

Centerville High School Curriculum Mapping
United States History
Cecil Franke

Social Studies: United States History (1542)

The Indiana Academic Standards specify the core, fundamental skills students should learn, master, and apply at grade level beginning in kindergarten and continuing through grade twelve. These academic standards serve as the basis to our curriculum in Centerville-Abington Community Schools but do not serve as curriculum alone. The Indiana Academic Standards are supported through grade-level, content-specific curriculum maps and resources. These curriculum maps and resources are aligned to the Indiana Academic Standards and provide the tools which are necessary to meet the needs of all learners. As a result, the Centerville-Abington Community Schools' curriculum maps are examined regularly and undergo periodic revisions.

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

Textbook: McGraw Hill. (2002). *United States History: Modern Times*.

<p style="text-align: center;"><u>Unit 1 Theme</u> Review of American History to 1877</p> <p style="text-align: center;"><u>Duration of Unit</u> Four weeks</p>	<p style="text-align: center;"><u>Essential Question(s)</u></p> <ul style="list-style-type: none">• Why did the American colonists rebel against the British?• What were the challenges that the United States faced in the 1800s?• Why were the North and South so different socially and economically?• What changes were made after the Civil War and why were the changes met with resistance?
<p style="text-align: center;"><u>End of Unit 1 Learning Task</u></p> <p>Students will write an essay about causes of sectionalism, the Civil War, and resistance to change after war, discussing different interpretations of the reasons for the Civil War. This essay will be assessed with a checklist.</p> <p>Standards: 11-12.LH.1.1, 11-12.LH.1.2, 11-12.LH.2.1, 11-12.LH.2.2, 11-12.LH.2.3, 11-12.LH.3.1, 11-12.LH.3.2, 11-12.LH.3.3, 11-12.LH.4.1, 11-12.LH.4.2, 11-12.LH.4.3, 11-12.LH.5.1, 11-12.LH.5.2, 11-12.LH.6.1, 11-12.LH.6.2, 11-12.LH.7.1, 11-12.LH.7.2, 11-12.LH.7.3, and USH.1.4.</p>	

Unit 1 Pacing: Four Weeks

Indiana Academic Standards

USH.1.1, USH.1.2, USH.1.3, USH.1.4, USH.10.1, USH.10.4

Academic Vocabulary

inalienable, abolition, sectionalism, nationalism, tariff, scalawags, carpetbaggers, antebellum, temperance, and Reconstruction

Key Concepts/Learning Targets

- I can read and analyze key documents from the founding era.
- I can explain why sectionalism was a driving force leading to the Civil War.
- I can discuss the rise of the abolition and social reform movement of the 1800s.
- I can describe the role of Oliver Morton in Indiana during the Civil War.
- I can explain the successes and failures of Reconstruction.

Question Stems

- What political philosopher most heavily influenced the Declaration of Independence?
- How did economic differences between the North and South lead to disagreements about tariffs, states' rights, and slavery?
- Why did changes sought during Reconstruction take almost a century to become reality?
- How did the South resist changes during Reconstruction?

Resources/Activities

McGraw Hill U.S. History: Modern Times Chapter 1
 Film Clip: The Declaration of Independence
 Crash Course: American History (youtube)
 Outline maps
 Indiana History Broadsides
 Newspaper Article: The Butternut Raid
 Posters: Slavery
 Film: The Story of Us

Assessment(s)

Quizzes
 Presentations
 Discussions
 Essays
 Test

Unit 2 Theme

The West

Duration of Unit

Essential Question(s)

- What was Manifest Destiny?
- How did the United States come to possess land in the West?
- What native civilizations existed in the West?
- Why did natives of the plains and the U.S. government clash?

Three Weeks	<ul style="list-style-type: none"> What was the reason for the Homestead Act and what people were most likely to move West? How did the railroads push the move westward?
<p align="center"><u>End of Unit 2 Learning Task</u></p> <p>Students will write an essay about westward expansion in the United States explaining territories gained from Mexico, resources of the West, and people displaced by settlement. This essay will be assessed with a checklist.</p> <p>Standards: 11-12.LH.5-2, USH.2.3 and USH.2.4</p>	

Unit 2 Pacing: Three Weeks	
<u>Indiana Academic Standards</u> USH 2.3, USH 2.4	
<u>Academic Vocabulary</u> nomadic, assimilation, communal, annuity, allotment, reservation, long drive, cowboy, cowtown, bonanza farm, homestead, sodbuster, soddy, Populists, inflation, and deflation	
<u>Key Concepts/Learning Targets</u> <ul style="list-style-type: none"> I can explain reasons for the settlement of the West, both social and economic. I can locate cattle trails of the 1800s and explain why the drives occurred. I can articulate the causes and consequences of Indian Wars and how the lives of natives were changed due to westward expansion. 	<u>Question Stems</u> <ul style="list-style-type: none"> What were key elements of native-American culture? Why did the cattle drives occur? What challenges did the homesteaders face and how did they meet such challenges? What did the mining camps, railheads, and cowtowns have in common? Why is the West, especially the cattle drives, such an iconic American era?
<u>Resources/Activities</u> McGraw Hill U.S. History: Modern Times Chapter 2 Guided Readings Film: Bury My Heart at Wounded Knee Map Native Americans of the plains	<u>Assessment(s)</u> Quizzes Test Maps Essay Presentations: Native American culture

Map of Indian Wars Map of cattle trails Map of railroads of the late 1800s Homestead Act Treaty of Fort Laramie	Essay: Westward Expansion
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<p style="text-align: center;"><u>Unit 3 Theme</u> Industrialization, Immigration, and Urbanization</p> <p style="text-align: center;"><u>Duration of Unit</u> Four weeks</p>	<p style="text-align: center;"><u>Essential Question(s)</u></p> <ul style="list-style-type: none"> • What are factors that led to industrialization in the late 1800s? • How did industrialization affect the American population, cities, and immigration? • How was immigration different in the 1800s and how were the immigrants treated? • How did the rapid growth of cities affect society and government?
<p style="text-align: center;"><u>End of Unit 3 Authentic Learning Task</u></p> <p>Students will write a research paper about immigration by choosing an ethnic group or nationality and describing why they immigrated, where they settled, elements of their culture that we adopted, and interesting elements of their culture. This will be a major project for the semester and will include footnotes or endnotes. Students will be given guidelines with requirements for each paragraph and will be assessed according to the checklist provided.</p> <p>Standards: 11-12.LH.1.1, 11-12.LH.1.2, 11-12.LH.2.1, 11-12.LH.2.2, 11-12.LH.2.3, 11-12.LH.3.1, 11-12.LH.3.2, 11-12.LH.3.3, 11-12.LH.4.1, 11-12.LH.4.2, 11-12.LH.4.3, 11-12.LH.5.1, 11-12.LH.5.2, 11-12.LH.6.1, 11-12.LH.6.2, 11-12.LH.7.1, 11-12.LH.7.2, 11-12.LH.7.3, and USH.2.5.</p>	

Unit 3 Pacing: Four Weeks

Indiana Academic Standards

USH.2.1, USH.2.2, USH.2.5, USH.2.6, USH.3.9, USH.10.1, USH.10.2

Academic Vocabulary

economies of scale, entrepreneur, laissez-faire, captains of industry, robber barons, corporation, monopoly, trust, unions, strike, lockout, closed shop, old immigration, new immigration, nativism, political machine, party boss, graft, individualism, Social Darwinism, philanthropy, Americanization, graduated income tax, and cooperatives

<p style="text-align: center;"><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> ● I can explain the causes and consequences of the Industrial Revolution. ● I can explain the urban and rural responses to the challenges of the Gilded Age. ● I can explain the impact of industrialization and immigration had on American Society. ● I can describe the growth of unions and evaluate approaches used by different labor leaders. ● I can articulate criticisms of unions and challenges faced by early organized labor. 	<p style="text-align: center;"><u>Question Stems</u></p> <ul style="list-style-type: none"> ● Why did the United States experience such rapid industrial growth the 1800s? ● Why did cities grow so fast in the late 1800s and early 1900s? ● How did the rapid growth of cities affect social and political trends? ● How did inventions, technology, and unregulated business change to socio-economic landscape of the United States? ● How was the distribution of wealth both defended and challenged? ● Why were some immigrant groups more quickly assimilated than others? ● Why were unions supported by some and attacked by others?
<p style="text-align: center;"><u>Resources/Activities</u></p> <p>McGraw Hill U.S. History: Modern Times Chapters Three and Four</p> <p>Guided Readings</p> <p>Film Clips: Crash Course U.S. History</p> <p>Library: Reserved books on cultures and immigrants</p> <p>Research paper on immigration and culture</p> <p>Maps of immigration</p> <p>Film: Andrew Carnegie</p> <p>Film Clip: Walmart Anti-union video</p> <p>Film: The Story of Us</p> <p>Essays</p>	<p style="text-align: center;"><u>Assessment(s)</u></p> <p>Quizzes</p> <p>Test</p> <p>Presentations: Movers and Shakers of the 1800s</p> <p>Research Paper: Multicultural Project</p> <p>Comparison: Machine politics to special interest groups today</p>

<p style="text-align: center;"><u>Unit 4 Theme</u></p> <p style="text-align: center;">The Progressive Era, Imperialism, and World War I</p> <p style="text-align: center;"><u>Duration of Unit</u></p> <p style="text-align: center;">Five Weeks</p>	<p style="text-align: center;"><u>Essential Question(s)</u></p> <ul style="list-style-type: none"> ● Why did the United States and other industrialized nations practice imperialism? ● What foreign territories or nations were controlled or became territories of the United States. ● Why did many groups take up progressive causes in the early 1900s? ● What successes and failures did progressives experience in the early 1900s?
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- Why did World War I begin?
- Why did the United States enter World War I?
- Why did the Treaty of Versailles fail to prevent World War II?

End of Unit 4 Learning Task

Students will create presentations about how the relationship between citizens and our government changed during the Progressive Era and World War I. Students will be given a rubric for assessment.

Standards: 11-12.LH.6.2, USH.3.2 and USH.3.3.

Unit 4 Pacing: Five Weeks

Indiana Academic Standards

USH.2.7, USH.2.8, USH.2.9, USH.3.1, USH.3.2, USH.3.3, USH.3.4, USH.3.5, USH.3.6, USH.3.7, USH.3.8, USH.3.9, USH.10.3, USH.10.4, USH.10.5

Academic Vocabulary

imperialism, protectorate, yellow journalism, nationalism, militarism, guerillas, progressive, muckraker, direct primary, referendum, recall, suffrage, prohibition, conservation, income tax, propaganda, victory garden, liberty bonds, doughboys, draft, armistice, Fourteen Points, reparations, Great Migration,

Key Concepts/Learning Targets

- I can describe the presidency of Benjamin Harrison.
- I can articulate attempts by the government to regulate business in the late 1800s and early 1900s.
- I can explain segregation and the Plessy v. Ferguson case.
- I can explain global imperialism and how it relates to industrialization.
- I can evaluate the successes and failures of the Progressive Era and explain why it ended.
- I can evaluate the progressive policies of Theodore Roosevelt, William Taft, and Woodrow Wilson.
- I can identify and describe the leadership of Progressive Era movements.
- I can identify four reasons for the entry of the United States into World War I.

Question Stems

- What did Benjamin Harrison accomplish as president?
- Why did our government take steps to regulate business?
- Why did the Progressive Era take place in the early 1900s?
- What were the effects of Plessy v. Ferguson?
- Why did industrialized nations practice imperialism?
- What progressive policies were pursued by presidents serving during the Progressive Era?
- Why did the U.S. enter World War I?
- Why was there resistance to the Treaty of Versailles in the United States?
- What was the Great Migration and why did it lead to racial tension?

<ul style="list-style-type: none"> • I can explain why a majority of the Fourteen Points was not well received by European leaders. • I can evaluate the Treaty of Versailles and discuss reasons that the treaty was never ratified by the U.S. Senate. • I can explain the difference between new and old immigration. • I can identify the Great Migration and give examples of racial tension that followed. 	
<p style="text-align: center;"><u>Resources/Activities</u></p> <p>McGraw Hill U.S. History: Modern Times Chapters Five, Six, and Seven</p> <p>Guided Readings</p> <p>Maps: Spanish American War</p> <p>Film Clips: Crash Course American History</p> <p>Presentations: American Expansion Abroad</p> <p>Presentations: Progressive leaders and organizations</p> <p>Debate: Success and failure of the Progressive Era</p> <p>Maps: World War I</p> <p>Film Clips from All Quiet on the Western Front</p> <p>Presentations: Agencies created during World War I.</p> <p>Case study: Debs v. U.S.</p> <p>Simulation: League of Nations</p> <p>Film: The Story of Us</p>	<p style="text-align: center;"><u>Assessment(s)</u></p> <p>Quizzes</p> <p>Tests</p> <p>Presentations</p> <p>Maps</p> <p>Debates</p>

<p style="text-align: center;"><u>Unit 5 Theme</u></p> <p style="text-align: center;">The Roaring Twenties and the Crash</p> <p style="text-align: center;"><u>Duration of Unit</u></p> <p style="text-align: center;">2 Weeks</p>	<p style="text-align: center;"><u>Essential Question(s)</u></p> <ul style="list-style-type: none"> • Why did the Progressive Era end? • What policies led to gains in markets and securities? • • Why did the stock market become so heavily inflated? • What caused racial tension in the 1920s? • Why did income inequality grow in the 1920s?
<p style="text-align: center;"><u>End of Unit 5 Authentic Learning Task</u></p> <p>Students will create presentations about an aspect of the 1920s that interest them. They may choose from economic growth, racial tensions, jazz, prohibition and the crash. Students will create radio shows based on the 1920s and early 1930s. The presentations and radio shows will be graded by the students and instructor as described in the guidelines.</p>	

Standards: 11-12.LH.6.2, USH.4.2, USH. 4.3, and USH 4.4.

Unit 5 Pacing: 2 Weeks

Indiana Academic Standards

USH.4.1, USH.4.2, USH.4.3, USH.4.4, USH.10.5

Academic Vocabulary

isolationism, prohibition, individualism, supply side economics, buying on margin, Model T, nativism, anarchists, evolution, creationism, The Scopes Trial, speakeasy, flappers, mass media, and jazz.

Key Concepts/Learning Targets

- I can explain the philosophies and policies of American presidents who served in the 1920s and how they affected the economy.
- I can identify cultural movements of the 1920s and the emergence of women in the public spheres and professions.
- I can explain the causes of conservative issues of the 1920s including the Ku Klux Klan, the Red Scare, and prohibition.
- I can identify technological developments of the 1920s and how they impacted Americans

Question Stems

- Why were the 1920s called the Roaring 20s?
- What policies of the 1920s led to economic growth?
- What practices in investments and securities led to a bubble in the stock market
- How did the Ku Klux Klan rise and fall in the 1920s?

Resources/Activities

McGraw Hill U.S. History: Modern Times Chapter 8.
Guided Readings
Crash Course U.S. History (video segments)
Film: Ken Burns Prohibition (film clips)
Debate: Prohibition and the War on Drugs
Film Clip: The Scopes Trial
Research: The Ku Klux Klan in Indiana
Student Presentations: 1920s presidents
Film: The Story of Us

Assessment(s)

Quizzes
Test
Student Presentations: 1920s

Essential Question(s)

<p style="text-align: center;"><u>Unit 6 Theme</u> Great Depression and the New Deal</p> <p style="text-align: center;"><u>Duration of Unit</u> Three Weeks</p>	<ul style="list-style-type: none"> • What were the causes of the Great Depression? • How did the Great Depression change the relationship between citizens and the government? • How did the Great Depression affect different segments of society? • How did the Great Depression change the American people?
<p style="text-align: center;"><u>End of Unit 6 Learning Task</u></p> <p>Students will create presentations about New Deal Programs that are still evident or working today focusing on what the programs were intended to address and how well they have performed. Students will be assessed by a checklist of requirements.</p> <p>Standards: 11-12.LH.1.1, 11-12.LH.1.2, 11-12.LH.2.1, 11-12.LH.2.2, 11-12.LH.2.3, 11-12.LH.3.1, 11-12.LH.3.2, 11-12.LH.3.3, 11-12.LH.4.1, 11-12.LH.4.2, 11-12.LH.4.3, 11-12.LH.5.1, 11-12.LH.5.2, 11-12.LH.6.1, 11-12.LH.6.2, 11-12.LH.7.1, 11-12.LH.7.2, 11-12.LH.7.3, USH.4.8, and USH.4.9.</p>	

Unit 6 Pacing: Three Weeks	
<p style="text-align: center;"><u>Indiana Academic Standards</u> USH.4.5, USH.4.6, USH.4.7, USH.4.8, USH.4.9, USH.10.1</p>	
<p style="text-align: center;"><u>Academic Vocabulary</u> buying on margin, bull market, bear market, speculation, margin call, bank run, hobo, trick down, foreclosure, New Deal, fireside chats, gold standard, deficit spending, social security, court packing, and “share our wealth”</p>	
<p style="text-align: center;"><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can explain the causes of the Great Depression. • I can describe how the Great Depression affected people and society. • I can explain how the New Deal was designed to combat the Great Depression and unemployment. • I can articulate how the New Deal changed the nature of banking, stocks, and securities. • I can discuss the reason for social security and modern criticisms. 	<p style="text-align: center;"><u>Question Stems</u></p> <ul style="list-style-type: none"> • What caused the Great Depression? • What attempts were made by our government to end the Great Depression? • Why did the Great Depression last so long? • How did the Great Depression affect people who lived through it? • How successful were the New Deal programs? • What New Deal Programs are still evident today?
<u>Resources/Activities</u>	<u>Assessment(s)</u>

McGraw Hill U.S. History: Modern Times Chapters 9 and 10 Guided Readings Crash Course American History <i>The Grapes of Wrath</i> Film Clips: –Herbert Hoover –Franklin D. Roosevelt –Huey Long Text of the Social Security Act Student presentations about New Deal Programs Dawes Kit: The Great Depression	Quizzes Tests Student presentations Guided Readings Interviews (when possible) Essay
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<p style="text-align: center;"><u>Unit 7 Theme</u> World War II</p> <p style="text-align: center;"><u>Duration of Unit</u> Three Weeks</p>	<p style="text-align: center;"><u>Essential Question(s)</u></p> <ul style="list-style-type: none"> • Why did World War II begin? • What groups were persecuted during the war? • Why did the United State join World War II? • How did the United States mobilize for World War II? • How did the United States fight World War II? • How did American manufacturing change the war? • How did technology change during the war? • How did the war change the American society and economics?
<p style="text-align: center;"><u>End of Unit 7 Learning Task</u></p> <p>Students will write an essay about how the war thrust the United States into a world leadership role and how that affected our nation. A checklist will be used to assess essays.</p> <p>Standards: 11-12.LH.5.1, 11-12.LH.5-2, USH.5.6, USH.5-7, and USH.5.8.</p>	

Unit 7 Pacing: Three Weeks

Indiana Academic Standards

USH.5.1, USH.5.2, USH.5.3, USH.5.4, USH.5.5, USH.5.6, USH.5.7, USH.5.8, USH.5.9, USH.10.1, USH.10.3, USH.10.4, USH.10.5

Academic Vocabulary

fascism, appeasement, holocaust, neutrality, concentration camp, Kristallnacht, Manhattan Project, pogrom, victory garden, rationing, zoot suit, kamikazi, relocation centers, napalm, and nuclear

Key Concepts/Learning Targets

- I can describe American isolationism during the 1930s
- I can compare and contrast the worldviews of Franklin D. Roosevelt, Adolf Hitler, Benito Mussolini, Hideki Tojo, and Joseph Stalin.
- I can identify reasons for the United States to enter World War II.
- I can describe and explain Adolf Hitler's Final Solution.
- I can describe the experiences of minorities and women during World War II.
- I can explain how the government dealt with production, labor, and prices during World War II.
- I can explain social changes that took place because of World War II.
- I can articulate how World War II led to the U.S. and U.S.S.R rising as superpowers.

Question Stems

- Why did the United States not join the United Kingdom and France in 1939 to confront German aggression?
- Who were the leaders of nations at war?
- How did the war affect ethnic groups and women?
- Why are Americans who lived during World War II often called the "Greatest Generation."
- What is genocide and why does it occur?
- How did World War II lead to conflict between the United States and the Soviet Union?

Resources/Activities

McGraw Hill U.S. History: Modern Times Chapter 11 and 12
Guided Readings
Crash Course American History
Film Clips: Pearl Harbor, D-Day, Enola Gay
Primary Source: Pearl Harbor Speech
Film: Auschwitz: If You Cried, You Died
Dawes Kits: World War II, The Homefront, and the Holocaust
Film: Mein Kampf

Assessment(s)

Quizzes
Test
Presentations: Battles
Map exercises
Essay: The Holocaust and Holocaust denial
Essay: U.S. Leadership in the World
Student Presentations: World War II Battles

Unit 8 Theme

Cold War and the 1950s

Essential Question(s)

- What is the conflict between communism and capitalism?
- Why did the United States and the Soviet Union compete for world influence?
- Why did the United States seek to contain communism and

<p style="text-align: center;"><u>Duration of Unit</u> Two Weeks</p>	<p>keep it from spreading?</p> <ul style="list-style-type: none"> • What was the Domino Theory and how did it affect American foreign policy? • How did the fear of communism affect politics and culture in the United States? • Why was the United States so affluent after World War II? • How did the baby boom affect America?
<p style="text-align: center;"><u>End of Unit 8 Authentic Learning Task</u></p> <p>Students will write an essay summarizing how the Cold War shaped world history and American society. A checklist will be used to evaluate the essays.</p> <p>Standards: 11-12-LH.5.1, 11-12.LH.7.1, and USH.6.4.</p>	

Unit 8 Pacing: Two Weeks	
<p style="text-align: center;"><u>Indiana Academic Standards</u> USH.6.1, USH.6.4</p>	
<p style="text-align: center;"><u>Academic Vocabulary</u> satellite nations, NATO, Warsaw Pact, Iron Curtain, containment, collective security, subversive, mutually assured destruction, fallout, McCarthyism, covert, brinkmanship</p>	
<p style="text-align: center;"><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can explain why a struggle for world influence took place between the Soviet Union and the West. • I can explain principles of communism and capitalism that are incompatible. • I can describe how the fear of communism affected the culture and politics of the United States. • I can articulate how the Cold War dictated foreign policy and alliances. 	<p style="text-align: center;"><u>Question Stems</u></p> <ul style="list-style-type: none"> • Why did the United States and the Soviet Union change from being allies during World War II to being adversaries after the war? • Why did Americans fear the spread of communism? • Why is communism considered unAmerican? • How did the Cold War shape popular culture and entertainment?
<p style="text-align: center;"><u>Resources/Activities</u> McGraw Hill U.S. History: Modern Times Chapter 13</p>	<p style="text-align: center;"><u>Assessment(s)</u> Quizzes</p>

Guided Readings Crash Course American History Cold War Map Exercise: NATO v. Warsaw Pact Film: Atomic Bomb Map: NATO and the Warsaw Pact Film clips: Berlin Wall Film clips: The Korean War Bomb Shelter Project Dawes Kit: Cold War	Test Essays Bomb Shelter Project Student Presentations: Cold War Culture
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<p style="text-align: center;"><u>Unit 9 Theme</u> Civil Rights and The Great Society</p> <p style="text-align: center;"><u>Duration of Unit</u> Two Weeks</p>	<p style="text-align: center;"><u>Essential Question(s)</u></p> <ul style="list-style-type: none"> • Why did the civil rights movement gain momentum in the 1950s and 1960s? • How did the civil rights movement use demonstrations, the courtroom, and the legislative process to make gains? • Who were key civil rights leaders and organizations and how did they differ in their approaches?
<p style="text-align: center;"><u>End of Unit 9 Authentic Learning Task</u></p> <p>Students will create presentations about civil rights leaders and organizations, discussing accomplishments and tactics. Students' presentations will be assessed by their peers and the instructor by using a checklist.</p> <p>Standards: 11-12.LH.5.1, 11-12.LH.6.2, and USH.7.2.</p>	

Unit 9 Pacing: Two Weeks	
Indiana Academic Standards USH.6.2, USH.6.3, USH.6.4, USH.7.1, USH.7.2, USH.7.3, USH.7.5, USH.7.6, USH.7.7	
<u>Academic Vocabulary</u> segregation, defacto, dejure, poll taxes, literacy tests, boycott, Little Rock Nine, NAACP, CORE, SCLC, SNCC, Black Panthers, Nation of Islam, Freedom Riders, and nonviolent protest	
<u>Key Concepts/Learning Targets</u>	<u>Question Stems</u>

<ul style="list-style-type: none"> • I can explain the origins of the civil rights movement. • I can describe challenges to court decisions and legislation that addressed social injustices. • I can describe efforts by minorities and women to gain equality. • I can explain legal changes from the 1950s and 1960s brought about by the civil rights movement. • I can describe civil rights challenges in the North and South. • I can describe leadership within civil rights organizations and their tactics. 	<ul style="list-style-type: none"> • Why were racial norms and customs challenged in the 1950s and 1960s? • How did court decisions and legislation address social injustices? • Who were leaders and organizations of the movement and how did they hope to bring about change? • What is Indiana's history of civil rights? • What leaders and organizations fought against desegregation and civil rights?
<p style="text-align: center;"><u>Resources/Activities</u></p> <p>McGraw Hill U.S. History: Modern Times Chapters 15 and 16 Guided Readings Crash Course American History: The Civil Rights Movement Film: Eyes on the Prize Primary Sources: Brown v. Board of Ed, I Have a Dream, Letter From Birmingham Jail, and excerpts from Malcolm X. Students Presentations: Leaders and Organizations</p>	<p style="text-align: center;"><u>Assessment(s)</u></p> <p>Quizzes Test Student Presentations: Leaders and Organizations Essay: Court Decisions and Legislation</p>

<p style="text-align: center;"><u>Unit 10 Theme</u></p> <p style="text-align: center;">Vietnam and the Counterculture</p> <p style="text-align: center;"><u>Duration of Unit</u></p> <p style="text-align: center;">Three Weeks</p>	<p style="text-align: center;"><u>Essential Question</u></p> <ul style="list-style-type: none"> • How did Vietnam fit into the Cold War?
<p style="text-align: center;"><u>End of Unit 10 Authentic Learning Task</u></p> <p>Students will work in teams to interview veterans, write a transcript, and do a presentation for the class comparing what they found in the interview and comparing it to what was found in the text. The projects will be graded according to the rubric included in the guidelines.</p> <p>Standards: 11-12.LH.1.1, 11-12.LH.1.2, 11-12.LH.2.1, 11-12.LH.2.2, 11-12.LH.2.3, 11-12.LH.3.1, 11-12.LH.3.2, 11-12.LH.3.3, 11-12.LH.4.1, 11-12.LH.4.2, 11-12.LH.4.3, 11-12.LH.5.1, 11-12.LH.5.2, 11-12.LH.6.1, 11-12.LH.6.2, 11-12.LH.7.1, 11-12.LH.7.2, 11-12.LH.7.3, and USH.7.9.</p>	

Unit 10 Pacing: Three Weeks

Indiana Academic Standards

USH.7.8, USH.7.9, USH.7.10, USH.7.11, USH.10.1, USH.10.2, USH.10.3, USH.10.4, USH.10.5

Academic Vocabulary

Vietminh, Vietcong, National Liberation Front, Domino Theory, guerilla, ARVN, NVA, SDS, Agent Orange, Napalm, credibility gap, the Manson Family, draft, Vietnamization, Watergate, and Kent State shooting

Key Concepts/Learning Targets

- I can describe the history of Vietnam (French Indochina).
- I can explain how Vietnam fit into the Cold War.
- I can identify American policy in Vietnam under Presidents Eisenhower, Kennedy, Johnson, Nixon, and Ford.
- I can describe the selection of young men sent to Vietnam and the challenges they faced during the war.
- I can articulate the division within the American society caused by the war.
- I can describe lessons the United States should have learned from the War in Vietnam.
- I can explain how the Watergate scandal led to the resignation of President Nixon.

Question Stems

- Why was Vietnam divided between North and South?
- Why did the United States get involved in Vietnam?
- Why did some Americans support the war effort in Vietnam while others opposed it?
- How were young men selected to be sent to Vietnam?
- Why did the United States struggle to bring insurgents under control?
- What policies were pursued by American presidents.
- How did the United States get out of Vietnam?
- What happened to South Vietnam after the U.S. withdrawal of combat troops?
- What lessons were learned from the Vietnam War?

Resources/Activities

McGraw Hill U.S. History: Modern Times Chapters 17 and 18
Crash Course American History: Vietnam
Guided Readings
Map Exercise: Ho Chi Minh Trail
Jack Dawes Kit: Vietnam War
Film clips from Vietnam: A Television History
Veteran Interviews
Presentation by Veteran(s) (When possible)

Assessment(s)

Quizzes
Test
Presentations
Veteran Project
Map Exercises

Unit 11 Theme

Post Industrial United States: 70s, 80s, and 90s

Essential Question(s)

- What social and economic changes took place in the 1970s?
- How did economic and social issues lead to a more

<p style="text-align: center;"><u>Duration of Unit</u> Two Weeks</p>	<p style="text-align: center;">conservative trend in the 1980s?</p>
<p style="text-align: center;"><u>End of Unit 11 Authentic Learning Task</u></p> <p>Students will write an essay about political trends and how the nation tends to be more conservative or liberal over time.</p> <p style="text-align: center;">or</p> <p>Students will choose an American corporation with operations in other nations and prepare a presentation for the rest of the class.</p> <p>Essays and presentations will be graded with a checklist.</p> <p>Standards: 11-12.LH.5.1, 11-12.LH.6.2, 11-12.LH.7-1, USH.8.1, USH.8.3, and USH.8.9.</p>	

<p style="text-align: center;">Unit 11 Pacing: Two Weeks</p>	
<p style="text-align: center;"><u>Indiana Academic Standards</u></p> <p style="text-align: center;">USH.8.1, USH.8.2, USH.8.3, USH.8.4, USH.8.5, USH.8.6, USH.8.7, USH.8.9, USH.8.10</p>	
<p style="text-align: center;"><u>Academic Vocabulary</u></p> <p style="text-align: center;">stagflation, misery index, Conservative Coalition, Iran-Contra Scandal, deficit spending, Desert Storm, NAFTA, Monica Lewinski Scandal, supply side economics, and globalization</p>	
<p style="text-align: center;"><u>Key Concepts/Learning Targets</u></p> <ul style="list-style-type: none"> • I can describe social, political, and economic issues that affected the United States in the 1980s and 1990s. • I can articulate the increasing rate of change due to technology, such as the internet, DNA, genetic engineering, global climate change, and American energy policies. • I can describe the coalition of groups that made the conservative coalition of the 1980s and 1990s. • I can describe “Reaganomics” and the philosophy of trickle down economics. • I can analyze foreign policies of George H.W. Bush and Bill Clinton. • I can explain why the Cold War ended and new challenges for the 	<p style="text-align: center;"><u>Question Stems</u></p> <ul style="list-style-type: none"> • What economic and social concerns led to the defeat of Jimmy Carter in 1980? • How did Ronald Reagan’s tax policies and military spending affect the national debt and world history? • What did the arms race do to the United States and the Soviet Union? • Why did the United States join NAFTA and what did it change? • What was Desert Storm and how was the United States involved? •

<p>United States that came after.</p> <ul style="list-style-type: none"> • I can explain how the United States got involved in the Gulf War. • I can list reasons for industries to leave the United States for other nations and for corporations to become global in operations. • I can interpret Supreme Court Cases and how they changed or clarified interpretations of laws. 	<ul style="list-style-type: none"> • How did the Clinton Administration change foreign policy? • How did the Monica Lewinski scandal weaken the Clinton presidency?
<p style="text-align: center;"><u>Resources/Activities</u></p> <p>McGraw Hill U.S. History: Modern Times Chapters 20 and 21 Film Clips: Desert Storm Crash Course American History: The Reagan Revolution and Ronald Reagan Primary Sources: Ronald Reagan Speech at the Berlin Wall Youtube clips of campaigns by Ronald Reagan, George H.W. Bush, and Bill Clinton. Youtube Clips of the 1992 Presidential Debate Supreme Court Cases: Westside Community School District v. Mergens, Reno v. American Civil Liberties Union, Mitchell v. Helms, Bush v. Gore</p>	<p style="text-align: center;"><u>Assessment(s)</u></p> <p>Quizzes Test Presentations Essays</p>

<p style="text-align: center;"><u>Unit 12 Theme</u> 9/11 to the Present</p> <p style="text-align: center;"><u>Duration of Unit</u> Two Weeks</p>	<p style="text-align: center;"><u>Essential Question(s)</u></p> <ul style="list-style-type: none"> • How did 9/11 change the United States socially, politically, and economically? • How did Hurricane Katrina bring questions of racism to the Bush Administration? • What are some reasons for the 2008 Crash and how did it affect the United States long term?
<p style="text-align: center;"><u>End of Unit 12 Authentic Learning Task</u></p> <p>Students will write textbook articles about the War on Terror and its effects on American society and politics. Students' articles will be assessed according to a checklist.</p> <p>Standards: 11-12.LH.5.2, 11-12.LH.6-1, 11-12.LH.7.1, 11-12.LH.7.3, and USH.9.3</p>	

Unit 12 Pacing: Two Weeks

Indiana Academic Standards

USH.9.1, USH.9.2, USH.9.3, USH.9.4, USH.9.5, USH.9.6

Academic Vocabulary

War on Terror, privatization, weapons of mass destruction, polarization, social media, globalization, whistle blowers, Citizens United

Key Concepts/Learning Targets

- I can explain the changes in foreign policy instituted by George W. Bush.
- I can explain attempts to undo legislation passed during the New Deal and the Great Society.
- I can identify Supreme Court Decisions that have affected the relationship between people and corporations.
- I can identify the role of the media in our government and how it has changed in recent decades.
- I can explain the rise of white nationalism in recent years.
- I can compare and contrast the foreign policies of Bush, Obama, and Trump.

Question Stems

- How did 9/11 change our foreign policy?
- Why have groups advocated the dismantling of the social safety net?
- How have the courts increased the rights of corporations?
- Why has white nationalism reached new audiences?
- How has fears of the public and economic interests of powerful groups shaped our foreign policies?

Resources/Activities

McGraw Hill United States History Modern Time Chapters 22 and 23
 Crash Course American History Bush 43
 Crash Course American History Obamanation
 Crash Course American History
 Four Years of the Trump Presidency in Six Minutes NYT
 Film Clips of the Trump Administration

Assessment(s)

Presentations
 Quizzes
 Test
 Student generated articles

Literacy standards are of high priority due to SAT Accountability Testing. Make sure all literacy standards are highlighted green throughout this curriculum document and the standards chart below.

Indiana Academic Standards Addressed and Assessed Each Term United States History (1542) (A=assessed; I=introduced; P=practiced; R=reviewed) (Green=high priority; Yellow=moderate priority; Blue=low priority)					
Standard	Standard Statement	Term 1	Term 2	Term 3	Term 4
Early National Development 1775 to 1877					
USH.1.1	Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents. http://www.ourdocuments.gov/content.php?flash=true&page=milestone	AIPR			
USH.1.2	Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights.	AIPR			
USH.1.3	Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements	AIPR			
USH.1.4	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.	AIPR			
Development of the Industrial United States: 1870 to 1900					
USH.2.1	Explain the causes and consequences of the Industrial Revolution	AIPR			
USH.2.2	Explain the urban and rural responses to the challenges of the Gilded Age.		AIPR		
USH.2.3	Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there, including Buffalo Soldiers, the Irish, and the Chinese	AIPR			
USH.2.4	Articulate the causes and consequences of Indian wars in the West and explain how the lives of American Indians changed with the development of the West.	AIPR			

USH.2.5	Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.	AIPR			
USH.2.6	Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations.		AIPR		
USH.2.7	Describe and assess the contribution of Indiana's only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.		AIPR		
USH.2.8	Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act 1887, Sherman Antitrust Act 1890).		AIPR		
USH.2.9	Analyze the development of "separate but equal" policies culminating in the Plessy v. Ferguson (1896) case. Explain the historical significance of the denial of African American rights in the South and the effects of these policies in future years.		AIPR		
Emergence of the Modern United States: 1897 to 1920					
USH.3.1	Explain the debates surrounding America's entrance into global imperialism.		AIPR		
USH.3.2	Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.		AIPR		
USH.3.3	Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.		AIPR		
USH.3.4	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), Schenck v. United States (1919) and Abrams v. United States (1919).		AIPR		
USH.3.5	Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, women's suffrage, labor movements, and socialist movement.		AIPR		
USH.3.6	Analyze the reasons why the United States became involved in World War I		AIPR		

USH.3.7	Analyze President Wilson's Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace.		AIPR		
USH.3.8	Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate.		AIPR		
USH.3.9	Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.		AIPR		
Modern United States in Prosperity and Depression: 1920's and 1930's					
USH.4.1	Explain the significance of protectionist business policies in the 1920's and the effect they had on the economy.		AIPR		
USH.4.2	Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the professions.		AIPR		
USH.4.3	Assess the causes of the resurgence of conservative social movements, reform movements, and vigilante groups, including the Ku Klux Klan, the Red Scare, and Prohibition.		AIPR		
USH.4.4	Identify technological developments during the 1920s and explain their impact on rural and urban Americans.		AIPR		
USH.4.5	Analyze the causes of the Great Depression and its social and cultural impacts.			AIPR	
USH.4.6	Identify and describe the contributions of political and social reformers during the Great Depression Era.			AIPR	
USH.4.7	Assess the economic impact of the Great Depression on all Americans.			AIPR	
USH.4.8	Analyze the strengths and weaknesses of the First New Deal, including the Works Progress Administration and the National Recovery Act.			AIPR	
USH.4.9	Explain the long-term effects of the Second New Deal, including its effects on agriculture, labor, social welfare, and banking.			AIPR	
The United States and World War II: 1939 to 1945					

USH.5.1	Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation.			AIPR	
USH.5.2	Compare and contrast President Franklin D. Roosevelt's worldview with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo.			AIPR	
USH.5.3	Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II.			AIPR	
USH.5.4	Identify key leaders and events from World War II and explain the significance of each.			AIPR	
USH.5.5	Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes.			AIPR	
USH.5.6	Explain the experiences of African Americans, Asian Americans, Latinx Americans, Native Americans, and women during World War II.			AIPR	
USH.5.7	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.			AIPR	
USH.5.8	Explain the role of World War II as a catalyst for social change.			AIPR	
USH.5.9	Explain the origins of the Cold War.			AIPR	
Post War United States: 1945 to 1960					
USH.6.1	Analyze the principle of containment, including the Domino Theory (Cold War).			AIPR	
USH.6.2	Explain the origins of the Civil Rights Movement in the North and South (1945-1960).				AIPR
USH.6.3	Describe the challenges involved with the enforcement of desegregation directives in Brown v. Board of Education of Topeka (1954).				AIPR
USH.6.4	Discuss key economic and social changes in post-WW II American life including the Second Red Scare and its effects on American culture.				AIPR
United States in Troubled Times: 1960 to 1980					

USH.7.1	Explain the efforts of groups of African Americans, Native Americans, Latinx, LGBTQ community, and women to assert their social and civic rights in the years following World War II.				AIPR
USH.7.2	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.				AIPR
USH.7.3	Assess the social and economic programs of the Kennedy-Johnson era, including policies and legal rulings.				AIPR
USH.7.4	Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.				AIPR
USH.7.5	Identify and analyze the significance of key decisions of the Warren Court.				AIPR
USH.7.6	Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.				AIPR
USH.7.7	Identify areas of social tension from this time period and explain how social attitudes shifted as a result, including the Immigration Reform Act of 1965.				AIPR
USH.7.8	Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.				AIPR
USH.7.9	Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.				AIPR
USH.7.10	Explain and analyze U.S. foreign policy with regards to Africa, Middle East, and China during the 1960s and 1970s.				AIPR
USH.7.11	Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of “United States v. Nixon.”				AIPR
Pax Americana: 1980 to 2001					
USH.8.1	Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.				AIPR

USH.8.2	Describe developing trends in science and technology and explain how they impact the lives of Americans today including NASA and space programs, identification of DNA, the Internet, global climate change, and U.S. energy policy.				AIPR
USH.8.3	Discuss the origins of the New Right, including the Moral Majority, in the 1980's.				AIPR
USH.8.4	Explain the assumptions of supply-side economics or "Reaganomics" and the impact of these policies on ordinary citizens.				AIPR
USH.8.5	Explain how and why the Cold War came to an end and identify new obstacles to US leadership in the world.				AIPR
USH.8.6	Assess foreign and domestic policies aimed at redressing the effects of the Cold War on the developing world.				AIPR
USH.8.7	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).				AIPR
USH.8.8	Explain the background and effects of the September 11, 2001 terrorist attacks on US foreign and domestic policy.				AIPR
USH.8.9	Analyze the impact of globalization on U.S. culture and U.S. economic, political, and foreign policy, including North American Free Trade Agreement (NAFTA).				AIPR
USH.8.10	Explain the causes and consequences of deindustrialization in the United States after 1970.				AIPR
Post 9/11 United States					
USH.9.1	Explain the similarities and differences between George W. Bush's foreign policy and those who came before him.				AIPR
USH.9.2	Explain the origins of legislation which began to unravel the work of the New Deal and the Great Society, including reforms in the areas of welfare, public housing, Social Security, and labor.				AIPR
USH.9.3	Assess the decisions of the John Roberts court, especially those which addressed the contests among individual citizens, workers, and corporations.				AIPR

USH.9.4	Reflect on the role of media and social media in the democratic process.				AIPR
USH.9.5	Explain the revival of popularity for white nationalism and immigration restriction in the era since 2008.				AIPR
USH.9.6	Explain the similarities and differences among presidents George W. Bush, Barack Obama, and Donald Trump with regards to foreign policy				AIPR
Historical Thinking					
USH.10.1	Cultivate historical thinking, including the ability to evaluate competing explanations for historical change	AIPR	AIPR	AIPR	AIPR
USH.10.2	Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.		AIPR		AIPR
USH.10.3	Analyze multiple, unexpected, and complex causes and effects of events in the past.		AIPR	AIPR	AIPR
USH.10.4	Assess competing historical interpretations of a particular historical moment, historical event, or historical change.	AIPR	AIPR	AIPR	AIPR
USH.10.5	Develop arguments, defended with historical evidence, which explain historical change.	AIPR	AIPR	AIPR	AIPR
History/Social Studies Literacy					
11-12.LH.1.1	Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	AIPR	AIPR	AIPR	AIPR
11-12.LH.1.2	Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	AIPR	AIPR	AIPR	AIPR
11-12.LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	AIPR	AIPR	AIPR	AIPR
11-12.LH.2.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	AIPR	AIPR	AIPR	AIPR
11-12.LH.2.3	Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	AIPR	AIPR	AIPR	AIPR
11-12.LH.3.1	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: how Madison defines faction in Federalist No. 10).	AIPR	AIPR	AIPR	AIPR
11-12.LH.3.2	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	AIPR	AIPR	AIPR	AIPR

11-12.LH.3.3	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	AIPR	AIPR	AIPR	AIPR
11-12.LH.4.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: visually, quantitatively, as well as in words) in order to address a question or solve a problem.	AIPR	AIPR	AIPR	AIPR
11-12.LH.4.2	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	AIPR	AIPR	AIPR	AIPR
11-12.LH.4.3	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	AIPR	AIPR	AIPR	AIPR
11-12.LH.5.1	Write arguments focused on discipline-specific content.	AIPR	AIPR	AIPR	AIPR
11-12.LH.5.2	Write informative texts, including analyses of historical events.	AIPR	AIPR	AIPR	AIPR
11-12.LH.6.1	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.		AIPR		AIPR
11-12.LH.6.2	Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	AIPR	AIPR	AIPR	AIPR
11-12.LH.7.1	Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	AIPR	AIPR	AIPR	AIPR
11-12.LH.7.2	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: APA or Chicago).		AIPR		
11-12.LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	AIPR	AIPR	AIPR	AIPR