



American History Scope and Sequence

COURSE OVERVIEW & TIMING		
This section is designed to help you see the flow of the units/topics across the entire school year.		
Unit		Unit Length
Unit 1:	Historical Thinking and Skills & Historic Documents	1 st Quarter (Early)
Unit 2:	Industrialization and Progressivism (1877-1920)	1 st Quarter (Late)
Unit 3:	Affairs from Imperialism to Post-World War I (1898-1930)	2 nd Quarter (Early)
Unit 4:	Prosperity, Depression and the New Deal (1919-1941)	2 nd Quarter (Mid)
Unit 5:	From Isolation to World War (1930-1945)	2 nd Quarter (Late)
Unit 6:	The Cold War (1945-1991)	3 rd Quarter (Early)
Unit 7:	Social Transformations in the United States (1945-1994)	3 rd Quarter (Late)
Unit 8:	United States and the Post-Cold War World (1991-Present)	4th Quarter (Early)
Unit 9:	Consumerism	4th Quarter (Late)

OVERALL COURSE TIMING	
This section is designed to help you compare the number of available instructional days to the number of days accounted for in the Scope and Sequence.	
	Course Length
Total number of instructional days in school year:	176
Total number of instructional days for all units included in Scope and Sequence:	160

FIRST QUARTER: Historical Thinking and Skills & Historic Documents		UNIT 1 LENGTH: Days/Weeks 20	Resources
<i>Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored. Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.</i>			
UNIT 1 STANDARDS			
	<p>Historical Thinking and Skills</p> <p>CS 1. Historical events provide opportunities to examine alternative courses of action.</p> <p>▢ Expectations for Learning: Analyze a historical decision and predict the possible consequences of alternative courses of action</p> <p>CS 2. The use of primary and secondary sources of information includes an examination of the credibility of each source.</p> <p>▢ Expectations for Learning: Analyze and evaluate the credibility of primary and secondary sources.</p> <p>CS 3. Historians develop theses and use evidence to support or refute positions.</p> <p>▢ Expectations for Learning: Explain a grievance listed in the Declaration of Independence in terms of its relationship to Enlightenment ideas of natural rights and the social contract.</p> <p>CS 4. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.</p> <p>▢ Expectations for Learning: Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.</p> <p>Historic Documents</p> <p>CS 5. The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.</p> <p>▢ Expectations for Learning: Explain a grievance listed in the Declaration of Independence in terms of its relationship to Enlightenment ideas of natural rights and the social contract.</p> <p>CS 6. The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States.</p> <p>▢ Expectations for Learning: Show how the Northwest Ordinance, in providing government for the Northwest Territory, established a precedent for governing the United States.</p> <p>CS 7. Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government.</p> <p>▢ Expectations for Learning: Develop an argument that a particular provision of the Constitution of the United States would help address a problem facing the United States in the 1780's. Explain a provision of the Constitution of the United States in terms of how it reflects Enlightenment thinking.</p> <p>CS 8. The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.</p> <p>▢ Expectations for Learning: Compare the arguments of the Federalists and Anti-Federalists on a common topic related to the ratification of the Constitution of the United States and hypothesize why the winning argument was more persuasive.</p> <p>CS 9. The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self- government and the national debate over the ratification of the Constitution of the United States.</p> <p>▢ Expectations for Learning: Cite evidence for historical Precedents to the rights incorporated in the Bill of Rights.</p>	<ul style="list-style-type: none">• http://www.databases.abc-clio.com• http://historymatters.gmu.edu/browse/make-sense/• http://www.archives.gov/education/• http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html• http://www.ourdocuments.gov/doc.php?doc=8&page=transcript• http://constitutioncenter.org/• http://www.utulsa.edu/law/classes/rice/constitutional/antifederalist/antifed.htm• ODE Model Curriculum	
Spiraling	ELA: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6		
Essential Question	<ul style="list-style-type: none">• How well does the Constitution of the United States continue to serve the needs of the United States of America?• What does it mean to be a “living document?”		
Vocabulary	counterfactual, primary source, secondary source, refute, credibility, grievance		

FIRST QUARTER: Industrialization and Progressivism (1877-1920) <i>Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.</i>		UNIT 2 LENGTH: Days/Weeks 15	Resources
UNIT 2 STANDARDS			
	<p>CS 10. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society. <input type="checkbox"/> Expectations for Learning: Analyze how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.</p> <p>CS 11. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions and violence toward supporters of organized labor. <input type="checkbox"/> Expectations for Learning: Explain the major social and economic effects of industrialization and the influence of the growth of organized labor following Reconstruction in the United States.</p> <p>CS 12. Immigration, internal migration and urbanization transformed American life.</p> <p>CS 13. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized. <input type="checkbox"/> Expectations for Learning: Analyze the post-Reconstruction political and social developments that led to institutionalized racism in the United States. Describe institutionalized racist practices in post-Reconstruction America</p> <p>CS 14. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption. <input type="checkbox"/> Expectations for Learning: Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization and political corruption.</p>		<ul style="list-style-type: none"> Triangle Shirtwaist Factory Fire: http://teachingamericanhistorymd.net/000001/000000/000024/html/t24.html Lesson Plan: Immigration to the United States: http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80532a41 Progressive Reform and the Trusts: http://www.digitalhistory.uh.edu/historyonline/us31.cfm ODE Model Curriculum
Spiraling	ELA: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9		
Essential Questions	<ul style="list-style-type: none"> Why do people migrate? How does where we live affect how we live? What is the relationship between labor and capital? 		
Vocabulary	Capital, capitalism, laissez-faire, migration, immigration, agrarian, urban, industry, "institutionalized", racism, xenophobia, nativism		

SECOND QUARTER: Affairs from Imperialism to Post-World War I (1898-1930) <i>The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.</i>		UNIT 3 LENGTH: Days/Weeks 15	Resources
UNIT 3 STANDARDS			
The Cold War (1945-1991)	<p>CS 15. As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.</p> <p>□ Expectations for Learning: Analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s.</p> <p>CS 16. After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.</p> <p>□ Expectations for Learning: Explain why and how the United States moved to a policy of isolationism following World War I.</p>		<ul style="list-style-type: none"> • http://www.pbs.org/crucible/frames/film.html • http://www.databases.a-bc-clio.com • Lesson Plan: A World Power: http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c8053260d • Teaching With Documents: The 1897 Petition Against the Annexation of Hawaii: http://www.archives.gov/education/lessons/hawaii-petition/ • Postwar Disillusionment and the Quest for Peace, 1921-1929: http://edsitement.neh.gov/lessonplan/ • http://www.loc.gov • ODE Model Curriculum
Spiraling	<p>ELA: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9</p>		
Essential Questions	<ul style="list-style-type: none"> • Why do people fight? • What is a nation? Who belongs and who doesn't? Who decides? 		
Vocabulary	<p>imperialism, colony/colonialism, isolationism, communism, militarism, nationalism, "sphere of influence"/hegemony, diplomacy, self-determination</p>		

SECOND QUARTER: Prosperity, Depression and the New Deal (1919-1941) <i>The Post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.</i>		UNIT 4 LENGTH: Days/Weeks 15	Resources
UNIT 4 STANDARDS			
	<p>CS 17. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.</p> <p>• Expectations for Learning: Describe how racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.</p> <p>CS 18. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.</p> <p>□ Expectations for Learning: Describe how an improved standard of living for many combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.</p> <p>CS 19. Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.</p> <p>□ Expectations for Learning: Describe social changes that came from the Harlem Renaissance, African-American migration, women's suffrage and Prohibition.</p> <p>CS 20. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.</p> <p>□ Expectations for Learning: Describe how the federal government's monetary policies, stock market speculation and increasing consumer debt led to the Great Depression. Explain how the efforts to combat the Great Depression led to an expanded role for the federal government.</p>		<ul style="list-style-type: none"> • http://www.databases.aac-clio.com • ODE Model Curriculum • The Volstead Act and Related Prohibition Documents: http://www.archives.gov/education/lessons/volstead-act/ • Woman Suffrage & the 19th Amendment: http://www.archives.gov/education/lessons/woman-suffrage/ • Life Without Technology: http://www.pbs.org/wnet/1900house/lessons/lesson2a.html • Lesson Plan: Voting Rights for Women: Pro- and Anti-Suffrage: (Content Statement 14) http://edsitement.neh.gov/lessonplan/ • Lesson Plan: The Roaring 20s: http://dnet01.ode.state.oh.us/IMS.itemDetails/LessonDetail.aspx?id=0907f84c805325e3 • Lesson Plan: Economics of the New Deal: http://www.econedlink.org/lessons/index.php?lid=459&type=educator • Lesson Plan: The Great Depression and the Federal Government : http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531d14 • Lesson Plan: The 1930s: Drastic Times Call For Drastic Measures: http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c805313d1 • American Memory: http://memory.loc.gov/aamem/index.html
Spiraling	ELA: SL.1, SL.2 SL.3, SL.4, SL.5, SL.6		
Essential Questions	<ul style="list-style-type: none"> • What is the difference between law and morality? • What is a social change? 		
Vocabulary	suffrage, anarchism, suburb, credit, values/morals, evolution, fundamentalism, monetary and fiscal policy, distributive justice, subsidy, deficit, tariff, protectionism		

SECOND QUARTER: From Isolation to World War (1930-1945) <i>The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments that reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.</i>		UNIT 5 LENGTH: Days/Weeks 15	Resources
UNIT 5 STANDARDS			
	<p>CS 21. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII.</p> <p>□ Expectations for Learning: Analyze the reasons for American isolationist sentiment in the interwar period.</p> <p>CS 22. The United States mobilization of its economic and military resources during World War II brought significant changes to American society.</p> <p>□ Expectations for Learning: Identify and explain changes American society experienced with the mobilization of its economic and military resources during World War II.</p>		<ul style="list-style-type: none"> • http://www.databases.a bc-clio.com • Teaching With Documents: Memorandum Regarding the Enlistment of Navajo Indians: http://www.archives.gov/education/lessons/code-talkers/ • Teaching With Documents: Documents and Photographs Related to Japanese Relocation During World War II: http://www.archives.gov/education/lessons/japanese-relocation/ • Lesson Plan: Japanese American Internment: http://www.loc.gov/teachers/classroommaterials/lessons/fear/ • ODE Model Curriculum
Spiraling	ELA: W.9-10.1 (a-e)		
Essential Questions	<ul style="list-style-type: none"> • Is war inevitable? • Why do some groups of people feel superior to other groups? 		
Vocabulary	inflation (hyperinflation), fascism, dictatorship, totalitarianism, genocide, anti-Semitism, holocaust, appeasement, pacifism, neutrality, quarantine, rationing, internment, occupy/occupation		

THIRD QUARTER: The Cold War (1945-1991) <i>The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the USSR so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.</i>		UNIT 6 LENGTH: Days/Weeks 20	Resources
UNIT 6 STANDARDS			
	<p>CS 23. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. □ Expectations for Learning: Summarize how atomic weapons have changed the nature of war, altered the balance of power and started the nuclear age.</p> <p>CS 24. The United States followed a policy of containment during the Cold War in response to the spread of communism. □ Expectations for Learning: Analyze the policy of containment the United States followed during the Cold War in response to the spread of communism.</p> <p>CS 25. The Second Red Scare and McCarthyism reflected Cold War fears in American society. □ Expectations for Learning: Explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society.</p> <p>CS 26. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. □ Expectations for Learning: Analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1991.</p> <p>CS 27. The collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War. □ Expectations for Learning: Explain how the collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War era.</p>	<ul style="list-style-type: none">• http://www.digitalhistory.uh.edu/historyonline/us37.cfm• http://www.databases.a-bc-clio.com• Teaching With Documents: The United States Enters the Korean Conflict: http://www.archives.gov/education/lessons/korean-conflict/#documents• Lesson Plan: The Rise and Fall of Joseph McCarthy: http://edsitement.neh.gov/lesson-plan/rise-and-falljoseph-mccarthy• The ColdWar Museum: http://www.coldwar.org/articles/90s/fall_of_the_soviet_union.asp• ODE Model Curriculum	
Spiraling	ELA: W.9-10.1 (a-e)		
Essential Questions	<ul style="list-style-type: none">• What is freedom?• What is the balance between freedom and security?		
Vocabulary	inflation (hyperinflation), fascism, dictatorship, totalitarianism, genocide, anti-Semitism, Holocaust, appeasement, pacifism, neutrality, quarantine, rationing, internment , occupy/occupation		

THIRD QUARTER: Social Transformations in the United States (1945-1994) <i>A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights.</i>		UNIT 7 LENGTH: Days/Weeks 20	Resources
UNIT 7 STANDARDS			
	<p>CS 28. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights. <input type="checkbox"/> Expectations for Learning: Summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the postwar period.</p> <p>CS 29. The postwar economic boom, greatly affected by advances in science, produced epic changes in American life. <input type="checkbox"/> Expectations for Learning: Describe how American life in the postwar period was impacted by the postwar economic boom and by advances in technology.</p> <p>CS 30. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects. <input type="checkbox"/> Expectations for Learning: Analyze the social and political effects of the continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act.</p> <p>CS 31. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security. <input type="checkbox"/> Expectations for Learning: Explain why the government's role in the economy, environmental protection, social welfare and national security changed.</p>		<ul style="list-style-type: none"> http://www.databases.a bc-clio.com Lesson Plan: Civil Disobedience During the Civil Rights Movement: (content statement 23) http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c805325b Lesson Plan: Justice and the Jim Crow Laws: (content statement 23) http://learningtogive.org/lessons/unit232/lesson2.html#lesson Lesson Plan: The March on Washington and Its Impact: http://www.pbs.org/news/hour/extra/teachers/lessonplans/history/dream2_8-20.html ODE Model Curriculum
Spiraling	ELA: RI.9-10.7, RI.9-10.8, RI.9-10.9		
Essential Questions	<ul style="list-style-type: none"> Can the United States ever overcome its legacy of slavery and racism? How do people create social change? 		
Vocabulary	mandate, segregation, boycott, civil disobedience, nonviolent resistance, Jim Crow, de facto and de jure, separatism, militancy, sectionalism, suburbanization, white flight		

FOURTH QUARTER: United States and the Post-Cold War World (1991-Present) <i>The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism and the proliferation of nuclear weapons.</i>		UNIT 8 LENGTH: Days/Weeks 20	Resources
UNIT 8 STANDARDS			
	<p>CS 32. Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.</p> <p>□ Expectations for Learning: Analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries.</p> <p>CS 33. The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.</p> <p>□ Expectations for Learning: Assess the challenges the country faced after September 11, 2001.</p>		<ul style="list-style-type: none"> • Http://www.911memorial.org/teach-learn • http://www.teachinghistory.org/spotlight/september11 • Lesson plans and teaching resources about globalization: http://www.globalization101.org/teaching-tools/ • http://www.daveramsey.com/school/foundations/Empowering • ODE Model Curriculum
Spiraling	ELA: SL.1, SL.2 SL.3, SL.4, SL.5, SL.6		
Essential Questions	<ul style="list-style-type: none"> • How does our past inform our future as Americans in the 21st century? • What is globalization and what are its implications for America in the 21st century? 		
Vocabulary	globalization, terrorism, competition, free trade agreements, genetic engineering/GMOs, interdependence, pandemic, outsourcing, privatization, sustainability		

FOURTH QUARTER: Consumerism <i>Informed purchasing decisions are essential for responsible financial management. Limited protections against some consumer fraud exist in government regulatory agencies and laws. Ultimately, consumers must be informed and vigilant when making purchasing decisions.</i>		UNIT 9 LENGTH: Days/Weeks 20	Resources
UNIT 9 STANDARDS			
	<p><i>Financial Literacy</i> New Ohio Learning Standards for Financial Literacy CS 11. Consumerism choices consistent with one's financial plan including decision-making strategies on purchasing.</p> <p>CS 12. Consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.</p> <p>CS 13. Utilizing financial services and risk management tools, and interpreting and comparing consumer lending statements, terms and conditions enable one to be an informed consumer.</p> <p>CS 14. Consumer protections laws help safeguard individuals from fraud and potential loss.</p> <p>CS 15. Planned purchasing decisions factor in direct (price) and indirect costs (e.g. sales/use tax, excise tax, shipping, handling, and delivery charges, etc.).</p>		<ul style="list-style-type: none"> • ODE Model Curriculum • http://www.econedlink.org/ • www.federalreserveeducation.org/
Spiraling	ELA: SL.1, SL.2 SL.3, SL.4, SL.5, SL.6		
Essential Questions			
Vocabulary			