



United States History Curriculum Overview

The [Indiana Academic Standards](#) define what students should know, understand, and be able to do at grade level beginning in kindergarten and progressing through grade twelve. These standards serve as the foundation to our curriculum in Noblesville Schools but are not a curriculum on their own. The Indiana Academic Standards are supported through grade-level, content-area curriculum maps and a selection of curriculum materials to support these maps. These curriculum maps and materials are aligned to the Indiana Academic standards while also providing the conditions necessary to be responsive to the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

High school social studies standards, regardless of course level or content, have a shared goal of developing students' skills in critical thinking, inquiry, research, and participation in a democratic society. At the high school level, social studies standards have five content areas that make up the core curriculum: history, government, geography, economics; and individuals, society and culture (psychology, sociology, and anthropology). One of these content areas is generally the focus of a course while the other content areas play a more supporting role.

United States History serves the dual purpose of examining fundamental themes in the early development of the nation *and* in the interaction of critical events, people, political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students use primary and secondary sources as they explore issues and changes in the nation over time. [The Social Studies Indiana Academic Standards for US History](#) serve as the foundation of our curriculum. These standards are supported in Noblesville Schools through the following primary curriculum materials: *US History: Reconstruction to the Present* (Pearson, 2017). For the most relevant and up-to-date information on your child's social studies curriculum pacing, please [enroll as a Parent Observer on Canvas](#).

SOCIAL STUDIES

United States History



Units of Study

Table 1: Units of Study for United States History

Unit	Duration	Enduring Understandings	Essential Questions <i>May include but are not limited to the following:</i>
Review: Beginnings to 1877	1-3 weeks	- American society is based on the principles of democracy and capitalism. - Ideas and interests of groups and individuals pursuing their own goals may conflict with existing governments and cause revolutions. - Democracies build upon the ideas of reform and individualism.	- Did winning the French and Indian War lead to revolution? Or was it inevitable? - Did early American leaders effectively balance the rights of individuals versus the rights of the majority? - To what extent did expansion influence social reforms? - How did slavery become the significant issue in American politics? - Did the Civil War positively or negatively impact the lives of northerners, southerners, freedmen, women, frontiersmen and Native Americans?

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Unit	Duration	Enduring Understandings	Essential Questions <i>May include but are not limited to the following:</i>
Unit 1: Growth of America 1877- 1920	4-5 weeks	1. Industrialization and immigration in the U.S. created dramatic demographic changes. 2. Territorial growth and expansion cause changes to individual groups and society as a whole. 3. Reform movements begin with groups recognizing an injustice in society. 4. Democracies build upon the ideas of reform. 5. Democracies build upon the ideas of individualism. 6. Groups and individuals pursuing their own goals may influence the priorities and actions of the government.	1. To what extent should businesses be regulated by the government? 2. Were business tycoons Captains of Industry or Robber Barons? 3. How has immigration contributed to America's success? 4. In what ways did white settlers change the landscape of America? 5. How did the nation's ideals and principles impact Native Americans? 6. Can one support U.S. government treatment of Native Americans? 7. To what extent did populism provide an effective solution to the nation's problems? 8. To what extent were the attempts to clean up government successful? 9. Was Progressivism an effective solution to the problems of industrialization? 10. To what extent did the political, economic, and social conditions of the Gilded Age lead to the Progressive Era? 11. How did class, race, and gender influence social change during the Progressive Era?

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Unit	Duration	Enduring Understandings	Essential Questions <i>May include but are not limited to the following:</i>
Unit 2: Imperialism and War	4-5 weeks	1. The U.S. became a global power. 2. Global events can cause a nation's priorities to change.	1. To what extent do American interests give the U.S. the right to interfere with the affairs of other countries? 2. How much did global competition motivate the United States to become a world power? 3. To what extent does the media impact American public opinion? 4. Was U.S. involvement in WWI inevitable? 5. Should the U.S. fight wars to expand democracy in other parts of the world? 6. Is it reasonable during times of war to restrict civil liberties/rights?

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Unit	Duration	Enduring Understandings	Essential Questions <i>May include but are not limited to the following:</i>
Unit 3: Postwar Influence and Change (1920s & 1930s)	4-5 weeks	- American cultural standards change over time. - America's economic situation has political ramifications.	- Can you legislate morality? Why or why not? - Were the 1920s considered a decade of corruption and/or intolerance? - To what extent does the 1920s represent a true return to normalcy? - What made the 1920s the first "modern" decade? - Which approach is better for the American economy, laissez-faire or regulated capitalism? - Is it the government's responsibility to help individuals? - Did the New Deal end the Great Depression? Why or why not?
Unit 4: World War II	2-3 weeks	- World conflicts may result in a shift in a nation's priorities and international role. - A nation's sacrifices and opportunities are not confined only to the military.	- Was U.S. involvement in WWII inevitable? - To what extent did the home front impact the war's outcome? - What were the turning points of the war? - Was treatment of Japanese-Americans during WWII justified? - Does the U.S. have a moral obligation to intervene to stop genocide? - Are nuclear weapons acceptable tools of warfare?

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Unit	Duration	Enduring Understandings	Essential Questions <i>May include but are not limited to the following:</i>
Unit 5: The Cold War	4-5 weeks	Conflicts in ideology and advancements in technology result in a shift in a nation's priorities.	1. To what extent was containment an effective policy in preventing the expansion of communism? 2. Can a nation win by fighting a war of limits? 3. Should the President of the U.S. be permitted to conduct a covert foreign policy? 4. How did the rivalry between the two superpowers impact nations around the world? 5. Did the U.S. actually win the Cold War or did the Soviet Union lose the Cold War?
Unit 6: The Cold War at Home	4-5 weeks	1. The debate surrounding individual rights and the role of government created conflict while also effecting change. 2. Economic, political, cultural & social developments may lead to a shift in the collective identity of a nation.	1. Do wars lead to economic boom or decline? 2. Is non-violent protest the best way to provoke social & political change? 3. What technological innovation has had the greatest impact on American life? 4. Is secrecy more important than the public's right to know?

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Unit	Duration	Enduring Understandings	Essential Questions <i>May include but are not limited to the following:</i>
Unit 7: Post-Cold War America	2-3 weeks	1. During the 1990s, the U.S. acted as a worldwide peace keeper. 2. A revolution in technology continues to transform American business, industry, health, science, and lifestyles. 3. Globalization has changed the national economy and tied America more closely to the world. 4. The attacks of 9/11/2001 shaped domestic security and foreign policy in the 2000s. 5. The process, reasons, and results of presidential impeachments are reviewed and discussed.	1. How has technology changed the lives of Americans, and what were the benefits and costs? 2. What impact has social media had on American culture and politics? 3. Should the U.S. government/military serve as global police to support human rights in other countries? 4. Can the United States stop global terrorism? 5. Do political parties serve the public interest and further the cause of democracy? 6. Should the country change the way the president is elected? 7. Should Americans be optimistic about the future?