

United States History Curriculum

Content Standard: Historical Thinking Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|--|---|--|---|
| <ul style="list-style-type: none"> Formulate historical questions and hypotheses from multiple perspectives, using multiple sources Gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses Interpret oral traditions and legends as “histories” Evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias Describe the multiple intersecting causes of events Use primary source documents to analyze multiple perspectives | <ul style="list-style-type: none"> Compare multiple views of Native Americans Justify the use of the Atomic Bombs/ mock Truman trial Various DBQ activities Various DBQ activities Causes of the Cold War Interpretations of the Constitution Myth vs. Reality – Assess Lincoln’s views on slavery Detect bias through Propaganda U.S. entry into the Spanish – American war Red Scares in America Identify the causes of the Civil War/WWI/The Great Depression/WWII/Cold War Document analysis: American Expansion | <ul style="list-style-type: none"> Homework Quizzes Tests Class Work – individual and cooperative Projects – individual and cooperative Class Discussions and Debates Presentations – individual and cooperative Document based essays Webquests PowerPoints | <ul style="list-style-type: none"> Textbooks Text’s Teacher Resource Binder Various primary and secondary readings Various online resources Various videos CD ROM Teacher Resource Pro Library use Computer Lab use |

United States History Curriculum

Content Standard: United States History Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history.

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|--|--|--|---|
| <ul style="list-style-type: none"> • Demonstrate an understanding of major events and trends in United States history from all periods • Locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location • Explain relationships among the events and trends studied in United States history | <ul style="list-style-type: none"> • <i>Forrest Gump</i> timeline of post WWII America. • T-Table of the advantages – disadvantages of the North and South at the outbreak of the Civil War • Compare and contrast leadership styles (Lincoln / Wilson) • Trace the causes of economic crisis (1920s – Great Depression/ Jacksonian economics and the Panic of 1837) | <ul style="list-style-type: none"> • Homework • Quizzes • Tests • Class Work – individual and cooperative • Projects – individual and cooperative • Class Discussions and Debates • Presentations – individual and cooperative • Document based essays • Webquests • PowerPoints | <ul style="list-style-type: none"> • Textbooks • Text’s Teacher Resource Binder • Various primary and secondary readings • Various online resources • Various videos • CD ROM Teacher Resource Pro • Library use • Computer Lab use |

United States History Curriculum

Content Standard: Historical Themes Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the United States came to be the way it is.

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|--|--|--|---|
| <ul style="list-style-type: none"> • Describe how religion has acted as a major force throughout American history. • Demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life • Identify various parties and analyze their interest in conflicts from selected historical periods • Describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict • Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and American society | <ul style="list-style-type: none"> • Fundamentalism vs. Modernism (analysis of the Scopes Trial of 1925) • Using primary source materials, rewrite American history from the perspective of the Native Americans and / or immigrant groups • Analyze the emergence of the two party system in the United States (T-Charts comparing Hamiltonians to Jeffersonians) • Evaluate the effectiveness of the New Deal as a solution to the Great Depression • Analyze how the Civil Rights movement evolved from the 1950s to the 1960s (Choose a recipient of the Freedom Award) | <ul style="list-style-type: none"> • Homework • Quizzes • Tests • Class Work – individual and cooperative • Projects – individual and cooperative • Class Discussions and Debates • Presentations – individual and cooperative • Document based essays • Webquests • PowerPoints | <ul style="list-style-type: none"> • Textbooks • Text’s Teacher Resource Binder • Various primary and secondary readings • Various online resources • Various videos • CD ROM Teacher Resource Pro • Library use • Computer Lab use |

United States History Curriculum

Content Standard: Historical Themes

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|--|---|------------------------------|------------------|
| <ul style="list-style-type: none"> • Analyze the causes and consequences of major technological turning points in history, e.g., their effects on people, societies and economies • Explain how the use and expansion of trade have connected and affected the history of a global economy • Explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world | <ul style="list-style-type: none"> • Identify the impact of WWI on women’s rights • Trace the impact of the following: Cotton Gin Railroads Automobiles National highway system of the 1950s Thomas Edison • Map the impact of the railroad on internal expansion • Analyze the causes of the oil embargo of the 1970s • Use primary sources to decide the person or persons most responsible for the failure of the Treaty of Versailles. | | |

United States History Curriculum

Content Standard: Applying History Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|--|--|--|---|
| <ul style="list-style-type: none"> • Initiate questions and hypotheses about historic events they are studying • Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making • Be active learners at cultural institutions such as museums and historical exhibitions • Display empathy for people who have lived in the past • Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns | <ul style="list-style-type: none"> • Create interviews of historical figures complete with questions and possible answers • Assume the role of a Civil War general and make decisions based on historical facts that might have altered the outcome of a particular battle • Visit Old Sturbridge Village as historians and write articles on American life in the 1830s • Role playing (Lincoln assassination/analysis of slavery data) • Guest lecturer on how weather has impacted major military campaigns • Daily current events discussions related to United States history | <ul style="list-style-type: none"> • Homework • Quizzes • Tests • Class Work – individual and cooperative • Projects – individual and cooperative • Class Discussions and Debates • Presentations – individual and cooperative • Document based essays • Webquests • PowerPoints | <ul style="list-style-type: none"> • Textbooks • Text’s Teacher Resource Binder • Various primary and secondary readings • Various online resources • Various videos • CD ROM Teacher Resource Pro • Library use • Computer Lab use |

United States History Curriculum

Content Standard: U.S. Constitution and Government Students will apply knowledge of the U S Constitution, how the U S system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|--|--|--|---|
| <ul style="list-style-type: none"> Apply an understanding of historical and contemporary conflicts over Constitutional principles Analyze historical and contemporary conflicts through the respective roles of local, state and national governments Explain how the design of the U.S. Constitution is intended to balance and check the powers of the branches of government Analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the law for all persons Explain why state and federal court powers of judicial review reflect the United States idea of constitutional government Evaluate the contemporary roles of political parties, associations, media groups and public opinion in local, state and national politics | <ul style="list-style-type: none"> Write a letter to President Washington supporting a loose or strict interpretation of the Constitution Justify the Patriot Act Prepare summaries for and against Southern secession (focus on states rights versus the National government) Chart presidential vetoes Analyze political cartoons – Roosevelt and the Supreme Court Trace/analyze the changing role of the 14th Amendment Create visuals that explain the landmark decisions of the Marshall Court Analyze the impact of television on public opinion concerning the Vietnam War. | <ul style="list-style-type: none"> Homework Quizzes Tests Class Work – individual and cooperative Projects – individual and cooperative Class Discussions and Debates Presentations – individual and cooperative Document based essays Webquests PowerPoints | <ul style="list-style-type: none"> Textbooks Text’s Teacher Resource Binder Various primary and secondary readings Various online resources Various videos CD ROM Teacher Resource Pro Library use Computer Lab use |

United States History Curriculum

Content Standard: Rights and Responsibilities of Citizens Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|--|--|--|---|
| <ul style="list-style-type: none"> • Evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good • Identify and explain characteristics needed for effective participation in public life • Establish, explain and apply criteria to evaluate rules and laws | <ul style="list-style-type: none"> • Assume the role of a soldier in any American conflict and write a letter home detailing your opinion on draft dodgers • Develop a presidential report card • Evaluate the Virginia and Kentucky Resolutions as legitimate responses to the Alien and Sedition Acts | <ul style="list-style-type: none"> • Homework • Quizzes • Tests • Class Work – individual and cooperative • Projects – individual and cooperative • Class Discussions and Debates • Presentations – individual and cooperative • Document based essays • Webquests • PowerPoints | <ul style="list-style-type: none"> • Textbooks • Text’s Teacher Resource Binder • Various primary and secondary readings • Various online resources • Various videos • CD ROM Teacher Resource Pro • Library use • Computer Lab use |

United States History Curriculum

Content Standard: Political Systems Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|---|--|--|---|
| <ul style="list-style-type: none"> Evaluate the importance of developing self-government so as to restrict arbitrary power Analyze and evaluate the advantages and disadvantages of limited and unlimited government Compare two or more constitutions and how they promote the principles of their respective political systems and provide the basis for government Describe how the U.S. Constitution may limit government in order to protect individual rights and promote the common good Explain how purposes served by government have implications for the individual and society Provide examples of legitimate authority and exercise of power without authority | <ul style="list-style-type: none"> Critique President Washington’s response to the Whiskey Rebellion through a letter to the editor Recognize how people like Huey Long and Joseph McCarthy were threats to civil liberties Compare and Contrast the U.S. Constitution to the Confederate Constitution Use the Constitution to evaluate government actions that may have threatened civil liberties (You are the Chief Justice) Generate a list that explains the duties and responsibilities of citizenship Analyze Lincoln’s wartime powers Timeline of Watergate | <ul style="list-style-type: none"> Homework Quizzes Tests Class Work – individual and cooperative Projects – individual and cooperative Class Discussions and Debates Presentations – individual and cooperative Document based essays Webquests PowerPoints | <ul style="list-style-type: none"> Textbooks Text’s Teacher Resource Binder Various primary and secondary readings Various online resources Various videos CD ROM Teacher Resource Pro Library use Computer Lab use |

United States History Curriculum

Content Standard: International Relations Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community, state and nation.

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|---|--|--|---|
| <ul style="list-style-type: none"> Describe how the United States influences other governments and international organizations and how the United States, in turn, is influenced by them Analyze and evaluate the significance of major U. S. foreign policies and major international events and conditions over time Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues Analyze the respective roles of the executive and legislative branches in developing and implementing foreign policy Identify and analyze the various domestic, political, economic and social interests which play roles in the development of foreign policy | <ul style="list-style-type: none"> Compare the effectiveness of Big Stick, Dollar, and Moral Diplomacies in the early 20th century Recognize America’s role in the U.N. (role playing activities) Using political cartoons recognize the impact of the Soviet Union of the U.S. Did Containment contribute to the Cold War – Document analysis Develop an alternative to war in 1812 and 1898 Using primary sources, evaluate the Wilson – Lodge controversy concerning he Treaty of Versailles | <ul style="list-style-type: none"> Homework Quizzes Tests Class Work – individual and cooperative Projects – individual and cooperative Class Discussions and Debates Presentations – individual and cooperative Document based essays Webquests PowerPoints | <ul style="list-style-type: none"> Textbooks Text’s Teacher Resource Binder Various primary and secondary readings Various online resources Various videos CD ROM Teacher Resource Pro Library use Computer Lab use |

United States History Curriculum

Content Standard: International Relations

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|---|---|------------------------------|------------------|
| <ul style="list-style-type: none">Describe and analyze the process by which foreign policy decisions are developed and executed | <ul style="list-style-type: none">Rewrite the Open Door Notes, taking into account the interests of ChinaJustify the attack on Pearl Harbor from the perspective of the JapaneseTrace anti-immigrant feeling throughout U.S. historyComplete a web that shows U.S. and Mexican actions leading to the Mexican American War | | |

United States History Curriculum

Content Standard: Places and Regions Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|--|--|--|---|
| <ul style="list-style-type: none"> • Explain and describe the natural and cultural characteristics of one place to distinguish it from another • Apply the concept of region to organize the study of a complex problem • Explain that regions are interconnected and may also overlap • Explain why places and regions are important to human and cultural identity and stand as symbols for unifying society • Analyze ways different groups in society view places and regions differently | <ul style="list-style-type: none"> • Compare and Contrast the North and South pre-Civil War • Analyze the impact of the Frontier on the development of U.S. • Create a detailed map of U.S. continental expansion • Analyze the various push-pull factors for coming to America • Use primary sources to explain the difference between Native American and American views of places and regions (Chief Joseph and Teddy Roosevelt) | <ul style="list-style-type: none"> • Homework • Quizzes • Tests • Class Work – individual and cooperative • Projects – individual and cooperative • Class Discussions and Debates • Presentations – individual and cooperative • Document based essays • Webquests • PowerPoints | <ul style="list-style-type: none"> • Textbooks • Text’s Teacher Resource Binder • Various primary and secondary readings • Various online resources • Various videos • CD ROM Teacher Resource Pro • Library use • Computer Lab use |

United States History Curriculum

Content Standard: Human Systems Students will interpret spatial patterns of human migration, economic activities and political units in the United States.

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|---|--|--|---|
| <ul style="list-style-type: none"> • Describe the consequences of human population patterns and growth trends over time • Explain the characteristics, distribution and relationships of economic systems at various levels • Explain and analyze how various populations and economic elements interact and influence the spatial patterns of settlement • Draw a freehand map demonstrating political, cultural or economic relationships | <ul style="list-style-type: none"> • Analyze the positives and negative of urban growth in America (using excerpts from <i>The Jungle</i>) • T-Chart: The Haves and Have Nots during the Gilded Age • Film – <i>Gangs of New York</i> • Secession • Expansion • Immigrant groups | <ul style="list-style-type: none"> • Homework • Quizzes • Tests • Class Work – individual and cooperative • Projects – individual and cooperative • Class Discussions and Debates • Presentations – individual and cooperative • Document based essays • Webquests • PowerPoints | <ul style="list-style-type: none"> • Textbooks • Text’s Teacher Resource Binder • Various primary and secondary readings • Various online resources • Various videos • CD ROM Teacher Resource Pro • Library use • Computer Lab use |

United States History Curriculum

Content Standard: Human and Environmental Interaction Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|---|--|--|---|
| <ul style="list-style-type: none"> • Use maps, globes, charts and databases to analyze and suggest solutions to U.S. historical problems • Create appropriate maps and other tools to solve, illustrate or answer geographic problems | <ul style="list-style-type: none"> • Plan strategies for defeating the Axis Powers during WWII • Oregon dispute of the 1840s | <ul style="list-style-type: none"> • Homework • Quizzes • Tests • Class Work – individual and cooperative • Projects – individual and cooperative • Class Discussions and Debates • Presentations – individual and cooperative • Document based essays • Webquests • PowerPoints | <ul style="list-style-type: none"> • Textbooks • Text’s Teacher Resource Binder • Various primary and secondary readings • Various online resources • Various videos • CD ROM Teacher Resource Pro • Library use • Computer Lab use |