

Curriculum Map: American and Arizona History

Unit 1: Colonization & Exploration 1492-1763	Semester	Time Frame:
Topic: <ul style="list-style-type: none"> • Motivations for Colonization of America • Impacts of Colonization • Political, Religious, Social, and Geographical characteristics of New England, Middle and Southern Colonies 	1	3 weeks
Essential Questions: <ol style="list-style-type: none"> 1. <i>Explain the motivations for colonization of America.</i> 2. <i>In what ways did the colonies differ and how did those differences impact development?</i> 3. <i>What factors led to the growing sense of independence in the European colonies?</i> 		
Vocabulary: <p>Pilgrims, Puritans, Quakers, mercantilism, Mayflower Compact, Maryland Act of Toleration, persecution, tolerance, Jamestown, Plymouth Colony, Massachusetts Bay Colony, John Rolfe, John Smith, Christopher Columbus, William Penn, Pocahontas, New England Colonies, Middle Colonies, Southern Colonies</p>	Key Concepts: <p><u>Motives for Exploration</u></p> <ul style="list-style-type: none"> • Explorers • Countries involved • Impact of exploration • Columbian Exchange <p><u>The 13 Colonies (New England, Middle, Southern)</u></p> <ul style="list-style-type: none"> • Geographic influences • Economic systems • Religious beliefs • Social patterns • Political impacts (Mayflower compact) • Key figures 	

Disciplinary Skills & Processes Standards:	Core Standards:
<p><u>HS.SP1</u> <i>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present</i></p> <ul style="list-style-type: none"> HS.SP1.1 Evaluate how events and developments were shaped by the unique circumstances of time and place as well as broader contexts. (Contextualization of events) <p><u>HS.SP2</u> <i>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.</i></p> <ul style="list-style-type: none"> HS.SP2.2 Analyze the ways in which perspective shapes recorded history. (Change & Continuity over Time) <p><u>HS.SP3</u> <i>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</i></p> <ul style="list-style-type: none"> HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions. (Creating complex questions using valid sources-C3 Inquiry/DBQ Project) HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection. (Sourcing & agreeing or disagreeing with arguments) HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations. (Strength & Weaknesses in using primary & secondary sources) HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source. (Credibility of sources) 	<p><u>History</u></p> <p><u>HS.H1</u> <i>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</i></p> <ul style="list-style-type: none"> HS.H1.1 Explain the process of state-building, expansion, and dissolution. HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution. <p><u>HS.H2</u> <i>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</i></p> <ul style="list-style-type: none"> HS.H2.1 Explain multiple causes of conflict. HS.H2.2 Analyze approaches to conflict management and resolution. <p><u>HS.H3</u> <i>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world</i></p> <ul style="list-style-type: none"> HS.H3.2 Compare the ways in which economic philosophies influenced political, economic, and social developments. <p><u>Civics</u></p> <p><u>HS.C2</u> <i>Citizens have individual rights, roles, and responsibilities.</i></p> <ul style="list-style-type: none"> HS.C2.4 Analyze the responsibilities of citizens. . <p><u>HS.C3</u> <i>An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</i></p> <ul style="list-style-type: none"> HS.C3.1 Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time. <p><u>Economics</u></p> <p><u>HS.E3</u> <i>Individuals and institutions are interdependent within market systems.</i></p> <ul style="list-style-type: none"> HS.E3.2 Evaluate how numerous factors and conditions influence market prices. HS.E3.3 Evaluate the role of government in regulating marketplaces.

HS.SP4 Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- **HS.SP4.1** Analyze multiple and complex causes and effects of events in the past and present. (*Cause and effect-Multiple & Complex*)
- **HS.SP4.2** Distinguish between long-term causes and triggering events in developing an argument.

HS.E5 The interconnected global economy impacts all individuals and groups in significant and varied ways.

- **HS.E5.3** Explain why nations chose to trade and how it is regulated.
- **HS.E5.4** Explain how national economies influence trade.

Geography

HS.G1 The use of geographic representations and tools help individuals understand their world

- **HS.G1.1** Use geographic data to explain and analyze relationships between locations of place and regions. (Key tools and representations such as maps, remotely sensed and other images, tables, and graphs)

HS.G2 Human-environment interactions are essential aspects of human life in all societies

- **HS.G2.2** Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

HS.G3 Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface

- **HS.G3.4** Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.

Reading and Writing Standards [ELA/SS Crosswalk](#)

11-12.RL.1-9

When choosing literature to read, look to social studies content for examples. Students can cite textual evidence, determine themes and meanings of words. Using social studies ten stories, students can compare and contrast texts, analyze different points of view, and analyze how modern works draw on the past.

11-12.RL.10

Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.

11-12.RI.10

Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.

11-12.W.1

Use the content standards for civics, economics, geography, and history to write arguments with evidence, explanatory texts, and narratives. Use those same content standards to write research and present their findings and use technology.

	<p><u>11-12.SL.1-4</u> Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to interpret information and delineate a speaker’s argument and specific claims. Students will then present claims and finding, in a variety of multimedia and communicate effectively. Use social studies content standards to fulfill this requirement.</p>
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Unit 2: Revolution & New Nation 1763-1800	Semester	Time Frame:
<p>Topics:</p> <ul style="list-style-type: none"> • Economic, Political, and social cause/effects of the American Revolution • Key events before/during/after the Revolutionary War • Creation of the American Government 	1	3 weeks
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Explain how the Constitution impacts our lives as Americans. 2. Describe the events leading to the American Revolution and the impacts of the outcome. 3. Describe the origins of establishing the American government. 		
<p>Vocabulary:</p> <p>Declaratory Act, Writs of Assistance, Boston Massacre, Committees of Correspondence, Boston Tea Party, Coercive Acts, First Continental Congress, Parliament, Olive Branch Petition, Second Continental Congress, Thomas Paine, Thomas Jefferson, Loyalists, Patriots, Saratoga, Yorktown, Lexington and Concord, Republic, Treaty of Paris, Articles of Confederation, Shays' Rebellion, Federalism, James Madison, Federalists/Anti-Federalists, George Washington, Hamilton's Financial Plan, Bank of the United States, Constitutional Compromises, Bill of Rights, Marbury v Madison, judicial review</p>	<p>Key Concepts:</p> <p><u>American Revolution</u></p> <ul style="list-style-type: none"> • Causes – Economic, Political, and Social • Outcome of Revolutionary War • British Acts – cause/effect on colonists • Key events before/during/after the Revolutionary War <p><u>Major Events</u></p> <ul style="list-style-type: none"> • Lexington and Concord • Saratoga • Yorktown • Constitutional Convention • French and Indian War • Ratification of the Constitution 	

	<p><u>Creation of the American Government</u></p> <ul style="list-style-type: none"> • Enlightenment Thinkers • Evolution of Democracy • Creation of institutions (banks) • Declaration of Independence • Articles of Confederation • Bill of Rights • Constitution • Individual Rights • Political Parties • Key figures in the creation of the government • Power of the Supreme Court • Marbury v. Madison
Disciplinary Skills & Processes Standards:	Core Standards:
<p><u>HS.SP1</u> <i>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present</i></p> <ul style="list-style-type: none"> • HS.SP1.1 Evaluate how events and developments were shaped by the unique circumstances of time and place as well as broader contexts. (Contextualization of events) <p><u>HS.SP2</u> <i>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.</i></p> <ul style="list-style-type: none"> • HS.SP2.2 Analyze the ways in which perspective shapes recorded history. (Change & Continuity over Time) <p><u>HS.SP3</u> <i>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</i></p> <ul style="list-style-type: none"> • HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions. (Creating complex questions using valid sources-C3 Inquiry/DBQ Project) 	<p><u>History</u></p> <p><u>HS.H1</u> <i>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</i></p> <ul style="list-style-type: none"> • HS.H1.1 Explain the process of state-building, expansion, and dissolution. • HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution. <p><u>HS.H2</u> <i>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</i></p> <ul style="list-style-type: none"> • HS.H2.1 Explain multiple causes of conflict. • HS.H2.2 Analyze approaches to conflict management and resolution. <p><u>Civics</u></p> <p><u>HS.C2</u> <i>Citizens have individual rights, roles, and responsibilities.</i></p> <ul style="list-style-type: none"> • HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases. • HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.

- **HS.SP3.2** Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection. (*Sourcing & agreeing or disagreeing with arguments*)
- **HS.SP3.4** Evaluate the credibility of a source by examining how experts value the source. (Credibility of sources)

HS.SP4 *Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.*

- **HS.SP4.1** Analyze multiple and complex causes and effects of events in the past and present. (*Cause and effect-Multiple & Complex*)
- **HS.SP4.2** Distinguish between long-term causes and triggering events in developing an argument. (*Cause and effect-Multiple & Complex*)

HS.C3 *An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.*

- **HS.C3.1** Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.

Economics

HS.E3 *Individuals and institutions are interdependent within market systems.*

- **HS.E3.2** Evaluate how numerous factors and conditions influence market prices.
- **HS.E3.3** Evaluate the role of government in regulating marketplaces.
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HS.E5 *The interconnected global economy impacts all individuals and groups in significant and varied ways.*

- **HS.E5.3** Explain why nations chose to trade and how it is regulated.
- **HS.E5.4** Explain how national economies influence trade.

Geography

HS.G1 *The use of geographic representations and tools help individuals understand their world*

- **HS.G1.1** Use geographic data to explain and analyze relationships between locations of place and regions. (Key tools and representations such as maps, remotely sensed and other images, tables, and graphs)

HS.G2 *Human-environment interactions are essential aspects of human life in all societies*

- **HS.G2.2** Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

HS.G3 *Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface*

- **HS.G3.4** Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.
- **HS.G3.5** Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

	<p>Reading and Writing Standards ELA/SS Crosswalk</p> <p><u>11-12.RL.1-9</u> When choosing literature to read, look to social studies content for examples. Students can cite textual evidence, determine themes and meanings of words. Using social studies ten stories, students can compare and contrast texts, analyze different points of view, and analyze how modern works draw on the past.</p> <p><u>11-12.RL.10</u> Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.</p> <p><u>11-12.RI.10</u> Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.</p> <p><u>11-12.W.1</u> Use the content standards for civics, economics, geography, and history to write arguments with evidence, explanatory texts, and narratives. Use those same content standards to write research and present their findings and use technology.</p> <p><u>11-12.SL.1-4</u> Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to interpret information and delineate a speaker's argument and specific claims. Students will then present claims and finding, in a variety of multimedia and communicate effectively. Use social studies content standards to fulfill this requirement.</p>
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Unit 3: Antebellum America/Westward Expansion 1800-1848	Semester	Time Frame:
<p>Topics:</p> <ul style="list-style-type: none"> • Positive and negative aspects of economic, social, and political impacts of Westward Expansion. • Cause/effect of Antebellum policies on growth of the U.S. • Technological Innovations • Political and Social reforms • Impact of Westward expansion on different regional, social, ethnic, and racial groups. 	1	3 weeks
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Describe the challenges facing the United States during its first 30 years of its existence. 2. Explain how territorial expansion impacted various groups in America. 3. Explain the motivations and impacts of Westward expansion. 		
<p>Vocabulary:</p> <p>Nationalism, nativism, cotton gin, Louisiana Purchase, War of 1812, Monroe Doctrine, American System, Missouri Compromise, sectionalism, Democratic Party, Indian Removal Act, Trail of Tears, Bank War, Nullification, Spoils System, slave codes, abolitionists, Underground, Railroad, Second Great Awakening, Seneca Falls Convention</p>	<p>Key Concepts:</p> <p><u>Economic, Social, and Political causes of Westward Expansion</u></p> <ul style="list-style-type: none"> • Manifest Destiny • Louisiana Territory • Texas • Mexican Cession • Gadsden Purchase • Motivations • Resistance against expansion 	

	<ul style="list-style-type: none"> • Key Events <p><u>Issues Faced During the Presidencies of Jefferson through Jackson</u></p> <ul style="list-style-type: none"> • Native American Removal – Impacts on Native Americans • Expansion of suffrage – Key figures and events • Immigration • Expansion of slavery • Cultural and religious reform movements <p><u>Impact of the Industrialization on Westward Expansion</u></p> <ul style="list-style-type: none"> • Factory System - manufacturing • Urbanization • Inventions (telegraph, cotton gin) <p><u>Transportation Improvements</u></p> <ul style="list-style-type: none"> • railroads • canals • steamboats
Disciplinary Skills & Processes Standards:	Core Standards:
<p><u>HS.SP1</u> <i>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present</i></p> <ul style="list-style-type: none"> • HS.SP1.1 Evaluate how events and developments were shaped by the unique circumstances of time and place as well as broader contexts. (Contextualization of events) • HS.SP1.2 Analyze change and continuity in historical eras. • HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world. 	<p><u>History</u></p> <p><u>HS.H1</u> <i>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</i></p> <ul style="list-style-type: none"> • HS.H1.1 Explain the process of state-building, expansion, and dissolution. • HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution. • HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups’ experiences have related to national identities. • HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies.

<ul style="list-style-type: none"> • HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. <p>HS.SP2 <i>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.</i></p> <ul style="list-style-type: none"> • HS.SP2.1 Analyze how contexts shaped and continue to shape people's perspectives. • HS.SP2.2 Analyze the ways in which perspective shapes recorded history. (<i>Change & Continuity over Time</i>) • HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today. <p>HS.SP3 <i>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</i></p> <ul style="list-style-type: none"> • HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions. • HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection. • HS.SP3.3 Analyze the relationship between primary sources and secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations. • HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source. • HS.SP3.5 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. • HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. • HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation. 	<p>HS.H2 <i>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</i></p> <ul style="list-style-type: none"> • HS.H2.1 Explain multiple causes of conflict. • HS.H2.2 Analyze approaches to conflict management and resolution. • HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions. <p>HS.H3 <i>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes. • HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good. • HS.H3.5 Explain how different labor systems developed and affected societies over time. <p>HS.H4 <i>Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions. • HS.H4.3 Examine how access to information and technology has been used to influence society. <p>Civics</p> <p>HS.C2 <i>Citizens have individual rights, roles, and responsibilities.</i></p> <ul style="list-style-type: none"> • HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases. <p>Economics</p> <p>HS.E1 <i>A financially literate individual understands how to manage income, spending, and investment</i></p> <ul style="list-style-type: none"> • HS.E1.1 Evaluate how and why people make choices to improve their economic well-being <p>HS.E4 <i>The domestic economy is shaped by interactions between government, institutions, and the private sector.</i></p> <ul style="list-style-type: none"> • HS.E4.4 Explain the effect of advancements in technology and training on economic growth and standards of living.
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- **HS.SP3.8** Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.

HS.SP4 Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- **HS.SP4.1** Analyze multiple and complex causes and effects of events in the past and present. *(Cause and effect-Multiple & Complex)*
- **HS.SP4.1** Analyze multiple and complex causes and effects of events in the past and present.
- **HS.SP4.2** Distinguish between long-term causes and triggering events in developing an argument.
- **HS.SP4.3** Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.
- **HS.SP4.4** Compare the central arguments in secondary works on related topics in multiple media. Critique the central arguments in secondary works on related topics in multiple media in terms of their accuracy and relevance.

Geography

HS.G1 The use of geographic representations and tools help individuals understand their world

- **HS.G1.1** Use geographic data to explain and analyze relationships between locations of place and regions. (Key tools and representations such as maps, remotely sensed and other images, tables, and graphs)

HS.G2 Human-environment interactions are essential aspects of human life in all societies

- **HS.G2.3** Evaluate the impact of human settlement on the environment and culture of specific places and regions.
- **HS.G2.4** Evaluate the use and sustainability of natural resources.

HS.G3 Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface

- **HS.G3.1** Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- **HS.G3.3** Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
- **HS.G3.4** Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.
- **HS.G3.5** Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

Reading and Writing Standards [ELA/SS Crosswalk](#)

11-12.RL.1-9

When choosing literature to read, look to social studies content for examples. Students can cite textual evidence, determine themes and meanings of words. Using social studies ten stories, students can compare and contrast texts, analyze different points of view, and analyze how modern works draw on the past.

11-12.RL.10

Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.

11-12.RI.10

Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.



	<p><u>11-12.W.1</u> Use the content standards for civics, economics, geography, and history to write arguments with evidence, explanatory texts, and narratives. Use those same content standards to write research and present their findings and use technology.</p> <p><u>11-12.SL.1-4</u> Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to interpret information and delineate a speaker’s argument and specific claims. Students will then present claims and finding, in a variety of multimedia and communicate effectively. Use social studies content standards to fulfill this requirement.</p>
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Unit 4: Civil War – Reconstruction 1848- 1877	Semester	Time Frame:
<p>Topics:</p> <ul style="list-style-type: none"> • Economic, Social, and Political causes of the Civil War • Economic, Social and Political differences between the North, South, and West. • Social and Political changes regarding minorities 	1	3 weeks
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Compare and contrast the economic, political, and social differences between the North, South, and West before and after the war. 2. Explain factors that impacted post- Civil War Indian Policy. 3. Explain the failures and successes of Reconstruction policies. 		
Vocabulary:	Key Concepts:	
<p>Civil War: Crittenden Compromise, First Battle of Bull Run, habeas corpus, conscription, Anaconda Plan , US Sanitary Commission, Copperheads, Battle of Shiloh, Emancipation Proclamation, Battle of Antietam, 54th Massachusetts Infantry, War of attrition, Total war, Battle of Gettysburg, Pickett's Charge, Gettysburg Address, Siege of Vicksburg</p> <p>Reconstruction: Reconstruction, 13th, 14th & 15th Amendments, Black Codes, Amnesty, Freedmen’s Bureau, Civil Rights Act of 1866, Reconstruction Act, Carpetbaggers, Scalawags, Ku Klux Klan, Panic of 1873, Redeemers, Civil Rights Act of 1875, Compromise of 1877, Sharecropping, Crop-lien system, Poll Taxes, Literacy Tests, Segregation, Jim Crow laws, Plessey vs Ferguson, lynching, segregation</p>	<p><u>Civil War and Reconstruction</u></p> <ul style="list-style-type: none"> • Economic, Social, and Political Causes of the Civil War • Economic and Social Differences between the North, South, and West. <p><u>Balance of Power</u></p> <ul style="list-style-type: none"> • Missouri Compromise • Compromise of 1850 • Popular Sovereignty • States’ Rights • Power in the Senate • Dred Scott Decision • Kansas-Nebraska Act 	

Role of Abolitionists

- Frederick Douglass
- John Brown
- Harriet Tubman
- William Lloyd Garrison
- Harriet Beecher Stowe (*Uncle Tom's Cabin*)

Presidential Election of 1860

Aspects of the Civil War

- Importance of Resources
- Turning Points
- Military and Civilian Leaders
- Emancipation Proclamation
- Key Battles
- Key documents

Immediate and Long-Term Effects of Reconstruction

- Lincoln's Assassination
- Johnson's Impeachment
- 13th, 14th, 15th Amendments
- Radical Reconstruction

Resistance To an End of Reconstruction

- Jim Crow Laws
- Creation of the Ku Klux Klan
- Compromise of 1877
- Resistance tactics
- Plessy vs. Ferguson
- Repression tactics

Disciplinary Skills & Processes Standards:	Core Standards:
<p><u>HS.SP1</u> <i>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present</i></p> <ul style="list-style-type: none"> • HS.SP1.1 Evaluate how events and developments were shaped by the unique circumstances of time and place as well as broader contexts. <i>(Contextualization of events)</i> • HS.SP1.2 Analyze change and continuity in historical eras. • HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world. • HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. <p><u>HS.SP2</u> <i>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.</i></p> <ul style="list-style-type: none"> • HS.SP2.1 Analyze how contexts shaped and continue to shape people's perspectives. • HS.SP2.2 Analyze the ways in which perspective shapes recorded history. • HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today. <p><u>HS.SP3</u> <i>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</i></p> <ul style="list-style-type: none"> • HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions. <i>(Creating complex questions using valid sources-C3 Inquiry/DBQ Project)</i> • HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and 	<p><u>History</u></p> <p><u>HS.H1</u> <i>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</i></p> <ul style="list-style-type: none"> • HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution. • HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities. <p><u>HS.H2</u> <i>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</i></p> <ul style="list-style-type: none"> • HS.H2.1 Explain multiple causes of conflict. • HS.H2.2 Analyze approaches to conflict management and resolution. • HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions. <p><u>HS.H3</u> <i>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes. • HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments. <p><u>HS.H4</u> <i>Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions. • HS.H4.3 Examine how access to information and technology has been used to influence society. • HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity <p><u>Civics</u></p> <p><u>HS.C2</u> <i>Citizens have individual rights, roles, and responsibilities.</i></p> <ul style="list-style-type: none"> • HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.

<p>corroborative value of the source to guide the selection. (<i>Sourcing & agreeing or disagreeing with arguments</i>)</p> <ul style="list-style-type: none"> • HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations. (<i>Strength & Weaknesses in using primary & secondary sources</i>) • HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source. (Credibility of sources) • HS.SP3.5 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. • HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. • HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation. • HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies. <p><u>HS.SP4</u> Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</p> <ul style="list-style-type: none"> • HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present. • HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument. • HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument. • HS.SP4.4 Compare the central arguments in secondary works on related topics in multiple media. Critique the central arguments in secondary works on related topics in multiple media in terms of their accuracy and relevance 	<p><u>Geography</u></p> <p><u>HS.G1</u> The use of geographic representations and tools help individuals understand their world</p> <ul style="list-style-type: none"> • HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. (Key tools and representations such as maps, remotely sensed and other images, tables, and graphs) <p><u>HS.G3</u> Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface</p> <ul style="list-style-type: none"> • HS.G3.2 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. • HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. <p><u>Reading and Writing Standards</u> ELA/SS Crosswalk</p> <p><u>11-12.RL.1-9</u></p> <p>When choosing literature to read, look to social studies content for examples. Students can cite textual evidence, determine themes and meanings of words. Using social studies ten stories, students can compare and contrast texts, analyze different points of view, and analyze how modern works draw on the past.</p> <p><u>11-12.RI.10</u></p> <p>Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.</p> <p><u>11-12.RI.10</u></p> <p>Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.</p> <p><u>11-12.W.1</u></p> <p>Use the content standards for civics, economics, geography, and history to write arguments with evidence, explanatory texts, and narratives. Use those same content standards to write research and present their findings and use technology.</p> <p><u>11-12.SL.1-4</u></p> <p>Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to interpret information and delineate a speaker's argument and specific claims. Students will then present claims and finding, in a variety of multimedia and communicate effectively. Use social studies content standards to fulfill this requirement.</p>
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Unit 5: Industrialization – Progressivism 1877 – 1914	Semester	Time Frame:
<p>Topics:</p> <ul style="list-style-type: none"> • Federal Native American Policy • Transformation of the American Economy • Immigration and Migration patterns and changes • Progressive Movement – social, religious, and political changes • Arizona Statehood 	1	3 weeks
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. <i>Explain the impact of the Progressive reforms (Labor, Business, Political, Financial, and Media)?</i> 2. <i>Analyze how immigration defines American culture.</i> 3. <i>Analyze how the ‘Second Industrial Revolution’ impacted the economy and working conditions.</i> 		
<p>Vocabulary:</p> <p>Jim Crow Laws , Segregation, KKK, The Sand Creek Massacre, Battle of Wounded Knee, Thomas Edison, Andrew Carnegie, John D. Rockefeller, Standard Oil, corruption, Nativism, George Eastman, Hershey Chocolate, Coca-Cola, Child Labor, Prohibition, The Gilded Age, The Triangle Shirtwaist Fire (1911), Muckrakers, Upton Sinclair, Robber Barons, <i>The Jungle</i>, Henry Ford, Industrialization, Theodore Roosevelt, The Square Deal, Bull Moose Party, Women’s Suffrage, New Freedom Plan, spoils system.</p>	<p>Key Concepts:</p> <p><u>Federal Native American Policies</u></p> <ul style="list-style-type: none"> • Indian Wars • Little Bighorn • Wounded Knee • Sand Creek Massacre • Dawes Act • Native American Boarding Schools <p><u>The Transformation of the American Economy</u></p> <ul style="list-style-type: none"> • Mass production 	

- Monopolies & Trusts
- Robber Barons
- Key figures
- Industry/Key Companies
- Corruption
- Tammany Hall
- Spoils System
- Improvements in technology
- New Freedom Plan
- Cost and benefits

Economic Philosophies

- Laissez faire
- Social Darwinism
- Populism

Immigration and Migration

- Patterns and changes in immigration and migration
- Ellis Island
- Angel Island
- Immigration Act of 1924

Progressive Movement/Political Changes

- 16th and 17th Amendments
- Social and Political reforms: child Labor, health care, housing, food, conservationism, trust busting
- Women's Suffrage – key figures and events
- Important literature
- Theodore Roosevelt
- Woodrow Wilson

	<ul style="list-style-type: none"> • William Taft <p><u>Arizona Statehood</u></p>
Disciplinary Skills & Processes Standards:	Core Standards:
<p><u>HS.SP1</u> <i>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present</i></p> <ul style="list-style-type: none"> • HS.SP1.1 Evaluate how events and developments were shaped by the unique circumstances of time and place as well as broader contexts. (<i>Contextualization of events</i>) • HS.SP1.2 Analyze change and continuity in historical eras. • HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world. • HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. <p><u>HS.SP2</u> <i>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.</i></p> <ul style="list-style-type: none"> • HS.SP2.1 Analyze how contexts shaped and continue to shape people's perspectives. • HS.SP2.2 Analyze the ways in which perspective shapes recorded history. • HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today. <p><u>HS.SP3</u> <i>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</i></p> <ul style="list-style-type: none"> • HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions. (<i>Creating complex questions using valid sources-C3 Inquiry/DBQ Project</i>) • HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and 	<p><u>History</u></p> <p><u>HS.H1</u> <i>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</i></p> <ul style="list-style-type: none"> • HS.H1.1 Explain the process of state-building, expansion, and dissolution. • HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution. • HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. • HS.H1.4 Analyze the impact of cultural diffusion. • HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities. • HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies. <p><u>HS.H2</u> <i>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</i></p> <ul style="list-style-type: none"> • HS.H2.1 Explain multiple causes of conflict. • HS.H2.2 Analyze approaches to conflict management and resolution. • HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions. • HS.H2.4 Compare causes and effects of isolationism and globalism. <p><u>HS.H3</u> <i>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes. • HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. • HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments. • HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.

<p>corroborative value of the source to guide the selection. (<i>Sourcing & agreeing or disagreeing with arguments</i>)</p> <ul style="list-style-type: none"> • HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations. (<i>Strength & Weaknesses in using primary & secondary sources</i>) • HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source. (Credibility of sources) • HS.SP3.5 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. • HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. • HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation. • HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies. <p><u>HS.SP4</u> <i>Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</i></p> <ul style="list-style-type: none"> • HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present. (<i>Cause and effect-Multiple & Complex</i>) • HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument. • HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument. 	<ul style="list-style-type: none"> • HS.H3.5 Explain how different labor systems developed and affected societies over time. <p><u>HS.H4</u> <i>Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions. • HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. • HS.H4.3 Examine how access to information and technology has been used to influence society. • HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity <p><u>Civics</u></p> <p><u>HS.C1</u> <i>Civic virtues and democratic principles are key components of the American political system.</i></p> <ul style="list-style-type: none"> • HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights. <p><u>HS.C2</u> <i>Citizens have individual rights, roles, and responsibilities.</i></p> <ul style="list-style-type: none"> • HS.C2.1 Explain the importance of individual participation in civic and political institutions. • HS.C2.2 Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems. <p><u>HS.C3</u> <i>An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</i></p> <ul style="list-style-type: none"> • HS.C3.3 Analyze the impact of political parties, interest groups, elections, and the media on political institutions. <p><u>Economics</u></p> <p><u>HS.E4</u> <i>The domestic economy is shaped by interactions between government, institutions, and the private sector.</i></p> <ul style="list-style-type: none"> • HS.E4.1 Use economic data to analyze the health of a national economy. • HS.E4.2 Evaluate the economic conditions that lead to fiscal and monetary policy choices and explain their impact on households and businesses. • HS.E4.3 Explain the roles of institutions in a market economy.
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	<ul style="list-style-type: none"> • HS.E4.4 Explain the effect of advancements in technology and training on economic growth and standards of living. <p><u>Geography</u></p> <p><u>HS.G1</u> <i>The use of geographic representations and tools help individuals understand their world</i></p> <ul style="list-style-type: none"> • HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. (Key tools and representations such as maps, remotely sensed and other images, tables, and graphs) <p><u>HS.G2</u> <i>Human-environment interactions are essential aspects of human life in all societies</i></p> <ul style="list-style-type: none"> • HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. • HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions. • HS.G2.4 Evaluate the use and sustainability of natural resources. <p><u>HS.G3</u> <i>Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface</i></p> <ul style="list-style-type: none"> • HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. • HS.G3.2 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. • HS.G3.3 Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales. • HS.G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement. • HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. <p><u>HS.G4</u> <i>Global interconnections and spatial patterns are a necessary part of geographic reasoning.</i></p> <ul style="list-style-type: none"> • HS.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)
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- **HS.G4.2** Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.
- **HS.G4.3** Analyze patterns of interdependence

Reading and Writing Standards [ELA/SS Crosswalk](#)

11-12.RL.1-9

When choosing literature to read, look to social studies content for examples. Students can cite textual evidence, determine themes and meanings of words. Using social studies ten stories, students can compare and contrast texts, analyze different points of view, and analyze how modern works draw on the past.

11-12.RL.10

Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.

11-12.RI.10

Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.

11-12.W.1

Use the content standards for civics, economics, geography, and history to write arguments with evidence, explanatory texts, and narratives. Use those same content standards to write research and present their findings and use technology.

11-12.SL.1-4

Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to interpret information and delineate a speaker's argument and specific claims. Students will then present claims and finding, in a variety of multimedia and communicate effectively. Use social studies content standards to fulfill this requirement.

Unit 6: Imperialism – WWI (1898-1919)	Semester	Time Frame:
Topics: <ul style="list-style-type: none"> • Imperialism • U.S. Expansionism • WWI cause/effects/outcomes 	1	3 weeks
Essential Questions: <ol style="list-style-type: none"> 1. <i>Analyze the cause and effects of U.S. involvement in WWI.</i> 2. <i>Assess the pros and cons of intervention in global conflicts by the United States.</i> 3. <i>Analyze the goals of the 14 Points/League of Nations as well as the global impacts of the Treaty of Versailles.</i> 		
Vocabulary: <p>Spanish-American War, War in the Philippines , Expansionism, USS Maine, Imperialism, Roosevelt Corollary, Monroe Doctrine, Panama Canal, Yellow Journalism, Social Darwinism, Rough Riders, Militarism, Alliances, Nationalism, Neutrality, Engagement, Unrestricted Submarine Warfare, Great Migration, Espionage Act, Zimmerman telegram, Isolationism, Socialism, , Treaty of Versailles, Eugene Debs, Woodrow Wilson, Theodore Roosevelt, “Uncle Sam”, Wilson’s 14 points, League of Nations, Western Front, Weimar Republic, Archduke Franz Ferdinand, Allies/central powers, Doughboy, No Man’s Land, Lusitania, Sedition Act, assassination, red scare</p>	Key Concepts: <p><u>Imperialism</u></p> <ul style="list-style-type: none"> • U.S. involvement in Latin America • Spanish-American War • Hawaiian annexation • War in Philippines • American Expansionism <p><u>WWI</u></p> <ul style="list-style-type: none"> • M.A.I.N. Causes • Motivations for U.S. to participate. • Long-term effects • Wilson’s 14 points • League of Nations • Differences of government systems • Allies/Central Powers • Military technological advancements 	

Disciplinary Skills & Processes Standards:	Core Standards:
<p><u>HS.SP1</u> <i>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present</i></p> <ul style="list-style-type: none"> • HS.SP1.1 Evaluate how events and developments were shaped by the unique circumstances of time and place as well as broader contexts. <i>(Contextualization of events)</i> • HS.SP1.2 Analyze change and continuity in historical eras. • HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world. • HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. <p><u>HS.SP2</u> <i>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.</i></p> <ul style="list-style-type: none"> • HS.SP2.1 Analyze how contexts shaped and continue to shape people's perspectives. • HS.SP2.2 Analyze the ways in which perspective shapes recorded history. <i>(Change & Continuity over Time)</i> • HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today. <p><u>HS.SP3</u> <i>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</i></p> <ul style="list-style-type: none"> • HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions. • HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection. <i>(Sourcing & agreeing or disagreeing with arguments)</i> 	<p><u>History</u></p> <p><u>HS.H1</u> <i>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</i></p> <ul style="list-style-type: none"> • HS.H1.1 Explain the process of state-building, expansion, and dissolution. • HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution. • HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. • HS.H1.4 Analyze the impact of cultural diffusion. • HS.H1.5 Explain how religions and belief systems have affected the origins of societies. • HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities. • HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies. <p><u>HS.H2</u> <i>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</i></p> <ul style="list-style-type: none"> • HS.H2.1 Explain multiple causes of conflict. • HS.H2.2 Analyze approaches to conflict management and resolution. • HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions. • HS.H2.4 Compare causes and effects of isolationism and globalism. <p><u>HS.H3</u> <i>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes. • HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. • HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments. • HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.

<ul style="list-style-type: none"> • HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations. (<i>Strength & Weaknesses in using primary & secondary sources</i>) • HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source. (Credibility of sources) • HS.SP3.5 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. • HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. • HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation. • HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies. <p><u>HS.SP4</u> Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</p> <ul style="list-style-type: none"> • HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present. (<i>Cause and effect-Multiple & Complex</i>) • HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument. • HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument. 	<p><u>HS.H4</u> Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</p> <ul style="list-style-type: none"> • HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions. • HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. • HS.H4.3 Examine how access to information and technology has been used to influence society. • HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity. <p><u>Civics</u> <u>HS.C4</u> Process, rules, and laws direct how individuals are governed and how society addresses problems.</p> <ul style="list-style-type: none"> • HS.C4.6 Assess options for action to address local, regional, and global problems by engaging in self- reflection, strategy identification, and complex causal reasoning. <p><u>Economics</u> <u>HS.E4</u> The domestic economy is shaped by interactions between government, institutions, and the private sector.</p> <ul style="list-style-type: none"> • HS.E4.2 Evaluate the economic conditions that lead to fiscal and monetary policy choices and explain their impact on households and businesses. <p><u>HS.E5</u> The interconnected global economy impacts all individuals and groups in significant and varied ways.</p> <ul style="list-style-type: none"> • HS.E5.1 Evaluate the advantages and disadvantages of global trade. <p><u>Geography</u> <u>HS.G2</u> Human-environment interactions are essential aspects of human life in all societies.</p> <ul style="list-style-type: none"> • HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. • HS.G2.4 Evaluate the use and sustainability of natural resources.
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	<p><u>HS.G3</u> <i>Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.</i></p> <ul style="list-style-type: none"> • HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. • HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time. <p><u>HS.G4</u> <i>Global interconnections and spatial patterns are a necessary part of geographic reasoning.</i></p> <ul style="list-style-type: none"> • HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use. <p><u>Reading and Writing Standards</u> ELA/SS Crosswalk</p> <p><u>11-12.RL.1-9</u> When choosing literature to read, look to social studies content for examples. Students can cite textual evidence, determine themes and meanings of words. Using social studies ten stories, students can compare and contrast texts, analyze different points of view, and analyze how modern works draw on the past.</p> <p><u>11-12.RL.10</u> Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.</p> <p><u>11-12.RI.10</u> Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.</p> <p><u>11-12.W.1</u> Use the content standards for civics, economics, geography, and history to write arguments with evidence, explanatory texts, and narratives. Use those same content standards to write research and present their findings and use technology.</p> <p><u>11-12.SL.1-4</u> Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to interpret information and delineate a speaker's argument and specific claims. Students will then present claims and finding, in a variety of multimedia and communicate effectively. Use social studies content standards to fulfill this requirement.</p>
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Unit 7: 1920s – Great Depression (1919 – 1939)	Semester	Time Frame:
Topics: <ul style="list-style-type: none"> • 1920’s cultural and political effects • Great Depression Cause/effects 	2	3 weeks
Essential Questions: <ol style="list-style-type: none"> 1. <i>Analyze how government policies positively or negatively changed the lives of Americans.</i> 2. <i>Describe how America has changed economically and politically since 1920.</i> 3. <i>Describe the changes in the role of the Government during the Great Depression.</i> 4. <i>Explain the causes and effects of the Great Depression and how it impacted society at the time.</i> 5. <i>Analyze the ways in which the Roaring 20’s represented a change in societal values and created “Modern America”.</i> 		
Vocabulary:	Key Concepts:	
Nativism, Isolationism, Communism, The Red Scare, Vladimir Lenin, A. Mitchell Palmer, Anarchists, Xenophobia, 18 th , 19, and 21 st Amendments, Prohibition, Speakeasies, Bootleggers, Al Capone, Warren G. Harding, Babe Ruth, Charles Lindbergh, Amelia Earhart, Ohio Gang, Teapot Dome Scandal, Albert Fall, Calvin Coolidge, The Assembly Line, The Ford Model-T Car, Urban Sprawl, Installment Plan and Easy Credit, The Scopes Monkey Trial, The NCAACP Jazz, Louis Armstrong, Duke Ellington, Bessie Smith, Herbert Hoover, Alfred E. Smith, speculation, margin, Shanty Towns, Hoovervilles, Hobos, Direct Relief, Hoover Dam, Federal Home Loan Bank Act, Reconstruction Finance Corporation, Hawley-Smoot Tariff Act, Bonus Army, Franklin D. Roosevelt, The Dust Bowl	<u>Social and Political Changes</u> <ul style="list-style-type: none"> • 18th, 19th, 21st Amendments • Key Political Figures • Key Social Reformers • Scopes v. State • Emergence of different government systems (communism, socialism) • Importance of 1932 Presidential election <u>Cultural Changes</u> <ul style="list-style-type: none"> • Harlem Renaissance • Birth of Jazz • New technology (movies, radio, automobiles, planes) 	

	<ul style="list-style-type: none"> • Important figures (musical, literary, cultural, artists, sports, aviation) • Popular cultural trends • Influences of the KKK • Increased popularity of movies <p><u>Economic Changes</u></p> <ul style="list-style-type: none"> • Economic boom • Great Depression cause/effects • Stock Market Crash – Black Tuesday (1929) • Influences of Ford’s assembly line • Installment Plan and Easy Credit • Federal Home Loan Bank Act • Hawley-Smoot Tariff Act • Reconstruction Finance Corporation • New Deal programs
Disciplinary Skills & Processes Standards:	Core Standards:
<p><u>HS.SP1</u> Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present</p> <ul style="list-style-type: none"> • HS.SP1.1 Evaluate how events and developments were shaped by the unique circumstances of time and place as well as broader contexts. <i>(Contextualization of events)</i> • HS.SP1.2 Analyze change and continuity in historical eras. • HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world. • HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. 	<p><u>History</u></p> <p><u>HS.H1</u> The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</p> <ul style="list-style-type: none"> • HS.H1.1 Explain the process of state-building, expansion, and dissolution. • HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution. • HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. • HS.H1.4 Analyze the impact of cultural diffusion. • HS.H1.5 Explain how religions and belief systems have affected the origins of societies. • HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups’ experiences have related to national identities.

HS.SP2 *Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.*

- **HS.SP2.1** Analyze how contexts shaped and continue to shape people's perspectives.
- **HS.SP2.2** Analyze the ways in which perspective shapes recorded history.
- **HS.SP2.3** Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.

HS.SP3 *Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.*

- **HS.SP3.1** Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions. (*Creating complex questions using valid sources-C3 Inquiry/DBQ Project*)
- **HS.SP3.2** Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection. (*Sourcing & agreeing or disagreeing with arguments*)
- **HS.SP3.3** Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations. (*Strength & Weaknesses in using primary & secondary sources*)
- **HS.SP3.4** Evaluate the credibility of a source by examining how experts value the source. (*Credibility of sources*)
- **HS.SP3.5** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- **HS.SP3.6** Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **HS.SP3.7** Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.

- **HS.H1.7** Analyze how technological innovation and trade has affected economic development and transformed societies.

HS.H2 *Cycles of conflict and cooperation have shaped relations among people, places, and environments.*

- **HS.H2.1** Explain multiple causes of conflict.
- **HS.H2.2** Analyze approaches to conflict management and resolution.
- **HS.H2.3** Evaluate the short- and long- term impacts of conflicts and their resolutions.
- **HS.H2.4** Compare causes and effects of isolationism and globalism.

HS.H3 *Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.*

- **HS.H3.1** Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.
- **HS.H3.2** Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.
- **HS.H3.3** Compare the ways in which economic philosophies influenced political, economic, and social developments.
- **HS.H3.4** Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.

HS.H4 *Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.*

- **HS.H4.1** Examine how historically marginalized groups have affected change on political and social institutions.
- **HS.H4.2** Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
- **HS.H4.4** Examine how a diverse society can be a force for unity and/or disunity

Civics

HS.C4 *Process, rules, and laws direct how individuals are governed and how society addresses problems.*

- **HS.C4.6** Assess options for action to address local, regional, and global problems by engaging in self- reflection, strategy identification, and complex causal reasoning.

- **HS.SP3.8** Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.

HS.SP4 *Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.*

- **HS.SP4.1** Analyze multiple and complex causes and effects of events in the past and present. (*Cause and effect-Multiple & Complex*)
- **HS.SP4.2** Distinguish between long-term causes and triggering events in developing an argument.
- **HS.SP4.3** Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.

Economics

HS.E4 *The domestic economy is shaped by interactions between government, institutions, and the private sector.*

- **HS.E4.4** Explain the effect of advancements in technology and training on economic growth and standards of living.

HS.E5 *The interconnected global economy impacts all individuals and groups in significant and varied ways.*

- **HS.E5.1** Evaluate the advantages and disadvantages of global trade.

Geography

HS.G2 *Human-environment interactions are essential aspects of human life in all societies*

- **HS.G2.2** Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- **HS.G2.4** Evaluate the use and sustainability of natural resources.

HS.G3 *Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface*

- **HS.G3.5** Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

HS.G4 *Global interconnections and spatial patterns are a necessary part of geographic reasoning.*

- **HS.G4.2** Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.

Reading and Writing Standards [ELA/SS Crosswalk](#)

11-12.RL.1-9

When choosing literature to read, look to social studies content for examples. Students can cite textual evidence, determine themes and meanings of words. Using social studies ten stories, students can compare and contrast texts, analyze different points of view, and analyze how modern works draw on the past.

11-12.RL.10

Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.

11-12.RI.10

Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.

	<p><u>11-12.W.1</u> Use the content standards for civics, economics, geography, and history to write arguments with evidence, explanatory texts, and narratives. Use those same content standards to write research and present their findings and use technology.</p> <p><u>11-12.SL.1-4</u> Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to interpret information and delineate a speaker’s argument and specific claims. Students will then present claims and finding, in a variety of multimedia and communicate effectively.</p>
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Unit 8: World War II (1939 – 1945)	Semester	Time Frame:
<p>Topics:</p> <ul style="list-style-type: none"> • WWII – Cause/effects on the U.S. • Economic, political, and cultural changes during/after WWII • Major Events during WWII 	2	3 weeks
Essential Questions:		
<ol style="list-style-type: none"> 1. Describe how Americans on the home front contributed to the United States' victory in World War II. 2. Explain the factors that led to U.S. involvement in the war. 3. Explain how U.S. involvement reflected a change in foreign policy. 		
Vocabulary:	Key Concepts:	
<p>Appeasement, Pacifism, Neutrality Acts, Axis Powers, Blitzkrieg, Erwin Rommel, Lend-Lease Act, Atlantic Charter, Hideki Tojo, Concentration camp, Crematorium, Holocaust, FDR, Winston Churchill, Joseph Stalin, Internment, Dwight Eisenhower, Stalingrad, D-Day, Yalta Conference, Douglas MacArthur, Kamikaze, Hiroshima, Nagasaki, United Nations, Manhattan Project, Harry Truman, Auschwitz, Adolf Hitler, Benito Mussolini, V-E Day, V-J Day, Executive Order #9066, General George S. Patton, Island Hopping, Pearl Harbor, Nuremberg Laws, Kristallnacht, Doolittle Raid, Final Solution, rationing, propaganda</p>	<p><u>WWII - abroad</u></p> <ul style="list-style-type: none"> • Cause/effects • Major events (battles, Pearl Harbor, atomic bomb) • Key figures (political, military, countries) • Changes in government systems (communism, socialism, Nazism) • Holocaust • Military strategies <p><u>Homefront Transformations</u></p> <ul style="list-style-type: none"> • Political and Economic changes • Changes in societal roles of women and minorities • Japanese Internment camps/Executive order #9066 • Rationing 	

	<ul style="list-style-type: none"> • Use of propaganda
Disciplinary Skills & Processes Standards:	Core Standards:
<p><u>HS.SP1</u> <i>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present</i></p> <ul style="list-style-type: none"> • HS.SP1.1 Evaluate how events and developments were shaped by the unique circumstances of time and place as well as broader contexts. <i>(Contextualization of events)</i> • HS.SP1.2 Analyze change and continuity in historical eras. • HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world. • HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. <p><u>HS.SP2</u> <i>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.</i></p> <ul style="list-style-type: none"> • HS.SP2.1 Analyze how contexts shaped and continue to shape people's perspectives. • HS.SP2.2 Analyze the ways in which perspective shapes recorded history. • HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today. <p><u>HS.SP3</u> <i>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</i></p> <ul style="list-style-type: none"> • HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions. <i>(Creating complex questions using valid sources-C3 Inquiry/DBQ Project)</i> 	<p><u>History</u></p> <p><u>HS.H1</u> <i>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</i></p> <ul style="list-style-type: none"> • HS.H1.1 Explain the process of state-building, expansion, and dissolution. • HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. • HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities. • HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies. <p><u>HS.H2</u> <i>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</i></p> <ul style="list-style-type: none"> • HS.H2.1 Explain multiple causes of conflict. • HS.H2.2 Analyze approaches to conflict management and resolution. • HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions. <p><u>HS.H3</u> <i>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes. • HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good. <p><u>HS.H4</u> <i>Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions. <p><u>Civics</u></p> <p><u>HS.C1</u> <i>Civic virtues and democratic principles are key components of the American political system.</i></p>

<ul style="list-style-type: none"> • HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection. <i>(Sourcing & agreeing or disagreeing with arguments)</i> • HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations. <i>(Strength & Weaknesses in using primary & secondary sources)</i> • HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source. <i>(Credibility of sources)</i> • HS.SP3.5 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. • HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. • HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation. • HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies. <p><u>HS.SP4</u> Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</p> <ul style="list-style-type: none"> • HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present. <i>(Cause and effect-Multiple & Complex)</i> • HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument. • HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument. 	<ul style="list-style-type: none"> • HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights. <p><u>HS.C3</u> An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</p> <ul style="list-style-type: none"> • HS.C3.3 Analyze the impact of political parties, interest groups, elections, and the media on political institutions. • HS.C3.4 Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order. <p><u>HS.C4</u> Process, rules, and laws direct how individuals are governed and how society addresses problems</p> <ul style="list-style-type: none"> • HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels. <p><u>Economics</u></p> <p><u>HS.E3</u> Individuals and institutions are interdependent within market systems.</p> <ul style="list-style-type: none"> • HS.E3.3 Evaluate the role of government in regulating marketplaces. <p><u>HS.E4</u> The domestic economy is shaped by interactions between government, institutions, and the private sector.</p> <ul style="list-style-type: none"> • HS.E4.2 Evaluate the economic conditions that lead to fiscal and monetary policy choices and explain their impact on households and businesses. • HS.E4.3 Explain the roles of institutions in a market economy. • HS.E4.4 Explain the effect of advancements in technology and training on economic growth and standards of living. <p><u>HS.E5</u> The interconnected global economy impacts all individuals and groups in significant and varied ways.</p> <ul style="list-style-type: none"> • HS.E5.1 Evaluate the advantages and disadvantages of global trade. <p><u>Geography</u></p> <p><u>HS.G3</u> Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface</p> <ul style="list-style-type: none"> • HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.
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	<p>HS.G4 <i>Global interconnections and spatial patterns are a necessary part of geographic reasoning.</i></p> <ul style="list-style-type: none"> • HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use. • HS.G4.3 Analyze patterns of interdependence <p>Reading and Writing Standards ELA/SS Crosswalk</p> <p><u>11-12.RL.1-9</u> When choosing literature to read, look to social studies content for examples. Students can cite textual evidence, determine themes and meanings of words. Using social studies ten stories, students can compare and contrast texts, analyze different points of view, and analyze how modern works draw on the past.</p> <p><u>11-12.RL.10</u> Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.</p> <p><u>11-12.RI.10</u> Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.</p> <p><u>11-12.W.1</u> Use the content standards for civics, economics, geography, and history to write arguments with evidence, explanatory texts, and narratives. Use those same content standards to write research and present their findings and use technology.</p> <p><u>11-12.SL.1-4</u> Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to interpret information and delineate a speaker's argument and specific claims. Students will then present claims and finding, in a variety of multimedia and communicate effectively. Use social studies content standards to fulfill this requirement.</p>
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Unit 9: Cold War – 1960s (1945-1960)		Semester	Time Frame:
Topics: <ul style="list-style-type: none"> • 1950's • Cold War • Korean War 		2	3 weeks
Essential Questions: <ol style="list-style-type: none"> 1. Analyze the causes of the Cold War and how it was manifested in both foreign and domestic policy of the U.S. 2. Evaluate the effectiveness of social reform programs enacted by JFK and LBJ. 			
Vocabulary: <p>Communism, The Red Scare, Vladimir Lenin, Cold War, Korean War, NATO, McCarthyism, Domino theory, containment, arms race, Marshall plan, containment, space race, Cuban missile crisis, Great society, Yalta Conference, Potsdam Conference, Nuremberg Trials, Zionism, satellite nations, Truman Doctrine, Berlin Airlift, brinkmanship, Sputnik, NASA, U-2 incident, Warsaw Pact, National Defense Education Act, KGB, CIA, John F. Kennedy, Lyndon B. Johnson, Modern Republicanism, baby boom, Highway Act, popular culture</p>		Key Concepts: <ul style="list-style-type: none"> • Cause/effects • Major events • Key figures (political, military, countries) • Changes in government systems (communism, socialism) • Culture shifts 	

Disciplinary Skills & Processes Standards:	Core Standards:
<p><u>HS.SP1</u> <i>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present</i></p> <ul style="list-style-type: none"> • HS.SP1.1 Evaluate how events and developments were shaped by the unique circumstances of time and place as well as broader contexts. (<i>Contextualization of events</i>) <p><u>HS.SP2</u> <i>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.</i></p> <ul style="list-style-type: none"> • HS.SP2.2 Analyze the ways in which perspective shapes recorded history. (<i>Change & Continuity over Time</i>) <p><u>HS.SP3</u> <i>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</i></p> <ul style="list-style-type: none"> • HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions. (<i>Creating complex questions using valid sources-C3 Inquiry/DBQ Project</i>) • HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection. (<i>Sourcing & agreeing or disagreeing with arguments</i>) • HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations. (<i>Strength & Weaknesses in using primary & secondary sources</i>) • HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source. (<i>Credibility of sources</i>) <p><u>HS.SP4</u> <i>Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</i></p>	<p><u>History</u></p> <p><u>HS.H1</u> <i>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</i></p> <ul style="list-style-type: none"> • HS.H1.1 Explain the process of state-building, expansion, and dissolution. • HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution. • HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. • HS.H1.4 Analyze the impact of cultural diffusion. • HS.H1.5 Explain how religions and belief systems have affected the origins of societies. • HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities. • HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies. <p><u>HS.H2</u> <i>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</i></p> <ul style="list-style-type: none"> • HS.H2.1 Explain multiple causes of conflict. • HS.H2.2 Analyze approaches to conflict management and resolution. • HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions. • HS.H2.4 Compare causes and effects of isolationism and globalism. <p><u>HS.H3</u> <i>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes. • HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. • HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments.

<ul style="list-style-type: none"> • HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present. <i>(Cause and effect-Multiple & Complex)</i> 	<ul style="list-style-type: none"> • HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good. • HS.H3.5 Explain how different labor systems developed and affected societies over time. <p><u>HS.H4</u> <i>Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions. • HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. • HS.H4.3 Examine how access to information and technology has been used to influence society. • HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity <p><u>Civics</u></p> <p><u>HS.C1</u> <i>Civic virtues and democratic principles are key components of the American political system.</i></p> <ul style="list-style-type: none"> • HS.C1.1 Explain the significance of civic virtues to a well-functioning constitutional republic. • HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents. • HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions. • HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights. <p><u>HS.C2</u> <i>Citizens have individual rights, roles, and responsibilities.</i></p> <ul style="list-style-type: none"> • HS.C2.1 Explain the importance of individual participation in civic and political institutions. • HS.C2.2 Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
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- **HS.C2.3** Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- **HS.C2.4** Analyze the responsibilities of citizens.
- **HS.C2.5** Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- **HS.C2.6** Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.

HS.C3 An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

- **HS.C3.1** Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- **HS.C3.2** Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- **HS.C3.3** Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- **HS.C3.4** Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.

HS.C4 Process, rules, and laws direct how individuals are governed and how society addresses problems

- **HS.C4.1** Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- **HS.C4.2** Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.

- **HS.C4.3** Explain the procedures for elections at the local, state, tribal, and national levels.
- **HS.C4.4** Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- **HS.C4.5** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- **HS.C4.6** Assess options for action to address local, regional, and global problems by engaging in self- reflection, strategy identification, and complex causal reasoning.
- **HS.C4.7** Apply a range of deliberative and democratic strategies and procedures to make decisions in the classroom, school, and out-of-school civic contexts.

Economics

HS.E2 *By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies*

- **HS.E2.1** Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.
- **HS.E2.2** Analyze how incentives influence economic choices for individuals, institutions, and societies.
- **HS.E2.3** Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.

HS.E3 *Individuals and institutions are interdependent within market systems.*

- **HS.E3.1** Explain how buyers and sellers interact to create markets and market structures.

	<ul style="list-style-type: none"> • HS.E3.2 Evaluate how numerous factors and conditions influence market prices. • HS.E3.3 Evaluate the role of government in regulating marketplaces. • HS.E3.4 Explain the distinct types of business organizations and analyze the role of innovation and entrepreneurship in a market economy. <p><i>HS.E5 The interconnected global economy impacts all individuals and groups in significant and varied ways.</i></p> <ul style="list-style-type: none"> • HS.E5.1 Evaluate the advantages and disadvantages of global trade. • HS.E5.2 Evaluate how interdependence impacts individuals, institutions, and societies. • HS.E5.3 Explain why nations chose to trade and how it is regulated. • HS.E5.4 Explain how national economies influence trade. <p><u>Geography</u></p> <p><i>HS.G1 The use of geographic representations and tools help individuals understand their world</i></p> <ul style="list-style-type: none"> • HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. (Key tools and representations such as maps, remotely sensed and other images, tables, and graphs) <p><i>HS.G2 Human-environment interactions are essential aspects of human life in all societies</i></p> <ul style="list-style-type: none"> • HS.G2.1 Analyze interactions within and between human and physical systems • HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. • HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions. • HS.G2.4 Evaluate the use and sustainability of natural resources. <p><i>HS.G3 Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface</i></p>
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- **HS.G3.1** Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- **HS.G3.2** Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- **HS.G3.3** Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
- **HS.G3.4** Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.
- **HS.G3.5** Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

HS.G4 Global interconnections and spatial patterns are a necessary part of geographic reasoning.

- **HS.G4.1** Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)
- **HS.G4.2** Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.
- **HS.G4.3** Analyze patterns of interdependence

Reading and Writing Standards [ELA/SS Crosswalk](#)

11-12.RL.1-9

When choosing literature to read, look to social studies content for examples. Students can cite textual evidence, determine themes and meanings of words. Using social studies ten stories, students can compare and contrast texts, analyze different points of view, and analyze how modern works draw on the past.

11-12.RL.10

Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.

11-12.RI.10

	<p>Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.</p> <p><u>11-12.W.1</u></p> <p>Use the content standards for civics, economics, geography, and history to write arguments with evidence, explanatory texts, and narratives. Use those same content standards to write research and present their findings and use technology.</p> <p><u>11-12.SL.1-4</u></p> <p>Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to interpret information and delineate a speaker's argument and specific claims. Students will then present claims and finding, in a variety of multimedia and communicate effectively. Use social studies content standards to fulfill this requirement.</p>
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Unit 10: Civil Rights	Semester	Time Frame:
Topics: Civil Rights	2	3 weeks
Essential Questions: <ol style="list-style-type: none"> <i>Determine the cause and effects of the Civil Rights Movement.</i> <i>Describe the roles of legislation as well as significant judicial decisions by the courts play in advancing the civil rights movement.</i> 		
Vocabulary: Cesar Chavez, Southern Christian Leadership Conference, Student Nonviolent Coordinating Committee, Congress of Racial Equality, Freedom Riders, Council of Federated Organizations, 24 th Amendment, Freedom Summer, Voting Rights Act, Nation of Islam, Black Power, Kerner Commission, Affirmative Action, Black Panther Party, Mississippi Freedom Democratic Party, National Organization for Women, National Women’s Political Caucus, Education Amendments Act, United Farm Workers, Alianza Federal de Mercedes, Brown Berets, Mexican American Youth Organization, American Indian Movement, Rehabilitation Act, Education for all Handicapped Children Act, American Association of Retired Persons, Betty Friedman, MLK Jr, League of United Latin American Citizens, Civil Rights Act of 1957	Key Concepts: <ul style="list-style-type: none"> • Cause/effects • Major events • Key figures • Court Rulings 	

Disciplinary Skills & Processes Standards:	Core Standards:
<p><u>HS.SP1</u> <i>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present</i></p> <ul style="list-style-type: none"> • HS.SP1.1 Evaluate how events and developments were shaped by the unique circumstances of time and place as well as broader contexts. <i>(Contextualization of events)</i> <p><u>HS.SP2</u> <i>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.</i></p> <ul style="list-style-type: none"> • HS.SP2.2 Analyze the ways in which perspective shapes recorded history. <i>(Change & Continuity over Time)</i> <p><u>HS.SP3</u> <i>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</i></p> <ul style="list-style-type: none"> • HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions. <i>(Creating complex questions using valid sources-C3 Inquiry/DBQ Project)</i> • HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection. <i>(Sourcing & agreeing or disagreeing with arguments)</i> • HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations. <i>(Strength & Weaknesses in using primary & secondary sources)</i> • HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source. <i>(Credibility of sources)</i> <p><u>HS.SP4</u> <i>Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</i></p>	<p><u>History</u></p> <p><u>HS.H1</u> <i>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</i></p> <ul style="list-style-type: none"> • HS.H1.1 Explain the process of state-building, expansion, and dissolution. • HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution. • HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. • HS.H1.4 Analyze the impact of cultural diffusion. • HS.H1.5 Explain how religions and belief systems have affected the origins of societies. • HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities. • HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies. <p><u>HS.H2</u> <i>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</i></p> <ul style="list-style-type: none"> • HS.H2.1 Explain multiple causes of conflict. • HS.H2.2 Analyze approaches to conflict management and resolution. • HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions. • HS.H2.4 Compare causes and effects of isolationism and globalism. <p><u>HS.H3</u> <i>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes. • HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. • HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments.

<ul style="list-style-type: none"> • HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present. <i>(Cause and effect-Multiple & Complex)</i> 	<ul style="list-style-type: none"> • HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good. • HS.H3.5 Explain how different labor systems developed and affected societies over time. <p><u>HS.H4</u> <i>Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions. • HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. • HS.H4.3 Examine how access to information and technology has been used to influence society. • HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity <p><u>Civics</u></p> <p><u>HS.C1</u> <i>Civic virtues and democratic principles are key components of the American political system.</i></p> <ul style="list-style-type: none"> • HS.C1.1 Explain the significance of civic virtues to a well-functioning constitutional republic. • HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents. • HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions. • HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights. <p><u>HS.C2</u> <i>Citizens have individual rights, roles, and responsibilities.</i></p> <ul style="list-style-type: none"> • HS.C2.1 Explain the importance of individual participation in civic and political institutions. • HS.C2.2 Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
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- **HS.C2.3** Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- **HS.C2.4** Analyze the responsibilities of citizens.
- **HS.C2.5** Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- **HS.C2.6** Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.

HS.C3 An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

- **HS.C3.1** Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- **HS.C3.2** Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- **HS.C3.3** Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- **HS.C3.4** Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.

HS.C4 Process, rules, and laws direct how individuals are governed and how society addresses problems

- **HS.C4.1** Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- **HS.C4.2** Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- **HS.C4.3** Explain the procedures for elections at the local, state, tribal, and national levels.

- **HS.C4.4** Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- **HS.C4.5** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- **HS.C4.6** Assess options for action to address local, regional, and global problems by engaging in self- reflection, strategy identification, and complex causal reasoning.
- **HS.C4.7** Apply a range of deliberative and democratic strategies and procedures to make decisions in the classroom, school, and out-of-school civic contexts.

Economics

HS.E2 *By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies*

- **HS.E2.1** Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.
- **HS.E2.2** Analyze how incentives influence economic choices for individuals, institutions, and societies.
- **HS.E2.3** Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.

HS.E3 *Individuals and institutions are interdependent within market systems.*

- **HS.E3.1** Explain how buyers and sellers interact to create markets and market structures.
- **HS.E3.2** Evaluate how numerous factors and conditions influence market prices.
- **HS.E3.3** Evaluate the role of government in regulating marketplaces.
- **HS.E3.4** Explain the distinct types of business organizations and analyze the role of innovation and entrepreneurship in a market economy.

	<p><u>HS.E5</u> <i>The interconnected global economy impacts all individuals and groups in significant and varied ways.</i></p> <ul style="list-style-type: none"> • HS.E5.1 Evaluate the advantages and disadvantages of global trade. • HS.E5.2 Evaluate how interdependence impacts individuals, institutions, and societies. • HS.E5.3 Explain why nations chose to trade and how it is regulated. • HS.E5.4 Explain how national economies influence trade. <p><u>Geography</u></p> <p><u>HS.G1</u> <i>The use of geographic representations and tools help individuals understand their world</i></p> <ul style="list-style-type: none"> • HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. (Key tools and representations such as maps, remotely sensed and other images, tables, and graphs) <p><u>HS.G2</u> <i>Human-environment interactions are essential aspects of human life in all societies</i></p> <ul style="list-style-type: none"> • HS.G2.1 Analyze interactions within and between human and physical systems • HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. • HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions. • HS.G2.4 Evaluate the use and sustainability of natural resources. <p><u>HS.G3</u> <i>Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface</i></p> <ul style="list-style-type: none"> • HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. • HS.G3.2 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
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- **HS.G3.3** Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
- **HS.G3.4** Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.
- **HS.G3.5** Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

HS.G4 Global interconnections and spatial patterns are a necessary part of geographic reasoning.

- **HS.G4.1** Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)
- **HS.G4.2** Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.
- **HS.G4.3** Analyze patterns of interdependence

Reading and Writing Standards [ELA/SS Crosswalk](#)

11-12.RL.1-9

When choosing literature to read, look to social studies content for examples. Students can cite textual evidence, determine themes and meanings of words. Using social studies ten stories, students can compare and contrast texts, analyze different points of view, and analyze how modern works draw on the past.

11-12.RL.10

Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.

11-12.RI.10

Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.

11-12.W.1

Use the content standards for civics, economics, geography, and history to write arguments with evidence, explanatory texts, and narratives. Use those same content standards to write research and present their findings and use technology.

	<p><u>11-12.SL.1-4</u> Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to interpret information and delineate a speaker’s argument and specific claims. Students will then present claims and finding, in a variety of multimedia and communicate effectively. Use social studies content standards to fulfill this requirement.</p>
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Unit 11: Vietnam (1954-1975)	Semester	Time Frame:
<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Vietnam • Counterculture 	2	3 weeks
<p>Essential Questions:</p> <ol style="list-style-type: none"> 2. Describe how the Vietnam War created a revolution in the U.S. 3. Describe the role protest and civil disobedience played in the 1950’s and 1960’s. 		

Vocabulary:	Key Concepts:
<p>Domino theory, Guerrilla, Napalm, Agent Orange, Ho Chi Minh, Dien Bien Phu, Geneva Accords, Ngo Dinh Diem, Vietcong, Gulf of Tonkin Resolution, Ho Chi Minh Trail, Tet Offensive, Pentagon Papers, War Powers Act, Kent State, counter-culture, Ford, Nixon, Carter, protest, escalation, pacification, Operation Rolling Thunder, 26th Amendment</p>	<ul style="list-style-type: none"> • Cause/effects • Major events • Key figures (political, military, countries) • Culture shifts
Disciplinary Skills & Processes Standards:	Core Standards:
<p>HS.SP1 <i>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present</i></p> <ul style="list-style-type: none"> • HS.SP1.1 Evaluate how events and developments were shaped by the unique circumstances of time and place as well as broader contexts. <i>(Contextualization of events)</i> <p>HS.SP2 <i>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.</i></p> <ul style="list-style-type: none"> • HS.SP2.2 Analyze the ways in which perspective shapes recorded history. <i>(Change & Continuity over Time)</i> <p>HS.SP3 <i>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</i></p> <ul style="list-style-type: none"> • HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions. <i>(Creating complex questions using valid sources-C3 Inquiry/DBQ Project)</i> • HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection. <i>(Sourcing & agreeing or disagreeing with arguments)</i> 	<p>History</p> <p>HS.H1 <i>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</i></p> <ul style="list-style-type: none"> • HS.H1.1 Explain the process of state-building, expansion, and dissolution. • HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution. • HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. • HS.H1.4 Analyze the impact of cultural diffusion. • HS.H1.5 Explain how religions and belief systems have affected the origins of societies. • HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities. • HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies. <p>HS.H2 <i>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</i></p> <ul style="list-style-type: none"> • HS.H2.1 Explain multiple causes of conflict. • HS.H2.2 Analyze approaches to conflict management and resolution. • HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.

<ul style="list-style-type: none"> • HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations. (<i>Strength & Weaknesses in using primary & secondary sources</i>) • HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source. (<i>Credibility of sources</i>) <p><u>HS.SP4</u> <i>Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</i></p> <ul style="list-style-type: none"> • HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present. (<i>Cause and effect-Multiple & Complex</i>) 	<ul style="list-style-type: none"> • HS.H2.4 Compare causes and effects of isolationism and globalism. <p><u>HS.H3</u> <i>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes. • HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. • HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments. • HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good. • HS.H3.5 Explain how different labor systems developed and affected societies over time. <p><u>HS.H4</u> <i>Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions. • HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. • HS.H4.3 Examine how access to information and technology has been used to influence society. • HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity <p><u>Civics</u></p> <p><u>HS.C1</u> <i>Civic virtues and democratic principles are key components of the American political system.</i></p> <ul style="list-style-type: none"> • HS.C1.1 Explain the significance of civic virtues to a well-functioning constitutional republic. • HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
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	<ul style="list-style-type: none"> • HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions. • HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights. <p><i>HS.C2 Citizens have individual rights, roles, and responsibilities.</i></p> <ul style="list-style-type: none"> • HS.C2.1 Explain the importance of individual participation in civic and political institutions. • HS.C2.2 Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems. • HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases. • HS.C2.4 Analyze the responsibilities of citizens. • HS.C2.5 Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution. • HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles. <p><i>HS.C3 An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</i></p> <ul style="list-style-type: none"> • HS.C3.1 Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time. • HS.C3.2 Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government. • HS.C3.3 Analyze the impact of political parties, interest groups, elections, and the media on political institutions. • HS.C3.4 Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.
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	<p><i>HS.C4 Process, rules, and laws direct how individuals are governed and how society addresses problems</i></p> <ul style="list-style-type: none"> • HS.C4.1 Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved. • HS.C4.2 Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences. • HS.C4.3 Explain the procedures for elections at the local, state, tribal, and national levels. • HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels. • HS.C4.5 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place. • HS.C4.6 Assess options for action to address local, regional, and global problems by engaging in self- reflection, strategy identification, and complex causal reasoning. • HS.C4.7 Apply a range of deliberative and democratic strategies and procedures to make decisions in the classroom, school, and out-of-school civic contexts. <p><u>Economics</u></p> <p><i>HS.E2 By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies</i></p> <ul style="list-style-type: none"> • HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies. • HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.
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	<ul style="list-style-type: none"> • HS.E2.3 Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue. <p><u>HS.E3</u> <i>Individuals and institutions are interdependent within market systems.</i></p> <ul style="list-style-type: none"> • HS.E3.1 Explain how buyers and sellers interact to create markets and market structures. • HS.E3.2 Evaluate how numerous factors and conditions influence market prices. • HS.E3.3 Evaluate the role of government in regulating marketplaces. • HS.E3.4 Explain the distinct types of business organizations and analyze the role of innovation and entrepreneurship in a market economy. <p><u>HS.E5</u> <i>The interconnected global economy impacts all individuals and groups in significant and varied ways.</i></p> <ul style="list-style-type: none"> • HS.E5.1 Evaluate the advantages and disadvantages of global trade. • HS.E5.2 Evaluate how interdependence impacts individuals, institutions, and societies. • HS.E5.3 Explain why nations chose to trade and how it is regulated. • HS.E5.4 Explain how national economies influence trade. <p><u>Geography</u></p> <p><u>HS.G1</u> <i>The use of geographic representations and tools help individuals understand their world</i></p> <ul style="list-style-type: none"> • HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. (Key tools and representations such as maps, remotely sensed and other images, tables, and graphs) <p><u>HS.G2</u> <i>Human-environment interactions are essential aspects of human life in all societies</i></p> <ul style="list-style-type: none"> • HS.G2.1 Analyze interactions within and between human and physical systems • HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
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- **HS.G2.3** Evaluate the impact of human settlement on the environment and culture of specific places and regions.
- **HS.G2.4** Evaluate the use and sustainability of natural resources.

HS.G3 *Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface*

- **HS.G3.1** Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- **HS.G3.2** Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- **HS.G3.3** Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
- **HS.G3.4** Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.
- **HS.G3.5** Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

HS.G4 *Global interconnections and spatial patterns are a necessary part of geographic reasoning.*

- **HS.G4.1** Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)
- **HS.G4.2** Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.
- **HS.G4.3** Analyze patterns of interdependence

Reading and Writing Standards [ELA/SS Crosswalk](#)

11-12.RL.1-9

When choosing literature to read, look to social studies content for examples. Students can cite textual evidence, determine themes and meanings of words. Using social studies ten stories, students can compare and contrast texts, analyze different points of view, and analyze how modern works draw on the past.

	<p><u>11-12.RL.10</u> Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.</p> <p><u>11-12.RI.10</u> Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.</p> <p><u>11-12.W.1</u> Use the content standards for civics, economics, geography, and history to write arguments with evidence, explanatory texts, and narratives. Use those same content standards to write research and present their findings and use technology.</p> <p><u>11-12.SL.1-4</u> Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to interpret information and delineate a speaker's argument and specific claims. Students will then present claims and finding, in a variety of multimedia and communicate effectively. Use social studies content standards to fulfill this requirement.</p>
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Unit 12: 1970s to present	Semester	Time Frame:
<p><u>Topics:</u></p> <ul style="list-style-type: none"> • 1970s (Nixon-Carter) • 1980s (Reagan-Bush Sr) • 1990s (Bush Sr-Clinton) 	2	3 weeks

- 2000s-Present (Bush Jr-Trump- Biden)

Essential Questions:

1. Describe how the country can balance national security and the public's right to know.
2. Describe how globalization and technology has influenced the U.S.
3. Explain how politics and political views continuously change our society.

Vocabulary:

Tinker v. Des Moines, Wisconsin v. Yoder, Environmental Protection Agency, Endangered Species Act, Nixon Doctrine, Détente, SALT I, OPEC, Watergate Scandal, War Powers Act, Camp David Accords, Iran Hostage Crisis, Helsinki Accords, Stagflation, Equal Rights Amendment, Iran-Contra Affair, Strategic Defense Initiative (Star Wars), Challenger, Glasnost, Perestroika, Reaganomics, NAFTA, Reagan Doctrine, Tiananmen Square, Persian Gulf War, Impeachment, global warming, 9/11, War on Terrorism, USA Patriot Act, No Child Left Behind Act, Ecommerce, Globalization, Hurricane Katrina (2005), 2008 Financial Crisis, Affordable Care Act, Presidents and policies/important events during their presidency (Ford, Johnson, Nixon, Carter, Regan, Bush Sr., Clinton, G.W. Bush, Obama, Trump, Biden)

Key Concepts:

- Presidents and policies/important events during their presidency (Ford, Johnson, Nixon, Carter, Regan, Bush Sr., Clinton, G.W. Bush, Obama, Trump, Biden)
- Major events
- Key figures (political, military, countries)
- Culture shifts

Disciplinary Skills & Processes Standards:	Core Standards:
<p><u>HS.SP1</u> <i>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present</i></p> <ul style="list-style-type: none"> • HS.SP1.1 Evaluate how events and developments were shaped by the unique circumstances of time and place as well as broader contexts. <i>(Contextualization of events)</i> <p><u>HS.SP2</u> <i>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.</i></p> <ul style="list-style-type: none"> • HS.SP2.2 Analyze the ways in which perspective shapes recorded history. <i>(Change & Continuity over Time)</i> <p><u>HS.SP3</u> <i>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</i></p> <ul style="list-style-type: none"> • HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions. <i>(Creating complex questions using valid sources-C3 Inquiry/DBQ Project)</i> • HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection. <i>(Sourcing & agreeing or disagreeing with arguments)</i> • HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations. <i>(Strength & Weaknesses in using primary & secondary sources)</i> • HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source. <i>(Credibility of sources)</i> <p><u>HS.SP4</u> <i>Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</i></p>	<p><u>History</u></p> <p><u>HS.H1</u> <i>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</i></p> <ul style="list-style-type: none"> • HS.H1.1 Explain the process of state-building, expansion, and dissolution. • HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution. • HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions. • HS.H1.4 Analyze the impact of cultural diffusion. • HS.H1.5 Explain how religions and belief systems have affected the origins of societies. • HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities. • HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies. <p><u>HS.H2</u> <i>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</i></p> <ul style="list-style-type: none"> • HS.H2.1 Explain multiple causes of conflict. • HS.H2.2 Analyze approaches to conflict management and resolution. • HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions. • HS.H2.4 Compare causes and effects of isolationism and globalism. <p><u>HS.H3</u> <i>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes. • HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time. • HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments.

<ul style="list-style-type: none"> • HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present. <i>(Cause and effect-Multiple & Complex)</i> 	<ul style="list-style-type: none"> • HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good. • HS.H3.5 Explain how different labor systems developed and affected societies over time. <p><u>HS.H4</u> <i>Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</i></p> <ul style="list-style-type: none"> • HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions. • HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. • HS.H4.3 Examine how access to information and technology has been used to influence society. • HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity <p><u>Civics</u></p> <p><u>HS.C1</u> <i>Civic virtues and democratic principles are key components of the American political system.</i></p> <ul style="list-style-type: none"> • HS.C1.1 Explain the significance of civic virtues to a well-functioning constitutional republic. • HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents. • HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions. • HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights. <p><u>HS.C2</u> <i>Citizens have individual rights, roles, and responsibilities.</i></p> <ul style="list-style-type: none"> • HS.C2.1 Explain the importance of individual participation in civic and political institutions. • HS.C2.2 Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
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- **HS.C2.3** Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- **HS.C2.4** Analyze the responsibilities of citizens.
- **HS.C2.5** Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- **HS.C2.6** Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.

HS.C3 An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

- **HS.C3.1** Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- **HS.C3.2** Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.
- **HS.C3.3** Analyze the impact of political parties, interest groups, elections, and the media on political institutions.
- **HS.C3.4** Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.

HS.C4 Process, rules, and laws direct how individuals are governed and how society addresses problems

- **HS.C4.1** Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- **HS.C4.2** Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.

- **HS.C4.3** Explain the procedures for elections at the local, state, tribal, and national levels.
- **HS.C4.4** Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- **HS.C4.5** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems, instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.
- **HS.C4.6** Assess options for action to address local, regional, and global problems by engaging in self- reflection, strategy identification, and complex causal reasoning.
- **HS.C4.7** Apply a range of deliberative and democratic strategies and procedures to make decisions in the classroom, school, and out-of-school civic contexts.

Economics

HS.E2 By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies

- **HS.E2.1** Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.
- **HS.E2.2** Analyze how incentives influence economic choices for individuals, institutions, and societies.
- **HS.E2.3** Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.

HS.E3 Individuals and institutions are interdependent within market systems.

- **HS.E3.1** Explain how buyers and sellers interact to create markets and market structures.
- **HS.E3.2** Evaluate how numerous factors and conditions influence market prices.

	<ul style="list-style-type: none"> • HS.E3.3 Evaluate the role of government in regulating marketplaces. • HS.E3.4 Explain the distinct types of business organizations and analyze the role of innovation and entrepreneurship in a market economy. <p><i>HS.E5 The interconnected global economy impacts all individuals and groups in significant and varied ways.</i></p> <ul style="list-style-type: none"> • HS.E5.1 Evaluate the advantages and disadvantages of global trade. • HS.E5.2 Evaluate how interdependence impacts individuals, institutions, and societies. • HS.E5.3 Explain why nations chose to trade and how it is regulated. • HS.E5.4 Explain how national economies influence trade. <p><u>Geography</u></p> <p><i>HS.G1 The use of geographic representations and tools help individuals understand their world</i></p> <ul style="list-style-type: none"> • HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. (Key tools and representations such as maps, remotely sensed and other images, tables, and graphs) <p><i>HS.G2 Human-environment interactions are essential aspects of human life in all societies</i></p> <ul style="list-style-type: none"> • HS.G2.1 Analyze interactions within and between human and physical systems • HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. • HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions. • HS.G2.4 Evaluate the use and sustainability of natural resources. <p><i>HS.G3 Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface</i></p> <ul style="list-style-type: none"> • HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
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- **HS.G3.2** Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- **HS.G3.3** Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
- **HS.G3.4** Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.
- **HS.G3.5** Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

HS.G4 Global interconnections and spatial patterns are a necessary part of geographic reasoning.

- **HS.G4.1** Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)
- **HS.G4.2** Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.
- **HS.G4.3** Analyze patterns of interdependence

Reading and Writing Standards [ELA/SS Crosswalk](#)

11-12.RL.1-9

When choosing literature to read, look to social studies content for examples. Students can cite textual evidence, determine themes and meanings of words. Using social studies ten stories, students can compare and contrast texts, analyze different points of view, and analyze how modern works draw on the past.

11-12.RL.10

Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.

11-12.RI.10

Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.

11-12.W.1

	<p>Use the content standards for civics, economics, geography, and history to write arguments with evidence, explanatory texts, and narratives. Use those same content standards to write research and present their findings and use technology.</p> <p><u>11-12.SL.1-4</u></p> <p>Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to interpret information and delineate a speaker’s argument and specific claims. Students will then present claims and finding, in a variety of multimedia and communicate effectively. Use social studies content standards to fulfill this requirement.</p>
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