# Jackson County Schools
## Curriculum Pacing Guide
### High School Social Science - US History

#### Fall / Spring Semester

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<th>Unit</th>
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<th>7</th>
<th>8</th>
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<tbody>
<tr>
<td>Colonization</td>
<td>Revolution and the Constitution</td>
<td>Territorial Expansion</td>
<td>Civil War and Reconstruction</td>
<td>Industrial Revolution</td>
<td>WWI and the Great Depression</td>
<td>WWII and Science &amp; Technology</td>
<td>1960s, Civil Rights, and Modern Era</td>
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<tr>
<td>Days</td>
<td>5-7</td>
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<td>8-10</td>
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<td>10-15</td>
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| SSUSH 1-2 | SSUSH 3-5 | SSUSH 6-7 | SSUSH 8-10 | SSUSH 11-13 | SSUSH 14-17 | SSUSH 18-21 | SSUSH 22-25 |

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## Map and Globe Skills

1. Use cardinal directions
2. Use intermediate directions
3. Use a letter/number grid system to determine location
4. Compare/contrast categories of natural/cultural/political features found on maps
5. Use inch to inch map scale to determine distance on map
6. Use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps
7. Use a map to explain impact of geography on historical and current events
8. Draw conclusions and make generalizations based on information from maps
9. Use latitude and longitude to determine location
10. Use graphic scales to determine distances on a map
11. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
12. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations

## Information Processing Skills

1. Compare similarities and differences
2. Organize items chronologically
3. Identify issues and/or problems and alternative solutions
4. Distinguish between fact and opinion
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. Identify and use primary and secondary sources
7. Interpret timelines
8. Identify social studies reference resources to use for a specific purpose
9. Construct charts and tables
10. Analyze artifacts
11. Draw conclusions and make generalizations
12. Analyze graphs and diagrams
13. Translate dates into centuries, eras, or ages
14. Formulate appropriate research questions
15. Determine adequacy and/or relevancy of information
16. Check for consistency of information
17. Interpret political cartoons

## 9-10 Literacy Standards in History

**L9-10RH1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as date/origin of the information.

**L9-10RH2:** Determine the central ideas or information of a primary or secondary course; provide an accurate summary of how key events or ideas develop over the course of the text.

**L9-10RH3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**L9-10RH4:** Determine the meaning of words and phrases used in a text, including vocabulary describing political, social, or economic aspects of social science.

**L9-10RH5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**L9-10RH6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**L9-10RH7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**L9-10RH8:** Assess the extent to which the reasoning and evidence in a text support the author’s claims.

**L9-10RH9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

**L9-10RH10:** By the end of grade 10, read and comprehend history/social studies texts independently and proficiently.
# 11-12 Literacy Standards in History

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</table>
| ELACC11-12WHST1 | Write arguments focused on discipline-specific content.  
| a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.  
| b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.  
| c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  
| d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
| e. Provide a concluding statement or section that follows from or supports the argument presented. |
| ELACC11-12WHST2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
| a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
| b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  
| c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  
| d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  
| e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |
| ELACC11-12WHST3 | Not applicable as a separate requirement |
| ELACC11-12WHST4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| ELACC11-12WHST5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| ELACC11-12WHST6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| ELACC11-12WHST7 | Conduct short as well as more sustained research projects 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. |
| ELACC11-12WHST8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| ELACC11-12WHST9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| ELACC11-12WHST10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
## Unit 1: Colonization

**SSUSH1** The student will describe European settlement in North America during the 17th century.

- **a.** Explain Virginia’s development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon’s Rebellion, and the development of slavery.
- **b.** Describe the settlement of New England; include religious reasons, relations with Native Americans (e.g., King Phillip’s War), the establishment of town meetings and development of a legislature, religious tensions that led to the founding of Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of the Massachusetts charter and the transition to a royal colony.
- **c.** Explain the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania.
- **d.** Explain the reasons for French settlement of Quebec.
- **e.** Analyze the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies.

**SSUSH2** The student will trace the ways that the economy and society of British North America developed.

- **a.** Explain the development of mercantilism and the trans-Atlantic trade.
- **b.** Describe the Middle Passage, growth of the African population, and African-American culture.
- **c.** Identify Benjamin Franklin as a symbol of social mobility and individualism.
- **d.** Explain the significance of the Great Awakening.

## Unit 2: Revolution and the Constitution

**SSUSH3** The student will explain the primary causes of the American Revolution.

- **a.** Explain how the Anglo-French imperial competition seen in the French & Indian War and the 1763 Treaty of Paris laid groundwork for the American Revolution.
- **b.** Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.
- **c.** Explain the importance of Thomas Paine’s Common Sense to the movement for independence.

**SSUSH4** The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

- **a.** Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson.
- **b.** Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.
- **c.** Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.
- **d.** Explain the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.

**SSUSH5** The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

- **a.** Explain how weaknesses in the Articles of Confederation and Daniel Shays’ Rebellion led to a call for a stronger central government.
- **b.** Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in The Federalist concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.
- **c.** Explain the key features of the Constitution, specifically the Great Compromise, separation of powers (influence of Montesquieu), limited government, and the issue of slavery.
- **d.** Analyze how the Bill of Rights serves as a protector of individual and states’ rights.
- **e.** Explain the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).
### Unit 3: Territorial Expansion

**SSUSH6** The student will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation.

- a. Explain the Northwest Ordinance’s importance in the westward migration of Americans, and on slavery, public education, and the addition of new states.
- b. Describe Jefferson’s diplomacy in obtaining the Louisiana Purchase from France and the territory’s exploration by Lewis and Clark.
- c. Explain major reasons for the War of 1812 and the war’s significance on the development of a national identity.
- d. Describe the construction of the Erie Canal, the rise of New York City, and the development of the nation’s infrastructure.
- e. Describe the reasons for and importance of the Monroe Doctrine.

**SSUSH7** Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, & the different responses to it.

- a. Explain the impact of the Industrial Revolution as seen in Eli Whitney’s invention of the cotton gin and his development of interchangeable parts for muskets.
- b. Describe the westward growth of the United States; include the emerging concept of Manifest Destiny.
- c. Describe reform movements, specifically temperance, abolitionism, and public school.
- d. Explain women’s efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference.
- e. Explain Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.

### Unit 4: Civil War and Reconstruction

**SSUSH8** The student will explain the relationship between growing north-south divisions and westward expansion.

- a. Explain how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglass, and the Grimke sisters).
- b. Explain the Missouri Compromise and the issue of slavery in western states and territories.
- c. Describe the Nullification Crisis and the emergence of states’ rights ideology; include the role of John C. Calhoun and development of sectionalism.
- d. Describe the war with Mexico and the Wilmot Proviso.
- e. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.

**SSUSH9** The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

- a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown’s Raid.
- b. Describe President Lincoln’s efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus.
- d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta and the impact of geography on these battles.
- e. Describe the significance of the Emancipation Proclamation.
- f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.

**SSUSH10** The student will identify legal, political, and social dimensions of Reconstruction.

- b. Explain efforts to redistribute land in the South among the former slaves and provide advanced education (Morehouse College) and describe the role of the Freedmen’s Bureau.
- c. Describe the significance of the 13th, 14th, and 15th amendments.
- d. Explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
- e. Explain the impeachment of Andrew Johnson in relationship to Reconstruction.
- f. Analyze how the presidential election of 1876 and the subsequent compromise of 1877 marked the end of Reconstruction.
# Jackson County Schools
## Curriculum Pacing Guide

### Unit 5: Industrial Revolution

**SSUSH11** The student will describe the economic, social, and geographic impact of the growth of big business and technological innovations after Reconstruction.

- a. Explain the impact of the railroads on other industries, such as steel, and on the organization of big business.
- b. Describe the impact of the railroads in the development of the West; include the transcontinental railroad, and the use of Chinese labor.
- c. Identify John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies.
- d. Describe the inventions of Thomas Edison; include the electric light bulb, motion pictures, and the phonograph, and their impact on American life.

**SSUSH12** The student will analyze important consequences of American industrial growth.

- a. Describe Ellis Island, the change in immigrants’ origins to southern and eastern Europe and the impact of this change on urban America.
- b. Identify the American Federation of Labor and Samuel Gompers.
- c. Describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee.
- d. Describe the 1894 Pullman strike as an example of industrial unrest. **SSUSH13** The student will identify major efforts to reform American society and politics in the Progressive Era.

- a. Explain Upton Sinclair’s The Jungle and federal oversight of the meatpacking industry.
- b. Identify Jane Addams and Hull House and describe the role of women in reform movements.
- c. Describe the rise of Jim Crow, Plessy v. Ferguson, and the emergence of the NAACP.
- d. Explain Ida Tarbell’s role as a muckraker.
- e. Describe the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor in cities.
- f. Describe the conservation movement and the development of national parks and forests; include the role of Theodore Roosevelt.

### Unit 6: WWI and the Great Depression

**SSUSH14** The student will explain America’s evolving relationship with the world at the turn of the twentieth century.

- a. Explain the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast.
- b. Describe the Spanish-American War, the war in the Philippines, and the debate over American expansionism.
- c. Explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

**SSUSH15** The student will analyze the origins and impact of U.S. involvement in World War I.

- a. Describe the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare.
- b. Explain the domestic impact of World War I, as reflected by the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.
- c. Explain Wilson’s Fourteen Points and the proposed League of Nations.
- d. Describe passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.

**SSUSH16** The student will identify key developments in the aftermath of WW I.

- a. Explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction.
- b. Identify Henry Ford, mass production, and the automobile.
- c. Describe the impact of radio and the movies.
- d. Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley.

**SSUSH17** The student will analyze the causes and consequences of the Great Depression.

- a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.
- b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.
- c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.
SSUSH18 The student will describe Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.

a. Describe the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment.
b. Explain the Wagner Act and the rise of industrial unionism.
c. Explain the passage of the Social Security Act as a part of the second New Deal.
d. Identify Eleanor Roosevelt as a symbol of social progress and women’s activism.
e. Identify the political challenges to Roosevelt’s domestic and international leadership; include the role of Huey Long, the “court packing bill,” and the Neutrality Act.

SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

a. Explain A. Philip Randolph’s proposed march on Washington, D.C., and President Franklin D. Roosevelt’s response.
b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese-Americans, German-Americans, and Italian-Americans.
c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.
d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.
e. Describe the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.

SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States.

a. Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.
b. Explain the impact of the new communist regime in China & the outbreak of the Korean War and how these events contributed to the rise of Sen. Joseph McCarthy.
c. Describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.
d. Describe the Vietnam War, the Tet Offensive, and growing opposition to the war.
e. Explain the role of geography on the U.S. containment policy, the Korean War, the Bay of Pigs, the Cuban missile crisis, and the Vietnam War.

SSUSH21 The student will explain the impact of technological development and economic growth on the United States, 1945-1975.

a. Describe the baby boom and its impact as shown by Levittown and the Interstate Highway Act.
b. Describe the impact television has had on American culture; include the presidential debates of 1960 and news coverage of the Civil Rights Movement.
c. Analyze the impact of technology on American life; include the development of the personal computer and the expanded use of air conditioning.
d. Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower’s actions.
# Unit 8: 1960s, Civil Rights and the Modern Era

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<tbody>
<tr>
<td>a.</td>
<td>Explain the importance of President Truman’s order to integrate the U.S. military and the federal government.</td>
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<tr>
<td>b.</td>
<td>Identify Jackie Robinson and the integration of baseball.</td>
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<td>c.</td>
<td>Explain Brown v. Board of Education and efforts to resist the decision.</td>
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<td>d.</td>
<td>Describe the significance of Martin Luther King, Jr.’s Letter from a Birmingham Jail and his I Have a Dream Speech.</td>
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<table>
<thead>
<tr>
<th>SSUSH23</th>
<th>The student will describe and assess the impact of political developments between 1945 and 1970.</th>
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<tbody>
<tr>
<td>a.</td>
<td>Describe the Warren Court and the expansion of individual rights as seen in the Miranda decision.</td>
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<tr>
<td>b.</td>
<td>Describe the political impact of the assassination of President John F. Kennedy; include the impact on civil rights legislation.</td>
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<td>c.</td>
<td>Explain Lyndon Johnson’s Great Society; include the establishment of Medicare.</td>
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<tr>
<td>d.</td>
<td>Describe the social and political turmoil of 1968; include the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention.</td>
</tr>
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<table>
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<tr>
<th>SSUSH24</th>
<th>The student will analyze the impact of social change movements and organizations of the 1960s.</th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition.</td>
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<tr>
<td>b.</td>
<td>Describe the National Organization of Women and the origins and goals of the modern women’s movement.</td>
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<td>c.</td>
<td>Analyze the anti-Vietnam War movement.</td>
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<td>d.</td>
<td>Analyze Cesar Chavez and the United Farm Workers’ movement.</td>
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<td>e.</td>
<td>Explain the importance of Rachel Carson’s Silent Spring and the resulting developments; include Earth Day, the creation of the Environmental Protection Agency (EPA), and the modern environmental movement.</td>
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<td>f.</td>
<td>Describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968).</td>
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<tr>
<th>SSUSH25</th>
<th>The student will describe changes in national politics since 1968.</th>
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<tbody>
<tr>
<td>b.</td>
<td>Explain the impact of Supreme Court decisions on ideas about civil liberties and civil rights; include such decisions as Roe v. Wade (1973) and the Bakke decision on affirmative action.</td>
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<tr>
<td>c.</td>
<td>Explain the Carter administration’s efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis.</td>
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<td>d.</td>
<td>Describe domestic and international events of Ronald Reagan’s presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union.</td>
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<td>e.</td>
<td>Explain the relationship between Congress and President Bill Clinton; include the North American Free Trade Agreement and his impeachment and acquittal.</td>
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<td>f.</td>
<td>Analyze the 2000 presidential election and its outcome, emphasizing the role of the electoral college.</td>
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<td>g.</td>
<td>Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.</td>
</tr>
</tbody>
</table>
### SSUSH1 The student will describe European settlement in North America during the 17th century.

- a. Explain Virginia’s development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon’s Rebellion, and the development of slavery.
- b. Describe the settlement of New England; include religious reasons, relations with Native Americans (e.g., King Philip’s War), the establishment of town meetings and development of a legislature, religious tensions that led to the founding of Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of the Massachusetts charter and the transition to a royal colony.
- c. Explain the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania.
- d. Explain the reasons for French settlement of Quebec.
- e. Analyze the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies.

### SSUSH2 The student will trace the ways that the economy and society of British North America developed.

- a. Explain the development of mercantilism and the trans-Atlantic trade.
- b. Describe the Middle Passage, growth of the African population, and African-American culture.
- c. Identify Benjamin Franklin as a symbol of social mobility and individualism.
- d. Explain the significance of the Great Awakening.

<table>
<thead>
<tr>
<th>Concepts (what students need to know)</th>
<th>Skills (what students must be able to do)</th>
<th>DOK Level / Bloom’s</th>
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<tbody>
<tr>
<td>• How colonial Virginia developed</td>
<td>• Explain the development of Virginia, New England, the mid-Atlantic colonies, Quebec, mercantilism, the trans-Atlantic trade, and the Great Awakening.</td>
<td>• Explain (3)</td>
</tr>
<tr>
<td>• The settlement and changes of New England</td>
<td>• Describe the middle passage and the development of African-American culture.</td>
<td>• Describe (2)</td>
</tr>
<tr>
<td>• The development of the mid-Atlantic colonies</td>
<td>• Analyze the impact of location on colonial settlement</td>
<td>• Analyze (4)</td>
</tr>
<tr>
<td>• The reasons why the French settled Quebec</td>
<td>• Identify Benjamin Franklin as a symbol of social mobility and individualism</td>
<td>• Identify (1)</td>
</tr>
<tr>
<td>• How location impacted the colonies</td>
<td></td>
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<tr>
<td>• How mercantilism influenced the trans-Atlantic trade</td>
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<td></td>
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<tr>
<td>• Identify the middle passage</td>
<td></td>
<td></td>
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<tr>
<td>• How Benjamin Franklin demonstrated social mobility and individualism</td>
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<td></td>
</tr>
<tr>
<td>• How the Great Awakening impacted the colonies</td>
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</tbody>
</table>

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

- Virginia, New England, and the mid-Atlantic and southern colonies were founded for different reasons influenced by ideology and geography.
- Motivated by mercantilism, the British controlled the trans-Atlantic trade and their North American colonies.
- The life of Benjamin Franklin demonstrated social mobility and individualism
- The Great Awakening influenced the American colonists in their religious and political beliefs

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- How did Virginia, New England, the Mid-Atlantic colonies, and the southern colonies differ from one another in their development?
- How did the trans-Atlantic trade, the life of Benjamin Franklin, and the Great Awakening impact the colonies?

Next step, create assessments and engaging learning experiences
SSUSH3 The student will explain the primary causes of the American Revolution.
a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.
c. Explain the importance of Thomas Paine’s Common Sense to the movement for independence.

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.
a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson.
b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.
c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.

SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.
a. Explain how weaknesses in the Articles of Confederation and Daniel Shays’ Rebellion led to a call for a stronger central government.
b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in The Federalist concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.
c. Explain the key features of the Constitution, specifically the Great Compromise, separation of powers (influence of Montesquieu), limited government, and the issue of slavery.
d. Analyze how the Bill of Rights serves as a protector of individual and states’ rights.
e. Explain the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).
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</thead>
</table>
| • British actions during and after the French and Indian War influenced the colonists to seek independence  
• Foreign support and the role of George Washington aided the American patriots in their Revolutionary War victory.  
• The United States progressed from a weak nation under the Articles of Confederation to a stable country with the formation of the U.S. Constitution | • How did the French and Indian War set the stage for the American Revolution, and how did the American patriots win the war?  
• How did the weaknesses in the Articles of Confederation lead to the formation and success of the U.S. Constitution? |

Next step, create assessments and engaging learning experiences
**Unwrapping the CCSS**

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Insert a standard below (include code). **CIRCLE** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

**SSUSH6** The student will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation.

- a. Explain the Northwest Ordinance’s importance in the westward migration of Americans, and on slavery, public education, and the addition of new states.
- b. Describe Jefferson’s diplomacy in obtaining the Louisiana Purchase from France and the territory’s exploration by Lewis and Clark.
- c. Explain major reasons for the War of 1812 and the war’s significance on the development of a national identity.
- d. Describe the construction of the Erie Canal, the rise of New York City, and the development of the nation’s infrastructure.
- e. Describe the reasons for and importance of the Monroe Doctrine.

**SSUSH7** Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.

- a. Explain the impact of the Industrial Revolution as seen in Eli Whitney’s invention of the cotton gin and his development of interchangeable parts for muskets.
- b. Describe the westward growth of the United States; include the emerging concept of Manifest Destiny.
- c. Describe reform movements, specifically temperance, abolitionism, and public school.
- d. Explain women’s efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference.
- e. Explain Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.

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<td>(what students must be able to do)</td>
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<tr>
<td>• Motivated by manifest destiny, the United States expanded during the 19th century</td>
<td>• Explain the purpose of the Northwest Ordinance, the reasons for and outcomes of the War of 1812, the impact of the industrial revolution, women’s efforts to gain suffrage, and Jacksonian Democracy</td>
<td>• Explain (3)</td>
</tr>
<tr>
<td>• Despite his strict interpretations of the U.S. Constitution, President Jefferson purchased the Louisiana Territory from France, nearly doubling the size of the U.S.</td>
<td>• Describe Jefferson’s diplomacy in obtaining the Louisiana Purchase, the rise of New York, the reasons for and the importance of the Monroe Doctrine, westward growth, and 19th century reform movements</td>
<td>• Describe (2)</td>
</tr>
<tr>
<td>• The United States fought its “second war for independence” during the War of 1812, resulting in an end of conflict with Britain and a rise in nationalism</td>
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<tr>
<td>• The Erie Canal led to the development and rise of New York</td>
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</tr>
<tr>
<td>• The Monroe Doctrine was issued as a warning to Europe to stay out of North and South America. The Monroe Doctrine had lasting political implications</td>
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<tr>
<td>• The industrial revolution impacted the development of the country, leading to more efficient production but difficult working conditions</td>
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<tr>
<td>• Several 19th century reform movements expanded democratic ideals</td>
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<td></td>
</tr>
<tr>
<td>• Jacksonian Democracy changed American politics</td>
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</tr>
<tr>
<td><strong>Step 5: Determine BIG Ideas</strong> (enduring understandings students will remember long after the unit of study)</td>
<td><strong>Step 6: Write Essential Questions</strong> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)</td>
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</tbody>
</table>
| • The United States experienced significant geographic expansion in the 19th century, and this expansion led to economic, social, and political changes  
• Both the industrial revolution and the development of slavery changed the economy and politics of the United States  
• Reform movements and Jacksonian Democracy created enduring changes in America | • How did manifest destiny lead to the expansion of the United States, and what were the results of this expansion?  
• How did westward expansion and slavery contribute to sectional tensions?  
• What were the causes and outcomes of major reform movements in the first half of the 19th century?  
• How did Jacksonian Democracy transform American politics? |

**Next step, create assessments and engaging learning experiences**
SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.
a. Explain how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglass, and the Grimke sisters).
b. Explain the Missouri Compromise and the issue of slavery in western states and territories.
c. Describe the Nullification Crisis and the emergence of states’ rights ideology; include the role of John C. Calhoun and development of sectionalism.
d. Describe the war with Mexico and the Wilmot Proviso.
e. Explain how the Compromise of 1850 arose out of territorial expansion and population growth

SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.
a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown’s Raid.
b. Describe President Lincoln’s efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus.
d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta and the impact of geography on these battles.
e. Describe the significance of the Emancipation Proclamation.
f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.

SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction.
a. Compare and contrast Presidential Reconstruction with Radical Republican Reconstruction.
b. Explain efforts to redistribute land in the South among the former slaves and provide advanced education (Morehouse College) and describe the role of the Freedmen’s Bureau.
c. Describe the significance of the 13th, 14th, and 15th amendments.
d. Explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
e. Explain the impeachment of Andrew Johnson in relationship to Reconstruction.
f. Analyze how the presidential election of 1876 and the subsequent compromise of 1877 marked the end of Reconstruction.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>• How westward expansion and slavery impacted the political divisions in America</td>
<td>• Explain the role of westward expansion and slavery in politics, including major compromises, Kansas-Nebraska Act, the Dred Scott case, and John Brown’s raid</td>
<td>• Explain (3)</td>
</tr>
<tr>
<td>• Explain the major causes and consequences of the Civil War</td>
<td>• Explain the economic disparity between the north and the south and the important battles and people of the Civil War</td>
<td>• Describe (2)</td>
</tr>
<tr>
<td>• The successes and failures of Reconstruction, including education, the role of the Freedmen’s Bureau, sharecropping, Black Codes, and the KKK</td>
<td>• Explain key aspects of Reconstruction, including land, education, the Freedmen’s Bureau, Reconstruction Amendments, Black Codes, the KKK, and the impeachment of Andrew Johnson</td>
<td>• Compare and contrast (2)</td>
</tr>
<tr>
<td>• The reasons for and the significance of President Andrew Jackson’s impeachment</td>
<td>• Describe the nullification crisis, the war with Mexico, Lincoln’s efforts to preserve the Union, and the significance of the Emancipation Proclamation.</td>
<td></td>
</tr>
<tr>
<td>• The development of big business, technological innovations, and the development of the west</td>
<td>• Compare and contrast Presidential Reconstruction with Radical Republican Reconstruction.</td>
<td></td>
</tr>
</tbody>
</table>
**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

- Sectional tensions in the antebellum era were caused by several key factors which eventually led to the Civil War
- Reconstruction resulted in long-lasting successes and failures

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- What events led to the U.S. Civil War, and why did the Union win the war?
- How did presidential and congressional reconstruction differ, and what was the legacy of Reconstruction?

**Next step, create assessments and engaging learning experiences**
## Unwrapping the CCSS

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</table>

Insert a standard below (include code). **CIRCLE** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

**SSUSH11 The student will describe the economic, social, and geographic impact of the growth of big business and technological innovations after Reconstruction.**
- Explain the impact of the railroads on other industries, such as steel, and on the organization of big business.
- Describe the impact of the railroads in the development of the West; include the transcontinental railroad, and the use of Chinese labor.
- Identify John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies.
- Describe the inventions of Thomas Edison; include

**SSUSH12 The student will analyze important consequences of American industrial growth.**
- Describe Ellis Island, the change in immigrants’ origins to southern and eastern Europe and the impact of this change on urban America.
- Identify the American Federation of Labor and Samuel Gompers.
- Describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee.
- Describe the 1894 Pullman strike as an example of industrial unrest.

**SSUSH13 The student will identify major efforts to reform American society and politics in the Progressive Era.**
- Explain Upton Sinclair’s The Jungle and federal oversight of the meatpacking industry.
- Identify Jane Addams and Hull House and describe the role of women in reform movements.
- Describe the rise of Jim Crow, Plessy v. Ferguson, and the emergence of the NAACP.
- Explain Ida Tarbell’s role as a muckraker.
- Describe the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor in cities.
- Describe the conservation movement and the development of national parks and forests; include the role of Theodore Roosevelt.

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<tbody>
<tr>
<td>• Chinese laborers helped construct the first transcontinental railroad, and railroads led to the development of the west</td>
<td>• Describe the impact of railroads, the inventions of Thomas Edison, Ellis Island, the Pullman strike, Jim Crow, Plessy v. Ferguson, NAACP, progressive reforms, and the conservation movement</td>
<td>• Describe (2)</td>
</tr>
<tr>
<td>• Rockefeller’s Standard Oil Company demonstrated the rise of trusts and monopolies</td>
<td>• Identify John D. Rockefeller, Samuel Gompers, and Jane Addams</td>
<td>• Identify (2)</td>
</tr>
<tr>
<td>• The inventions of Thomas Edison helped improve conditions for Americans</td>
<td>• Explain the roles of Upton Sinclair and Ida Tarbell</td>
<td>• Explain (1)</td>
</tr>
<tr>
<td>• Immigrants who came to American in the decades after the Civil War changed urban America</td>
<td>• Teddy Roosevelt expanded the conversation movement</td>
<td>• Explain (3)</td>
</tr>
<tr>
<td>• Continued westward growth adversely impacted Native Americans (Wounded Knee)</td>
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<tr>
<td>• Samuel Gompers led the American Federation of Labor in a time of labor unrest in America</td>
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<tr>
<td>• Muckrakers Upton Sinclair and Ida Tarbell exposed detrimental conditions in society and brought about federal oversight</td>
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<tr>
<td>• Women such as Jane Addams were influential in the progressive movement</td>
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<tr>
<td>• The NAACP was created to fight for African American civil rights in response to racism (Jim Crow, Plessy v. Ferguson)</td>
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</table>
### Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)

- The growth of big business, technological innovations, and the changing composition of immigrants impacted conditions in the United States
- The progressive movement was created in response to undesirable conditions and led to enduring social and political changes

### Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- How did big business, technology, and the changing composition of immigrants affect the development of the United States after the Civil War, and what were the consequences of this growth?
- What were the long-lasting changes brought about as a result of the progressive era?

**Next step, create assessments and engaging learning experiences**
Unwrapping the CCSS

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Insert a standard below (include code). **CIRCLE** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

**SSUSH14** The student will explain America’s evolving relationship with the world at the turn of the twentieth century.

a. Explain the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast.
b. Describe the Spanish-American War, the war in the Philippines, and the debate over American expansionism.
c. Explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

**SSUSH15** The student will analyze the origins and impact of U.S. involvement in World War I.

a. Describe the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare.
b. Explain the domestic impact of World War I, as reflected by the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.
c. Explain Wilson’s Fourteen Points and the proposed League of Nations.
d. Describe passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.

**SSUSH16** The student will identify key developments in the aftermath of WW I.

a. Explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction.
b. Identify Henry Ford, mass production, and the automobile.
c. Describe the impact of radio and the movies.
d. Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley.

**SSUSH17** The student will analyze the causes and consequences of the Great Depression.

a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.
b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.

c. Describe the debate over expansionism, the factors that prompted U.S. entry into World War I, 18th and 19th Amendments, radio and movies, 1920s forms of cultural expression, and the causes of the Great Depression

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<tr>
<td>• Anti-Asian immigration restriction occurred because white Americans resented Asian laborers accepting low wages and taking jobs</td>
<td>• Explain anti-Asian immigration restriction, U.S. involvement in Latin America, the international and domestic impact of World War I, how the Red Scare led to more immigration restriction, the factors that led to the Dust Bowl.</td>
<td>• Explain (3) • Describe (2)</td>
</tr>
<tr>
<td>• A debate over imperialism occurred with the United States’ actions during the Spanish-American War</td>
<td>• Describe the debate over expansionism, the factors that prompted U.S. entry into World War I, 18th and 19th Amendments, radio and movies, 1920s forms of cultural expression, and the causes of the Great Depression</td>
<td></td>
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<tr>
<td>• The United States extended its influence in Latin America with the Roosevelt Corollary</td>
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<tr>
<td>• World War I had international implications (Wilson’s 14 points) and a domestic impact (Great Migration and Espionage Act)</td>
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<tr>
<td>• The 18th Amendment brought about prohibition (it failed), and the 19th Amendment finally granted women the right to vote</td>
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<tr>
<td>• The Red Scare brought about more immigration restriction</td>
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<tr>
<td>• The 1920s was a time of cultural change (assembly line, roaring twenties, radio and movies) as well as economic turmoil (Great Depression)</td>
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<tr>
<td>• The Dust Bowl exacerbated conditions and resulted in a migration west</td>
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</table>
| • At the turn of the twentieth century, the United States moved from isolationism to imperialism.  
• When Germany continued to use unrestricted submarine warfare during World War I, the United States moved from neutrality to engagement.  
• World War I had both an international (Wilson’s 14 points) and a domestic impact (Great Migration, Espionage Act).  
• The 18th Amendment attempted to prohibit alcohol; the 19th Amendment finally granted women the right to vote.  
• The 1920s was a time of cultural change seen through the Red Scare, the radio and movies, Henry Ford’s assembly line, the Harlem Renaissance, and Tin Pan Alley.  
• There were economic problems beneath the surface during the 1920s that led to the Great Depression. | • How did the international role of the United States change at the turn of the twentieth century?  
• Which events prompted the United States to move from neutrality to engagement during World War I?  
• What were the international and domestic consequences of World War I for the United States?  
• What was the significance of the 18th and 19th Amendments?  
• What type of technological and cultural changes took place during the 1920s?  
• What type of economic problems existed in the 1920s that ultimately led to the Great Depression? |

Next step, create assessments and engaging learning experiences.
## Unwrapping the CCSS

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**SSUSH18** The student will describe Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.

a. Describe the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment.
b. Explain the Wagner Act and the rise of industrial unionism.
c. Explain the passage of the Social Security Act as a part of the second New Deal.
d. Identify Eleanor Roosevelt as a symbol of social progress and women’s activism.
e. Identify the political challenges to Roosevelt’s domestic and international leadership; include the role of Huey Long, the “court packing bill,” and the Neutrality Act.

**SSUSH19** The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

a. Explain A. Philip Randolph’s proposed march on Washington, D.C., and President Franklin D. Roosevelt’s response.
b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese- Americans, German-Americans, and Italian-Americans.
c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.
d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.
e. Describe the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.
f. Compare the geographic locations of the European Theater and the Pacific Theater and the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops.

**SSUSH20** The student will analyze the domestic and international impact of the Cold War on the United States.

a. Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.
b. Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.
c. Describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.
d. Describe the Vietnam War, the Tet Offensive, and growing opposition to the war.
e. Explain the role of geography on the U.S. containment policy, the Korean War, the Bay of Pigs, the Cuban missile crisis, and the Vietnam War.

**SSUSH21** The student will explain the impact of technological development and economic growth on the United States, 1945-1975.

a. Describe the baby boom and its impact as shown by Levittown and the Interstate Highway Act.
b. Describe the impact television has had on American culture; include the presidential debates (Kennedy/Nixon, 1960) and news coverage of the Civil Rights Movement.
c. Analyze the impact of technology on American life; include the development of the personal computer and the expanded use of air conditioning.
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<tbody>
<tr>
<td>• Franklin Roosevelt’s New Deal expanded the role of the federal government in dealing with economic problems</td>
<td>• Describe the TVA, war mobilization, Manhattan Project, containment, events with Cuba, Vietnam War, baby boom, and the impact of television</td>
<td>• Describe (2)</td>
</tr>
<tr>
<td>• Roosevelt’s New Deal programs made significant changes (TVA was a works program that provided environmental control; the Wagner Act protected the rights of workers; Social Security provided monetary benefits to retirees)</td>
<td>• Explain Wagner Act, Social Security, A. Philip Randolph’s purposed march on Washington, major events and battles of WWII, Korean War, McCarthyism, and the role of geography on containment</td>
<td>• Explain (3)</td>
</tr>
<tr>
<td>• Eleanor Roosevelt was a symbol of social progress with her support for the rights of women, minorities, and the poor.</td>
<td>• Identify Eleanor Roosevelt as a symbol of social progress, and challenges to the New Deal</td>
<td>• Identify (1)</td>
</tr>
<tr>
<td>• Franklin Roosevelt faced criticism for his New Deal, largely from Huey Long who advocated the “Share Our Wealth” program</td>
<td>• Analyze the impact of technology on American life</td>
<td>• Analyze (4)</td>
</tr>
<tr>
<td>• A. Philip Randolph purposed a march on Washington to pressure President Roosevelt to end wartime discrimination against African Americans</td>
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<tr>
<td>• Geography influenced the events and battles of WWII in the European and Pacific theaters of war</td>
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</tr>
<tr>
<td>• The commitment to containment resulted in increased U.S. involvement in foreign conflict and contributed to another Red Scare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The baby boom led to Levittowns and the rise of suburbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Television and other new technology had a major impact on the lives of Americans</td>
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</table>

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

- Franklin Roosevelt’s New Deal changed expectations for involvement from the federal government in economic issues
- World War II had significant political, economic, and social implications for the United States, including the nation’s expanded role in international affairs, economic wartime production, and the changing role of women
- The United States’ commitment to containment during the Cold War led to military involvement throughout the world
- Technological advances during the Cold War led to significant changes in the daily lives of Americans

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- How did the role of the federal government change as a result of Franklin Roosevelt’s New Deal?
- How did WWII impact the United States in terms of its international relations and its domestic conditions?
- How did the United States’ commitment to the containment policy affect its international relations?
- How did technological advances shape the lives of Americans during the Cold War?

Next step, create assessments and engaging learning experiences
## Unwrapping the CCSS

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Social Studies</th>
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<tbody>
<tr>
<td>Grade/Course</td>
<td>11th/U.S. History</td>
</tr>
<tr>
<td>Unit of Study</td>
<td>Unit 8</td>
</tr>
<tr>
<td>Duration of Unit</td>
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</tr>
</tbody>
</table>

Insert a standard below (include code). **CIRCLE** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

**SSUSH22** The student will identify dimensions of the Civil Rights Movement, 1945-1970.

a. Explain the importance of President Truman’s order to integrate the U.S. military and the federal government.
b. Identify Jackie Robinson and the integration of baseball.
c. Explain Brown v. Board of Education and efforts to resist the decision.d. Describe the significance of Martin Luther King, Jr.’s Letter from a Birmingham Jail and his I Have a Dream Speech.

**SSUSH23** The student will describe and assess the impact of political developments between 1945 and 1970.

a. Describe the Warren Court and the expansion of individual rights as seen in the Miranda decision.
b. Describe the political impact of the assassination of President John F. Kennedy; include the impact on civil rights legislation.
c. Explain Lyndon Johnson’s Great Society; include the establishment of Medicare.
d. Describe the social and political turmoil of 1968; include the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention.

**SSUSH24** The student will analyze the impact of social change movements and organizations of the 1960s.

a. Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition.
b. Describe the National Organization of Women and the origins and goals of the modern women’s movement.
c. Analyze the anti-Vietnam War movement.
d. Analyze Cesar Chavez and the United Farm Workers’ movement.
e. Explain the importance of Rachel Carson’s *Silent Spring* and the resulting developments; include Earth Day, the creation of the Environmental Protection Agency (EPA), and the modern environmental movement.
f. Describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968).

**SSUSH25** The student will describe changes in national politics since 1968.

b. Explain the impact of Supreme Court decisions on ideas about civil liberties and civil rights; include such decisions as Roe v. Wade (1973) and the Bakke decision on affirmative action.
c. Explain the Carter administration’s efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis.

<table>
<thead>
<tr>
<th>Concepts (what students need to know)</th>
<th>Skills (what students must be able to do)</th>
<th>DOK Level / Bloom’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accomplishments of the civil rights movement, including Truman’s integration of the military, Jackie Robison breaking baseball’s color barrier, the <em>Brown v. Board of Education</em> decision, King’s “Letter from Birmingham Jail,” his “I have a dream” speech, the Civil Rights Act of 1964, and the 1965 Voting Rights Act</td>
<td>• Explain Truman’s integration of the military, the <em>Brown</em> decision, Johnson’s Great Society, Rachel Carson’s <em>Silent Spring</em>, and the accomplishments and failures of recent presidents</td>
<td>(3)</td>
</tr>
<tr>
<td>• The Warren Court made rulings that expanded civil liberties</td>
<td>• Identify Jackie Robinson</td>
<td>(1)</td>
</tr>
<tr>
<td>• After Kennedy assassination, Lyndon Johnson encouraged Congress to pass civil rights and Great Society legislation</td>
<td>• Describe King’s “Letter from Birmingham Jail” and his “I have a dream” speech, the causes and consequences of the Civil Rights Act and the Voting Rights Act, the Warren Court, the impact of Kennedy’s assassination, the turmoil of 1968, NOW, and the rise of the conservative movement</td>
<td>(2)</td>
</tr>
<tr>
<td>• 1968 was a year of turmoil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Social change movements of the 1960s advocated for the right of other minority groups</td>
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</tbody>
</table>
• Rachel Carson’s book *Silent Spring* helped launch the environmental movement
• Nixon sought to improve relations with the Soviet Union and China, but the Watergate scandal was his downfall
• The Supreme Court cases *Roe v. Wade* and the Bakke case made rulings on the controversial issues of abortion and affirmative action
• President Carter’s led the Camp David Accords but his presidency suffered when he could not secure the release of hostages during the Iranian hostage crisis
• The domestic and international events of Ronald Reagan’s presidency included Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union.
• Clinton became the second president to be impeached
• In the 2000 presidential election, Al Gore won the popular vote, but George Bush won the electoral college vote
  • After the September 11th attacks, the U.S. declared war on terrorism

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

• The civil rights movement helped improve the social, economic, and political conditions for African Americans in this country
• The Warren Court made rulings that expanded civil liberties
• The 1960s was a turbulent decade marked by social change movements, protests, violence, and the Vietnam War
• Richard Nixon was the first and only U.S. president to resign
• The Supreme Court cases *Roe v. Wade* and the Bakke case made rulings on the controversial issues of abortion and affirmative action
• Presidents of the 1970s and 1980s experienced both significant accomplishments, but also had major failings
• Clinton became the second president to be impeached, but he was not removed from office
• The 2000 election was a controversial election because of the role of the electoral college and disputed ballots in Florida
• After the September 11th attacks, the U.S. declared war on terrorism

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

• What were some of the specific accomplishments of the civil rights movement?
• What was the legacy of the Warren Court?
• How was the 1960s a decade of both turmoil and accomplishment?
• What was the significance of the Watergate scandal?
• How has the Supreme Court ruled on the issues of abortion and affirmative action?
• What were the greatest accomplishments and failures of U.S. presidents in recent decades?
• Why was the 2000 presidential election so controversial?
• How did the September 11th attacks affect the United States’ role in international politics?

*Next step, create assessments and engaging learning experiences*