

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**Social Studies**

<p><b><i>Mission Statement</i></b></p>	<p>It is our belief that Social Studies education is ultimately to prepare students to assume the responsibilities of active citizenship. From this belief stems the following guidelines for the Social Studies Department of Geneva High School.</p> <p><b><i>Social Studies education should:</i></b></p> <ol style="list-style-type: none"> <li>1. both utilize and promote a global perspective</li> <li>2. emphasize democratic values</li> <li>3. allow students opportunities to interact</li> <li>4. reflect a consciousness of current world events</li> <li>5. promote interdisciplinary study</li> <li>6. incorporate all of the social sciences, but be firmly rooted in history and geography</li> <li>7. include knowledge and content, democratic ideals and civic values and skill development and social participation</li> </ol>
<p><b><i>Courses</i></b> (Grades 9-12)</p>	<ul style="list-style-type: none"> <li>• Modern World History</li> <li>• Modern World History Honors</li> <li>• World Studies</li> <li>• American Studies</li> <li>• AP European History</li> <li>• US History</li> <li>• AP US History</li> <li>• Sociology</li> <li>• Contemporary Issues</li> <li>• Economics</li> <li>• Urban History</li> <li>• Psychology I</li> <li>• Psychology II</li> <li>• US Government</li> <li>• AP US Government</li> </ul>

## Course Framework

<b>Course Title</b>	<b>Advanced Placement United States History</b>
<b>Grade Level</b>	11
<b>Semesters</b>	1, 2
<b>Prerequisite</b>	Junior status
<b>Course Description</b> (from approved AP Audit)	AP US History is a very challenging course designed to be the equivalent of a freshman college course, and may earn students college credit. Thus, the AP History class fills two purposes: it fulfills the state requirement for American History, and it may earn the student college credit. In addition, the experience of succeeding in such a challenging course teaches invaluable lessons in itself. Emphasis is placed on critical thinking and evaluative skills, as well as the “facts” of history. Students will also be asked to interpret historical documents and writings. Throughout the year, students will be introduced to the types of questions they will face on the exam in May. These include both multiple choice questions and different types of essays. Because of the heavy writing component on the test and in the course, top writing skills are also critical.

## Unit 1

<b>Unit of Study: major topics</b>	<b>American Beginnings: Pre-Columbian to Early Colonies</b>	<ul style="list-style-type: none"> <li>▪ Beginning of the New World</li> <li>▪ Early English America               <ul style="list-style-type: none"> <li>○ Southern Colonies</li> <li>○ Northern Colonies</li> </ul> </li> <li>▪ Life in 17<sup>th</sup> Century America</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>▪ Includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history.</li> <li>▪ Uses themes to encourage students to think conceptually about the American past and to focus on historical change over time.</li> <li>▪ Teaches students to analyze evidence and interpretations presented in historical scholarship.</li> <li>▪ Includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</li> <li>▪ Provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays</li> </ul>	
<b>Objectives</b>	<p>In addition to the content objectives listed below, students will be able to analyze and interpret primary sources, have an awareness of multiple interpretations of historical issues in secondary sources, have a sense of multiple causation and change over time, and compare developments or trends from one period to another.</p> <p>Content Objectives:</p> <ul style="list-style-type: none"> <li>▪ Describe early inhabitants</li> <li>▪ Evaluate first contacts</li> <li>▪ Compare French, British, and Spanish colonization</li> <li>▪ Compare northern, middle, and southern colonies</li> <li>▪ Evaluate the effects of the Great Awakening</li> <li>▪ Analyze patterns of trade and economic development, including plantation economies</li> <li>▪ Analyze the impact of slavery in the early colonies</li> <li>▪ Analyze the impact of population growth and immigration</li> <li>▪ Evaluate the British imperial policies on the colonies</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>▪ Article reviews: Students write a critical analysis of articles they read, identifying the main points, discussing historiography, and evaluating the author’s argument in light of outside knowledge.</li> <li>▪ Essay: Colonial differences</li> <li>▪ Group Document Analysis: Ship’s manifests</li> </ul>	

## Unit 2

<b>Unit of Study: major topics</b>	<b>Revolution: Preparing for and Winning Independence</b>	<ul style="list-style-type: none"> <li>▪ Colonial Society</li> <li>▪ The French in North America</li> <li>▪ French and Indian War</li> <li>▪ Causes of Revolution</li> <li>▪ Revolutionary War</li> </ul>
<b>National Standards</b>	<ul style="list-style-type: none"> <li>▪ Includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history.</li> <li>▪ Uses themes to encourage students to think conceptually about the American past and to focus on historical change over time.</li> <li>▪ Teaches students to analyze evidence and interpretations presented in historical scholarship.</li> <li>▪ Includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</li> <li>▪ Provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays</li> </ul>	
<b>Objectives</b>	<p>In addition to the content objectives listed below, students will be able to analyze and interpret primary sources, have an awareness of multiple interpretations of historical issues in secondary sources, have a sense of multiple causation and change over time, and compare developments or trends from one period to another.</p> <p>Content Objectives:</p> <ul style="list-style-type: none"> <li>▪ Explain the causes of the French and Indian War</li> <li>▪ Evaluate the outcome of the war on the colonies</li> <li>▪ Analyze British colonial policy after 1763</li> <li>▪ Compare the reactions of the colonists to the war for independence</li> <li>▪ Compare the different regions of the country in terms of their stand on the war</li> <li>▪ Evaluate the role of slaves during the war</li> <li>▪ Explain the major battles and trends of the war</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>▪ Constitutional Convention debate: Students will assume roles of the major people involved in the Constitutional Convention. They will research these roles, and debate the issues of structure of government, representation, and slavery.</li> <li>▪ Essay: Revolutionary War and American Identity</li> <li>▪ Article reviews: Students write a critical analysis of articles they read, identifying the main points, discussing historiography, and evaluating the author's argument in light of outside knowledge.</li> <li>▪ Document Analysis: Students will work as a class and in groups to analyze documents related to the colonial break from England.</li> </ul>	

### Unit 3

<b>Unit of Study: major topics</b>	<b>The New Nation: Constitution to “Good Feelings”</b>	<ul style="list-style-type: none"> <li>▪ Confederation and Constitution</li> <li>▪ Birth of Political Parties</li> <li>▪ Relations with Europe               <ul style="list-style-type: none"> <li>○ French Revolution</li> <li>○ War of 1812</li> </ul> </li> <li>▪ Jeffersonian Democracy</li> </ul>
<b>National Standards</b>	<ul style="list-style-type: none"> <li>▪ Includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history.</li> <li>▪ Uses themes to encourage students to think conceptually about the American past and to focus on historical change over time.</li> <li>▪ Teaches students to analyze evidence and interpretations presented in historical scholarship.</li> <li>▪ Includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</li> <li>▪ Provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays</li> </ul>	
<b>Objectives</b>	<p>In addition to the content objectives listed below, students will be able to analyze and interpret primary sources, have an awareness of multiple interpretations of historical issues in secondary sources, have a sense of multiple causation and change over time, and compare developments or trends from one period to another.</p> <p>Content Objectives:</p> <ul style="list-style-type: none"> <li>▪ Compare the Articles of Confederation, state constitutions, and the U.S. Constitution</li> <li>▪ Discuss the role of education and Republican Motherhood</li> <li>▪ Explain the major issues involved in writing the Constitution</li> <li>▪ Evaluate the emergence of political parties</li> <li>▪ Evaluate Jefferson’s policies</li> <li>▪ Analyze the significance of the trans-Appalachian migration</li> <li>▪ Analyze the U.S. role in the War of 1812 and its consequences</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>▪ Article reviews: Students write a critical analysis of articles they read, identifying the main points, discussing historiography, and evaluating the author’s argument in light of outside knowledge.</li> <li>▪ Essay: Jefferson, Hamilton, and the birth of political parties</li> <li>▪ Document analysis: Students will analyze excerpts from the Declaration of Independence, the Articles of Confederation, the Constitution, and the Federalist Papers.</li> <li>▪ DBQ Practice: Students will outline a DBQ about the philosophical foundations of American government using the above documents</li> </ul>	

## Unit 4

<b>Unit of Study: major topics</b>	<b>Mid-Century Upheaval: Jacksonian Democracy</b>	<ul style="list-style-type: none"> <li>▪ Jacksonian Democracy</li> <li>▪ Growth of Market Economy and Factory System</li> <li>▪ Reform Movements</li> <li>▪ Second Great Awakening</li> <li>▪ Immigration</li> </ul>
<b>National Standards</b>	<ul style="list-style-type: none"> <li>▪ Includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history.</li> <li>▪ Uses themes to encourage students to think conceptually about the American past and to focus on historical change over time.</li> <li>▪ Teaches students to analyze evidence and interpretations presented in historical scholarship.</li> <li>▪ Includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</li> <li>▪ Provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays</li> </ul>	
<b>Objectives</b>	<p>In addition to the content objectives listed below, students will be able to analyze and interpret primary sources, have an awareness of multiple interpretations of historical issues in secondary sources, have a sense of multiple causation and change over time, and compare developments or trends from one period to another.</p> <p>Content Objectives:</p> <ul style="list-style-type: none"> <li>▪ Evaluate the impact of the Second Great Awakening</li> <li>▪ Describe the creation of a national market economy</li> <li>▪ Evaluate the impact of industrialization on social class structures</li> <li>▪ Describe immigration patterns and nativist reaction</li> <li>▪ Evaluate the conflict over federal authority in terms of: judicial federalism, the Bank War, the tariff and nullification controversy, states' rights debates</li> <li>▪ Evaluate Jacksonian democracy and its impact on the country</li> <li>▪ Analyze reform movements in the early 19<sup>th</sup> century</li> <li>▪ Compare the utopian communities and religious reforms</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>▪ Article reviews: Students write a critical analysis of articles they read, identifying the main points, discussing historiography, and evaluating the author's argument in light of outside knowledge.</li> <li>▪ Andrew Jackson trial: Students will assume different roles of people involved in the politics of the time period, and put Andrew Jackson on trial for three articles of impeachment centered around his use of executive power.</li> <li>▪ Essay: Jacksonian democracy</li> </ul>	

## Unit 5

<b>Unit of Study: major topics</b>	<b>War on the Horizon: Sectional Conflicts</b>	<ul style="list-style-type: none"> <li>▪ Slavery in the South</li> <li>▪ Abolition in the North</li> <li>▪ Manifest Destiny</li> <li>▪ Sectional Struggles: debate and compromise</li> </ul>
<b>National Standards</b>	<ul style="list-style-type: none"> <li>▪ Includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history.</li> <li>▪ Uses themes to encourage students to think conceptually about the American past and to focus on historical change over time.</li> <li>▪ Teaches students to analyze evidence and interpretations presented in historical scholarship.</li> <li>▪ Includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</li> <li>▪ Provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays</li> </ul>	
<b>Objectives</b>	<p>In addition to the content objectives listed below, students will be able to analyze and interpret primary sources, have an awareness of multiple interpretations of historical issues in secondary sources, have a sense of multiple causation and change over time, and compare developments or trends from one period to another.</p> <p>Content Objectives:</p> <ul style="list-style-type: none"> <li>▪ Evaluate the impact of territorial acquisitions on sectional conflicts</li> <li>▪ Evaluate pro- and anti-slavery arguments and perspectives</li> <li>▪ Analyze the impact of the compromises leading up to the war</li> <li>▪ Analyze the emergence of the Republican party</li> <li>▪ Evaluate the positions for and against secession</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>▪ Article reviews: Students write a critical analysis of articles they read, identifying the main points, discussing historiography, and evaluating the author's argument in light of outside knowledge.</li> <li>▪ Essay: DBQ on the road to war: sectional differences and failed compromises</li> <li>▪ Class debate: Students will take the roles of members of different political parties of the 1850s and research their positions on various issues threatening to split the country, and then debate these issues as a class.</li> </ul>	

## Unit 6

<b>Unit of Study: major topics</b>	<b>The Split: Civil War and Reconstruction</b>	<ul style="list-style-type: none"> <li>▪ American Diversity</li> <li>▪ American Identity</li> <li>▪ Culture</li> <li>▪ Economic Transformations</li> <li>▪ Environment</li> <li>▪ Politics and Citizenship</li> <li>▪ Reform</li> <li>▪ Slavery and its Legacies</li> <li>▪ War and Diplomacy</li> </ul>
<b>National Standards</b>	<ul style="list-style-type: none"> <li>▪ Includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history.</li> <li>▪ Uses themes to encourage students to think conceptually about the American past and to focus on historical change over time.</li> <li>▪ Teaches students to analyze evidence and interpretations presented in historical scholarship.</li> <li>▪ Includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</li> <li>▪ Provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays</li> </ul>	
<b>Objectives</b>	<p>In addition to the content objectives listed below, students will be able to analyze and interpret primary sources, have an awareness of multiple interpretations of historical issues in secondary sources, have a sense of multiple causation and change over time, and compare developments or trends from one period to another.</p> <p>Content Objectives:</p> <ul style="list-style-type: none"> <li>▪ Evaluate the resources of the North and South during the war</li> <li>▪ Describe the military strategies and foreign diplomacy</li> <li>▪ Analyze the role of African Americans during the war</li> <li>▪ Evaluate the social, political, and economic effects of the war in the North, South, and West</li> <li>▪ Contrast the different plans for Reconstruction</li> <li>▪ Evaluate the impact of Reconstruction</li> <li>▪ Describe the role of African Americans in politics, education, and the economy</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>▪ Article reviews: Students write a critical analysis of articles they read, identifying the main points, discussing historiography, and evaluating the author's argument in light of outside knowledge.</li> <li>▪ Essay: Evaluate Reconstruction</li> <li>▪ Reconstruction debate: Students will research positions defending the</li> </ul>	



	different plans and opinions for Reconstruction: Lincoln, Johnson, Radical Republican, Southern, Freed Slaves. Using these positions, the class will debate the issues of citizenship, civil rights, and how to handle readmitting the southern states to Congress.
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## Unit 7

<b>Unit of Study: major topics</b>	<b>Industrial Society</b>	<ul style="list-style-type: none"> <li>▪ Gilded Age</li> <li>▪ Industrial Revolution</li> <li>▪ Urbanization</li> <li>▪ Agricultural Revolution</li> <li>▪ Populist Movement</li> <li>▪ Economic Challenges</li> </ul>
<b>National Standards</b>	<ul style="list-style-type: none"> <li>▪ Includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history.</li> <li>▪ Uses themes to encourage students to think conceptually about the American past and to focus on historical change over time.</li> <li>▪ Teaches students to analyze evidence and interpretations presented in historical scholarship.</li> <li>▪ Includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</li> <li>▪ Provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays</li> </ul>	
<b>Objectives</b>	<p>In addition to the content objectives listed below, students will be able to analyze and interpret primary sources, have an awareness of multiple interpretations of historical issues in secondary sources, have a sense of multiple causation and change over time, and compare developments or trends from one period to another.</p> <p>Content Objectives:</p> <ul style="list-style-type: none"> <li>▪ Evaluate the corporate consolidation of industry</li> <li>▪ Explain the effects of technological development on workers and the workplace</li> <li>▪ Evaluate the role of unions in the industrial age</li> <li>▪ Analyze immigration and migration patterns</li> <li>▪ Explain the impact of machine politics on cities</li> <li>▪ Explain cultural and intellectual movements of the Gilded Age</li> <li>▪ Analyze agrarian discontent and political issues of the late 19<sup>th</sup> century</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>▪ Article reviews: Students write a critical analysis of articles they read, identifying the main points, discussing historiography, and evaluating the author's argument in light of outside knowledge.</li> <li>▪ Essay: DBQ evaluating the effects of the Populists</li> </ul>	

## Unit 8

<b>Unit of Study: major topics</b>	<b>Imperialism and Progressives</b>	<ul style="list-style-type: none"> <li>▪ American Imperialism and the Spanish American War</li> <li>▪ America Looks Outward: Philippines, Panama, China, Japan, Hawaii, Roosevelt Corollary</li> <li>▪ Progressivism under Roosevelt, Taft, and Wilson</li> <li>▪ “New” Immigration</li> </ul>
<b>National Standards</b>	<ul style="list-style-type: none"> <li>▪ Includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history.</li> <li>▪ Uses themes to encourage students to think conceptually about the American past and to focus on historical change over time.</li> <li>▪ Teaches students to analyze evidence and interpretations presented in historical scholarship.</li> <li>▪ Includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</li> <li>▪ Provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays (see the Course Description for more information).</li> </ul>	
<b>Objectives</b>	<p>In addition to the content objectives listed below, students will be able to analyze and interpret primary sources, have an awareness of multiple interpretations of historical issues in secondary sources, have a sense of multiple causation and change over time, and compare developments or trends from one period to another.</p> <p>Content Objectives:</p> <ul style="list-style-type: none"> <li>▪ Explain the origins of progressive reform at the municipal, state, and national levels</li> <li>▪ Evaluate the progressive presidents: Roosevelt, Taft, Wilson</li> <li>▪ Explain changing women’s roles</li> <li>▪ Evaluate the impact of urban migration and civil rights initiatives on African Americans</li> <li>▪ Evaluate the political and economic impact of American expansion</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>▪ Article reviews: Students write a critical analysis of articles they read, identifying the main points, discussing historiography, and evaluating the author’s argument in light of outside knowledge.</li> <li>▪ Essay: American Imperialism and Exceptionalism</li> <li>▪ Position Papers: Students will each research and write statements evaluating a position regarding U.S. imperialism in the late 19<sup>th</sup> century</li> <li>▪ Senate Debate: Using positions from their papers, students will</li> </ul>	

	<p>debate the status of Cuba and the Philippines</p> <ul style="list-style-type: none"><li>▪ Presidential comparison: Students will compare and contrast the three progressive presidents based on their policies and actions during their time in office.</li></ul>
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## Unit 9

<b>Unit of Study: major topics</b>	<b>World War I, Roaring 20s, and Depression/New Deal</b>	<ul style="list-style-type: none"> <li>▪ World War I: The War to End War</li> <li>▪ Debate over the League of Nations</li> <li>▪ Return to Normalcy</li> <li>▪ 1920s: Culture and Society</li> <li>▪ Immigration</li> <li>▪ Red Scare</li> <li>▪ Economy of the 1920s</li> <li>▪ Herbert Hoover and the Depression</li> <li>▪ FDR and the New Deal</li> </ul>
<b>National Standards</b>	<ul style="list-style-type: none"> <li>▪ Includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history.</li> <li>▪ Uses themes to encourage students to think conceptually about the American past and to focus on historical change over time.</li> <li>▪ Teaches students to analyze evidence and interpretations presented in historical scholarship.</li> <li>▪ Includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</li> <li>▪ Provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays</li> <li>▪</li> </ul>	
<b>Objectives</b>	<p>In addition to the content objectives listed below, students will be able to analyze and interpret primary sources, have an awareness of multiple interpretations of historical issues in secondary sources, have a sense of multiple causation and change over time, and compare developments or trends from one period to another.</p> <p>Content Objectives:</p> <ul style="list-style-type: none"> <li>▪ Analyze the role of WWI on American society and policy</li> <li>▪ Evaluate the consumer economy of the 1920s</li> <li>▪ Evaluate the “big business” presidents: Harding, Coolidge, Hoover</li> <li>▪ Analyze the culture of modernism: science, the arts, entertainment</li> <li>▪ Analyze the responses to modernism: religious fundamentalism, nativism, prohibition</li> <li>▪ Explain the causes of the Depression</li> <li>▪ Evaluate the responses of Hoover and FDR to the Depression</li> <li>▪ Compare the differing views on New Deal policies</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>▪ Article reviews: Students write a critical analysis of articles they read, identifying the main points, discussing historiography, and evaluating the author’s argument in light of outside knowledge.</li> </ul>	

	<ul style="list-style-type: none"><li>▪ Essay: From “City on the Hill” to “Keep the World Safe for Democracy”: trace the development and intellectual origins of American exceptionalism</li><li>▪ Stock Market Game</li><li>▪ Depression/New Deal Journals: Students will write journal entries based on a character they are given</li><li>▪ DBQ: Students create a DBQ, choosing a topic from the unit</li></ul>
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## Unit 10

<b>Unit of Study: major topics</b>	World War II and the Cold War	<ul style="list-style-type: none"> <li>▪ Foreign Policy at the start of the war in Europe</li> <li>▪ World War II: American involvement in the world and on the homefront</li> <li>▪ Cold War</li> <li>▪ Eisenhower Era: Civil Rights</li> </ul>
<b>National Standards</b>	<ul style="list-style-type: none"> <li>▪ Includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history.</li> <li>▪ Uses themes to encourage students to think conceptually about the American past and to focus on historical change over time.</li> <li>▪ Teaches students to analyze evidence and interpretations presented in historical scholarship.</li> <li>▪ Includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</li> <li>▪ Provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays</li> </ul>	
<b>Objectives</b>	<p>In addition to the content objectives listed below, students will be able to analyze and interpret primary sources, have an awareness of multiple interpretations of historical issues in secondary sources, have a sense of multiple causation and change over time, and compare developments or trends from one period to another.</p> <p>Content Objectives:</p> <ul style="list-style-type: none"> <li>▪ Explain the rise of fascism in Germany, Italy, Spain, and Japan</li> <li>▪ Describe U.S. neutrality policy before Pearl Harbor</li> <li>▪ Describe the mobilization of the U.S. in terms of wartime production, economy, and public opinion</li> <li>▪ Evaluate the diplomacy, strategies, war goals, and wartime conferences</li> <li>▪ Analyze the United States as a global power in the atomic age</li> <li>▪ Analyze the urban migration and demographic changes during the war</li> <li>▪ Examine the role of women and minorities in the war</li> <li>▪ Evaluate civil liberties and civil rights during the war</li> <li>▪ Explain the origins of the Cold War</li> <li>▪ Evaluate the diplomatic strategies of the presidents: Eisenhower, Kennedy, Johnson</li> <li>▪ Analyze the impact of the Red Scare on society</li> </ul>	
<b>Assessments</b>	Performance Tasks <ul style="list-style-type: none"> <li>▪ Article reviews: Students write a critical analysis of articles they read, identifying the main points, discussing historiography, and evaluating the author's argument in light of outside knowledge.</li> </ul>	

	<ul style="list-style-type: none"><li>▪ Presidential March Madness: Students will research one president, and present a case for why that president was the best one. Other students will act as judges, and the tournament will continue round by round until a winner is determined.</li><li>▪ World War II Homefront Newspaper: Students will work with a partner to create a newspaper found on the homefront during the war, including news events, editorials, cartoons, advertisements, and other features.</li><li>▪ Cuban Missile Crisis: Students will take on roles and re-enact the decision-making process of the Cuban Missile Crisis.</li><li>▪ Essay: American foreign policy after World War II</li></ul>
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## Unit 11

<b>Unit of Study: major topics</b>	Kennedy to Clinton: Foreign Policy and Internal Affairs	<ul style="list-style-type: none"> <li>▪ Stormy Sixties</li> <li>▪ Vietnam War</li> <li>▪ Civil Rights</li> <li>▪ Nixon Era and the Aftermath</li> <li>▪ Reagan Revolution</li> </ul>
<b>National Standards</b>	<ul style="list-style-type: none"> <li>▪ Includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history.</li> <li>▪ Uses themes to encourage students to think conceptually about the American past and to focus on historical change over time.</li> <li>▪ Teaches students to analyze evidence and interpretations presented in historical scholarship.</li> <li>▪ Includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</li> <li>▪ Provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays</li> </ul>	
<b>Objectives</b>	<p>In addition to the content objectives listed below, students will be able to analyze and interpret primary sources, have an awareness of multiple interpretations of historical issues in secondary sources, have a sense of multiple causation and change over time, and compare developments or trends from one period to another.</p> <p>Content Objectives:</p> <ul style="list-style-type: none"> <li>▪ Analyze the emergence of the modern civil rights movement</li> <li>▪ Evaluate the roles of social critics, nonconformists, and cultural rebels</li> <li>▪ Analyze the impact of changes in science, technology, and medicine</li> <li>▪ Compare the New Frontier and the Great Society and evaluate their impacts</li> <li>▪ Analyze cold war confrontations in Asia, Latin America, and Europe</li> <li>▪ Describe the challenges in Nixon’s presidency: Watergate, China, Vietnam</li> <li>▪ Describe the changes in the American economy at the end of the 20<sup>th</sup> century in terms of the energy crisis, deindustrialization, and the service economy</li> <li>▪ Analyze the emergence of the New Right and the Reagan Revolution</li> <li>▪ Analyze the impact of the end of the Cold War</li> <li>▪ Explain demographic changes and the growth of the Sun Belt</li> <li>▪ Evaluate the revolutions in biotechnology, mass communication, and computers</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Evaluate unilateralism v. multilateralism in foreign policy</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>▪ Article reviews: Students write a critical analysis of articles they read, identifying the main points, discussing historiography, and evaluating the author's argument in light of outside knowledge.</li> <li>▪ Civil Rights Position Statements: Students will take on roles of different historical figures and write position statements on different issues of the Civil Rights Movement</li> <li>▪ Essay: DBQ on the resurgence of Conservatism under Ronald Reagan</li> <li>▪ Create a DBQ: Students will create a DBQ from the Civil Rights Movement</li> <li>▪ Presidential Policies: Students will chose 2 presidents from 1960 to the present, and compare and contrast their foreign policy.</li> </ul>