American and Arizona History
Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social sciences. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

The emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare students of Mesa Public Schools to engage actively in their community and meet the needs of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

**Think analytically**
- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

**Read widely and critically**
- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources

**Communicate cogently and in a compelling manner**
- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics
Anchor Standards

The Arizona History and Social Science Standards are organized into five content areas. Within these content areas are major core concepts referred to as Anchor Standards. One core concept within the standards is the Disciplinary Skills and Processes. **These Disciplinary Skills and Process standards provide the vehicle for which content is to be delivered.** They can apply to any historical era, context, or content area and provide the tools students need to think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop skills to make sense of the information they obtain. Grade level standards are (then) written to support these Anchor Standards and progress as the student moves through grade levels.

<table>
<thead>
<tr>
<th>Disciplinary Skills and Processes</th>
<th>Civics</th>
<th>Economics</th>
<th>Geography</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.</td>
<td>C1: Civic virtues and democratic principles are key components of the American political system.</td>
<td>E1: A financially literate individual understands how to manage income, spending, and investment.</td>
<td>G1: The use of geographic representations and tools helps individuals understand their world.</td>
<td>H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</td>
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<tr>
<td>SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.</td>
<td>C2: Citizens have individual rights, roles, and responsibilities.</td>
<td>E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</td>
<td>G2: Human-environment interactions are essential aspects of human life in all societies.</td>
<td>H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.</td>
</tr>
<tr>
<td>SP3: Historians and social scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</td>
<td>C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</td>
<td>E3: Individuals and institutions are interdependent within market systems.</td>
<td>G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.</td>
<td>H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</td>
</tr>
<tr>
<td>SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</td>
<td>C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.</td>
<td>E4: The domestic economy is shaped by interactions between government, institutions, and the private sector</td>
<td>E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.</td>
<td>G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.</td>
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</tbody>
</table>
The 21 Anchor Standards are represented within each of the grade bands; K-2, 3-5, 6-8, and high school, but not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards.

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>ANCHOR STANDARDS</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<th>HS</th>
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<tbody>
<tr>
<td>SKILLS &amp; PROCESSES</td>
<td>SP1: Change, continuity, and context</td>
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<td>SP2: Multiple perspectives</td>
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<td>SP3: Gathering, using, and interpreting evidence</td>
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<td>SP4: Causation and argumentation</td>
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<td>CIVICS</td>
<td>C1: Civic virtues and democratic principles</td>
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<td>C2: Individual Rights, Roles, and Responsibilities</td>
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<td>C3: Civic and political institutions</td>
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<td>C4: Process, rules, and laws</td>
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<tr>
<td>ECONOMICS</td>
<td>E1: Financial Literacy/Personal Finance</td>
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<td>E2: Economic decision making</td>
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<td>E3: Exchange and Markets</td>
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<td>E4: The National Economy</td>
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<td>E5: The Global Economy</td>
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<tr>
<td>GEOGRAPHY</td>
<td>G1: Geographic Representations</td>
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<td>G2: Human-environment interaction</td>
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<td>G3: Human population and movement</td>
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<td>G4: Global Interconnections</td>
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<tr>
<td>HISTORY</td>
<td>H1: Culture, Civilization and Innovation</td>
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<td>H2: Conflict and Cooperation</td>
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<td>H3: Influence of Economic, Political, and Religious Ideas and Institutions</td>
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<td>H4: Patterns of Social and Political Interactions</td>
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</table>
Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six components of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor Standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**
  Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

- **Inquiry Element 2: Constructing Supporting Questions**
  Supporting questions focus on descriptions, definitions, and processes in which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

- **Inquiry Element 3: Gathering and Evaluating Sources**
  Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author’s purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

- **Inquiry Element 4: Developing Claims**
  Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

- **Inquiry Element 5: Communicating Conclusions**
  Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.

- **Inquiry Element 6: Taking Informed Action**
  To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.
Design and Coding

Each standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding are reflected here.
Standards v. Curriculum v. Instruction

**Standards:**
Standards are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

**Curriculum:**
Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

**Instruction:**
Instruction refers to the methods, or methodologies, used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level.
**Scope and Sequence**

**High School Social Studies: American and Arizona History**

Students will explore a variety of people, events, and movements in United States history, focusing on inquiry into the evolution of American democratic principles, changes in society, economic and geographical development, and the emergence of the United States as a global power. A special emphasis will be placed on how Arizona’s diverse cultures and individuals have contributed to our nation’s history. Events studied will include those from the American Revolution through contemporary issues.

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Title</th>
<th>Critical Content</th>
<th>Approximate Time</th>
</tr>
</thead>
</table>
| 1      | American Revolution                        | Causes of the War  
|        |                                             | Declaration of Independence  
|        |                                             | Articles of Confederation  
|        |                                             | Leaders and Founding Fathers  
|        |                                             | Enlightenment Ideals  
|        |                                             | Major Battles and Turning Points | 4 weeks |
| 2      | Creation of New Nation                     | Constitutional Convention  
|        |                                             | United States Constitution  
|        |                                             | Bill of Rights  
|        |                                             | Federalists and Anti-Federalists | 4 weeks |
| 3      | Westward Expansion and Sectionalism        | Birth of American Industry  
|        |                                             | Immigration  
|        |                                             | Jacksonian Democracy  
|        |                                             | Louisiana Purchase  
|        |                                             | Mexican American War  
|        |                                             | Western Explorers  
|        |                                             | Impacts on Native Americans  
|        |                                             | Great Awakening Ideas and Reforms  
|        |                                             | Slavery Expansion and Conflict | 4 weeks |
| 4      | Civil War and Reconstruction                | Causes of the War  
|        |                                             | Major Leaders  
|        |                                             | Confederate States  
|        |                                             | Turning Points in War  
|        |                                             | Impact of the War on Various Groups  
|        |                                             | Lincoln’s Assassination  
|        |                                             | Reconstruction Plans  
|        |                                             | Black Codes and Jim Crow | 3 weeks |
| 5 | Emergence of Modern America | Second Industrial Revolution | American Imperialism |
|   |                            | Federal Indian Policy        | World War I          |
|   |                            | Immigration Issues           | 1920s                |
|   |                            | Progressive Movement         |                      |
| 6 | Great Depression and World War II | Stock Market and Causes of the Great Depression | Causes of World War II |
|   |                             | Changes in Domestic Policy   | American Mobilization to World War II |
|   |                             | New Deal                     | Course of the War    |
|   |                             | Foreign Policy               | Impacts of the War   |
| 7 | Post War United States      | Cold War Conflicts           | Civil Rights         |
|   |                             | Foreign Policy               | Domestic Policy      |
|   |                             | Social Transformation        |                      |
| 8 | Contemporary United States  | Domestic Politics and Policies | Human Rights       |
|   |                             | Environmental Issues         | Globalization        |
|   |                             | Terrorism                    | Poverty              |
|   |                             | Nuclear Proliferation        |                      |
## Disciplinary Skills and Processes

### High School Social Studies: American History

<table>
<thead>
<tr>
<th>Units</th>
<th>1 – Revolutionary America</th>
<th>2 – Creating a New Nation</th>
<th>3 – Westward Expansion and Sectionalism</th>
<th>4 – Civil War and Reconstruction</th>
<th>5 – Emergence of Modern America</th>
<th>6 – Great Depression and World War II</th>
<th>7 – Post War United States</th>
<th>8 – Contemporary United States</th>
</tr>
</thead>
</table>

### DISCIPLINARY SKILLS and PROCESSES:

Use this chart to track usage of SP standards throughout the units. Shaded boxes indicate suggested use of the standard in that specific unit.

Teaching of the standards is expected throughout the course.

#### Chronological reasoning

Requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

- **HS.SP1.1** Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.
- **HS.SP1.2** Analyze change and continuity in historical eras.
- **HS.SP1.3** Evaluate the significance of past events as they relate to their own lives and the world.
- **HS.SP1.4** Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

- **HS.SP2.1** Analyze how contexts shaped and continue to shape people's perspectives.
- **HS.SP2.2** Analyze the ways in which perspective shapes recorded history.
- **HS.SP2.3** Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.

Historians and social scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- **HS.SP3.1** Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.
## DISCIPLINARY SKILLS and PROCESSES

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
<th>Units:</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>HS.SP3.2</td>
<td>Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.</td>
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<td>HS.SP3.3</td>
<td>Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations.</td>
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<td>HS.SP3.4</td>
<td>Evaluate the credibility of a source by examining how experts value the source.</td>
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<td>HS.SP3.5</td>
<td>Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</td>
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<td>HS.SP3.6</td>
<td>Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</td>
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<td>HS.SP3.7</td>
<td>Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.</td>
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<td>HS.SP3.8</td>
<td>Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.</td>
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**Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
<th>Units:</th>
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<tbody>
<tr>
<td>HS.SP4.1</td>
<td>Analyze multiple and complex causes and effects of events in the past and present.</td>
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<td>HS.SP4.2</td>
<td>Distinguish between long-term causes and triggering events in developing an argument.</td>
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<td>HS.SP4.3</td>
<td>Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.</td>
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<td>HS.SP4.4</td>
<td>Compare the central arguments in secondary works on related topics in multiple media. Critique the central arguments in secondary works on related topics in multiple media in terms of their accuracy and relevance.</td>
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American History Unit 1: American Revolution

**Compelling Question:** When is revolution justifiable?

**Time:** 4 Weeks

**Disciplinary Skills and Processes:**
Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Learning Targets</th>
<th>Key Concepts/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS.H1.1</td>
<td>Explain the process of state-building, expansion, and dissolution.</td>
<td>I can examine social, economic, and political causes for revolution. (HS.H1.1, HS.H1.2, HS.H2.1, HS.H2.2, HS.H2.3)</td>
</tr>
<tr>
<td>HS.H1.2</td>
<td>Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.</td>
<td>I can summarize the main ideas of the Declaration of Independence and relate them to the Enlightenment and causes of the Revolution. (HS.H1.2, HS.H1.3, HS.H2.1, HS.H2.2, HS.H4.2)</td>
</tr>
<tr>
<td>HS.H1.3</td>
<td>Evaluate the consequences that resulted from civilizational and cultural interactions.</td>
<td>I can construct an argument for American victory by evaluating the strengths and weaknesses of the British and the American colonies. (HS.H1.3, HS.H2.2, HS.H3.4, HS.G3.5)</td>
</tr>
<tr>
<td>HS.H2.1</td>
<td>Explain multiple causes of conflict.</td>
<td>I can evaluate the effectiveness of the Articles of Confederation (HS.H1.2, HS.H2.2, HS.H3.1, HS.H3.4)</td>
</tr>
<tr>
<td>HS.H2.2</td>
<td>Analyze approaches to conflict management and resolution.</td>
<td></td>
</tr>
<tr>
<td>HS.H2.3</td>
<td>Evaluate the short- and long-term impacts of conflicts and their resolutions.</td>
<td></td>
</tr>
<tr>
<td>HS.H3.1</td>
<td>Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.</td>
<td></td>
</tr>
<tr>
<td>HS.H3.4</td>
<td>Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.</td>
<td></td>
</tr>
<tr>
<td>HS.H4.2</td>
<td>Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.</td>
<td></td>
</tr>
<tr>
<td>HS.G3.5</td>
<td>Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.</td>
<td></td>
</tr>
</tbody>
</table>

**Supporting Questions**

- How did taxation and representation contribute to the dissolution of the relationship between Great Britain and the Colonies?
- How did the ideas of Locke, Rousseau, and Montesquieu influence the revolutionary movement?
- What resources were available to the Colonists that contributed to their victory?
- What are the strengths and weaknesses of the Articles of Confederation?
American History Unit 2: Creation of New Nation

Compelling Question: What makes a successful government?

Time: 4 Weeks

Disciplinary Skills and Processes:
Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

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<th>Content Standards</th>
<th>Learning Targets</th>
<th>Key Concepts/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS.H1.1 Explain the process of state-building, expansion, and dissolution.</td>
<td>I can develop an argument for the necessity of the Constitutional Convention. (HS.H2.1, HS.H2.2, HS.H3.1)</td>
<td>Constitutional Convention</td>
</tr>
<tr>
<td>HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.</td>
<td>I can identify and analyze the compromises made at the Constitutional Convention. (HS.H1.2, HS.H1.3, HS.H2.2, HS.H3.4)</td>
<td>United States Constitution</td>
</tr>
<tr>
<td>HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions.</td>
<td>I can evaluate key parts of the United States Constitution and explain why these components were created. (HS.H1.1, HS.H2.3, HS.H3.4, HS.H4.2)</td>
<td>Bill of Rights</td>
</tr>
<tr>
<td>HS.H2.1 Explain multiple causes of conflict.</td>
<td>I can investigate the democratic process established by the Founding Fathers and relate the process to current events. (HS.H2.3, HS.H3.2)</td>
<td>Federalists and Anti-Federalists</td>
</tr>
<tr>
<td>HS.H2.2 Analyze approaches to conflict management and resolution.</td>
<td>I can analyze the arguments of the Federalists and Anti-Federalists. (HS.H2.1, HS.H3.4)</td>
<td>foundations of the American political system</td>
</tr>
<tr>
<td>HS.H2.3 Evaluate the short- and long-term impacts of conflicts and their resolutions.</td>
<td>I can trace the evolution of constitutional interpretation through the first three Presidential administrations. (HS.H2.3, HS.H3.1, HS.H3.4)</td>
<td>Washington's presidency</td>
</tr>
<tr>
<td>HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.</td>
<td></td>
<td>Adam's presidency</td>
</tr>
<tr>
<td>HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.</td>
<td></td>
<td>Jefferson's presidency</td>
</tr>
<tr>
<td>HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Supporting Questions

How did Framers resolve the problems faced by the United States under the Articles of Confederation?

How did the experience of tyrannical rule and political philosophies of the day influence the construction of the United States Constitution?

How did the argument over national and state power as well as individual rights drive the ratification debate?

How did the Washington, Adams, and Jefferson Administrations define national supremacy under the new United States Constitution?
American History Unit 3: Westward Expansion and Sectionalism

Compelling Question: Is it possible to expand without conflict?  

Time: 4 Weeks

Disciplinary Skills and Processes:
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<tr>
<td>HS.H1.2</td>
<td>Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.</td>
<td>I can investigate the positive and negative events of Jacksonian Democracy. (HS.H1.6, HS.H2.3, HS.H3.3, HS.H4.1)</td>
</tr>
<tr>
<td>HS.H1.3</td>
<td>Evaluate the consequences that resulted from civilizational and cultural interactions.</td>
<td>I can examine how United States land deals and wars expanded the nation. (HS.H1.2, HS.H2.1, HS.H3.1, HS.G3.5)</td>
</tr>
<tr>
<td>HS.H1.4</td>
<td>Analyze the impact of cultural diffusion.</td>
<td>I can differentiate the accomplishments of a variety of Western explorers. (HS.H1.2, HS.H4.2)</td>
</tr>
<tr>
<td>HS.H1.6</td>
<td>Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities.</td>
<td>I can evaluate the influence of multiple cultures on the nation (HS.H1.3, HS.H1.4, HS.H3.5, HS.H4.4)</td>
</tr>
<tr>
<td>HS.H1.7</td>
<td>Analyze how technological innovation and trade has affected economic development and transformed societies.</td>
<td>I can explain the social, economic, and political, impact of industrial innovation and expansion. (HS.H1.7, HS.H3.3, HS.H3.5, HS.G3.1)</td>
</tr>
<tr>
<td>HS.H2.1</td>
<td>Explain multiple causes of conflict.</td>
<td>I can investigate the various arguments over slavery and the impact on the nation. (HS.H3.2, HS.H3.4, HS.H3.5, HS.G2.2)</td>
</tr>
<tr>
<td>HS.H2.3</td>
<td>Evaluate the short- and long-term impacts of conflicts and their resolutions.</td>
<td></td>
</tr>
<tr>
<td>HS.H3.1</td>
<td>Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.</td>
<td></td>
</tr>
<tr>
<td>HS.H3.3</td>
<td>Compare the ways in which economic philosophies influenced political, economic, and social developments.</td>
<td></td>
</tr>
<tr>
<td>HS.H3.2</td>
<td>Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.</td>
<td></td>
</tr>
<tr>
<td>HS.H3.4</td>
<td>Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
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</tr>
<tr>
<td>HS.H3.5</td>
<td>Explain how different labor systems developed and affected societies over time.</td>
<td></td>
</tr>
<tr>
<td>HS.H4.1</td>
<td>Examine how historically marginalized groups have affected change on political and social institutions.</td>
<td></td>
</tr>
<tr>
<td>HS.H4.2</td>
<td>Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.</td>
<td></td>
</tr>
<tr>
<td>HS.H4.4</td>
<td>Examine how a diverse society can be a force for unity and/or disunity.</td>
<td></td>
</tr>
<tr>
<td>HS.G2.2</td>
<td>Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</td>
<td></td>
</tr>
<tr>
<td>HS.G3.1</td>
<td>Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</td>
<td></td>
</tr>
<tr>
<td>HS.G3.5</td>
<td>Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.</td>
<td></td>
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</tbody>
</table>

### Supporting Questions

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did the actions of the Jackson Administration influence the political, economic, and social expansion of the nation?</td>
<td>How did the birth of American industrialization influence human movement?</td>
</tr>
<tr>
<td>What were the effects of Manifest Destiny on competing cultures?</td>
<td>How did the sectional divide over slavery influence Westward Expansion?</td>
</tr>
</tbody>
</table>
# American History Unit 4: Civil War and Reconstruction

## Compelling Question: How did the Civil War and Reconstruction impact individual rights?

**Time:** 3 Weeks

## Disciplinary Skills and Processes:
Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

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<tr>
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<th>Key Concepts/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS.H1.2</td>
<td>Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.</td>
<td>I can investigate and summarize the causes and aftermath of Secession. (HS.H1.2, HS.H2.1, HS.H4.4)</td>
</tr>
<tr>
<td>HS.H1.3</td>
<td>Evaluate the consequences that resulted from civilizational and cultural interactions.</td>
<td>I can analyze the strengths and weaknesses of the Union and the Confederacy. (HS.H1.2, HS.H1.6, HS.H1.7, HS.G3.5)</td>
</tr>
<tr>
<td>HS.H1.6</td>
<td>Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups’ experiences have related to national identities.</td>
<td>I can identify and evaluate the impact of the turning points of the war. (HS.H1.7, HS.H2.2, HS.G2.2)</td>
</tr>
<tr>
<td>HS.H1.7</td>
<td>Analyze how technological innovation and trade has affected economic development and transformed societies.</td>
<td>I can analyze the impact of war on people from all levels of society on the home front and the battlefront. (HS.H1.3, HS.H2.3, HS.H4.4)</td>
</tr>
<tr>
<td>HS.H2.1</td>
<td>Explain multiple causes of conflict.</td>
<td>I can compare and contrast the differing plans for Reconstruction. (HS.H2.2, HS.H2.3, HS.H3.4)</td>
</tr>
<tr>
<td>HS.H2.2</td>
<td>Analyze approaches to conflict management and resolution.</td>
<td>I can evaluate the effectiveness of the Reconstruction Plan of 1867. (HS.H2.2, HS.H2.3, HS.G2.2)</td>
</tr>
<tr>
<td>HS.H2.3</td>
<td>Evaluate the short- and long- term impacts of conflicts and their resolutions.</td>
<td>I can relate societal changes and continuity of the Reconstruction Era to later eras. (HS.H3.1, HS.H3.2, HS.H4.1, HS.H3.5)</td>
</tr>
<tr>
<td>HS.H3.1</td>
<td>Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.</td>
<td>causes of the Civil War</td>
</tr>
<tr>
<td>HS.H3.2</td>
<td>Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.</td>
<td>major leaders of the Civil War</td>
</tr>
<tr>
<td>HS.H3.4</td>
<td>Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.</td>
<td>United States v. Confederate States</td>
</tr>
<tr>
<td>HS.H3.5</td>
<td>Explain how different labor systems developed and affected societies over time.</td>
<td>turning points in the Civil War</td>
</tr>
<tr>
<td>HS.H4.1</td>
<td>Examine how historically marginalized groups have affected</td>
<td>impact of the war on various groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lincoln’s assassination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reconstruction plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Black Codes and Jim Crow</td>
</tr>
</tbody>
</table>

*i.e. indicates requirements; e.g. indicates suggestions*
change on political and social institutions.

**HS.H4.4** Examine how a diverse society can be a force for unity and/or disunity.

**HS.G2.2** Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

**HS.G3.5** Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

<table>
<thead>
<tr>
<th>Supporting Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did the debate over slavery lead to Civil War?</td>
</tr>
<tr>
<td>How did the North and South use their contrasting advantages effectively during the war?</td>
</tr>
<tr>
<td>How did the Civil War impact the people and the economy of the North and South differently?</td>
</tr>
<tr>
<td>What actions did the government take to expand and protect individual rights in the Reconstruction Era?</td>
</tr>
</tbody>
</table>
American History Unit 5: Emergence of Modern America

Compelling Question: What makes a country a world power?

Time: 5 Weeks

Disciplinary Skills and Processes:
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</thead>
<tbody>
<tr>
<td>HS.H1.2</td>
<td>I can summarize the evolution of Federal policy in regards to Native Americans. (HS.H1.2, HS.H1.4, HS.H1.6)</td>
<td>Federal Indian policy</td>
</tr>
<tr>
<td></td>
<td>I can analyze how technological innovation revolutionized American industry and economy. (HS.H1.7, HS.H3.3, HS.H3.5, HS.H4.2)</td>
<td>Second Industrial Revolution</td>
</tr>
<tr>
<td></td>
<td>I can analyze how the Second Industrial Revolution transformed American society. (HS.H1.7, HS.H3.3, HS.H3.5, HS.H4.3)</td>
<td>immigration issues</td>
</tr>
<tr>
<td></td>
<td>I can evaluate how the relationship between industrialization and immigration contributes to the growth of Nativism. (HS.H1.4, HS.H1.6, HS.H3.3, HS.H3.5)</td>
<td>Progressive Movement</td>
</tr>
<tr>
<td></td>
<td>I can evaluate the effectiveness of the Progressive Movement’s response to social, economic, and political issues of the era. (HS.H1.7, HS.H3.1, HS.H4.1, HS.H4.2)</td>
<td>American Imperialism</td>
</tr>
<tr>
<td></td>
<td>I can evaluate and compare the arguments for and against American Imperialism. (HS.H1.2, HS.H1.4, HS.H1.7, HS.H2.4)</td>
<td>World War I</td>
</tr>
<tr>
<td></td>
<td>I can analyze the ongoing debate between isolationism and emerging globalism in relation to United States involvement in World War I. (HS.H1.2, HS.H2.4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can analyze the social, political, and economic impact of World War I on American society. (HS.H1.6, HS.H2.4, HS.H3.1)</td>
<td></td>
</tr>
</tbody>
</table>

i.e. indicates requirements; e.g. indicates suggestions
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<thead>
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</thead>
<tbody>
<tr>
<td>What events led to the Reservation system and forced assimilation of Native Americans?</td>
</tr>
<tr>
<td>How did new technology and the growth of a capitalist industrial economy impact society?</td>
</tr>
<tr>
<td>What role did people and government play in responding to the problems of the Industrial Age?</td>
</tr>
<tr>
<td>What events led to the growing role of the United States on the international stage?</td>
</tr>
</tbody>
</table>
American History Unit 6:
The Great Depression and World War II

Compelling Question: What circumstances require government intervention?

Time: 4 Weeks

Disciplinary Skills and Processes:
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<tbody>
<tr>
<td>HS.H1.6</td>
<td>Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups’ experiences have related to national identities.</td>
<td>I can identify and evaluate foreign and domestic policy in relation to American involvement in World War I. (HS.H2.1, HS.H2.3, HS.H2.4)</td>
</tr>
<tr>
<td>HS.H2.1</td>
<td>Explain multiple causes of conflict.</td>
<td>I can analyze the impact of social change in the 1920s. (HS.H1.6, HS.H3.1, HS.H3.2, HS.H4.4)</td>
</tr>
<tr>
<td>HS.H2.3</td>
<td>Evaluate the short- and long-term impacts of conflicts and their resolutions.</td>
<td>I can develop an argument for the causes of the Great Depression through evaluating the economic practices of the 1920s. (HS.H1.6, HS.H3.1)</td>
</tr>
<tr>
<td>HS.H2.4</td>
<td>Compare causes and effects of isolationism and globalism.</td>
<td>I can evaluate the economic and societal impact of the Great Depression on various regional, social, and racial groups. (HS.H1.6, HS.H2.3, HS.H3.1, HS.H4.4)</td>
</tr>
<tr>
<td>HS.H3.1</td>
<td>Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.</td>
<td>I can evaluate the effectiveness of the New Deal in responding to economic and societal needs created by the Great Depression. (HS.H3.1, HS.H3.4, HS.H4.3, HS.H3.3)</td>
</tr>
<tr>
<td>HS.H3.2</td>
<td>Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.</td>
<td>I can develop an argument addressing the effectiveness of United States foreign policy in maintaining isolationism amid impending global conflict. (HS.H2.1, HS.H2.3, HS.H2.4)</td>
</tr>
<tr>
<td>HS.H3.3</td>
<td>Compare the ways in which economic philosophies influenced political, economic, and social developments.</td>
<td>I can identify and evaluate the impact of American involvement in the turning points in the European and Pacific theaters of World War II. (HS.H2.3, HS.H2.4, HS.H3.4, HS.H4.4)</td>
</tr>
<tr>
<td>HS.H3.4</td>
<td>Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.</td>
<td>I can provide examples of how a diverse society contributed to home front mobilization and victory in World War II. (HS.H1.6, HS.H3.4, HS.H4.3, HS.H4.4)</td>
</tr>
<tr>
<td>HS.H4.3</td>
<td>Examine how access to information and technology has been used to influence society.</td>
<td>I can analyze the impact of World War II in establishing the United States as a global power. (HS.H2.3, HS.H2.4, HS.H3.2, HS.H3.4)</td>
</tr>
<tr>
<td>HS.H4.4</td>
<td>Examine how a diverse society can be a force for unity and/or disunity.</td>
<td>1920s stock market causes of the Great Depression changes in domestic policy New Deal foreign policy causes of World War II American mobilization to World War II course of World War II impacts of World War II</td>
</tr>
</tbody>
</table>

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<table>
<thead>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What events challenged societal and economic norms of the 1920s?</td>
<td>How did the United States change their foreign policy between World War I and World War II?</td>
</tr>
<tr>
<td>What were the goals and actions of the government in responding to the Great Depression?</td>
<td>What events during World War II contributed to the emergence of the United States as a superpower?</td>
</tr>
</tbody>
</table>
American History Unit 7: Postwar United States

**Compelling Question:** What role should America play in the affairs of other sovereign nations?

**Time:** 5 Weeks

### Disciplinary Skills and Processes:
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</thead>
<tbody>
<tr>
<td>HS.H1.6</td>
<td>I can compare democratic and communist philosophies and evaluate the role the competing ideologies played in rebuilding Europe. (HS.H2.4, HS.H3.2, HS.H3.3)</td>
<td>Cold War conflicts</td>
</tr>
<tr>
<td></td>
<td>I can evaluate the social, economic, and political impact of American involvement in military conflicts in Asia. (HS.H1.6, HS.H2.3, HS.H2.4, HS.H3.2)</td>
<td>foreign policy</td>
</tr>
<tr>
<td></td>
<td>I can examine the social, economic, and political impact of Cold War technological competition. (HS.H1.7, HS.H3.2, HS.H4.2, HS.H4.3)</td>
<td>social transformation</td>
</tr>
<tr>
<td></td>
<td>I can analyze the evolution of the ideologies and events that led to the dissolution of the Cold War. (HS.H2.3, HS.H3.2)</td>
<td>Civil Rights</td>
</tr>
<tr>
<td></td>
<td>I can connect the post war economic boom, and development of society to the evolution of social norms in the following decades. (HS.H1.6, HS.H3.1, HS.H3.2)</td>
<td>domestic policy</td>
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<td></td>
<td>I can develop an argument evaluating the effectiveness of the Civil Rights Movement in motivating the three branches of government to legally uphold the promises of the 13th, 14th, and 15th amendments. (HS.H2.3, HS.H3.1, HS.H4.1, HS.H4.4)</td>
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<td>I can explain how marginalized groups responded to social, economic, and political inequality and evaluate the effectiveness of their actions. (HS.H2.2, HS.H3.1, HS.H4.1, HS.H4.4)</td>
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<td></td>
<td>I can identify and explain government response to growing concerns over social, economic, and environmental issues. (HS.H3.2, HS.H3.3, HS.H3.4, HS.H4.2)</td>
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<tr>
<td>HS.H1.7</td>
<td>Analyze how technological innovation and trade has affected economic development and transformed societies.</td>
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<tr>
<td>HS.H2.3</td>
<td>Evaluate the short- and long-term impacts of conflicts and their resolutions.</td>
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<tr>
<td>HS.H2.4</td>
<td>Compare causes and effects of isolationism and globalism.</td>
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<tr>
<td>HS.H3.1</td>
<td>Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.</td>
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<td>HS.H3.2</td>
<td>Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.</td>
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<tr>
<td>HS.H3.3</td>
<td>Compare the ways in which economic philosophies influenced political, economic, and social developments.</td>
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<tr>
<td>HS.H3.4</td>
<td>Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.</td>
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<tr>
<td>HS.H4.1</td>
<td>Examine how historically marginalized groups have affected change on political and social institutions.</td>
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<tr>
<td>HS.H4.2</td>
<td>Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.</td>
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<tr>
<td>HS.H4.3</td>
<td>Examine how access to information and technology has been used to influence society.</td>
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</tbody>
</table>

i.e. indicates requirements; e.g. indicates suggestions
### HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.

<table>
<thead>
<tr>
<th>Supporting Questions</th>
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</thead>
<tbody>
<tr>
<td>How did developments and conflicts in Europe and Asia contribute to the rising tension between the United States and the USSR?</td>
</tr>
<tr>
<td>How did the arms and space race contribute to societal and global tension between world powers?</td>
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<tr>
<td>How did the competing ideologies of the Soviets and Americans influence the development of society in each respective country?</td>
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<tr>
<td>How did methods utilized by civil rights leaders effectively change American society?</td>
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</tbody>
</table>
# American History Unit 8: Contemporary United States

## Compelling Question: What is the responsibility of United States citizens in contemporary America?

### Time: 4 Weeks

### Disciplinary Skills and Processes:

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

### Content Standards

| HS.H2.1 | Explain multiple causes of conflict. |
| HS.H2.2 | Analyze approaches to conflict management and resolution. |
| HS.H2.4 | Compare causes and effects of isolationism and globalism. |
| HS.H3.1 | Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes. |
| HS.H3.2 | Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. |
| HS.H3.4 | Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good. |
| HS.H4.1 | Examine how historically marginalized groups have affected change on political and social institutions. |
| HS.H4.2 | Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. |
| HS.H4.3 | Examine how access to information and technology has been used to influence society. |
| HS.H4.4 | Examine how a diverse society can be a force for unity and/or disunity. |

### Learning Targets

| I can analyze the challenges associated with expanding globalism and the growing influence of the United States in the world. (HS.H2.1, HS.H2.4, HS.H3.2, HS.H3.4) |
| I can examine American political and social response to foreign and domestic terrorism. (HS.H2.4, HS.H3.4, HS.H4.3, HS.H4.4, HS.H2.2) |
| I can evaluate sources of contemporary domestic American social activism. (HS.H3.1, HS.H3.2, HS.H4.1, HS.H4.4) |
| I can analyze the impact of the growth of technology and expanding access to information. (HS.H3.1, HS.H3.4, HS.H4.2, HS.H4.3) |

### Key Concepts/Topics

- domestic politics and policies
- environmental issues
- terrorism
- nuclear proliferation
- human rights
- globalization
- poverty
- accessibility of information

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### Supporting Questions

| What is America’s role in global conflicts? | How did the Civil Rights Movement impact current social activism and how have the issues and activism evolved? |
| How has each branch of government responded to foreign and domestic terrorism? | How has the expansion of technological capabilities changed American’s interactions with their government and the world? |