

*Middle/Senior High School Curriculum Map*  
**Curriculum Map**

**Course Title: United States History – High School**

**Quarter: 1**

**Essential Questions for this Quarter:**

1. How can we ensure equality for all?
2. How do science and technology affect society?
3. What are the challenges of diversity?
4. What can individuals do to affect society?

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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<p>Unit 1: Reconstruction</p> <p>Unit 2: Industry &amp; Immigration</p> <p>Unit 3: Challenges in the Late 1800s</p> <p>Unit 4: America Comes of Age</p>	<p>Standard 1 — Early National Development: 1775 to 1877</p> <p>Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877.</p> <p>Standard 2 — Development of the Industrial United States: 1870 to 1900</p> <p>Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.</p> <p>Standard 3 — Emergence of the Modern United States: 1897 to 1920</p> <p>Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.</p> <p>Standard 9 — Historical Thinking</p> <p>Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions;</p>	<p>Unit 1:</p> <ul style="list-style-type: none"> <li>• Review Connecting with Past Learnings</li> <li>• Plans for Reconstruction Clash</li> <li>• Reconstruction Changes the South</li> <li>• Reconstruction’s Impact</li> </ul> <p>Unit 2:</p> <ul style="list-style-type: none"> <li>• Innovation Boosts Growth</li> <li>• Big Business Rises</li> <li>• The Organized Labor Movement</li> <li>• The New Immigrants</li> <li>• A Nation of Cities</li> <li>• New Ways of Life</li> </ul> <p>Unit 3:</p> <ul style="list-style-type: none"> <li>• American Indians Under Pressure</li> <li>• The West is Transformed</li> <li>• Corruption Plagues the Nation</li> <li>• Farm Issues and Populism</li> </ul> <p>Unit 4:</p> <ul style="list-style-type: none"> <li>• Progressives Drive Reform</li> <li>• Women Gain Rights</li> <li>• Striving for Equality</li> <li>• Reformers in the White House</li> <li>• American Influence Grows</li> <li>• The Spanish-American War</li> <li>• The United States Emerges as a World Power</li> </ul>	<p>Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents.</p> <p>Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states’ rights.</p> <p>Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.</p> <p>Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson’s impeachment, the Black Codes, and the Compromise of 1877.</p> <p>Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization.</p> <p>Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States.</p> <p>Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there.</p> <p>Explain how the lives of American Indians changed with the development of the West.</p> <p>Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups.</p> <p>Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations.</p> <p>Describe and assess the contribution of Indiana’s only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.</p> <p>Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act-1887, Sherman Anti-Trust Act 1890).</p> <p>Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case.</p> <p>Describe the events and people central to the transformation of</p>	<p>Classwork 50%</p> <p>Tests/Quizzes 40%</p> <p>Extended Assignments/Projects: 10%</p>	<p>Textbook:</p> <p>United States History: Modern Times by McGraw Hill</p> <p>Supplemental Resources</p> <p>Team of Revivals by Doris Kearns Goodwin</p> <p>Grant by Ron Chernow</p>
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	<p>evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.</p>		<p>the United States developing into a world power.</p> <p>Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.</p> <p>Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.</p> <p>Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Northern Securities Company v. United States (1904), Muller v. Oregon (1908).</p> <p>Identify and give the significance of contributions to American culture made by individuals and groups--1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair.</p>		
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*Middle/Senior High School Curriculum Map*  
**Curriculum Map**

<b>Course Title: United States History – High School</b>	<b>Quarter: 2</b>
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**Essential Questions for this Quarter:**

1. How should the United States handle conflict?
2. What should government do?
3. How involved should government be in the lives of citizens?
4. When is war justified?

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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<p>Unit 5: World War I &amp; the 1920s</p> <p>Unit 6: The Great Depression &amp; the New Deal</p> <p>Unit 7: World War II</p>	<p>Standard 3 — Emergence of the Modern United States: 1897 to 1920</p> <p>Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.</p> <p>Standard 4 — The Modern United States in Prosperity and Depression: 1920s and 1930s</p> <p>Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939.</p> <p>Standard 5 — The United States and World War II: 1939 to 1945</p> <p>Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences of the war on United States involvement in world affairs.</p> <p>Standard 9 — Historical Thinking</p> <p>Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions;</p>	<p>Unit 5:</p> <ul style="list-style-type: none"> <li>• America Enters World War I</li> <li>• The Home Front During World War I</li> <li>• The End of World War I</li> <li>• The Postwar Economy Booms</li> <li>• Government in the 1920s</li> <li>• An Unsettled Society</li> <li>• The Roaring Twenties</li> <li>• The Harlem Renaissance</li> </ul> <p>Unit 6:</p> <ul style="list-style-type: none"> <li>• Causes of the Depression</li> <li>• Americans Suffer</li> <li>• Two Presidents Respond</li> <li>• The New Deal Expands</li> <li>• Effects of the New Deal</li> <li>• Culture during the Depression</li> </ul> <p>Unit 7:</p> <ul style="list-style-type: none"> <li>• Rise of Aggressive Dictators</li> <li>• America Debates Involvement</li> <li>• The United States Enters World War II</li> <li>• A War on Two Fronts</li> <li>• The Home Front</li> <li>• Allies win the War</li> <li>• The Holocaust</li> <li>• Impact of World War II</li> </ul>	<p>Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: <i>Schenck v. United States (1919)</i> and <i>Abrams v. United States (1919)</i>.</p> <p>Analyze the reasons why the United States became involved in World War I.</p> <p>Analyze President Wilson’s Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace.</p> <p>Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate.</p> <p>Explain the impact of “New” Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth.</p> <p>Understand the significance of the pro-business policies of President’s Harding, Coolidge, and Hoover and the effect these policies had on the economy of the 1920s.</p> <p>Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society.</p> <p>Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the post-WWI era.</p> <p>Describe technological developments during the 1920s and explain their impact on rural and urban America.</p> <p>Analyze the causes of the Great Depression and explain how they affected American society.</p> <p>Identify and describe the contributions of political and social reformers during the Great Depression Era.</p> <p>Analyze the impact the Great Depression had on America’s standard of living.</p> <p>Identify and explain the significance of New Deal relief programs.</p> <p>Identify and explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation.</p> <p>Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America’s war preparation.</p> <p>Compare and contrast President Franklin D. Roosevelt’s world</p>	<p>Classwork 50%</p> <p>Tests/Quizzes 40%</p> <p>Extended Assignments/ Projects: 10%</p>	<p>Textbook:</p> <p>United States History: Modern Times by McGraw Hill</p>
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	<p>evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.</p>		<p>view with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo.</p> <p>Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II.</p> <p>Identify key leaders and events from World War II and explain the significance of each.</p> <p>Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes.</p> <p>Explain how the United States dealt with individual rights and national security during World War II by examining the following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women.</p> <p>Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts.</p> <p>Identify and describe the impact of World War II on American culture.</p> <p>Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.</p>		
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**Curriculum Map**

<b>Course Title: United States History – High School</b>	<b>Quarter: 3</b>	
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**Essential Questions for this Quarter:**

<ol style="list-style-type: none"> <li>1. What is America's role in the world?</li> <li>2. How can we ensure equality of opportunity for all?</li> <li>3. Are all wars necessary for United States involvement?</li> </ol>					
Unit/Time Frame	Standards	Content	Skills	Assessment	Resources

## Middle/Senior High School Curriculum Map

<p>Unit 8: Postwar America</p> <p>Unit 9: Civil Rights and Reform in the 1960s</p> <p>Unit 10: The Vietnam War Era</p>	<p>Standard 6 — Postwar United States: 1945 to 1960</p> <p>Students examine the political, economic, social and cultural development of the United States during the period from 1945 to 1960.</p> <p>Standard 7 — The United States in Troubled Times: 1960 to 1980</p> <p>Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.</p> <p>Standard 9 — Historical Thinking</p> <p>Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.</p>	<p>Unit 8:</p> <ul style="list-style-type: none"> <li>• The Beginning of the Cold War</li> <li>• The Korean War</li> <li>• The Cold War Intensifies</li> <li>• Cold War Fears at Home</li> <li>• Postwar Prosperity</li> <li>• Mass Culture in the 1950s</li> <li>• Social Issues of the 1950s</li> </ul> <p>Unit 9:</p> <ul style="list-style-type: none"> <li>• The Civil Rights Movement Strengthens</li> <li>• The Movement Surges Forward</li> <li>• Successes and Setbacks</li> <li>• Kennedy’s Reforms</li> <li>• Reform under Johnson</li> </ul> <p>Unit 10:</p> <ul style="list-style-type: none"> <li>• The Cold War and Vietnam</li> <li>• America’s Role Escalates</li> <li>• The Antiwar Movement</li> <li>• The War’s End and Effects</li> </ul>	<p>Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War).</p> <p>Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960).</p> <p>Describe the constitutional significance and lasting societal effects of the United States Brown v. Board of Education Supreme Court case.</p> <p>Summarize key economic and social changes in post-WW II American life.</p> <p>Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement.</p> <p>Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement.</p> <p>Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s.</p> <p>Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.</p> <p>Identify and analyze the significance of key decisions of the Warren Court.</p> <p>Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.</p> <p>Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.</p> <p>Explain and analyze U.S. foreign policy issues during the 1960s and 1970s. (Africa, Middle East, China)</p>	<p>Classwork 50%</p> <p>Tests/Quizzes 40%</p> <p>Extended Assignments/Projects: 10%</p>	<p>Textbook:</p> <p>United States History: Modern Times by McGraw Hill</p>
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## Curriculum Map

<b>Course Title: United States History – High School</b>	<b>Quarter: 4</b>
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### Essential Questions for this Quarter:

1. What are the key generational conflicts that exist in the United States?
2. What makes a government successful in America?
3. How can America compete in a global economy?
4. What are the benefits and costs of technology?

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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<p>Unit 11: An Era of Change</p> <p>Unit 12: America in the 1980s and 1990s</p> <p>Unit 13: America in the Twenty-First Century</p>	<p><b>Standard 7 — The United States in Troubled Times: 1960 to 1980</b></p> <p>Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.</p> <p><b>Standard 8 — The Contemporary United States: 1980 to the Present</b></p> <p>Students examine the political, economic, social and cultural development of the United States during the period from 1980 to the present.</p> <p><b>Standard 9 — Historical Thinking</b></p> <p>Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.</p>	<p>Unit 11:</p> <ul style="list-style-type: none"> <li>• The Counterculture of the 1960s</li> <li>• The Women’s Rights Movement</li> <li>• Expanding the Push for Equality</li> <li>• The Environmental Movement</li> <li>• The Two Sides of the Nixon Presidency</li> <li>• Ford and Carter Struggle</li> </ul> <p>Unit 12:</p> <ul style="list-style-type: none"> <li>• The Conservative Movement Surges</li> <li>• The Reagan Era</li> <li>• The Cold War Ends</li> <li>• A New Era in Foreign Policy</li> <li>• Clinton and the 1990s</li> </ul> <p>Unit 13:</p> <ul style="list-style-type: none"> <li>• American and the Global Economy</li> <li>• September 11 and Beyond</li> </ul>	<p>Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.</p> <p>Identify areas of social tension from this time period and explain how social attitudes shifted as a result.</p> <p>Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of United States v. Nixon.</p> <p>Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.</p> <p>Describe developing trends in science and technology and explain how they impact the lives of Americans today such as: NASA and space programs; identification of DNA; the Internet; global climate change; and U.S. energy policy.</p> <p>Discuss and explain the significance of the rise of the new conservative coalition of the 1980’s.</p> <p>Explain the assumptions of supply-side economics or "Reaganomics" and how the Reagan administration implemented it.</p> <p>Explain how the Cold War ended and identify new challenges to U.S. leadership in the world.</p> <p>Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.</p> <p>Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Westside Community School District v. Mergens (1990), Reno v. American Civil Liberties Union (1997), Mitchell v. Helms (2000) and Bush v. Gore (2000).</p> <p>Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.</p> <p>Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy.</p>	<p>Classwork 50%</p> <p>Tests/Quizzes 40%</p> <p>Extended Assignments/Projects: 10%</p>	<p>Textbook:</p> <p>United States History: Modern Times by McGraw Hill</p>
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