

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

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

Course Framework

Course Title Grade Level Semesters Prerequisites	History of America in the Twentieth Century 11 2 None
Course Description	This two-semester course covers the political and social history of the United States since the end of the Civil War. As the United States assumed the responsibilities of world leadership, its history was dramatically altered. The course explores the people, events, and institutions that were a part of that change. An important course objective is to relate knowledge of the past to our current world. By understanding and interpreting events both past and present, this course prepares students to become informed, active, and responsible citizens of the 21st century.
District-approved materials/resources	Boyer and Stuckey. <i>American Nation in the Modern Era</i> . Holt, Rinehart and Winston: Austin, Texas, 2003.

Unit of Study	<i>Civil War and Reconstruction</i>
Illinois Learning Standards	<p>Understand political systems with emphasis on the U.S.</p> <p>14.A.4 Analyze how local, state and national governments serve the purposes for which they were created</p> <p>14.D.4 Analyze roles and influences of individuals groups and media in shaping current debates on state and national policies.</p> <p>14.A..5 Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights of certain groups.</p> <p>A. Apply the skills of historical analysis and interpretation.</p> <p>16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p>16.A.5b Explain the tentative nature of historical interpretations.</p> <p>B. Understand the development of significant political events.</p> <p>16.B.5a (US) Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties’ positions on government intervention in the economy).</p> <p>16.B.5b (US) Analyze how United States political history has been influenced by the nation’s economic, social and environmental history.</p> <p>D. Understand Illinois, United States and world social history.</p> <p>16.D.5 (US) Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.</p> <p>E. Understand Illinois, United States and world environmental history.</p> <p>16.E.5a (US) Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities.</p> <p>16.E.5b (US) Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history.</p> <p>Understand social systems, with an emphasis on the U.S.</p> <p>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</p> <p>18.A. 4. Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies.</p> <p>18.A.5 compare ways in which social systems are affected by political, environmental, economic and technological changes.</p> <p>B. Understand the roles and interactions of individuals and groups in society.</p> <p>18.B.5. Use methods of social science inquiry to study the development and functions of social systems and report conclusions to a larger</p>

	<p>audience.</p> <p>C. Understand how social systems form and develop over time.</p> <p>18.C.5 Analyze how social scientists’ interpretations of societies, cultures and institutions change over time.</p>
<p>Objectives</p>	<p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • Outline and explain the causes of Civil War • Explain where, when, and what the new technology was developed and how it was used during and after the war. • Outline the results of the Civil War • Describe the social climate in Post Civil War America • Discuss the economic and social impact of Reconstruction • Describe the consequences of Reconstruction on both the North and the South • List the Reconstruction laws and policies and provide examples of them. • Explain regional differences after Reconstruction <p><u>Democratic understanding and Civic Values</u></p> <ul style="list-style-type: none"> • Distinguishing the difference between varying political and economic systems (South v. North) • Evaluation of the moral and social impact of the institution of slavery. • Discuss domestic policy roles of the presidency, Congress, and US citizens • Apply the foundations of the US governmental system to the relevant movements within the unit <p><u>Skill Attainment</u></p> <ul style="list-style-type: none"> • Independent Reading and note taking • Create a timeline • Identify Cause and effect • Classify characteristics as political economic and social • Articulation of opinions and ideas through writing and discussions • Primary/Secondary Source analysis • Demonstrate the use of internet as a reliable research tool • Test taking strategies • Establish relevance with modern issues and/or current events
<p>Assessments</p>	<ul style="list-style-type: none"> • Research project including topics impacting Civil War society. • Oral presentations • Quizzes • Unit test • Group discussion/participation

	<ul style="list-style-type: none">• Essay-explication and character analysis
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Unit of Study	<i>Modern Times: A World Power 1897-1920</i>
Illinois Learning Standards	<p>A. Apply the skills of historical analysis and interpretation. 16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings). 16.A.5b Explain the tentative nature of historical interpretations.</p> <p>B. Understand the development of significant political events. 16.B.5a (US) Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties' positions on government intervention in the economy). 16.B.5b (US) Analyze how United States political history has been influenced by the nation's economic, social and environmental history.</p> <p>C. Understand the development of economic systems. 16.C.5a (US) Analyze how and why the role of the United States in the world economy has changed since World War II. 16.C.5b (US) Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history.</p> <p>D. Understand Illinois, United States and world social history. 16.D.5 (US) Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.</p> <p>E. Understand Illinois, United States and world environmental history. 16.E.5a (US) Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities. 16.E.5b (US) Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history.</p> <p>Understand social systems, with an emphasis on the U.S. A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions. 18.A. 4. Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies. 18.A.5 compare ways in which social systems are affected by political, environmental, economic and technological changes.</p> <p>B. Understand the roles and interactions of individuals and groups in society. 18.B.5. Use methods of social science inquiry to study the development and functions of social systems and report conclusions to a larger audience.</p> <p>C. Understand how social systems form and develop over time.</p>

	<p>18.C.5 Analyze how social scientists’ interpretations of societies, cultures and institutions change over time.</p> <p>1.B.5a Relate reading (film) to prior knowledge and experience and make connections to related information.</p> <p>2A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p> <p>3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p> <p>3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p> <p>3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats: adapt content, vocabulary voice and tone to the audience, purpose and situation.</p> <p>3.C.5b Write for real or potentially real situations in academic contexts.</p> <p>2A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p> <p>3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p> <p>3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p> <p>3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats: adapt content, vocabulary voice and tone to the audience, purpose and situation.</p> <p>3.C.5b Write for real or potentially real situations in academic contexts.</p> <p>27.B.5 Analyze how the arts (film, cartoons, propaganda, television, etc) shape and reflect ideas, issues or themes in a particular culture or historical period.</p>
Objectives	<p><i>Knowledge and Understanding</i></p> <p>-Age of Reform</p> <ul style="list-style-type: none"> •Discuss backgrounds of reformers •Analyze the issues that concerned progressives, and explain how they tried to make changes •Identify workplace problems that progressives targeted •Describe the rulings that the Supreme Ct made on labor laws •Trace how reformers tried to improve life in U.S. cities and improve

	<p>moral standards</p> <ul style="list-style-type: none"> • Explain the impact the progressive movement had on immigrants • Summarize the reforms that were enacted to make U.S. voting procedures more democratic • Assess why the government tried to regulate trusts and the food/drug industry. • Trace the changes in political reforms from Roosevelt to Wilson • Examine what life was like for women and how they gained the right to vote <p>-America and the World</p> <ul style="list-style-type: none"> • Identify the major factors that drove imperialism • Describe the United States role in Hawaii, China, Japan, Spain, Puerto Rico and the Philippines during their beginning stages of imperialism • Summarize U.S. policy during the Spanish and Mexican-American Wars • Explain why the U.S. intervened in Latin America and the Pacific • Identify the major causes of unrest in Europe • Relate the challenges the U.S. faced while trying to remain neutral • Explain how the U.S. adapted to war and the affects this had on the economy and culture • Describe the types of experiences Americans had while serving in Europe • List the final events of WWI • Identify the goals and treaties that were designed to prevent another world war • Discuss the global impact of WWI. <p><i>Democratic Understanding and Civic Values</i></p> <ul style="list-style-type: none"> • Apply the foundations of the US governmental system to the relevant movements within the unit. • Distinguish the difference between those with and those without and how it affects policy • Evaluation of the roles of the President during war • Foreign policy roles of the presidency, Congress ad US citizens <p><i>Skill Attainment</i></p> <ul style="list-style-type: none"> • Identify and describe cause and effect relationships. • Analyze primary sources • Evaluate political action in light of the publics opinion • Establish relevance with modern issues and/or current events • Articulation of opinions and ideas through writing and discussion
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Assessments	Tests, Quizzes Class Discussion Essays-Comparison/ Contrast Simulations Daily Activities <ul style="list-style-type: none">- Group-based- Individual
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Unit of Study	<i>World Conflicts 1921-1960</i>
Illinois Learning Standards	<p>Understand political systems with emphasis on the U.S.</p> <p>14.A.4 Analyze how local, state and national governments serve the purposes for which they were created</p> <p>14.D.5 interpret a variety of public policy and issues from the perspective of different individuals and groups.</p> <p>14.A..5 Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights of certain groups.</p> <p>14.C.5 Analyze the consequences of participation and non-participation in the electoral process, (women’s suffrage, voter registration and effects of media)</p> <p>14.E.5 Analyze relationships and tensions among members of the international community</p> <p>14. F. 5 Interpret how changing geographical economic technological and social forces affect the U.S. political ideas and traditions (eg. Freedom, equality and justice)</p> <p>Understand that scarcity necessities choices by producers.</p> <p>15.C.5c Explain how government intervention with market prices can cause shortages or surpluses of a good or service.</p> <p>16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p>16.A.5b Explain the tentative nature of historical interpretations.</p> <p>16.B.5a (US) Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties’ positions on government intervention in the economy).</p> <p>16.B.5b (US) Analyze how United States political history has been influenced by the nation’s economic, social and environmental history.</p> <p>16.C.5a (US) Analyze how and why the role of the United States in the world economy has changed since World War II.</p> <p>16.C.5b (US) Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history.</p> <p>16.D.5 (US) Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.</p> <p>16.E.5a (US) Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities.</p> <p>16.E.5b (US) Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history.</p> <p>Understand social systems, with an emphasis on the U.S.</p>

	<p>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</p> <p>18.A. 4. Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies.</p> <p>18.A.5 compare ways in which social systems are affected by political, environmental, economic and technological changes.</p> <p>B. Understand the roles and interactions of individuals and groups in society.</p> <p>18.B.5. Use methods of social science inquiry to study the development and functions of social systems and report conclusions to a larger audience.</p> <p>C. Understand how social systems form and develop over time.</p> <p>18.C.5 Analyze how social scientists’ interpretations of societies, cultures and institutions change over time.</p> <p>1.B.5a Relate reading (film) to prior knowledge and experience and make connections to related information.</p> <p>2A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p> <p>3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p> <p>3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p> <p>3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats: adapt content, vocabulary voice and tone to the audience, purpose and situation.</p> <p>3.C.5b Write for real or potentially real situations in academic contexts.</p> <p>2A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p> <p>3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p> <p>3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p> <p>3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats: adapt content, vocabulary voice and tone to the audience, purpose and situation.</p> <p>3.C.5b Write for real or potentially real situations in academic</p>
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	<p>contexts.</p> <p>27.B.5 Analyze how the arts (film, cartoons, propaganda, television, etc) shape and reflect ideas, issues or themes in a particular culture or historical period.</p>
<p>Objectives</p>	<p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • Outline and explain the causes of WWII • Describe US Involvement to war II at home and abroad • Explain where, when, and why the Atomic bomb was dropped • Outline the results of World War II • Describe the social climate in Post WWII America (1950's) • Define the Cold War • detail the origins of the Cold War • Describe US Cold War Involvement at home and abroad • List the Cold War tactics/weapons and provide examples of them being used specifically by US Presidents • Explain the cause and results of the Korean War • Explain the cause and detail the results of the Cuban Missile Crisis <p><u>Democratic understanding and Civic Values</u></p> <ul style="list-style-type: none"> • Distinguishing the difference between varying political and economic systems (Democracy vs. Communism) • Evaluation of the roles of Congress and the president to make war • Foreign policy roles of the presidency, Congress, and US citizens • Apply the foundations of the US governmental system to the relevant movements within the unit <p><u>Skill Attainment</u></p> <ul style="list-style-type: none"> • Independent Reading and note taking • Create a timeline • Identify Cause and effect • Classify characteristics as political economic and social • Articulation of opinions and ideas through writing and discussions • Primary/Secondary Source analysis • Demonstrate the use of internet as a reliable research tool • Test taking strategies • Establish relevance with modern issues and/or current events

Assessments	<ul style="list-style-type: none">• Graphic organizers• Webquest• Quizzes• Research project on World War II• Primary source analysis• Oral presentations• Time line analysis
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Unit of Study	A Changing Home Front: 1954-1978
Illinois Learning Standards	<p>Understand political systems with emphasis on the U.S.</p> <p>14A.4 Analyze how local, state and national governments serve the purposes for which they were created</p> <p>14.D.5 interpret a variety of public policy and issues from the perspective of different individuals and groups.</p> <p>14.A..5 Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights of certain groups.</p> <p>14.C.5 Analyze the consequences of participation and non-participation in the electoral process, (women’s suffrage, voter registration and effects of media)</p> <p>14.E.5 Analyze relationships and tensions among members of the international community</p> <p>14. F. 5 Interpret how changing geographical economic technological and social forces affect the U.S. political ideas and traditions (eg. Freedom, equality and justice)</p> <p>Understand that scarcity necessities choices by producers.</p> <p>15.C.5c Explain how government intervention with market prices can cause shortages or surpluses of a good or service.</p> <p>16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p>16.A.5b Explain the tentative nature of historical interpretations.</p> <p>16.B.5a (US) Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties’ positions on government intervention in the economy).</p> <p>16.B.5b (US) Analyze how United States political history has been influenced by the nation’s economic, social and environmental history.</p> <p>16.C.5a (US) Analyze how and why the role of the United States in the world economy has changed since World War II.</p> <p>16.C.5b (US) Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history.</p> <p>16.E.5a (US) Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities.</p> <p>16.E.5b (US) Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history.</p> <p>Understand social systems, with an emphasis on the U.S.</p> <p>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</p>

	<p>18.A. 4. Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies.</p> <p>18.A.5 compare ways in which social systems are affected by political, environmental, economic and technological changes.</p> <p>B. Understand the roles and interactions of individuals and groups in society.</p> <p>18.B.5. Use methods of social science inquiry to study the development and functions of social systems and report conclusions to a larger audience.</p> <p>C. Understand how social systems form and develop over time.</p> <p>18.C.5 Analyze how social scientists’ interpretations of societies, cultures and institutions change over time.</p> <p>1.B.5a Relate reading (film) to prior knowledge and experience and make connections to related information.</p> <p>2A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p> <p>3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p> <p>3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p> <p>3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats: adapt content, vocabulary voice and tone to the audience, purpose and situation.</p> <p>3.C.5b Write for real or potentially real situations in academic contexts.</p> <p>2A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p> <p>3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p> <p>3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p> <p>3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats: adapt content, vocabulary voice and tone to the audience, purpose and situation.</p> <p>3.C.5b Write for real or potentially real situations in academic contexts.</p> <p>27.B.5 Analyze how the arts (film, cartoons, propaganda, television, etc) shape and reflect ideas, issues or themes in a particular culture or historical period.</p>
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<p>Objectives</p>	<p><u><i>Knowledge and Understanding</i></u></p> <ul style="list-style-type: none"> • Identify and articulate the initial objectives and strategies of the Kennedy administration. • Understand the transition from Kennedy to Johnson in terms of presidential goals and legislative achievement. • Describe the details of major events such as the Cuban Missile Crisis and the assassination of President Kennedy • Know the origins of the Civil Rights Movement and recognize the rationale for its key strategies • Articulate the reasons for change within the Civil Rights Movement • Express the vital importance of expansion of black voting rights in the South, and the corresponding efforts for equality at the ballots • Identify the major organizations within the Civil Rights Movement • Identify major events related to the struggle for civil rights • Describe the achievements of the Civil Rights Movement • Describe connections between the following groups' struggles for equal rights and the greater Civil Rights Movement: <ul style="list-style-type: none"> ○ Women ○ Chicanos ○ Americans with disabilities ○ Elderly Americans • Articulate the reasons for and impact of the cultural revolution of the 1960s • Understand the historical foundation for conflict in Vietnam, with particular emphasis on the pervasive spirit of nationalism in the country • Explain how US involvement in Vietnam increased after WWII into the 1960s • Know the major events of US involvement in the Vietnam War • Understand the origins and impact of the domestic antiwar movement • Comprehend the withdrawal process from Vietnam and the war's aftermath <p>Democratic Understanding and Civic Values</p> <ul style="list-style-type: none"> • Identify and articulate the reasons behind the varied movements of this era • Evaluate the efficacy of myriad forms of protest and political action • Analyze the domestic response to international action • Comprehend the legislation that arose from the issues of the era • Apply the foundations of the US governmental system to the relevant movements within the unit
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	<p>Skill Attainment</p> <ul style="list-style-type: none"> • Identify and describe cause-and-effect relationships • Analyze primary sources • Evaluate political action in light of current national social attitudes • Establish relevance with modern issues and/or current events • Articulation of opinions and ideas through writing and discussions
<p>Assessments</p>	<ul style="list-style-type: none"> • Essay writing-comparison/contrast • Research project • Newspaper project on cultural changes • Oral presentations • Speech analyses • Quizzes • Informal discussions <ul style="list-style-type: none"> ○ Groups ○ Class-wide

Unit of Study	<i>Modern Times: 1968-Present</i>
Illinois Learning Standards	<p>Understand political systems with emphasis on the U.S.</p> <p>14.A.4 Analyze how local, state and national governments serve the purposes for which they were created</p> <p>14.D.5 interpret a variety of public policy and issues from the perspective of different individuals and groups.</p> <p>14.A..5 Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights of certain groups.</p> <p>14.C.5 Analyze the consequences of participation and non-participation in the electoral process, (women’s suffrage, voter registration and effects of media)</p> <p>14.E.5 Analyze relationships and tensions among members of the international community</p> <p>14. F. 5 Interpret how changing geographical economic technological and social forces affect the U.S. political ideas and traditions (eg. Freedom, equality and justice)</p> <p>Understand that scarcity necessities choices by producers.</p> <p>15.C.5c Explain how government intervention with market prices can cause shortages or surpluses of a good or service.</p> <p>16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p> <p>16.A.5b Explain the tentative nature of historical interpretations.</p> <p>16.B.5a (US) Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties’ positions on government intervention in the economy).</p> <p>16.B.5b (US) Analyze how United States political history has been influenced by the nation’s economic, social and environmental history.</p> <p>16.C.5a (US) Analyze how and why the role of the United States in the world economy has changed since World War II.</p> <p>16.C.5b (US) Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history.</p> <p>16.E.5a (US) Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities.</p> <p>16.E.5b (US) Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history.</p> <p>Understand social systems, with an emphasis on the U.S.</p> <p>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</p> <p>18.A. 4. Analyze the influence of cultural factors including customs,</p>

	<p>traditions, language, media, art and architecture in developing pluralistic societies.</p> <p>18.A.5 compare ways in which social systems are affected by political, environmental, economic and technological changes.</p> <p>B. Understand the roles and interactions of individuals and groups in society.</p> <p>18.B.5. Use methods of social science inquiry to study the development and functions of social systems and report conclusions to a larger audience.</p> <p>C. Understand how social systems form and develop over time.</p> <p>18.C.5 Analyze how social scientists' interpretations of societies, cultures and institutions change over time.</p> <p>1.B.5a Relate reading (film) to prior knowledge and experience and make connections to related information.</p> <p>2A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p> <p>3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p> <p>3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p> <p>3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats: adapt content, vocabulary voice and tone to the audience, purpose and situation.</p> <p>3.C.5b Write for real or potentially real situations in academic contexts.</p> <p>2A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p> <p>3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p> <p>3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p> <p>3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats: adapt content, vocabulary voice and tone to the audience, purpose and situation.</p> <p>3.C.5b Write for real or potentially real situations in academic contexts.</p> <p>27.B.5 Analyze how the arts (film, cartoons, propaganda, television, etc) shape and reflect ideas, issues or themes in a particular culture or</p>
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	historical period.
Objectives	<p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • Detail the impact of domestic and foreign concerns on US Presidents <ul style="list-style-type: none"> ○ Watergate Scandal ○ Energy Crisis ○ Diplomacy with China ○ Moscow Summit, etc • Articulate continuing foreign policy in regard to Southeast Asia and Africa • Explain the events related to and results of the 1976 election • Recognize changing US attitudes (governmental and societal) • Detail the onset and progress of the Republican Revolution • Understand the critical components of “Reaganomics” • Articulate continuing global concerns related to the expansion of communism • Recognize the origins and actions related to the Persian Gulf War • Emphasize current issues – topics varied based on student interest <p>Democratic Understanding and Civic Values</p> <ul style="list-style-type: none"> • Apply the foundations of the US governmental system to the relevant movements within the unit • Distinguishing the difference between varying political and economic systems (Democracy vs. Communism) • Evaluation of the roles of Congress and the president to make war • Foreign policy roles of the presidency, Congress, and US citizens <p>Skill Attainment</p> <ul style="list-style-type: none"> • Identify and describe cause-and-effect relationships • Analyze primary sources • Evaluate political action in light of current national social attitudes • Establish relevance with modern issues and/or current events • Articulation of opinions and ideas through writing and discussions

Assessments	<ul style="list-style-type: none">• Tests, Quizzes• Class discussion• Daily assignments• Research--Problem/solution essay• Daily activities<ul style="list-style-type: none">○ Group-based○ Individual
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