

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: ELEVEN

SUBJECT: U.S. HISTORY

DATE: 2016-2017

GRADING PERIOD: QUARTER 1

MASTER COPY 10-15-16

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<p><b>EARLY NATIONAL DEVELOPMENT: 1775 to 1877</b></p>				
<ul style="list-style-type: none"> <li>• Founding Era</li> <li>• Government</li> <li>• Individual Rights</li> <li>• General Warfare</li> </ul>	<p><b>USH.1.1:</b> Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents. (Government)</p> <p><b>(USH.9.2)</b></p>	<ul style="list-style-type: none"> <li>• Read key documents from Founding Era.</li> <li>• Identify main ideas embedded in the documents:                             <ul style="list-style-type: none"> <li>– Government</li> <li>– Individual rights</li> <li>– The general welfare</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• PowerPoint Presentation and Discussion</li> <li>• Guided Reading</li> <li>• Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Popular Sovereignty</li> <li>• Federalism</li> <li>• Impeach</li> <li>• Bill</li> <li>• Cabinet</li> <li>• Judicial Review</li> <li>• Due Process</li> </ul>
<ul style="list-style-type: none"> <li>• Federalism</li> <li>• Sectionalism</li> <li>• Nationalism</li> <li>• States’ Rights</li> </ul>	<p><b>USH.1.2:</b> Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states’ rights. (Economics, Government)</p> <p><b>(USH.9.3)</b></p>	<ul style="list-style-type: none"> <li>• Identify major themes in early history of the United States such as:                             <ul style="list-style-type: none"> <li>– Federalism</li> <li>– Sectionalism</li> <li>– Nationalism</li> <li>– States’ rights</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chart</li> <li>• Graphic Organizer</li> <li>• Reading Response Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Sectionalism</li> <li>• Nationalism</li> <li>• States’ Rights</li> <li>• Expansion</li> <li>• Slavery</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>EARLY NATIONAL DEVELOPMENT: 1775 to 1877</b>				
<ul style="list-style-type: none"> <li>• Slavery</li> <li>• Abolitionism</li> <li>• Social Reform Movements</li> </ul>	<p><b>USH.1.3:</b> Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. (Government, Economics)</p> <p><b>(USH.9.4)</b></p>	<ul style="list-style-type: none"> <li>• Give examples of abolitionism.</li> <li>• Identify Social Reform Movements</li> <li>• List the controversies pertaining to: <ul style="list-style-type: none"> <li>– Slavery</li> <li>– Abolitionism</li> <li>– Social reform movements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizer</li> <li>• Compare and Contrast Response</li> <li>• Quiz</li> <li>• Timeline</li> <li>• Vocabulary Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Nat Turner Rebellion</li> <li>• Compromise of 1820</li> <li>• Compromise of 1850</li> <li>• Kansas-Nebraska Act</li> <li>• Dred Scott Decision</li> <li>• John Brown’s Raid</li> <li>• Great Awakening</li> <li>• Temperance Movement</li> <li>• Women’s Rights</li> </ul>
<b>DEVELOPMENT OF THE INDUSTRIAL UNITED STATES: 1870 to 1900</b>				
<ul style="list-style-type: none"> <li>• Economic developments</li> <li>• Factors of industrialization</li> </ul>	<p><b>USH.2.1:</b> Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization. (Economics)</p> <p><b>(USH.9.4)</b></p>	<ul style="list-style-type: none"> <li>• Describe economic developments that transformed the U.S. into a major industrial power.</li> <li>• Identify the factors necessary for industrialization.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• PowerPoint Presentation and Discussion</li> <li>• Guided Reading</li> <li>• Graphic Organizer</li> <li>• Timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Industrial Revolution</li> <li>• Bessemer Process</li> <li>• Transcontinental Railroad</li> <li>• Cotton Gin</li> <li>• John Rockefeller</li> <li>• Andrew Carnegie</li> <li>• Gospel of Wealth</li> <li>•</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>DEVELOPMENT OF THE INDUSTRIAL UNITED STATES: 1870 to 1900</b>				
	<b>USH.2.1: (con.t)</b>			<ul style="list-style-type: none"> <li>• Cornelius Vanderbilt</li> <li>• J.P. Morgan</li> <li>• Standard Oil</li> <li>• Samuel Slater</li> <li>• Factories</li> </ul>
<ul style="list-style-type: none"> <li>• Impact of <ul style="list-style-type: none"> <li>– Ideas</li> <li>– Movements</li> <li>– Inventions</li> </ul> </li> </ul>	<p><b>USH.2.2:</b> Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States. (Economics, Sociology)</p> <p><b>(USH.9.1)</b></p>	<ul style="list-style-type: none"> <li>• List key ideas, movements, and inventions that impacted rural and urban communities</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• PowerPoint Presentation and Discussion</li> <li>• Guided Reading</li> <li>• Graphic Organizer</li> <li>• Timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Assimilation</li> <li>• Gilded Age</li> <li>• Farmers Revolt</li> <li>• William Jennings Bryan</li> <li>• Populism</li> <li>• Grange Movement</li> <li>• John Deere</li> <li>• Cyrus McCormick</li> <li>• Alexander Graham Bell</li> <li>• Thomas Edison</li> <li>• Nikola Tesla</li> <li>• George Westinghouse</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>DEVELOPMENT OF THE INDUSTRIAL UNITED STATES: 1870 to 1900</b>				
<ul style="list-style-type: none"> <li>Development of the West</li> </ul>	<p><b>USH 2.3:</b> Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there. (Government, Economics, Individuals, Society, and Culture)</p> <p><b>(USH.9.4)</b></p>	<ul style="list-style-type: none"> <li>List the factors associated with the development of the West.</li> <li>Explain how these factors affected the lives of those who settled there.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response Journal</li> <li>Chart</li> <li>Graphic Organizer</li> <li>Reading Response Journal</li> </ul>	<ul style="list-style-type: none"> <li>Homestead Act</li> <li>Gold Rush</li> <li>Ranches</li> <li>Vaqueros</li> <li>Cattle Drives</li> <li>Oregon Trail</li> <li>Santa Fe Trail</li> </ul>
<ul style="list-style-type: none"> <li>Industrialization</li> <li>Immigration</li> <li>Social Movements</li> </ul>	<p><b>USH.2.5:</b> Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups. (Economics, Geography, Individuals, Society, and Culture)</p> <p><b>(USH.9.1, USH.9.3)</b></p>	<ul style="list-style-type: none"> <li>Identify the impacts of industrialization and immigration.</li> <li>List the social movements of the era.</li> <li>Describe the impact of industrialization and immigration on social movements.</li> <li>Chart the specific contributions of individuals and group.</li> </ul>	<ul style="list-style-type: none"> <li>Chart</li> <li>Viewing Guide</li> <li>Quiz</li> <li>Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>Social Darwinism</li> <li>Gospel of Wealth</li> <li>Hull House</li> <li>Child Labor</li> <li>Chinese Exclusion Act</li> <li>Boss Tweed</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>DEVELOPMENT OF THE INDUSTRIAL UNITED STATES: 1870 to 1900</b>				
<ul style="list-style-type: none"> <li>• Unions</li> <li>• Labor Movement</li> </ul>	<p><b>USH.2.6:</b> Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations. (Government, Economics)</p> <p><b>(USH.9.4)</b></p>	<ul style="list-style-type: none"> <li>• Describe how unions and the labor movement developed.</li> <li>• Summarize the various approaches and methods used by different labor leaders and organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and Contrast Chart</li> <li>• PowerPoint Presentation</li> <li>• Quiz</li> <li>• Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Homestead Strike</li> <li>• Pullman Strike</li> <li>• Haymarket Riot</li> <li>• Knights of Labor</li> <li>• Eugene Debs</li> </ul>
<ul style="list-style-type: none"> <li>• Benjamin Harrison</li> <li>• Environmental protection</li> <li>• Business regulation</li> <li>• Immigration</li> <li>• Civil Rights</li> </ul>	<p><b>USH.2.7:</b> Describe and assess the contribution of Indiana’s only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.</p>	<ul style="list-style-type: none"> <li>• Define the following national policies: <ul style="list-style-type: none"> <li>– Environmental protection</li> <li>– Business regulation</li> <li>– Immigration</li> <li>– Civil rights</li> </ul> </li> <li>• Identify and summarize the contributions of Benjamin Harrison on national policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• PowerPoint Presentation and Discussion</li> <li>• Guided Reading</li> <li>• Graphic Organizer</li> <li>• Timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Forest Reserve Act</li> <li>• Ellis Island</li> </ul>
<ul style="list-style-type: none"> <li>• Government regulation of business</li> </ul>	<p><b>USH.2.8:</b> Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act-1887, Sherman Anti-Trust Act 1890). (Government, Economics)</p> <p><b>(USH.9.3)</b></p>	<ul style="list-style-type: none"> <li>• Identify and define Interstate and Commerce Act-1887 and Sherman Anti-Trust Act 1890</li> <li>• Summarize their effectiveness at regulating business.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart</li> <li>• Graphic Organizer</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Sherman Antitrust Act</li> <li>• Interstate Commerce Act</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>DEVELOPMENT OF THE INDUSTRIAL UNITED STATES: 1870 to 1900</b>				
<ul style="list-style-type: none"> <li>• Plessy v. Ferguson</li> <li>• “Separate but equal”</li> </ul>	<p><b>USH.2.9:</b> Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. (Government; Individuals, Society, and Culture)</p>	<ul style="list-style-type: none"> <li>• Read the Plessy v. Ferguson Supreme Court case.</li> <li>• Explain “separate but equal” policies (<b>USH.9.2</b>).</li> </ul>	<ul style="list-style-type: none"> <li>• Read court case</li> <li>• Venn Diagram</li> <li>• Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Plessy v. Ferguson</li> <li>• Jim Crow Laws</li> <li>• KKK</li> </ul>
<b>HISTORICAL THINKING</b>				
See references above.	<p><b>USH.9.1:</b> Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.</p>	<ul style="list-style-type: none"> <li>• Identify patterns of historical succession and duration.</li> <li>• Apply the patterns to explain continuity and change.</li> </ul>		
	<p><b>USH.9.2:</b> Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.</p>	<ul style="list-style-type: none"> <li>• Locate and describe primary and secondary sources related to an issue/event of the past.</li> <li>• Identify possible limitations in the historical evidence.</li> <li>• Identify possible limitations in differing second opinions.</li> </ul>		
	<p><b>USH.9.3:</b> Analyze multiple, unexpected, and complex causes and effects of events in the past.</p>	<ul style="list-style-type: none"> <li>• Identify and chart multiple, unexpected, and complex causes and effects of events in the past.</li> </ul>		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>HISTORICAL THINKING</b>				
	<b>USH.9.4:</b> Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.	<ul style="list-style-type: none"> <li>Identify interests and viewpoints of issues and problems of the past.</li> </ul>		
	<b>USH.9.5:</b> Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.	<ul style="list-style-type: none"> <li>Examine and chart the underlying factors contributing to historical issues.</li> <li>Formulate and present a position or course of action on that historical issue.</li> </ul>		
<b>LITERACY IN HISTORY AND SOCIAL STUDIES STANDARDS</b>				
<ul style="list-style-type: none"> <li>Age appropriate history/social studies texts</li> </ul>	<b>11-12.LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	<ul style="list-style-type: none"> <li>Read and understand U.S. History text at an 11<sup>th</sup> grade level.</li> </ul>		
	<b>11-12.LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>Write a variety of types of writing for history – specific tasks.</li> </ul>		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>LITERACY IN HISTORY AND SOCIAL STUDIES</b>				
<ul style="list-style-type: none"> <li>• Central Ideas</li> <li>• Primary Source</li> <li>• Secondary Source</li> <li>• Relationships with</li> </ul>	<p><b>11-12.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<ul style="list-style-type: none"> <li>• Identify the central ideas.</li> <li>• Identify information of a primary or secondary source.</li> <li>• Write an accurate summary showing relationships among key ideas and details.</li> </ul>		
	<p><b>11-12.LH.5.1:</b> Write arguments focused on discipline-specific content.</p>	<ul style="list-style-type: none"> <li>• Write arguments focused on specific content.</li> </ul>		
	<p><b>11-12.LH.5.2:</b> Write informative texts, including analyses of historical events.</p>	<ul style="list-style-type: none"> <li>• Write informative texts.</li> <li>• Include analyses of historical events.</li> </ul>		



**CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION**

**GRADE LEVEL: HIGH SCHOOL**

**SUBJECT: U.S. HISTORY**

**DATE: 2016-2017**

**GRADING PERIOD: QUARTER 2**

**MASTER COPY 10-21-16**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<p><b>EMERGENCE OF THE MODERN UNITED STATES: 1897 to 1920</b></p>				
<ul style="list-style-type: none"> <li>• People</li> <li>• Events</li> </ul>	<p><b>USH.3.1:</b> Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)</p>	<ul style="list-style-type: none"> <li>• Describe the key events that transformed the United States into a world power.</li> <li>• Identify the people central to this transformation.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Essays</li> <li>• Group projects</li> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Short answer</li> <li>• Unit Tests</li> <li>• Presentations</li> <li>• Timelines</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish-American War</li> <li>• Open Door Policy</li> <li>• Roosevelt Corollary</li> <li>• Dollar Diplomacy</li> </ul>
<ul style="list-style-type: none"> <li>• Progressive Movement                             <ul style="list-style-type: none"> <li>– Origins</li> <li>– Goals</li> <li>– Achievements</li> <li>– Limitations</li> </ul> </li> </ul>	<p><b>USH.3.2:</b> Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (Government; Economics; Individuals, Society, and Culture)</p>	<ul style="list-style-type: none"> <li>• Explain the Progressive Movement in terms of:                             <ul style="list-style-type: none"> <li>– Origins</li> <li>– Goals</li> <li>– Achievements</li> <li>– Limitations</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Political machines</li> <li>• Muckraker</li> <li>• Suffrage</li> <li>• Prohibition</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>EMERGENCE OF THE MODERN UNITED STATES: 1897 to 1920</b>				
<ul style="list-style-type: none"> <li>Progressive Movement</li> </ul>	<b>USH.3.2: (cont.)</b>	<ul style="list-style-type: none"> <li>Explain how the Progressive Movement impacted the following reforms:               <ul style="list-style-type: none"> <li>Political</li> <li>Economic</li> <li>Social</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>Progressive reforms</li> <li>Progressive Presidents</li> </ul>	<b>USH.3.3:</b> Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson. (Government; Economics; Individuals, Society, and Culture)	<ul style="list-style-type: none"> <li>Compare and contrast the Progressive reforms of:               <ul style="list-style-type: none"> <li>Theodore Roosevelt</li> <li>William Howard Taft</li> <li>Woodrow Wilson</li> </ul> </li> <li>Describe the following:               <ul style="list-style-type: none"> <li>Pure Food and Drug Act</li> <li>Meat Inspection Act</li> <li>16<sup>th</sup> Amendment</li> <li>17<sup>th</sup> Amendment</li> <li>19<sup>th</sup> Amendment</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Pure Food and Drug Act</li> <li>Meat Inspection Act</li> <li>Conservation</li> <li>16<sup>th</sup> Amendment</li> <li>17<sup>th</sup> Amendment</li> <li>19<sup>th</sup> Amendment</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>EMERGENCE OF THE MODERN UNITED STATES: 1897 to 1920</b>				
<ul style="list-style-type: none"> <li>Landmark Supreme Court decisions</li> </ul>	<p><b>USH.3.4:</b> Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: <i>Northern Securities Company v. United States</i> (1904), <i>Muller v. Oregon</i> (1908), <i>Schenck v. United States</i> (1919) and <i>Abrams v. United States</i> (1919).</p>	<ul style="list-style-type: none"> <li>Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: <ul style="list-style-type: none"> <li>– Northern Securities Company v. United States (1904)</li> <li>– Muller v. Oregon (1908)</li> <li>– Schenck v. United States (1919)</li> <li>– Abrams v. United States (1919)</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Northern Securities Company v. United States</li> <li>Muller v. Oregon</li> <li>Schenck v. United States</li> <li>Abrams v. United States</li> </ul>
<ul style="list-style-type: none"> <li>Significant individuals of progressive era</li> <li>Significant groups of progressive era.</li> </ul>	<p><b>USH.3.5:</b> Identify and give the significance of contributions to American culture made by individuals and groups--1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair. (Individuals, Society, and Culture)</p>	<ul style="list-style-type: none"> <li>Identify significant individuals of the Progressive era.</li> <li>Identify significant groups of the Progressive era.</li> <li>Explain significance of contributions to American culture of these individuals and groups.</li> </ul>		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>EMERGENCE OF THE MODERN UNITED STATES: 1897 to 1920</b>				
<ul style="list-style-type: none"> <li>Progressive Era</li> </ul>	<b>USH.3.5 (cont.)</b>	<ul style="list-style-type: none"> <li>Explain the significance of the following: <ul style="list-style-type: none"> <li>Lynching</li> <li>Poll Tax</li> <li>Segregation</li> <li>Plessy v. Ferguson</li> <li>Jim Crow laws</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Lynching</li> <li>Poll Tax</li> <li>Segregation</li> <li>Plessy v. Ferguson</li> <li>Jim Crow laws</li> </ul>
<ul style="list-style-type: none"> <li>World War I</li> </ul>	<b>USH.3.6:</b> Analyze the reasons why the United States became involved in World War I. (Government, Economics)	<ul style="list-style-type: none"> <li>Explain the reasons why the United States became involved in World War I. (Government, Economics)</li> <li>Describe the significance of the following: <ul style="list-style-type: none"> <li>Zimmerman Telegram</li> <li>Russian Revolution</li> <li>Lusitania</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Zimmerman Telegram</li> <li>Russian Revolution</li> <li>Nationalism</li> <li>Propaganda</li> <li>Lusitania</li> </ul>
<ul style="list-style-type: none"> <li>Fourteen Points</li> <li>Obstacles to ratification</li> </ul>	<b>USH.3.7:</b> Analyze President Wilson’s Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace. (Government)	<ul style="list-style-type: none"> <li>Identify President Wilson’s Fourteen Points.</li> <li>Describe the obstacles Wilson faced in getting European leaders to accept his approach to peace.</li> </ul>		<ul style="list-style-type: none"> <li>Fourteen Points</li> <li>Armistice</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>EMERGENCE OF THE MODERN UNITED STATES: 1897 to 1920</b>				
<ul style="list-style-type: none"> <li>Treaty of Versailles</li> </ul>	<p><b>USH.3.8:</b> Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate. (Government)</p>	<ul style="list-style-type: none"> <li>Summarize the provisions of the Treaty of Versailles.</li> <li>Explain reasons why the treaty was never ratified by the U.S. Senate.</li> </ul>		<ul style="list-style-type: none"> <li>Reparations</li> </ul>
<ul style="list-style-type: none"> <li>New Immigration</li> <li>Great Migration</li> </ul>	<p><b>USH.3.9:</b> Explain the impact of “New” Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth. (Economics, Geography)</p>	<ul style="list-style-type: none"> <li>Explain the impact of the following industrialization and urbanization: <ul style="list-style-type: none"> <li>“New” Immigration</li> <li>The Great Migration</li> </ul> </li> <li>Describe how these key movements promoted economic growth.</li> </ul>		<ul style="list-style-type: none"> <li>New Immigration</li> <li>Great Migration</li> <li>Nativism</li> <li>Ku Klux Klan</li> <li>NAACP</li> <li>Deport</li> </ul>
<b>MODERN UNITED STATES PROSPERITY AND DEPRESSION: WW I to 1939</b>				
<ul style="list-style-type: none"> <li>Pro-business policies <ul style="list-style-type: none"> <li>Harding</li> <li>Coolidge</li> <li>Hoover</li> </ul> </li> </ul>	<p><b>USH.4.1:</b> Understand the significance of the pro-business policies of President’s Harding, Coolidge, and Hoover and the effect these policies had on the economy of the 1920s. (Economics, Government)</p>	<ul style="list-style-type: none"> <li>Explain the significance of the pro-business policies of President’s Harding, Coolidge, and Hoover.</li> <li>Describe the effect these policies had on the economy of the 1920s.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizers</li> <li>Essays</li> <li>Group projects</li> <li>Class discussion</li> <li>Quizzes</li> <li>Short answer</li> <li>Unit Tests</li> <li>Presentation</li> <li>Timelines</li> </ul>	<ul style="list-style-type: none"> <li>Supply-side economics</li> <li>Isolationism</li> <li>Mass production</li> <li>Assembly line</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>MODERN UNITED STATES PROSPERITY AND DEPRESSION: WW I to 1939</b>				
<ul style="list-style-type: none"> <li>Cultural movements of the 1920's</li> </ul>	<b>USH.4.2:</b> Identify new cultural movements of the 1920's and analyze how these movements reflected and changed American society. (Individuals, Society, Culture)	<ul style="list-style-type: none"> <li>Identify new cultural movements of the 1920's.</li> <li>Analyze and explain how these movements reflected and changed American society.</li> </ul>		<ul style="list-style-type: none"> <li>Harlem Renaissance</li> <li>Jazz Age</li> </ul>
<ul style="list-style-type: none"> <li>Areas of social tension in the 1920's</li> </ul>	<b>USH.4.3:</b> Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the post-WWI era. (Individuals, Society, and Culture)	<ul style="list-style-type: none"> <li>Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman.</li> <li>Explain the consequences of areas of social tension in the post-WWI era.</li> </ul>		<ul style="list-style-type: none"> <li>Palmer Raids</li> <li>Red Scare</li> <li>Prohibition</li> <li>Fundamentalism</li> <li>KKK</li> </ul>
<ul style="list-style-type: none"> <li>Technological developments during the 1920s</li> </ul>	<b>USH.4.4:</b> Describe technological developments during the 1920s and explain their impact on rural and urban America. (Economics; Geography; Individuals, Society, and Culture)	<ul style="list-style-type: none"> <li>Describe technological developments during the 1920s.</li> <li>Explain their impact on rural and urban America.</li> </ul>		<ul style="list-style-type: none"> <li>Mass production</li> <li>Assembly line</li> <li>Model T</li> </ul>
<ul style="list-style-type: none"> <li>Causes of the Great Depression</li> </ul>	<b>USH.4.5:</b> Analyze the causes of the Great Depression and explain how they affected American society. (Economics; Individuals, Society, and Culture)	<ul style="list-style-type: none"> <li>Explain the causes of the Great Depression.</li> <li>Explain how they affected American society.</li> </ul>		<ul style="list-style-type: none"> <li>Stock market</li> <li>Speculation</li> <li>Bank run</li> <li>Installment</li> <li>Margin</li> </ul>
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY/</b>

				KEY TERMS
<b>MODERN UNITED STATES PROSPERITY AND DEPRESSION: WW I to 1939</b>				
<ul style="list-style-type: none"> <li>• Great Depression Era</li> <li>• Political and social reformers</li> </ul>	<b>USH.4.6:</b> Identify and describe the contributions of political and social reformers during the Great Depression Era. (Government, Economics, Individuals, Society and Culture)	<ul style="list-style-type: none"> <li>• Describe the contributions of political and social reformers during the Great Depression Era.</li> </ul>		<ul style="list-style-type: none"> <li>• Franklin D. Roosevelt</li> <li>• Eleanor Roosevelt</li> <li>• Huey Long</li> <li>• Dorothea Lange</li> <li>• Charles Coughlin</li> <li>• Mary McLeod Bethune</li> </ul>
<ul style="list-style-type: none"> <li>• America’s standard of living</li> </ul>	<b>USH.4.7:</b> Analyze the impact the Great Depression had on America’s standard of living. (Economics, Government)	<ul style="list-style-type: none"> <li>• Describe the impact the Great Depression had on America’s standard of living.</li> </ul>		<ul style="list-style-type: none"> <li>• Breadlines</li> <li>• Hooverville</li> <li>• Bonus Army</li> </ul>
<ul style="list-style-type: none"> <li>• New Deal relief programs</li> </ul>	<b>USH.4.8:</b> Identify and explain the significance of New Deal relief programs. (Government)	<ul style="list-style-type: none"> <li>• Identify New Deal relief programs.</li> <li>• Explain the significance of New Deal relief programs.</li> </ul>		<ul style="list-style-type: none"> <li>• Bank holiday</li> <li>• Fireside chats</li> <li>• Deficit spending</li> </ul>
<ul style="list-style-type: none"> <li>• New Deal Era</li> <li>• Federal power</li> </ul>	<b>USH.4.9:</b> Identify and explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation.	<ul style="list-style-type: none"> <li>• Identify how federal power expanded during the New Deal Era in the areas of: <ul style="list-style-type: none"> <li>– Agriculture</li> <li>– Money and banking industry</li> <li>– Labor</li> <li>– Social welfare</li> <li>– Conservation</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Social Security</li> <li>• Welfare state</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>MODERN UNITED STATES PROSPERITY AND DEPRESSION: WW I to 1939</b>				
<ul style="list-style-type: none"> <li>New Deal Era</li> </ul>	<b>USH.4.9: (cont.)</b>	<ul style="list-style-type: none"> <li>Explain the significance of the expansion of federal power during the New Deal Era.</li> </ul>		
<b>HISTORICAL THINKING</b>				
<ul style="list-style-type: none"> <li>Historical events</li> </ul>	<b>USH.9.1:</b> Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.	<ul style="list-style-type: none"> <li>Identify patterns of historical succession and duration.</li> <li>Apply the patterns to explain continuity and change.</li> </ul>		
<ul style="list-style-type: none"> <li>Primary and secondary sources</li> <li>Limitations in historical evidence</li> </ul>	<b>USH.9.2:</b> Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.	<ul style="list-style-type: none"> <li>Locate and describe primary and secondary sources related to an issue/event of the past.</li> <li>Identify possible limitations in the historical evidence.</li> <li>Identify possible limitations in differing second opinions.</li> </ul>		



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>HISTORICAL THINKING</b>				
<ul style="list-style-type: none"> <li>Events of the past</li> <li>Causes and effects</li> </ul>	<b>USH.9.3:</b> Analyze multiple, unexpected, and complex causes and effects of events in the past.	<ul style="list-style-type: none"> <li>Identify and chart multiple, unexpected, and complex causes and effects of events in the past.</li> </ul>		
<ul style="list-style-type: none"> <li>Issues and problems of the past</li> </ul>	<b>USH.9.4:</b> Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.	<ul style="list-style-type: none"> <li>Identify interests and viewpoints of issues and problems of the past.</li> </ul>		
<b>LITERACY IN HISTORY AND SOCIAL STUDIES</b>				
<b>Learning Outcome</b>				
	<b>11-12.LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	<ul style="list-style-type: none"> <li>Read and understand U.S. History text at an 11th grade level.</li> </ul>		
	<b>11-12.LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>Write a variety of types of writing for history – specific tasks.</li> </ul>		
<b>Key Ideas and Textual Support</b>				
<ul style="list-style-type: none"> <li>Central idea</li> </ul>	<b>11-12.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	<ul style="list-style-type: none"> <li>Identify the central ideas.</li> <li>Identify information of a primary or secondary source.</li> <li>Write an accurate summary showing relationships among key ideas and details.</li> </ul>		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>LITERACY IN HISTORY AND SOCIAL STUDIES</b>				
<b>Writing Genres</b> <ul style="list-style-type: none"> <li>• Arguments</li> </ul>	<b>11-12.LH.5.1:</b> Write arguments focused on discipline-specific content.	<ul style="list-style-type: none"> <li>• Write arguments focused on specific content.</li> </ul>		
<ul style="list-style-type: none"> <li>• Informative texts</li> </ul>	<b>11-12.LH.5.2:</b> Write informative texts, including analyses of historical events.	<ul style="list-style-type: none"> <li>• Write informative texts.</li> <li>• Include analyses of historical events.</li> </ul>		

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: HIGH SCHOOL

SUBJECT: U.S. HISTORY

DATE: 2016-2017

GRADING PERIOD: QUARTER 3

MASTER COPY 1-12-17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/KEY TERMS
<p><b>THE UNITED STATES AND WORLD WAR II: 1939 TO 1945</b></p>				
<ul style="list-style-type: none"> <li>• American Isolationism</li> <li>• War preparation</li> </ul>	<p><b>USH.5.1:</b> Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America’s war preparation. (Government, Economics, Geography)</p> <p><b>(USH.9.2)</b></p>	<ul style="list-style-type: none"> <li>• Identify the reasons for isolationism.</li> <li>• List the effects this policy had on America’s war preparation.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• PowerPoint Presentation and Discussion</li> <li>• Guided Reading</li> <li>• Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Neutrality Acts</li> </ul>
<ul style="list-style-type: none"> <li>• World views</li> </ul>	<p><b>USH.5.2:</b> Compare and contrast President Franklin D. Roosevelt’s world view with that of Germany’s Adolf Hitler, Italy’s Benito Mussolini, the Soviet Union’s Joseph Stalin, and Japan’s Hideki Tojo. (Government; Individuals, Society and Culture)</p> <p><b>(USH.9.3)</b></p>	<ul style="list-style-type: none"> <li>• Identify the world views of all the main WWII players:                             <ul style="list-style-type: none"> <li>– Roosevelt</li> <li>– Hitler</li> <li>– Mussolini</li> <li>– Stalin</li> <li>– Tojo</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chart</li> <li>• Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Fascism</li> <li>• Communism</li> <li>• Democracy</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>THE UNITED STATES AND WORLD WAR II: 1939 TO 1945</b>				
<ul style="list-style-type: none"> <li>Timeline events</li> </ul>	<p><b>USH.5.3:</b> Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II. (Government, Geography)</p> <p><b>(USH.9.4)</b></p>	<ul style="list-style-type: none"> <li>Create a timeline of key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Timeline</li> </ul>	<ul style="list-style-type: none"> <li>Lend-Lease Act</li> <li>Non-Aggression Pact</li> </ul>
<ul style="list-style-type: none"> <li>Key leaders of WWII</li> </ul>	<p><b>USH.5.4:</b> Identify key leaders and events from World War II and explain the significance of each. (Government)</p> <p><b>(USH.9.4)</b></p>	<ul style="list-style-type: none"> <li>Identify key leaders in of WWII.</li> <li>Compare and contrast the key leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>PowerPoint Presentation and Discussion</li> <li>Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>FDR</li> <li>Hitler</li> <li>Tojo</li> <li>Stalin</li> <li>Mussolini</li> <li>Eisenhower</li> <li>MacArthur</li> <li>Nimitz</li> <li>Patton</li> </ul>
<ul style="list-style-type: none"> <li>Hitler’s “Final Solution” Policy</li> <li>Holocaust</li> <li>War crimes</li> </ul>	<p><b>USH.5.5:</b> Describe Hitler’s “final solution” policy and explain the Allied responses to the Holocaust and war crimes. (Government; Geography; Individuals, Society and Culture)</p>	<ul style="list-style-type: none"> <li>List and describe the key components to Hitler’s “final solution.”</li> <li>Identify the Allied responses to the Holocaust and the war crimes.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizer</li> <li>Quiz</li> <li>PowerPoint Presentation and Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Wannsee Conference</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>THE UNITED STATES AND WORLD WAR II: 1939 TO 1945</b>				
<ul style="list-style-type: none"> <li>• WWII Treatment: <ul style="list-style-type: none"> <li>– Japanese-Americans</li> <li>– African Americans</li> <li>– Native-Americans</li> <li>– Hispanics</li> <li>– Women</li> </ul> </li> </ul>	<p><b>USH.5.6:</b> Explain how the United States dealt with individual rights and national security during World War II by examining the following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women.</p>	<ul style="list-style-type: none"> <li>• Explain to what extent is it acceptable for the government to limit civil liberties in time of war.</li> <li>• Explain how the different groups were treated during World War II.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• PowerPoint Presentation and Discussion</li> <li>• Guided Reading</li> <li>• Graphic Organizer</li> <li>• Timeline</li> <li>• Study Court Cases</li> </ul>	<ul style="list-style-type: none"> <li>• Japanese Internment</li> <li>• Korematsu v. USA</li> <li>• Tuskegee Airmen</li> <li>• Wind Talkers</li> <li>• Women</li> <li>• Mexican Americans</li> </ul>
<ul style="list-style-type: none"> <li>• Government regulation</li> </ul>	<p><b>USH.5.7:</b> Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts.</p>	<ul style="list-style-type: none"> <li>• Describe the items chosen to be regulated on.</li> <li>• Explain how these regulations affected the lives of Americans.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart</li> <li>• Graphic Organizer</li> <li>• Reading Response Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Home front</li> <li>• World War II</li> </ul>
<ul style="list-style-type: none"> <li>• Civic responsibility</li> </ul>	<p><b>USH.5.8:</b> Identify and describe the impact of World War II on American culture.</p>	<ul style="list-style-type: none"> <li>• Identify the impacts of World War II on American culture.</li> <li>• Criticize and Support the impacts of World War II on American culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart</li> <li>• Viewing Guide</li> <li>• Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Rationing</li> <li>• Zoot Suit Riots</li> <li>• Avoiding the Draft</li> <li>• Conscription</li> <li>• Civic responsibility</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>THE UNITED STATES AND WORLD WAR II: 1939 TO 1945</b>				
<ul style="list-style-type: none"> <li>• Unions</li> <li>• Labor movement</li> </ul>	<p><b>USH.5.9:</b> Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.</p> <p><b>(USH.9.4)</b></p>	<ul style="list-style-type: none"> <li>• Describe how unions and the labor movement developed.</li> <li>• Summarize the various approaches and methods used by different labor leaders and organizations.</li> <li>• Explain how WWII led to the rise of the US and the Soviet Union as rival superpowers.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and Contrast Chart</li> <li>• PowerPoint Presentation</li> <li>• Quiz</li> <li>• Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Homestead Strike</li> <li>• Pullman Strike</li> <li>• Haymarket Riot</li> <li>• Knights of Labor</li> <li>• Eugene Debs</li> </ul>
<b>POSTWAR UNITED STATES: 1945-1960</b>				
<ul style="list-style-type: none"> <li>• World War II</li> <li>• Cold War</li> </ul>	<p><b>USH.6.1:</b> Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War).</p>	<ul style="list-style-type: none"> <li>• Define and explain the domino theory and its relationship to the principle of containment.</li> <li>• Identify key events and individuals as well as their connections to post World War II tensions (Cold War).</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• PowerPoint Presentation and Discussion</li> <li>• Guided Reading</li> <li>• Graphic Organizer</li> <li>• Timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Truman Doctrine</li> <li>• Marshall Plan</li> <li>• Domino Theory</li> <li>• NATO</li> <li>• Berlin Airlift</li> <li>• Korean War</li> <li>• Red Scare</li> <li>• U-2 Incident</li> <li>• Joseph McCarthy</li> <li>• Blacklisting</li> <li>• Hollywood Ten</li> <li>• Alger Hiss</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>POSTWAR UNITED STATES: 1945-1960</b>				
<ul style="list-style-type: none"> <li>Civil Rights</li> </ul>	<p><b>USH.6.2:</b> Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960).</p> <p><b>(USH.9.3)</b></p>	<ul style="list-style-type: none"> <li>Identify the early struggles for civil rights (1945-1960).</li> <li>List and compare the various actions which characterized the early struggle for civil rights.</li> </ul>	<ul style="list-style-type: none"> <li>Chart</li> <li>Graphic Organizer</li> <li>Quiz</li> <li>PowerPoint Presentation</li> <li>Timeline</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson</li> <li>Rosa Parks</li> <li>Montgomery Bus Boycott</li> <li>Freedom Riders</li> <li>Emmett Till</li> <li>Little Rock Nine</li> <li>Central High School</li> <li>NAACP</li> </ul>
<ul style="list-style-type: none"> <li>Brown v. Board of Education</li> </ul>	<p><b>USH.6.3:</b> Describe the constitutional significance and lasting societal effects of the United States Supreme Court case <i>Brown v. Board of Education</i>.</p>	<ul style="list-style-type: none"> <li>Identify and describe the constitutional significance of Brown v. Board of Education.</li> <li>Explain the lasting societal effects of the United States Supreme Court case <i>Brown v. Board of Education</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Read court case</li> <li>Venn Diagram</li> <li>Class Discussion</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>NAACP</li> <li>Separate but Equal</li> <li>Brown v. Board</li> <li>Supreme Court</li> </ul>
<ul style="list-style-type: none"> <li>Post WWII</li> <li>Democracy v. Communism</li> </ul>	<p><b>USH.6.4:</b> Summarize key economic and social changes in post-WW II American life.</p>	<ul style="list-style-type: none"> <li>List the key economic and social changes in post-WWII American life</li> <li>Compare the changes in post-WWII America.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and Contrast Chart</li> <li>PowerPoint Presentation</li> <li>Quiz</li> <li>Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>Soviet Espionage in America</li> <li>House Un-American Activities Committee</li> <li>Joseph McCarthy</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>HISTORICAL THINKING</b>	See references above			
<ul style="list-style-type: none"> <li>Historical succession</li> </ul>	<p><b>USH.9.1:</b> Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.</p>	<ul style="list-style-type: none"> <li>Identify patterns of historical succession and duration.</li> <li>Apply the patterns to explain continuity and change.</li> </ul>		
<ul style="list-style-type: none"> <li>Primary and secondary sources</li> </ul>	<p><b>USH.9.2:</b> Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.</p>	<ul style="list-style-type: none"> <li>Locate and describe primary and secondary sources related to an issue/event of the past.</li> <li>Identify possible limitations in the historical evidence.</li> <li>Identify possible limitations in differing second opinions.</li> </ul>		
<ul style="list-style-type: none"> <li>Unexpected and complex issues</li> </ul>	<p><b>USH.9.3:</b> Analyze multiple, unexpected, and complex causes and effects of events in the past.</p>	<ul style="list-style-type: none"> <li>Identify and chart multiple, unexpected, and complex causes and effects of events in the past.</li> </ul>		
<ul style="list-style-type: none"> <li>Interests/viewpoints</li> </ul>	<p><b>USH.9.4:</b> Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.</p>	<ul style="list-style-type: none"> <li>Identify interests and viewpoints of issues and problems of the past.</li> </ul>		



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>HISTORICAL THINKING</b>	See references above			
<ul style="list-style-type: none"> <li>Position/course of action</li> </ul>	<p><b>USH.9.5:</b> Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.</p>	<ul style="list-style-type: none"> <li>Examine and chart the underlying factors contributing to historical issues.</li> <li>Formulate and present a position or course of action on that historical issue.</li> </ul>		
<b>LITERACY IN HISTORY AND SOCIAL STUDIES</b>				
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>Age appropriate history/social studies texts</li> </ul>	<p><b>11-12.LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</p>	<ul style="list-style-type: none"> <li>Read and understand U.S. History text at an 11<sup>th</sup> grade level.</li> </ul>		
<ul style="list-style-type: none"> <li>Written tasks</li> </ul>	<p><b>11-12.LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>Write a variety of types of writing for history – specific tasks.</li> </ul>		
<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>Central ideas</li> <li>Primary source</li> <li>Secondary source</li> <li>Key ideas and details</li> </ul>	<p><b>11-12.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<ul style="list-style-type: none"> <li>Identify the central ideas.</li> <li>Identify information of a primary or secondary source.</li> <li>Write an accurate summary showing relationships among key ideas and details.</li> </ul>		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>LITERACY IN HISTORY AND SOCIAL STUDIES</b>				
<b>Writing Genres</b> <ul style="list-style-type: none"> <li>• Written arguments</li> </ul>	<b>11-12.LH.5.1:</b> Write arguments focused on discipline-specific content.	<ul style="list-style-type: none"> <li>• Write arguments focused on specific content.</li> </ul>		
<ul style="list-style-type: none"> <li>• Informative texts</li> <li>• Historical events</li> </ul>	<b>11-12.LH.5.2:</b> Write informative texts, including analyses of historical events.	<ul style="list-style-type: none"> <li>• Write informative texts.</li> <li>• Include analyses of historical events.</li> </ul>		

**CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION**

**GRADE LEVEL: HIGH SCHOOL**

**SUBJECT: U.S. HISTORY**

**DATE: 2016-2017**

**GRADING PERIOD: QUARTER 4**

**MASTER COPY 11-27-16**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>THE UNITED STATES IN TROUBLED TIMES: 1960 to 1980</b>				
<ul style="list-style-type: none"> <li>• Civil Rights Movement</li> <li>• People</li> <li>• Events</li> </ul>	<p><b>USH.7.1:</b> Explain the Civil Rights Movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (Government; Economics; Individuals, Society and Culture)</p>	<ul style="list-style-type: none"> <li>• Explain civil rights movement.</li> <li>• Describe ideas and actions of government and movement leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Essays</li> <li>• Group projects</li> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Short answer</li> <li>• Unit Tests</li> <li>• Presentations</li> <li>• Timelines</li> </ul>	<ul style="list-style-type: none"> <li>• John F. Kennedy</li> <li>• Robert Kennedy</li> <li>• Dr. Martin Luther King Jr.</li> <li>• Malcolm X</li> <li>• Lyndon Johnson</li> <li>• Stokely Carmichael</li> </ul>
<ul style="list-style-type: none"> <li>• Social justice</li> </ul>	<p><b>USH.7.2:</b> Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement. (Individuals, Society and Culture)</p>	<ul style="list-style-type: none"> <li>• Compare various methods used by different civil rights leaders.</li> <li>• Analyze these methods based on their results.</li> <li>• Explain the impact on social justice.</li> </ul>		<ul style="list-style-type: none"> <li>• March on Washington</li> <li>• Nation of Islam</li> <li>• Black Panthers</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>THE UNITED STATES IN TROUBLED TIMES: 1960 to 1980</b>				
<ul style="list-style-type: none"> <li>Federal programs</li> </ul>	<p><b>USH.7.3:</b> Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (Government, Economics)</p>	<ul style="list-style-type: none"> <li>Identify federal programs designed to improve the lives of Americans during the 1960's.</li> <li>Cite legal rulings that affected the rights of Americans during the 1960's.</li> </ul>		<ul style="list-style-type: none"> <li>New Frontier</li> <li>Great Society</li> <li>War on Poverty</li> <li>Civil Rights Acts of 1964/1965</li> </ul>
<ul style="list-style-type: none"> <li>Impact of science and technology</li> </ul>	<p><b>USH.7.4:</b> Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.</p>	<ul style="list-style-type: none"> <li>Point out developments in science and technology that impacted the lives of Americans in the 1960's.</li> </ul>		<ul style="list-style-type: none"> <li>Richard Nixon</li> <li>Apollo 11</li> <li>Environmental Protection Agency</li> <li>NASA</li> </ul>
<ul style="list-style-type: none"> <li>The Warren Court</li> </ul>	<p><b>USH.7.5:</b> Identify and analyze the significance of key decisions of the Warren Court. (Government)</p>	<ul style="list-style-type: none"> <li>State key decisions of the Warren Court and describe their significance.</li> </ul>		<ul style="list-style-type: none"> <li>Gideon v. Wainright</li> <li>Escobedo v. Illinois</li> <li>Miranda v. Arizona</li> </ul>
<ul style="list-style-type: none"> <li>Problems confronting minorities</li> </ul>	<p><b>USH.7.6:</b> Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (Economics; Individuals, Society and Culture)</p>	<ul style="list-style-type: none"> <li>Identify problems confronting minorities.</li> <li>Summarize the solutions to these problems.</li> </ul>		<ul style="list-style-type: none"> <li>Discrimination</li> <li>Affirmative Action</li> <li>Counterculture</li> <li>Equal Rights Amendment</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>THE UNITED STATES IN TROUBLED TIMES: 1960 to 1980</b>				
<ul style="list-style-type: none"> <li>• Social tension</li> <li>• Social attitudes</li> </ul>	<p><b>USH.7.7:</b> Identify areas of social tension from this time period and explain how social attitudes shifted as a result.</p>	<ul style="list-style-type: none"> <li>• State areas of social tension.</li> <li>• Identify change in social attitudes.</li> </ul>		<ul style="list-style-type: none"> <li>• Equal Opportunity Act</li> <li>• Immigration Reform Act of 1965</li> </ul>
<ul style="list-style-type: none"> <li>• Soviet Union</li> </ul>	<p><b>USH.7.8:</b> Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.</p>	<ul style="list-style-type: none"> <li>• Describe how relations changed between the U.S. and Soviet Union.</li> </ul>		<ul style="list-style-type: none"> <li>• Bay of Pigs</li> <li>• Berlin Crisis</li> <li>• Cuban Missile Crisis</li> <li>• Space Race</li> <li>• Nuclear Test Ban Treaty</li> <li>• Vietnam</li> <li>• Nixon’s visit to China</li> <li>• SALT</li> <li>• 1980 Olympic Boycott</li> </ul>
<ul style="list-style-type: none"> <li>• Domestic consequences of Vietnam War</li> </ul>	<p><b>USH.7.9:</b> Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.</p>	<ul style="list-style-type: none"> <li>• Categorize the foreign and domestic consequences of the Vietnam War</li> </ul>		<ul style="list-style-type: none"> <li>• Domino Theory</li> <li>• Gulf of Tonkin Resolution</li> <li>• Tet Offensive</li> <li>• Hawks vs. Doves</li> </ul>
<ul style="list-style-type: none"> <li>• Foreign policy issues</li> </ul>	<p><b>USH.7.10:</b> Explain and analyze U.S. foreign policy issues during the 1960s and 1970s. (Africa, Middle East, China)</p>	<ul style="list-style-type: none"> <li>• Summarize U.S. Foreign Policy issues during the 1960’s and 1970’s.</li> <li>• Explain their impact on American society.</li> </ul>		<ul style="list-style-type: none"> <li>• Six Day War – 1967</li> <li>• Yom Kippur War – 1973</li> <li>• Nixon visit to China</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>THE UNITED STATES IN TROUBLED TIMES: 1960 to 1980</b>				
<ul style="list-style-type: none"> <li>Watergate scandal</li> </ul>	<b>USH.7.11:</b> Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of <i>United States v. Nixon</i> . <i>(Government)</i>	<ul style="list-style-type: none"> <li>Describe the Watergate Scandal.</li> <li>Explain the significance on American Society.</li> </ul>		<ul style="list-style-type: none"> <li>Watergate</li> <li>Impeach</li> <li>White House tapes</li> </ul>
<b>THE CONTEMPORARY UNITED STATES: 1980 to the PRESENT</b>				
<ul style="list-style-type: none"> <li>Impact of social, economic and political issues</li> </ul>	<b>USH.8.1:</b> Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.	<ul style="list-style-type: none"> <li>Identify significant social, economic, and political issues from 1980 to present.</li> <li>Explain how these issues affected individuals and organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizers</li> <li>Essays</li> <li>Group projects</li> <li>Class discussion</li> <li>Quizzes</li> <li>Short answer</li> <li>Unit Tests</li> <li>Presentations</li> <li>Timelines</li> </ul>	<ul style="list-style-type: none"> <li>Panama Canal Treaty</li> <li>Iran Hostage Crisis</li> <li>Air Traffic Controllers Strike</li> <li>Iran – Contra Scandal</li> <li>Impeachment of President Clinton</li> <li>2000 Presidential Election</li> <li>Immigration Policy</li> <li>Affirmative Action</li> <li>Abortion</li> <li>Gay rights</li> <li>AIDS epidemic</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>THE CONTEMPORARY UNITED STATES: 1980 to the PRESENT</b>				
<ul style="list-style-type: none"> <li>Trends in science and technology</li> </ul>	<b>USH.8.2:</b> Describe developing trends in science and technology and explain how they impact the lives of Americans today such as: NASA and space programs; identification of DNA; the Internet; global climate change; and U.S. energy policy.	<ul style="list-style-type: none"> <li>Describe the developing trends in science and technology.</li> <li>Summarize their impact on the lives of Americans.</li> </ul>		<ul style="list-style-type: none"> <li>NASA and space programs;</li> <li>identification of DNA;</li> <li>the Internet</li> <li>global climate change;</li> <li>U.S. energy policy.</li> <li>Compact discs</li> <li>cell phones</li> <li>Cable news</li> <li>Blogging</li> <li>Facebook</li> <li>Stem cell research</li> <li>SDI</li> </ul>
<ul style="list-style-type: none"> <li>Rise of the conservative coalition</li> </ul>	<b>USH.8.3:</b> Discuss and explain the significance of the rise of the new conservative coalition of the 1980's.	<ul style="list-style-type: none"> <li>Explain the impact of the new conservative coalition of the 1980's on American politics.</li> </ul>		<ul style="list-style-type: none"> <li>William F. Buckley, Jr.</li> <li>Taxpayers Revolt</li> <li>Reverse Discrimination</li> <li>Reaganomics</li> <li>Spending cuts</li> <li>Deregulation</li> </ul>
<ul style="list-style-type: none"> <li>"Reaganomics"</li> </ul>	<b>USH.8.4:</b> Explain the assumptions of supply-side economics or "Reaganomics" and how the Reagan administration implemented it. (Economics)	<ul style="list-style-type: none"> <li>Describe "Reaganomics."</li> <li>Describe how it was implemented by the Reagan administration.</li> </ul>		<ul style="list-style-type: none"> <li>Reaganomics</li> <li>Supply-Side Economics</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>THE CONTEMPORARY UNITED STATES: 1980 to the PRESENT</b>				
<ul style="list-style-type: none"> <li>• Cold War</li> </ul>	<p><b>USH.8.5:</b> Explain how the Cold War ended and identify new challenges to U.S. leadership in the world. (Economics, Geography)</p>	<ul style="list-style-type: none"> <li>• Summarize the end of the Cold War.</li> <li>• Describe challenges that it presented to U.S. and world leadership</li> </ul>		<ul style="list-style-type: none"> <li>• Fall of Berlin Wall</li> <li>• Glasnost / Perestroika</li> <li>• Global terrorism</li> </ul>
<ul style="list-style-type: none"> <li>• Bush administration</li> <li>• Clinton administration</li> <li>• Domestic policies</li> <li>• Foreign policies</li> </ul>	<p><b>USH.8.6:</b> Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.</p>	<ul style="list-style-type: none"> <li>• Identify and explain important domestic and foreign policies and events of the Clinton administration.</li> <li>• Identify and explain important domestic and foreign policies and events of the Bush administration.</li> </ul>		<ul style="list-style-type: none"> <li>• Family and Medical Leave Act</li> <li>• NAFTA</li> <li>• Balanced Budget</li> <li>• No Child Left Behind Act</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Westside Community School District v. Mergens</i>(1990)</li> <li>• <i>Reno v. American Civil Liberties Union</i> (1997)</li> <li>• <i>Mitchell v. Helms</i> (2000)</li> <li>• <i>Bush v. Gore</i> (2000)</li> </ul>	<p><b>USH.8.7:</b> Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: <i>Westside Community School District v. Mergens</i> (1990), <i>Reno v. American Civil Liberties Union</i> (1997), <i>Mitchell v. Helms</i> (2000) and <i>Bush v. Gore</i> (2000).</p>	<ul style="list-style-type: none"> <li>• Explain the importance of landmark decisions of the United States Supreme Court: <ul style="list-style-type: none"> <li>– <i>Westside Community School District v. Mergens</i> (1990)</li> <li>– <i>Reno v. American Civil Liberties Union</i> (1997)</li> <li>– <i>Mitchell v. Helms</i> (2000)</li> <li>– <i>Bush v. Gore</i> (2000).</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Electoral college</li> <li>• “hanging chads”</li> <li>• Recount</li> </ul>



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>THE CONTEMPORARY UNITED STATES: 1980 to the PRESENT</b>				
<ul style="list-style-type: none"> <li>September 11, 2001 terrorist attack</li> </ul>	<p><b>USH.8.8:</b> Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.</p>	<ul style="list-style-type: none"> <li>Summarize the background and significance of the September 11, 2001 terrorist attack.</li> <li>Analyze and describe the resulting War on Terror.</li> </ul>		<ul style="list-style-type: none"> <li>Jihad</li> <li>Osama Bin Laden</li> <li>World Trade Center</li> <li>Global terrorism</li> <li>War on Terror</li> <li>Iraq</li> <li>Afghanistan</li> </ul>
<ul style="list-style-type: none"> <li>Impact of globalization</li> </ul>	<p><b>USH.8.9:</b> Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy. (Government, Economics, Geography)</p>	<ul style="list-style-type: none"> <li>Describe how globalization has impacted the U.S. economically, politically, and in foreign policy.</li> </ul>		<ul style="list-style-type: none"> <li>Globalization</li> <li>Immigration: legal/illegal</li> <li>NAFTA</li> </ul>
<b>HISTORICAL THINKING</b>				
<ul style="list-style-type: none"> <li>Historical succession</li> </ul>	<p><b>USH.9.1:</b> Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.</p>	<ul style="list-style-type: none"> <li>Identify patterns of historical succession and duration.</li> <li>Apply the patterns to explain continuity and change.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizers</li> <li>Essays</li> <li>Group projects</li> <li>Class discussion</li> <li>Quizzes</li> <li>Short answer</li> <li>Unit Tests</li> <li>Presentations</li> <li>Timelines</li> </ul>	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>HISTORICAL THINKING</b>				
<ul style="list-style-type: none"> <li>Primary and secondary sources</li> <li>Limitations of historical evidence</li> </ul>	<b>USH.9.2:</b> Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.	<ul style="list-style-type: none"> <li>Locate and describe primary and secondary sources related to an issue/event of the past.</li> <li>Identify possible limitations in the historical evidence.</li> <li>Identify possible limitations in differing second opinions.</li> </ul>		
<ul style="list-style-type: none"> <li>Causes of past events</li> </ul>	<b>USH.9.3:</b> Analyze multiple, unexpected, and complex causes and effects of events in the past.	<ul style="list-style-type: none"> <li>Identify and chart multiple, unexpected, and complex causes and effects of events in the past.</li> </ul>		
	<b>USH.9.4:</b> Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.	<ul style="list-style-type: none"> <li>Identify interests and viewpoints of issues and problems of the past.</li> </ul>		
<b>LITERACY IN HISTORY AND SOCIAL STUDIES</b>				
<b>Learning Outcome</b>	<b>11-12.LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	<ul style="list-style-type: none"> <li>Read and understand U.S. History text at an 11th grade level.</li> </ul>		
	<b>11-12.LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>Write a variety of types of writing for history – specific tasks.</li> </ul>		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>LITERACY IN HISTORY AND SOCIAL STUDIES</b>				
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>• Primary and secondary sources</li> </ul>	<b>11-12.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	<ul style="list-style-type: none"> <li>• Identify the central ideas.</li> <li>• Identify information of a primary or secondary source.</li> <li>• Write an accurate summary showing relationships among key ideas and details.</li> </ul>		
<b>Writing Genres</b> <ul style="list-style-type: none"> <li>• Written arguments</li> </ul>	<b>11-12.LH.5.1:</b> Write arguments focused on discipline-specific content.	<ul style="list-style-type: none"> <li>• Write arguments focused on specific content.</li> </ul>		
<ul style="list-style-type: none"> <li>• Informative texts</li> </ul>	<b>11-12.LH.5.2:</b> Write informative texts, including analyses of historical events.	<ul style="list-style-type: none"> <li>• Write informative texts.</li> <li>• Include analyses of historical events</li> </ul>		