret the ideas and principles expressed in the U.S. Constitution.	HS1.CM.1 Civic and Political Institutions Distinguish the powers and responsibilities of local, state, national and international civic and political institutions.	How has the United States Constitution allowed the government to change over time to meet the changing needs of society?	<i>I can interpret the ideas and principles expressed in the U.S. Constitution.</i>	Research in groups the (a) weaknesses of the Articles of Confederation; (b) questions regarding representation in Congress; and (c) four strengths of the Northwest Ordinance.		
Unit 1: Building a Nation	B.1.j Explain the development of the Bill of Rights, and assess various debates of the day.	HS1.CM.1 Civic and Political Institutions Distinguish the powers and responsibilities of local, state, national and international civic and political institutions.	In what ways does or does not the United States government protect the rights and liberties of its citizens?	<i>I can explain the development of the Bill of Rights.</i>	Debate the New Jersey and Virginia plans and discuss how this led to the Great Compromise and the lasting effects of this compromise in present-day government.		
Unit 1: Building a Nation		HS4.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles Demonstrate deliberative processes by applying democratic principles when making decisions and reaching judgments as an individual and in groups for diverse situations.	In what ways does or does not the United States government protect the rights and liberties of its citizens?	I can assess various debates during the Founding era (federalist & antifederalist).	Have students define and illustrate the federal system, division of powers, and checks and balances as outlined in the U.S. Constitution. Have students read the Bill of Rights and chart the major protections in a summary.		
Unit 2: Antebellum	B.1.k Identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century		What places and regions serve as meaningful symbols for Americans?	I can identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century.	Brainstorm reasons why a nation might want to expand its boundaries; discuss ways in which a nation can increase its territory.	*Short video's from History Channel covering War of 1812.	
Unit 2: Antebellum	B.1.l Analyze and evaluate federal and state policies toward American Indians in the first half of the nineteenth century			I can analyze and evaluate federal and state policies toward American Indians in the first half of the nineteenth century.	Have students construct a territorial expansion map (1803 to 1853), including original U.S. states, Louisiana Purchase, Florida, Red River Basin, Texas Annexation, Oregon, Mexican Cession, and the Gadsden Purchase.	*Marbury vs Madison summary	
Unit 2: Antebellum	B.1.m Evaluate, take, and defend positions on the development of U.S. foreign policy during the early nineteenth century			<i>I can evaluate, take, and defend positions on the development of U.S. foreign policy during the early antebellum period.</i>	Have students use a comparison chart to list differences between the North and South; discuss social and economic differences in the North and the South.	*Louisiana Purchase Legislative Timeline	

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Unit 2: Antebellum	B.2.a Describe and evaluate the impacts of the First Industrial Revolution during the nineteenth century			I can describe and evaluate the impacts of the First Industrial Revolution during the nineteenth century.	Discuss sectionalism and the frictions created by territorial acquisitions. Have students create biographical sketches of the key people involved in abolition.	http://www.princeton.edu/~acha/ney/tmve/wiki100k/docs/Industrial_Revolution.html
Unit 2: Antebellum	B.2.b Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period.		How have characteristics of compromise and cooperation influenced interactions through peace studies, treaties and conflict resolution in the United States?	I can identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period.	Have students identify major reform movements that occurred in the United States; why reform was needed; who was involved, etc.	Jackson Quote: Nullification Crisis
Unit 2: Antebellum	B.2.c Identify significant religious, philosophical, and social reform movements of the nineteenth century and their impact on American society.		How do the cultural elements of beliefs, customs/traditions, languages, skills, literature and the arts of diverse groups compare today to those of the past?	I can identify significant religious, philosophical, and social reform movements of the nineteenth century and their impact on American society.	Have students identify the role geography, resources, and transportation played in influencing the onset of the Industrial Revolution in the United States.	*Abolition Primary Sources- Abolition, Anti-Slavery Movements, and the Rise of the Sectional Controversy
Unit 2: Antebellum	B.2.d Identify the major characteristics of the abolition movement in the antebellum period, its achievements, failures, and Southern opposition to it			I can identify the major characteristics of the abolition movement in the antebellum period, its achievements, failures, and Southern opposition to it.		*Compromise of 1850/Fugitive Slave Act primary sources
Unit 2: Antebellum	B.2.e Analyze the Women's rights, the suffrage movements, and the impact of women on other reform movements in the antebellum period.		What is the relationship between the gender, race, region, ethnicity, nationality, age, economic status, religion, politics and geography of people and historical events in U.S. history?	I can analyze the women's rights and the suffrage movements and the impact of women on other reform movements in the antebellum period.		*Kansas/Nebraska Act primary sources
Unit 2: Antebellum	B.2.f Compare and contrast the economic, social, and cultural differences of the North and South during the antebellum period.		What are the cultural elements of diverse groups in the United States?	I can compare and contrast the economic, social, and cultural differences of the North and South during the antebellum period.		http://www.pbs.org/wgbh/aia/part4/4p2956.html
Unit 3: Civil War and Reconstruction	B.3.a Identify and analyze the technological, social, and strategic aspects of the Civil War.		Why have stereotypes developed about places or regions in the United States?	I can identify and analyze the technological, social, and strategic aspects of the Civil War.	Identify the advantages and disadvantages of the North and South coming into the Civil War.	Primary documents for Emancipation Proclamation
Unit 3: Civil War and Reconstruction	B.3.b Explain the influence of Abraham Lincoln's philosophy of the Union and his executive actions and leadership on the course of the Civil War.			<i>I can explain the influence of Abraham Lincoln's philosophy of the Union and his executive actions and leadership on the course of the Civil War.</i>	Assign groups with a key battle, event, person in the Civil War and have them report the major significance of what they have been assigned. http://revolutionarywaranimated.com/index.php/bunker-hill	*Primary documents for Reconstruction
Unit 3: Civil War and Reconstruction	B.3.c Describe the basic provisions and immediate impact of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.		What are the roles, rights and responsibilities of United States citizens?	<i>I can describe the basic provisions and immediate impact of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</i>	Have students outline the three principle Reconstruction plans: Lincoln, Johnson, Radical Republicans.	http://library.thinkquest.org/J0112391/civil_war_amendments.htm

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Unit 3: Civil War and Reconstruction	B.3.d Evaluate different Reconstruction plans and their social, economic, and political impact on the South and the rest of the United States.		In what ways does or does not the United States government protect the rights and liberties of its citizens? How effective were the Reconstruction programs?	I can evaluate different Reconstruction plans and their social, economic, and political impact on the South and the rest of the United States.	Have students discuss, research, and present the challenges facing newly freed African Americans.	http://carnegie.org/about-us/foundation-history/about-andrew-carnegie/
Civil War and Reconstruction MIDTERM EXAM	B.3.e Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and U.S. society as a whole.		What is the relationship between the gender, race, region, ethnicity, nationality, age, economic status, religion, politics and geography of people and historical events in U.S. history? How effective were the Reconstruction programs?	<i>I can analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and U.S. society as a whole.</i>	Have students do a document analysis and discuss the nature and purposes of "black codes." Have students summarize the 13th, 14th, and 15th Amendments and explain their immediate and long-term impact.	
Unit 4: Industrialization	C.1.a Evaluate the impact of new inventions and technologies of the late nineteenth century.		How has new knowledge, technological change and investments in capital goods and human capital/resources increased productivity in the United States?	I can evaluate how new technologies in steel, transportation, and communication led to the expansion and growth of industry in the United States.	Have students complete map work indicating major cities, waterways, natural resources, and climate, noting the changes in the American landscape during this time period.	
Unit 4: Industrialization	C.1.b Identify and evaluate the influences on business and industry in the late nineteenth and early twentieth centuries.	HS1.EDM.4 Economic Decision Making Explain and evaluate how incentives influence both individual and group choices and government policies. HS3.EDM.5 Exchange and Markets Evaluate the effectiveness of government policies to regulate markets and analyze the impact of intended and unintended consequences of these policies on market outcomes.	How has the United States responded to issues of interdependence: natural resource dependencies, economic sanctions, environmental and humanitarian issues? How are international economies affected by and affect American economic policies?	<i>I can explain how technology facilitated the movement of goods, services, and populations and influenced growth..</i>	Identify cause-and-effect relationships before and after the Age of the Railroad. Have students research inventors or inventions. Report on the short and long-term impacts of inventions.	
Unit 4: Industrialization		HS4.EDM.5 Exchange and Markets Use economic analysis to determine the impact of property rights and the rule of law on a market economy. HS3.EDM.6 National Economy Evaluate government monetary and fiscal policy choices in a variety of economic conditions, both past and present. HS4.EDM.6 National Economy Evaluate and critique the intended and unintended consequences of policies on fluctuations in growth, supply, spending, inflation and employment.	How have advances in research, science and technology had a significant impact on historical events, American society and the global community?	<i>I can describe the role of the federal government in the rise of big business.</i>	Have students examine maps showing the ribbons of tracks that tie America together. Discuss the possible effects of the railroad system. Brainstorm the positive and negative effects the railroad had on society, the environment, and the economy.	
Unit 4: Industrialization				<i>I can evaluate the impact captains of industry/robber barons had on business and industry in the late nineteenth and early twentieth centuries.</i>	Examine and discuss the messages in political cartoons of the period. Compare and contrast entrepreneurship during this time period with entrepreneurship in today's political and economic climate.	
				C.1.b. "I can evaluate the influences on business and industry in the late 19th Century."		

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Unit 4: Industrialization	C.1.g Identify and evaluate the influences on the development of the American West.		What are the causes of movement and settlement in the United States and their impacts in different places and at different times in history?	I can describe the impact increased railroad lines had on the landscape of America.	Explore the “rags to riches” concept and have students brainstorm responses to “What is the American Dream?” Create a continuum on the wall of the classroom and have students discuss whether industrialists of the time were Robber Barons or Captains of Industry.	
Unit 4: Industrialization				I can describe the role of the federal government in supporting or working against unions.	Have students create time lines showing technological advancements. Students research a major technological advancement and present to the class. Discuss how the industrial and technological advancements influenced the social philosophy of the time. Help students define the term laissez-faire capitalism.	
Unit 4: Industrialization				<i>I can analyze how new technologies were used to overcome barriers to growth (e.g., trade, westward movement, faster production).</i>	Have students identify government policies that affected business practices.	
Unit 4: Industrialization				<i>I can discuss the economic implications new industry had on the United States (e.g., growth, trade).</i>	Connect to the concept of federalism and discuss the involvement of the federal government at the time.	
Unit 4: Industrialization	C.1.c Identify labor and workforce issues of the late nineteenth century, including perspectives of owners/managers and Social Darwinists.		How does the United States government respond to contemporary issues and societal problems?	<i>I can describe the role the terms capitalism and Social Darwinism played in big business in the late 1800s.</i>	Discuss the pros and cons of Industrialism. Have students compare the Industrial Revolution of the turn of the century with today’s Technological Revolution.	
				C.1.c. “I can identify labor and workforce issues of the late 19th Century.”		
Unit 4: Industrialization				I can compare and contrast the methods and tactics used by industrialists to grow their businesses and dominate their competition.	Discuss union violence and the concept of social disobedience. Decide: To what lengths can individuals and groups go in order to change things? Develop T- charts with 1) worker issues and 2) solutions during the time period.	
Unit 4: Industrialization				I can describe the conditions and economic situations of workers that led many to organize into labor groups.	Research and discuss the problems faced by women and minorities and the roles they played in the labor movement.	
Unit 4: Industrialization				I can describe the cause-and-effect relationship between big business and labor strikes.	Research and discuss child labor. Identify benefits of child labor (for industries) and working conditions for children.	

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Unit 5: Urbanization/ Progressivism				<i>I can compare and contrast what life was like for the wealthy, middle class, and working class living in urban areas at the turn of the century.</i>	Examine the composition of the immigrants that came to America between 1870 and 1920, noting how countries of origin changed during these years. Use maps and charts to trace the routes of these new immigrants and determine in which parts of America they eventually settled.		
Unit 5: Urbanization/ Progressivism	C.1.d Explain the challenges and contributions of immigrants of the late nineteenth century		What was the impact of massive immigration after the Civil War?	<i>I can explain why many people moved and settled in urban areas at the turn of the century.</i>	Discuss the concepts of “nativism” and “melting pot.” Identify the reasons for anti-immigrant feelings and the special challenges that these new immigrants faced.	C.1.D http://www.ellisland.org/	
Unit 5: Urbanization/ Progressivism				<i>I can describe the impact transportation, communication, and technology had on people living in the city.</i>	Assessment: Review the geographic theory of “push-pull” factors influencing human migration. Ask students to select and research one of the major immigrant groups that came to America during this time period. Develop a display showing the route of their migration, areas in which many settled, factors that “pushed” them from their homeland; factors that “pulled” them to America; special problems or struggles that they faced.		
Unit 5: Urbanization/ Progressivism				<i>I can explain how scarcity of resources for the working class families necessitated personal choices (e.g., child labor, tenement housing, low-wage work).</i>	Discuss how a major influx in immigration affects a city’s infrastructure. Have students develop and complete a chart with three categories: 1) urban problems; 2) effects on the environment; and 3) solutions. Have students compare and contrast what life was like for the wealthy, emerging middle class, and working poor in urban areas.		
Unit 5: Urbanization/ Progressivism	C.1.e Explain the causes and impact of urbanization in the late nineteenth century.		How did the changes in imperialism, industrial capitalism, urbanization, political corruption and initiation of reforms impact the Progressive Movement, World War I and the Twenties?	<i>I can describe the social and economic changes urbanization brought to the United States during the turn of the century.</i>	Discuss the implications of how more people living in urban areas than in rural areas had on the landscape of America. Have students research social-reform movements and noted reformers such as Jane Addams. Students may create a database containing information gained from the research.		

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Unit 5: Urbanization/ Progressivism	C.1.d Explain the challenges and contributions of immigrants of the late nineteenth century			<i>I can explain how immigrant groups shaped and affected the culture of large urban areas.</i>	Have students discuss whether the government has a responsibility to give aid to the needy. Why or why not? Have students research muckrakers and the influence they had on Progressive reform. Have each student select a reform from the Progressive movement and determine how this reform came about and who made the reform a reality.		
Unit 5: Urbanization/ Progressivism				<i>I can explain the government's efforts to increase or decrease immigration from certain groups of people (e.g., Asians, Southern Europeans, religious groups).</i>	Have students chart tax reforms, regulation of public utilities, protection of workers, and advances in education. Have students detail the specific reforms in each of the four areas.		
Unit 5: Urbanization/ Progressivism	C.2.a Identify and explain significant issues and components of the Populist movement and their impacts		How has the rise of big business, factories, mechanized farming and the labor movement impacted the lives of Americans?	<i>I can explain the significant issues and components of the Populist movement and their impact on American society and politics.</i>	Review and discuss Teddy Roosevelt's "Square Deal." Have students develop a time line or a political cartoon detailing one or more aspects of Roosevelt's policies.		
Unit 5: Urbanization/ Progressivism	C.2.b Explain the origins and accomplishments of the Progressive movement		How does the United States government respond to contemporary issues and societal problems?	<i>I can describe the various reforms of the Progressive movement (e.g., workplace, environmental, economic).</i>	Create a class outline on Progressive reforms and discuss which reforms had the greatest impact on society and today.		
Unit 5: Urbanization/ Progressivism	C.2.b Explain the origins and accomplishments of the Progressive movement		How do laws and government mandates, such as anti-trust legislation, tariff policy and regulatory policy, affect the United States and the global marketplace? Why do unions, anti-trust laws, tariff policy, price controls, subsidies and tax incentives affect relationships on production, distribution and consumption in the United States?	<i>I can describe how Progressive reform transformed American culture and society.</i>	Have students examine the role of the political machine and political bosses in large cities during this era. Discuss how the political machines provided a kind of social support and gained favor with new immigrants.		
Unit 5: Urbanization/ Progressivism	C.2.c Analyze the efforts to achieve women's suffrage in the early twentieth century		How does the United States government respond to contemporary issues and societal problems?	I can explain the efforts of women in calling for reform in the areas of education, children's rights, temperance, and suffrage.	Have students examine political reform efforts at the national level. Have students identify the problems that Progressive Era reforms solved or made better. Next, identify problems that still existed for minorities, women, children, immigrants, etc.		
Unit 5: Urbanization/ Progressivism	C.1.f Compare and contrast the experiences of African Americans in various U.S. regions in the late nineteenth century.		How do belief systems, knowledge, technology and behavior patterns define cultures?	I can identify how immigrant groups, as well as Native Americans and African Americans, were discriminated against in the early twentieth century.			

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	C.1.h Analyze significant events for Native-American tribes and their responses to those events in the early twentieth century.		What is the relationship between the gender, race, region, ethnicity, nationality, age, economic status, religion, politics and geography of people and historical events in U.S. history?	C.1.h. "I can analyze significant events for Native Americans and their responses to them in the late 19th Century."			
Unit 6: Imperialism				I can argue the pros and cons of becoming involved in the affairs of other areas of the world (e.g., Philippines, Latin America).	Have students discuss: 1) What motivates a country to seek out ^{new} colonies? 2) Why would the U.S. choose to intervene in the affairs of other countries? Have students develop a journal detailing why and how the U.S. became involved in foreign affairs from 1867 to 1908. (Journals should identify each country as well as reasons for U.S. intervention.)		
Unit 6: Imperialism	C.2.f Identify and evaluate the factors that influenced U.S. imperialism in the late nineteenth and early twentieth centuries and the ensuing debate over imperialism		How has the United States' domestic and foreign policy changed over time?	I can analyze the impact expanding into other areas of the world had on the United States during the early twentieth century.	Introduce the terms reciprocity, acquisition, annexation, and arbitration. Have students find and explain each by using examples from the time period.		
Unit 6: Imperialism				I can identify and evaluate the factors that influenced U.S. imperialism in the late nineteenth and early twentieth centuries.	Give the students a cause-and-effect chart that includes columns for long-term and immediate causes-and-effects of the Spanish-American War.		
Unit 6: Imperialism				<i>I can explain how cultural differences sometimes result in conflict or different perspectives on the role of U.S. in other areas of the world (e.g., Philippines).</i>	Have students brainstorm reasons why the United States wanted an overseas empire. Have students develop a retrieval chart showing U.S. overseas acquisitions, the dates, and the means of acquiring control over the territory or country.		
Unit 6: Imperialism				I can analyze the role of the government in gaining influence in other parts of the world (e.g., diplomacy, economic policies, military).	Have students examine the major problems that develop for the U.S. with its overseas empire and determine the major concerns the territories or protectorates have concerning U.S. intervention.		
				C.2.f. "I can evaluate the various points of view concerning imperialism."			
Unit 6: Imperialism	C.2.e Analyze the causes and consequences of the Spanish-American War.			<i>I can analyze how victory in the Spanish-American War paved the way for further expansion into the Philippines and Latin America.</i>	Have students find political cartoons depicting this period, and in particular cartoons responding to Roosevelt's foreign policy. Put several together and compare and contrast opinions about Roosevelt's policies.		

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Unit 6: Imperialism				<i>I can discuss the role yellow journalism played in the Spanish-American War.</i>	Discuss the political, economic, and military efforts and/or implications of the building of the Panama Canal.	
Unit 6: Imperialism				I can discuss the geographic need for constructing the Panama Canal.	Have students research or discuss the following topics: 1) Roosevelt's "Big Stick" Diplomacy; 2) Roosevelt Corollary; 3) Open Door Policy. Divide class into two groups for debating the following: America's intervention in the affairs of other nations, between 1885 and 1910, was justified.	
Unit 6: Imperialism	C.2.d Evaluate, take, and defend positions on the various U.S. foreign policies in the late nineteenth and early twentieth centuries			I can explain how the Roosevelt Corollary impacted the U.S. stance on foreign policy.		C.2.D http://www.learner.org/courses/amerhistory/resource_archive/resource.php?resourceType=1&resourceID=10143&page=9
Unit 7: World War I				I can identify and analyze the causes and significant events of World War I.	Have students use the acronym MAIN (Militarism, Alliance system, Imperialism, Nationalism) to identify the major causes leading to World War I.	
Unit 7: World War I				I can analyze the impact of significant events of World War I.	Have students research in groups 1. How the U.S. maintained neutrality prior to entering the war; 2. Germany, the Sussex Pledge, and the Zimmermann Note; 3. Selective Service Act, War Industries Board, Fuel Administration; 4. War Labor Board, Food Administration, Women in the Workforce, Liberty Bonds; 5. Fourteen Points, Armistice, Treaty of Versailles; and 6. How much the war cost the U.S. in terms of money and lives.	
				C.2.d. "I can evaluate various US foreign policy positions in the early 20th Century."		
Unit 7: World War I	D.1.a Identify and analyze the causes and significant events of World War I and their impact; evaluate the impact of the Treaty of Versailles.			I can explain the role that the United States played in World War I and the outcome of the war.	Have students analyze significant parts of the Treaty of Versailles and predict the impact on countries who were involved in World War I.	D.1.A http://www.historylearningsite.co.uk/timeline_of_world_war_one.htm
Unit 7: World War I				I can analyze the causes of WWI and describe connections to nationalism.	Analyze the goals and provisions of Woodrow Wilson's Fourteen Points.	
				I can evaluate the impact of the Treaty of Versailles.		

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US History A:	CC Standards:	Proficiency Standards	Contextual Inquiries	Targets:	Possible Activities:	Specific Resources	
TERM REVIEW				I can demonstrate mastery of relevant terms, themes, and significance of major events through World War I.			
Final Exam				I can demonstrate mastery of relevant terms, themes, and significance of major events through World War I.			
US History B:							
				<i>Italicized targets are optional- not assessed.</i>			
Unit 8: Roaring 1920's	D.1.b Describe and evaluate the impact of scientific and technological innovations of the 1920s.			<i>I can describe the impact of scientific and technological innovations of the 1920s.</i>	Have students discuss what problems could develop as a result of any war ending. Have students design political cartoons illustrating American views on the following issues following the end of WWI: women's suffrage, U.S. Army, Red Scare, racial tension, prohibition, strikes/labor unrest.	The state of Tennessee vs. John Scopes (1925) PBS Activities & Video	
				<i>I can evaluate the impact of scientific and technological innovations of the 1920s.</i>		HENRY FORD	
Unit 8: Roaring 1920's				<i>I can describe the impact of consumerism on the American economy during the 1920s.</i>	Have students identify the major events; issues; pros and cons of women's suffrage, prohibition, and immigration. Have students research and do document analysis of The Great Migration (Jacob Lawrence) to explain the causes for movement of African Americans from the South; discuss push and pull factors;	The Volstead Act-18th Amendment (Prohibition)	
Unit 8: Roaring 1920's	D.1.c Identify and evaluate the impact of new cultural movements on American society in the 1920s.			I can identify and evaluate the impact of new cultural movements on American society in the 1920s.	Have students explain the purpose of the Immigration-Emergency Quota (1921) and National Origins Act (1924) and explain the societal conditions in which they were passed.	The Roaring 20s Primary Resources	
				<i>I can describe the impact of the flappers on American society.</i>			

US History Curriculum MAP

US History A:	CC Standards:	Proficiency Standards	Contextual Inquiries	Targets:	Possible Activities:	Specific Resources
Unit 8: Roaring 1920's				<i>I can identify key people and describe events that contributed to a blossoming of African-American culture in Harlem, New York.</i>	Have students research and present a topic, person, event, societal change during the 1920s, including Prohibition, women, Jazz Age, Harlem Renaissance, culture, Scopes Monkey Trial, Amendments, flappers, Marcus Garvey, Charlie Chaplin, Langston Hughes, Clara Bow, Amelia Earhart, Charles Lindbergh, Babe Ruth, etc.	National Archives Records
Unit 8: Roaring 1920's	D.1.d Identify the characteristics of social conflict and social change that took place in the early 1920s.			I can identify the characteristics of social conflict and social change that took place in the early 1920s.	Have students research and present in groups themes prevalent throughout the 1920s: changes in urban life, changes for women, Harlem Renaissance.	National Archives Digital Vault (primary sources)
Unit 8: Roaring 1920's				<i>I can evaluate the impact new values had in the areas of religion, gender roles, science, and consumption during the 1920s.</i>	Have students research advertisements used to usher in the world of mass consumerism; examine the economic behaviors that led to unsustainable growth.	Digital History (primary docs, & teaching supplements)
				<i>I can explain how societal change resulted in the ratification of the 18th Amendment & 21st Amendment.</i>		
				<i>I can explain the impact of social change on the ratification of the 19th Amendment.</i>		
Unit 9: Great Depression & New Deal	D.1.e Identify and explain the economic factors that contributed to the stock market crash of 1929 and the GREAT Depression.		What is the role of the United States government in promoting the general welfare of society? How does civic engagement in a democracy impact the government's effectiveness?	I can identify and explain the economic factors that contributed to the stock market crash of 1929.	Brainstorm reasons why the economy of a wealthy and booming nation (the U.S. during the 1920s) might become stagnant. Have students research in groups and chart the principle causes of the Great Depression (uneven distribution of income, easy credit, imbalance in foreign trade, mechanization of industry, draught of 1920s plains states "Dust Bowl") along with facts and resources to support and validate each cause.	Great Depression Pictures
Unit 9: Great Depression & New Deal	D.1.f Explain the economic, environmental, and social impact of the Great Depression on American society		How do scarcity of resources necessitate choices at both the personal and societal levels?	I can explain the role government took following the stock market crash and argue what role government should take during times of economic hardship.	Have students link causes to human and economic effects of the Great Depression (homelessness, loss of family, farms, bank failures, plunge in productivity, income, etc.). Have students research and understand how investors were able to acquire the ability to invest in a company's stock; explain concepts of speculation and buying on margin.	National Archives Digital Vault (primary sources)

US History Curriculum MAP

US History A:	CC Standards:	Proficiency Standards	Contextual Inquiries	Targets:	Possible Activities:	Specific Resources	
Unit 9: Great Depression & New Deal			How do corporations, labor unions, banks, stock markets, cooperatives and partnerships deal with scarcity?	<i>I can compare and contrast life for Americans during the Great Depression to life during the Roaring Twenties.</i>	Have students analyze primary sources of the Great Depression to describe the effects. Have students define and give examples of the terms do nothing, rugged individualism, and humanitarianism.	Surviving The Dust Bowl & Great Depression (History Channel Video Clips)	
Unit 9: Great Depression & New Deal			What are the strategies for maximizing profits based on the different roles of producers, entrepreneurs, workers, savers and investors in the free enterprise system?	<i>I can describe the effect the Dust Bowl had on the people living in the Great Plains, as well as the rest of the nation.</i>	Have students identify steps taken by Hoover to deal with the crisis and explain how they proved ineffective (companies continue to go under; soup kitchens and bread lines multiply; widespread homelessness).	Tennessee Valley Authority	
Unit 9: Great Depression & New Deal	D.1.g Evaluate the impact of the New Deal on various elements of American society (e.g., social, political, environmental, economic).		What are the cause-effect relationships between the level of competition in a market and the number of buyers and sellers?	I can compare and contrast Hoover's and Roosevelt's philosophies on how to recover from the Great Depression.	Have students brainstorm why Americans would create terms such as Hooverville, Hoover Blankets, and Hoover Flags. Discuss the differences in philosophy of "pragmatism" (FDR) vs. "rugged individualization" (Hoover) and the 1932 Presidential campaign.	D.1.G http://rooseveltinstitute.org/policy-and-ideas/roosevelt-history/fdr/new-deal	
Unit 9: Great Depression & New Deal				I can analyze the purpose and effects of both the First and Second New Deal programs in providing relief, reform, and recovery.	Have students research and explain how FDR used the emerging medium of radio ("Fireside Chat"). Have students chart the major initiatives of the New Deal (Alphabet Soup); rank them by importance; and defend their ranking.	Social Security Act (primary source)	
Unit 9: Great Depression & New Deal				I can analyze whether the New Deal programs were successful in achieving relief, reform, and recovery in the United States.	Have students identify principal opponents/critics of the New Deal and the reasons they objected to the New Deal. Explain how the principles of republican government (checks and balances, separation of power) and judicial independence and relate these to Roosevelt's conflicts with the Supreme Court and the Congress.	The New Deal	
Unit 9: Great Depression & New Deal				I can explain the political conflicts that arose during the New Deal and the role each branch of government played in the decisions made.	Stress proactive role of Eleanor Roosevelt as a social reformer, political activist, and humanitarianism. Discuss with students the fundamental shift in role of government during this era as it becomes more proactive in the areas of the national economy and social welfare.		
Unit 9: Great Depression & New Deal				I can identify and describe the immediate and long-term social effects the New Deal had on American society.	Discuss lasting/present day/continuing benefits of the New Deal Era (Social Security, TVA, works of art). Discuss how literature of the times depicted conditions and concerns of the times.		

US History Curriculum MAP

US History A:	CC Standards:	Proficiency Standards	Contextual Inquiries	Targets:	Possible Activities:	Specific Resources	
Unit 10: World War II				I can explain how the results of World War I and the rise of nationalism led to the rise of totalitarianism in Europe.	Tie introduction of this unit into the end of WW I and harsh terms of treaty of Versailles. Discuss the international nature of the Great Depression and how the Great Depression was hard on Germany in post WW I Europe.	The Atomic Bomb (Truman's speech, teaching resource)	
Unit 10: World War II	E.1.a Describe circumstances at home and abroad prior to U.S. involvement in World War II.			E.1.a. "I can describe events at home and abroad that caused World War II."	Research the rise of nationalism and totalitarian governments in Germany, Italy, Spain, Soviet Union, and Japan. Have students read to discover and list in chronological order key steps in Hitler's drive to expand Germany between 1937-1940.	National Archives Digital Vault (primary sources & teaching resources)	
				E.1.b. "I can identify military and political aspects of World War II in Europe."			
				I can explain the historical context for war in Europe.			
				I can apply the concepts of the Monroe Doctrine to the WWII Era.			
				I can explain conflict in Europe and the technological consequences of War in the 20th Century.			
Unit 10: World War II				I can compare and contrast the views of isolationists versus those that argued the U.S. should get involved in World War II.	Discuss the role of new technology and tactics in warfare. Discuss with students American history of isolationism/detachment from foreign (European) affairs, dating back to principles of the Monroe Doctrine.		
Unit 10: World War II				I can explain why the United States entered World War II.	Have students identify reasons for the breakdown of U.S. neutrality in the late 1930s. Have students investigate and explain concepts of "cash and carry" and "lend-lease."	World War II (propaganda posters)	
Unit 10: World War II				I can describe how the U.S. government mobilized the nation for war.	Discuss with students significance of the Atlantic Charter and its connection to the terms United Nations and Allies. Have students research why Japan chose to attack the US and the steps that led to the attack on Pearl Harbor.	World War II (video clips & teaching resources)	
Unit 10: World War II	E.1.b Identify the significant military and political aspects of World War II.			E.1.b. "I can identify military and political aspects of World War II in Europe."	Discuss the concept of a two-front war (Pacific and Europe). Have students analyze propaganda distributed in the U.S. and during World War II and explain the messages presented through propaganda.	The Manhattan Project	

US History Curriculum MAP

US History A:	CC Standards:	Proficiency Standards	Contextual Inquiries	Targets:	Possible Activities:	Specific Resources	
				E.1.b. "I can identify military and political aspects of World War II in the Pacific."			
Unit 10: World War II	E.1.c Analyze dimensions of the Holocaust and the Allies' response to the Holocaust and war crimes			E.1.c. "I can analyze the Holocaust and the allies response to it."	Discuss with students the concept of wartime rationing; have students speculate on what essential items might have to be rationed in a time of war. Hold a debate on the use of nuclear weapons on Japan during World War II (military argument, ethical argument, etc.).	Atomic Bomb (teaching resources)	
Unit 10: World War II	E.1.d Evaluate the social, political, and economic impacts of World War II on the home front.		Why did the Great Depression, New Deal policies and World War II transform America socially and politically at home and reshape its role in world affairs?	E.1.d. "I can evaluate social, political, and economic impacts of World War II on the home front."	Have students read and discuss issues and decisions made at the Yalta and Potsdam Conferences.	Holocaust Resources (video clips & teaching resources)	
				I can describe the need for rationing at home during WWII.			
				I can analyze WWII primary documents.		World War II (primary documents, interpreting data)	
World War II MIDTERM EXAM	E.1.e Identify and evaluate the scientific and technological developments in America during and after World War II.			E.1.e. "I can identify scientific and technological advances in America during and after World War II."	Bridge to Cold War: Direct students to identify differences and problems that began to emerge toward the end of the war between Russia (Stalin) and the Western Allies.		
Unit 11: Cold War Origins	E.1.f Analyze the origins of the Cold War, foreign policy developments, and major events of the administrations from Truman to present.			I can identify the reasons behind the tension between the United States and Soviet Union following the end of World War II.	Discuss Churchill's "Iron Curtain" speech and the meaning of the term Cold War.	The Cold War	
Unit 11: Cold War Origins	E.1.f Analyze the social, cultural, and economic changes at the onset of the Cold War era.			E.1.f. "I can analyze the social, cultural, and economic changes that started the Cold War."	Have students complete a political map of Europe, drawing in the Iron Curtain, being sure to split Germany. Highlight countries that became part of NATO and the Warsaw Pact.	Brown vs Board of Education	
Unit 11: Cold War Origins	E.1.g Analyze the origins of the Cold War, foreign policy developments, and major events of the administration from Truman to present.			I can explain why Germany became a centerpiece for the struggle between the United States and the Soviet Union during the Cold War.	Use a T-Chart to differentiate between limited government and unlimited government. Discuss the difference between a democratic government and a totalitarian government.	Desegregation of Central High School(Arkansas)	
				E.1.g. "I can analyze the causes and major events of the Cold War during Truman and Eisenhower's presidencies."			
				E.1.g. "I can analyze the causes and major events of the Cold War during Kennedy and Johnson's presidencies."			

US History Curriculum MAP

US History A:	CC Standards:	Proficiency Standards	Contextual Inquiries	Targets:	Possible Activities:	Specific Resources	
				E.1.g. "I can analyze the causes and major events of the Cold War during Nixon, Ford, and Carter's presidencies."			
				E.1.g. "I can analyze the causes and major events of the Cold War from Reagan's presidency to present."			
Unit 11: Cold War Origins				<i>I can compare and contrast the economic systems of the Soviet Union and the United States.</i>	Compare and contrast the economic systems of capitalism, communism, and socialism.	National Interstate Highway Act	
	E.1.h Describe and evaluate the political and social impact of the Vietnam War.			E.1.h. "I can describe the political and social impact of the Vietnam War."			
Unit 11: Cold War Origins	E.2.a Analyze major domestic issues and responses of the administrations from Truman to present.			I can explain why many Americans were fearful of the spread of communism in the United States.	Use graphic organizer to identify the causes and effects of McCarthyism.	E.2.A http://www.bbc.co.uk/history/worldwars/coldwar/	
Unit 11: Cold War Origins				I can analyze why the United States had an interest in containing communism in Eastern Europe, Cuba, Central America, the Middle East, and Asia.	Use graphic organizer to identify the causes and effects of McCarthyism.	Origins of the Cold War (teaching resources, primary documents)	
Unit 11: Cold War Origins				I can explain why the United States became involved in the conflicts of other parts of the world (i.e., China, Korea, and Eastern Europe) during the Cold War.			
Unit 12: Cold War at Home				I can describe American life post-World War II and the economic boom that took place.	Discuss the concept of "mass hysteria" and American fear of communism. Review information on the House Committee on Un-American Activities. Have students determine if they believe such action was necessary at that time. Why or why not?		
Unit 12: Cold War at Home				<i>I can explain why many Americans were fearful of the spread of communism in the United States.</i>	Discuss the impact of the race for the H-bomb; the race to space (Sputnik); and the U-2 incident on American thinking and action.		
				E.2.a. "I can analyze major issues and responses to them during Truman and Eisenhower's presidencies."			
				E.2.a. "I can analyze major issues and responses to them during Kennedy and Johnson's presidencies."			
				E.2.a. "I can analyze major issues and responses to them during Nixon, Ford, and Carter's presidencies."			

US History Curriculum MAP

US History A:	CC Standards:	Proficiency Standards	Contextual Inquiries	Targets:	Possible Activities:	Specific Resources
Unit 12: Cold War at Home	E.2.b Evaluate the impact of innovations in technology and communication on American society.		How has technology influenced the development of cities, interstate highways, airports, rivers, railroads, computers and telecommunications in the United States?	I can describe how the atomic age had an impact on technology and affected the behavior patterns of Americans.	Research the following and report on its impact on American life during the 1950s: growth of the suburbs, interstate highways and an automobile culture, mass consumerism, music (rock and roll), mass media.	
				E.2.b. "I can evaluate the impact of technology and communication advances on American society."		
Unit 13: Civil Rights	E.2.c Identify the events and influential individuals of the civil rights, human rights, and counterculture movements and assess their impact.		What is the role of the United States government in promoting the general welfare of society?	E.2.c. "I can identify significant events and individuals during the Civil Rights and counterculture movements."	<p>Divide class into groups and have each research and provide a presentation or activity for the class about one of the following components of the civil rights movement:</p> <ol style="list-style-type: none"> 1. Desegregation and integration: Jackie Robinson and Brown vs. Board of Education 2. Strategies of the Movement: civil disobedience, boycotts, demonstrations, sit-ins, marches, freedom riders, legal actions 3. Human Expression: songs, literature, speeches, and letters 4. Ideologies: Martin Luther King Jr. vs. Malcolm X 5. Violence: actions against activists, assassinations, urban riots. 	<p style="text-align: center;">E.2.C http://www.civilrightsmuseum.org/</p>
Unit 13: Civil Rights	E.2.a Analyze major domestic issues and responses of the administrations from Truman to present.			I can analyze how the struggle for freedom, equality and liberty for African Americans was a long process and involved many organizations, leaders, and movements.	Have students brainstorm and chart the effects of the Civil rights movement on African-American life.	Civil Rights Act (1964)
Unit 13: Civil Rights				<i>I can compare and contrast the advantages and disadvantages of violent and non-violent protest.</i>	Have students brainstorm the impact the civil rights movement of the 1950s and 1960s had on the lives of African Americans. Then ask individual students to identify 1) the three most important effects on lives of African Americans and 2) three current-day civil rights issues.	Civil Rights Timeline
Unit 13: Civil Rights				<i>I can describe the impact of organizations like the NAACP, SNCC, and CORE had on the Civil Rights Movement.</i>	Examine legislation during the Jim Crow era and after the civil rights movement. Compare and contrast life for African Americans before and after.	

US History Curriculum MAP

US History A:	CC Standards:	Proficiency Standards	Contextual Inquiries	Targets:	Possible Activities:	Specific Resources
Unit 13: Civil Rights				<i>I can describe the impact that sit-ins and freedom rides had on the Civil Rights Movement.</i>	Have students research different organizations and their impact on the civil rights movement and getting key legislation passed.	
Unit 13: Civil Rights				<i>I can analyze the action or inaction of the U.S. government in supporting equal rights for African-Americans.</i>		
Unit 13: Civil Rights				<i>I can analyze why there was resistance in granting equality to African-Americans, particularly in the southern states.</i>		
Unit 13: Civil Rights				<i>I can analyze the struggle between the federal government and states' rights in regards to laws that prevented African-Americans from achieving equality.</i>		
Unit 13: Civil Rights	E.2.c Identify the events and influential individuals of the civil rights, human rights, and counterculture movements and assess their impact.		How was economic growth impacted in America as a result of World War II, struggles for racial and gender equality, the extension of civil liberties and conflicts over political issues?	I can explain how the Civil rights movement impacted society (i.e., education, race relations, equal access to facilities and resources).		
Unit 14: Kennedy & Johnson			What is the role of the United States government in promoting the general welfare of society?	I can explain how the conflict between the Soviet Union and the United States escalated during Kennedy's presidency.	Use time lines, photos, readings, and discussion to trace the continuance of the Cold War through examination of the building of the Berlin Wall, the Cuban Missile Crisis, and the "Race to Space."	
Unit 14: Kennedy & Johnson				I can evaluate the significance of the Cuban Missile Crisis, Bay of Pigs, and the crisis in Berlin.	Have students evaluate possible choices for Kennedy in the Cuban Missile Crisis and determine which position they might have taken and why.	
Unit 14: Kennedy & Johnson				<i>I can describe the political and diplomatic actions by Presidents Kennedy and Johnson during the Cold War.</i>	Compare and contrast Kennedy's New Frontier with Johnson's Great Society. Have students research and report on one of the Great Society programs.	The Cold War at Home (slide show)
Unit 14: Kennedy & Johnson				<i>I can analyze how Kennedy and Johnson both attempted to maintain and restore world peace during their presidencies.</i>	Develop a time line tracing the beginnings of U.S. involvement in the war up through American withdrawal and the collapse of South Vietnam.	The Cold War (lesson) Printable
Unit 14: Kennedy & Johnson				I can describe the impact the Cold War had on education and society (i.e., space age, math and science education, technology).	Have students read and discuss the history of the Tonkin Gulf Resolution. How did this lead to the 1973 War Powers Act?	JFK's New Frontier
Unit 14: Kennedy & Johnson	E.1.h Describe and evaluate the political and social impact of the Vietnam War.			I can explain the "domino theory" and how it was used as a reason for becoming involved in Vietnam.	Discuss the impact of the media on American opinion by looking at war coverage and opinion polls.	Bay of Pigs

US History Curriculum MAP

US History A:	CC Standards:	Proficiency Standards	Contextual Inquiries	Targets:	Possible Activities:	Specific Resources	
Unit 14: Kennedy & Johnson				I can describe how the role of the media impacted the declining support for the war in Vietnam.	Have students review actions of protesters and draw small posters reflecting perspectives that might have been used at demonstrations.	Cuban Missile Crisis	
Unit 14: Kennedy & Johnson				I can describe how the anti-war movement impacted how Americans viewed the government and the war.	Focus on 1968 as a “watershed” year in American history. Discuss the TET Offensive, student protests, political challenges, assassinations of Martin Luther King Jr. and Robert Kennedy, violence and urban riots, Chicago convention, and the rise of Richard Nixon.	Cuban Missile Crisis (original video footage)	
Unit 14: Kennedy & Johnson				I can explain how land and resources impacted the success or failure of U.S. troops in Vietnam.		Kennedy Assassination (original video footage)	
Unit 14: Kennedy & Johnson				I can analyze why the Vietnam War was such a controversial war in the minds of Americans.		Vietnam War (Lesson activities)	
Unit 14: Kennedy & Johnson				I can explain how the significance of President Johnson’s Great Society programs affected Americans then and now.		Civil Rights Movement (lessons, and MLK speech)	
Unit 14: Kennedy & Johnson	E.2.b Evaluate the impact of innovations in technology and communication on American society.			I can analyze why the 1960s was seen as the decade of change.			
Unit 15: Social Unrest			What is the role of the United States government in promoting the general welfare of society?	I can describe what led to the rise of the counter-culture.	Have students research the plight of migrant workers. Debate whether conditions have changed in today’s America. Discuss the impact of Mexican-American culture.		
Unit 15: Social Unrest				<i>I can explain why the women’s movement was revived in the 1960s.</i>	Define the term counter culture and trace the roots of the movement.		
Unit 15: Social Unrest				<i>I can describe how Native Americans fought for equality and fairness.</i>	Develop a research paper or presentation on the civil-rights issues for Native Americans and women that were raised during the 1960s and 1970s.		
Unit 15: Social Unrest				<i>I can explain the goals of the movements for Latino rights and equality.</i>	Define the term social justice and apply it to the movements of the 1960s and 1970s.		
Unit 15: Social Unrest				I can explain how the 1960s became defined by a call for social reform and justice.			
Unit 15: Social Unrest				<i>I can analyze how the role of the individual in a democratic society played a significant part in obtaining equal rights for minority groups and women.</i>			

US History Curriculum MAP

US History A:	CC Standards:	Proficiency Standards	Contextual Inquiries	Targets:	Possible Activities:	Specific Resources	
Unit 16: Search for Order				I can explain what led to the oil crisis and the ensuing impact it had on everyday Americans.	Have students trace the events of the Vietnam War during the Nixon administration and the invasion of Cambodia.		
Unit 16: Search for Order				I can describe some of President Nixon's successes as well as the scandal that led to his resignation.	Have students examine student unrest and Kent State massacre. Debate whether government responses were appropriate during these times of unrest (e.g., urban riots, Chicago, Kent State).	Watergate (primary documents)	
Unit 16: Search for Order				<i>I can analyze how inflation and unemployment affected the U.S. economy throughout the 1970s.</i>	Have students develop a time line of events in the Watergate scandal. Debate whether or not Nixon should have resigned. Have students brainstorm ways in which the Vietnam War and the Watergate scandal changed American attitudes about the federal government.	Nixon (impeachment, and pardon)	
Unit 16: Search for Order				<i>I can compare and contrast the successes and failures of President Carter's foreign policy (e.g., Camp David Accords, SALT II, War in Afghanistan, Iranian Hostage Crisis).</i>	Examine the economic difficulties during Nixon, Ford, and Carter administrations. Research why and how environmental concerns became a significant issue beginning in the 1970s. Trace the origins of the oil crisis and the U.S. response.	Carter (Camp David Accords)	
Unit 16: Search for Order				<i>I can explain why environmental concerns became a political issue under President Nixon and President Carter.</i>	Have students create a magazine on the "Carter Years." Include in the magazine editorials written by students concerning the following: 1) Economy, 2) Government, 3) Foreign Affairs.	Kent State	
Unit 17: Charting a New Course	E.2.d Evaluate the impact of changes in the national economy on contemporary American society.		How does the United States government consider revenues, costs and opportunity when planning expenditures?	I can describe how President Reagan's call for conservatism economically, socially, and politically resonated with American voters in the early 1980s.	Have students brainstorm characteristics of liberal and conservative political thinking. Ask students to speculate as to reasons why American politics took a conservative turn in 1980.	Ronald Reagan Library	
				E.2.d. "I can evaluate the impact of economic changes on American society."			

US History Curriculum MAP

US History A:	CC Standards:	Proficiency Standards	Contextual Inquiries	Targets:	Possible Activities:	Specific Resources	
Unit 17: Charting a New Course				<i>I can explain Reaganomics and its impact on the American economy in the 1980s.</i>	Divide students into three focus groups, each group focusing on Reagan's policies and actions in one of the following topics: 1. Reaganomics Divide students into three focus groups, each group focusing on Reagan's policies and actions in one of the following topics: 1. Reaganomics 2. Military Defense 3. Foreign Affairs.	Persian Gulf War	
Unit 17: Charting a New Course				<i>I can describe how foreign relations with the Soviet Union improved and the Cold War era ended.</i>	Have students analyze economic data from the 1990s and speculate as to reasons for the economic boom.		
Unit 17: Charting a New Course				<i>I can describe how the economic boom during the 1990s was fueled by technology and deficit reduction.</i>	Research the growth of the Internet and computer-related enterprises.	Presidential Biographies (Bush, Carter, Reagan, Nixon, Ford, Clinton)	
Unit 17: Charting a New Course				I can explain the impact NAFTA had on the American economy and surrounding countries.	Discuss the impact NAFTA has on foreign relations and trade in the United States.		
Unit 18: New Century & Challenges				I can describe the controversy surrounding the 2000 Presidential election.	Have students examine election data from the 2000 Presidential election. Discuss the controversy surrounding the popular vote versus the Electoral College.		
Unit 18: New Century & Challenges	E.2.f Assess increasing global interdependence, the potential for conflict, and the U.S. role in world events in the present and future.		How have American policies developed or changed to address the modern day challenges of population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances and the globalization of the economy?	I can analyze how the terrorist attacks on 9/11 changed how the United States fights terrorism at home.	Trace the roots of the wars in Iraq and Afghanistan and public opinion on both conflicts.	911 Memorial	
Unit 18: New Century & Challenges				<i>I can describe how 9/11 impacted President George W. Bush's foreign policy.</i>	Research the root causes of the economic recession that began at the end of 2007. How did the recession affect the American people?		
				E.2.f. "I can analyze interdependence among nations and the role of the US in foreign affairs from Reagan to present."			
Unit 18: New Century & Challenges	E.2.e Identify the major contemporary social, environmental, and political issues, the groups involved, and the controversies engendered by those issues.		How does the United States government respond to contemporary issues and societal problems?	I can compare and contrast the wars in Iraq and Afghanistan.			
				E.2.e. "I can identify major social, environmental, and political issues from Reagan to present."			

US History Curriculum MAP

US History A:	CC Standards:	Proficiency Standards	Contextual Inquiries	Targets:	Possible Activities:	Specific Resources
Unit 18: New Century & Challenges				<i>I can explain how the United States went from a booming economy to one of the worst recessions since the Great Depression.</i>		
FINAL EXAM				I can demonstrate mastery.....		
				General Resources:		
	Title			Lexile	Grade Equivalent	
	Unto a Good Land			1520	12+	
	The Americans			1280	9 to 10	
	From Settlement to Revolution			1090	9 to 10	
	The civil war			1600	12+	
	Present Day			1650	12+	
	Teaching with Documents			850	9 to 10	
	Benjamin Franklin			1320	9 to 10	
	History of Christianity			1470	12+	
	History of Latin America			1520	12+	
	Keen's Latin America			1470	12+	
	Religion in America			1390	12+	