

# Essential Standards Chart: What is it we expect students to learn?

| Grade:                                                                                                    | 11 | Subject:                                                                                                                  | US History                                                                                           | Semester:                                                   |                                    | Team Members:                                                         | Grooms<br>Lee<br>Dutolin | Hobbs |  |
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| Standard Description                                                                                      |    | Example Rigor                                                                                                             | Prerequisite Skills                                                                                  | Common Assessment                                           | When Taught?                       | Extension Standards                                                   |                          |       |  |
| What is the essential standard to be learned? Describe in student-friendly vocabulary.                    |    | What does proficient student work look like? Provide an example and/or description.                                       | What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard? | What assessment(s) will be used to measure student mastery? | When will this standard be taught? | What will we do when students have learned the essential standard(s)? |                          |       |  |
| How the Civil War impacted American social, political, + economic culture                                 |    | 70%<br>- Slavery<br>- Strength of North<br>Ex - Reconstruction Plans<br>- ~                                               | role of slavery                                                                                      | M/C - Short Answer                                          | <del>August</del><br>Week 2        |                                                                       |                          |       |  |
| <del>Students</del> How technology drives industrialization and how the progressive era seeks to balance  |    | 70%<br>Ex - Electricity<br>- Oil/Steel<br>- Carnegie/Rockefeller<br>- Progressive/Muckler                                 | - previous technology<br>- old immigrants<br>- Irish/English<br>- Early 1800s population movement    | M/C - Short Answer                                          | Week 3-4                           |                                                                       |                          |       |  |
| positives + negatives of the US showing initial interest in world affairs at the turn of the 20th century |    | 70%<br>Ex - Spanish American war<br>- America at home WWI                                                                 | - general world geo.<br>- causes of WWI                                                              | M/C - Short Answer                                          | Week 5-6                           |                                                                       |                          |       |  |
| How technology + social changes in the 1920s lead to Great Depression                                     |    | 70%<br>Ex - Roaring 20s<br>- 18th amendment<br>- Prohibition<br>- Stock Market crash                                      | - rural/urban<br>- unemployment                                                                      | M/C Short Answer                                            | Week 7-8                           |                                                                       |                          |       |  |
| <del>What</del> Role US plays in WWII and how did it change America at home                               |    | 70%<br>Ex - American Neutrality<br>- Pearl Harbor<br>- <del>America</del><br>- Rationing<br>- Atomic Bomb<br>- Internment | - Holocaust<br>- Hitler/Pearl Harbor                                                                 | M/C Short Answer                                            | Week 9-10-11                       |                                                                       |                          |       |  |

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| How Cold war affects all parts of US foreign policy after WWII                         |  | 70%<br>Ex Containment<br>Brinkmanship<br>Vietnam War                                |  |                                                                                                      |  | M/C Short Answer                                            |  | Week 12-13<br>14-15                |                                                                       |
| People + events made the civil rights movement an essential part of history            |  | 70%<br>Ex Little Rock Nine<br>Violence vs Nonviolence<br>Sit In<br>Freedom Riders   |  | Rosa Parks<br>MLK Jr.                                                                                |  | M/C Short Answer                                            |  | Week 14                            |                                                                       |
| How US political culture has driven US history since the 1970s                         |  | 70%<br>Ex Watergate<br>Reagan Conservatism<br>Clinton balanced budget               |  | Republicans / Democrats                                                                              |  | M/C Short Answer                                            |  | Week 16-17                         |                                                                       |
|                                                                                        |  |                                                                                     |  |                                                                                                      |  |                                                             |  |                                    |                                                                       |
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| Grade:                                                                                                   | 10 | Subject:                                                                                                                                                                                          | World History                                                                                                   | Semester:                                                   |                                    | Team Members:                                                                      | Allison Dublin<br>Samantha Hobbs<br>Stacey Lee | Jonathan Grooms |  |
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| Standard Description                                                                                     |    | Example Rigor                                                                                                                                                                                     | Prerequisite Skills                                                                                             | Common Assessment                                           | When Taught?                       | Extension Standards                                                                |                                                |                 |  |
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| SWBAT how the ideals of the Ren. transformed thinking & impacted society                                 |    | Have a minimum of 3 examples of key Renaissance ideas or people and their impact on society.                                                                                                      | - background in middle Ages<br>- humanism, secularism, Reformation, counter ref, Ren.                           | M.C., short answer, extended response                       | Ch 1 wk - 1 & 2                    | - Continue to connect how this new way thinking has affected modern world history. |                                                |                 |  |
| SWBAT explain how advances in technology lead to exploration & how exploration changed the world.        |    | To achieve proficiency, a student would need to identify technologies, patterns, explorers, and their discoveries.                                                                                | - caravel, astrolabe, Columbian Exchange<br>- conquistadors<br>- colonies<br>- Atlantic slave<br>- mercantilism | M.C., S-A, E.R.                                             | Ch 9 WK - 3 & 4                    | - Review future instances of how technology & discovery have impacted society.     |                                                |                 |  |
| SWBAT explain how scientific discoveries & new political ideas influenced society and new forms of govt. |    | To achieve proficiency, students would need to explain how the Scientific Rev. led to the Age of Reason and the power influenced new views on govt - the Age of Revolution.                       | - sci method, Galileo, Newton,<br>- church controlled society / govt                                            | M.C., S-A, E.R.                                             | WK 5                               | - Reinforce the impact of new discoveries & govt                                   |                                                |                 |  |
| SWBAT - identify the causes of global war (M.A.I.W. - Militarism, Alliances, Imperialism & nationalism)  |    | Examples<br>- Nationalism - Black Hand Rev. 1871<br>- Imperialism - Scramble for Africa, Drive for resources<br>- Alliances - Triple Alliance & Entente<br>- Militarism - Rise of Germany & Italy | imperialism<br>militarism, nat, alliances<br>- key figures & political leaders                                  | M.C., S-A, E.R.                                             | WK 12-14                           | - Review how outcome of WWI & WW II led to the cold war.                           |                                                |                 |  |
| SWBAT - explain how the Enlightenment influences revolutionary uprisings across the globe                |    | Examples<br>- John Locke - natural rights<br>- Montesquieu - checks & balances<br>- Rousseau<br>- Hobbs<br>- Social contract                                                                      | Enlightenment<br>American Rev,<br>French Rev                                                                    | M.C. - S-A, E.R.                                            | Week 6 - 8                         | Continue to connect Enlightenment ideas & theories into modern govt.               |                                                |                 |  |

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| SWBAT - analyze unresolved issues of WWII that turned into the cold war.               |  | - differences between communism + capitalism<br>- govt. differences btw US + USSR<br>- Iron curtain theory |  | - Key players WWII<br>- division of post war territory,<br>- choice of govt. post war                   |  | MC, S-A, E-R                                                |  | WK 17-18                           |  | review cold war era problems into the modern era                      |  |
| SWBAT - ID new technology that led to the Industrial Rev and how it changed society.   |  | - steam power<br>- factors of production<br>- family spheres<br>- change in role of women                  |  | - Agr Rev, urbanization<br>- new economics - socialism, comm capitalism.<br>- inventors / industrialist |  | MC, SA<br>ER                                                |  | WK 9-11                            |  | extend how IR technology was used in imperialism + wars.              |  |
|                                                                                        |  |                                                                                                            |  |                                                                                                         |  |                                                             |  |                                    |  |                                                                       |  |
|                                                                                        |  |                                                                                                            |  |                                                                                                         |  |                                                             |  |                                    |  |                                                                       |  |
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