



Honors American History  
Diocese of Greensburg Curriculum

Unit	Standards	Content	Skills
<p><a href="#">Independence and the New Republic 1775-1789</a></p>	<p><b>CCSS: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b></p> <p><b>CCSS: Grades 11-12</b></p> <hr/> <p><b>Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, &amp; Language</b></p> <p>They demonstrate independence.</p> <p>They build strong content knowledge.</p> <p>They respond to the varying demands of audience, task, purpose, and discipline.</p> <p>They comprehend as well as critique.</p> <p>They value evidence.</p> <p>They use technology and digital media strategically and capably.</p> <p>They come to understand other perspectives and cultures.</p> <p><b>Reading: History/Social Studies Key Ideas and Details</b></p> <p><b>1. Read closely to determine what the text says explicitly and to make logical</b></p>	<p>French and Indian War</p> <p>British victory over France in the imperial war for North America (in the French and Indian War)</p> <p>New conflicts among Great Britain, the American colonists, and American Indians that lead to the culmination of a new and independent nation</p> <p>American Indian alliances with Europeans, other tribes, and the United States</p> <p>The French and Indian War</p> <p>Pontiac's Rebellion</p> <p>The Proclamation of 1763</p> <p>Iroquois Confederation</p> <p>The American Revolution, 1775-1783</p> <p>The end of salutary neglect and the French and Indian War</p> <p>Independence movement (colonial elites and grassroots)</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Explain the connection between the period of salutary neglect and the development of self-government in the colonies.</li> <li>• Describe the cause and effect connection amongst the events leading to the American Revolution from the French and Indian War through the Battles of Lexington and Concord.</li> <li>• Cite evidence showing how Americans were divided over the issue of separation from Britain.</li> <li>• Describe what methods of protest were used by the colonists to resist British taxes.</li> <li>• Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government.</li> <li>• Analyze ideas expressed in "The Declaration of Independence."</li> <li>• Analyze primary source documents.</li> <li>• Identify and explain topic-specific vocabulary.</li> <li>• Identify cause and effect (causal chains of related events).</li> <li>• Develop organized and coherent writing that shows</li> </ul>

	<p><b>inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b></p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>Craft and Structure</b></p> <p><b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how</p>	<p>Foreign alliances</p> <p>Roles of women and African Americans</p> <p>The Continental Congress</p> <p>The Declaration of Independence</p> <p>The Articles of Confederation</p> <p>Peace of Paris</p>	<p>comprehensive knowledge of the topic.</p>
--	--	--	--

Madison defines faction in Federalist No. 10).

**Integration of Knowledge and Ideas**  
**7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Range of Reading and Level of Text Complexity**

**10. Read and comprehend complex literary and informational texts independently and proficiently.**

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

**Writing**

**Text Types and Purposes**

**1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.11-12.1e. Provide a concluding statement or section that follows from or supports the argument presented.

**2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

WHST.11-12.2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

WHST.11-12.2e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing**  
**4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**6. Use technology, including the Internet, to produce and publish writing**

**and to interact and collaborate with others.**

WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge**

**7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

	<p><b>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><a href="#"><u>The Early American Republic 1789-1815</u></a></p>	<p><b>CCSS: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b></p> <p><b>CCSS: Grades 11-12</b></p> <p><b>Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, &amp; Language</b></p> <p>They demonstrate independence.</p> <p>They build strong content knowledge.</p> <p>They respond to the varying demands of audience, task, purpose, and discipline.</p> <p>They comprehend as well as critique.</p> <p>They value evidence.</p> <p>They use technology and digital media strategically and capably.</p>	<p>The Constitution and the New Republic, 1776-1800</p> <p>Federalism and the separation of powers</p> <p>Shays's Rebellion</p> <p>Difficulties over trade, finance, and interstate and foreign relations</p> <p>Revisions of the Articles of Confederation and the need for a stronger central government</p> <p>The Philadelphia Convention</p> <p>The Federalists and the Antifederalists and <i>The Federalist Papers</i></p> <p>The Bill of Rights</p> <p>Relationship between American Indian tribes and the national government</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Explain the reason for the adoption of the Articles of Confederation, including why its drafters created a weak central government; analyze the weaknesses of the national government under the Articles; and describe crucial events leading to the Constitutional Convention.</li> <li>• Explain how groups and individuals pursuing their own goals may influence the priorities and actions of a government.</li> <li>• Identify how relationships between nations can impact both domestic and foreign affairs.</li> <li>• Explicate how leaders modify the institutions of government in response to the challenges of their time.</li> <li>• Explain the roles of various founders at the Constitutional Convention.</li> <li>• Evaluate the cogency of the major debates that occurred at the Convention and the</li> </ul>

	<p>They come to understand other perspectives and cultures.</p> <p><b>Reading: History/Social Studies</b>  <b>Key Ideas and Details</b>  <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b></p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>Craft and Structure</b>  <b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how</b></p>	<p>Diplomatic initiatives to secure free navigation of the Mississippi manage conflict with Spain and dealings with continued British presence on the American continent</p> <p>Forging a national identity and the emergence of a distinctly American culture</p> <p>The Republican Motherhood</p> <p>Establishment and growth of political parties</p> <p>Expansion of slavery in the lower South and adjacent Western lands</p> <p>The Age of Thomas Jefferson</p> <p>The Louisiana Purchase</p> <p>The Marshall Court and judicial review</p> <p>Jeffersonian Democracy</p> <p>New Republic struggles to define and extend Democratic ideals</p> <p>Effects of Rapid economic, territorial, and demographic changes</p> <p>Debates over federal power, the relationship between the federal government and the states, the authority of each branch of the federal</p>	<p>compromises that were reached.</p> <ul style="list-style-type: none"> <li>• Explain the characteristics of American democracy, including concepts of popular sovereignty, federalism, separation of powers, checks and balances, individual rights, representative institutions, and constitutional government.</li> <li>• Analyze the purpose and role(s) of a government in a society.</li> <li>• Describe how decisions are made in a democracy, including the</li> </ul> <p>role of legislatures, courts, executives, and the public.</p> <ul style="list-style-type: none"> <li>• Explain the rights and responsibilities of citizenship and describe how opportunities are provided for citizens to participate in the political process.</li> </ul>
--	--	--	---



	<p><b>specific word choices shape meaning or tone.</b></p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>6. Assess how point of view or purpose shapes the content and style of a text.</b></p> <p>RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>8. Delineate and evaluate the argument and specific claims in a text, including</b></p>	<p>government, and the rights and responsibilities of private citizens</p> <p>Federalists and Democratic-Republicans</p> <p>Democrats and Whigs</p> <p>Federal power and state laws</p> <p>Convention of 1800</p> <p>Embargo Act (1807)</p> <p>War Hawks</p> <p>Primacy of the judiciary in the interpretation of the Constitution</p> <p>The War of 1812</p> <p>Battle of New Orleans</p> <p>Treaty of Ghent</p> <p>Adams-Onís Treaty</p> <p>The Era of Good Feelings</p> <p>The Virginia Dynasty (Washington, Jefferson, Madison, and Monroe)</p>	
--	---	---	--

**the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Range of Reading and Level of Text Complexity**

**10. Read and comprehend complex literary and informational texts independently and proficiently.**

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

**Writing**

**Text Types and Purposes**

**1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

	<p>WHST.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.11-12.1e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p> <p>WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><a href="#"><u>Nationalism and Economic Growth 1790-1840</u></a></p>	<p><b>CCSS: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b></p> <p><b>CCSS: Grades 11-12</b></p> <p><b>Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, &amp; Language</b></p> <p>They demonstrate independence.</p>	<p>Distinctive regional attitudes toward slavery</p> <p>Evolution of a market economy and the market revolution and the role of the federal government</p> <p>Assertion of white Americans in the South</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Explain the evolution and functions of political parties, including their role in federal, state, and local elections.</li> <li>• Analyze the major policies and political developments that took</li> </ul>

	<p>They build strong content knowledge.</p> <p>They respond to the varying demands of audience, task, purpose, and discipline.</p> <p>They comprehend as well as critique.</p> <p>They value evidence.</p> <p>They use technology and digital media strategically and capably.</p> <p>They come to understand other perspectives and cultures.</p> <p><b>Reading: History/Social Studies</b>  <b>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b></p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>Craft and Structure</b>  <b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key</p>	<p>Democratic political ideals to political institutions and social realities</p> <p>The Development of a Global Market</p> <p>Revolutions in technology, e.g., textile machinery, steam engines, interchangeable parts, railroads, canals, the telegraph, and agricultural inventions</p> <p>Samuel Slater</p> <p>Shift from semi-subsistence agriculture to working in manufacturing</p> <p>Women and low-skilled male workers' production of goods for domestic and foreign markets</p> <p>Lowell system</p> <p>Regional economic specialization, e.g., cotton production, and the shaping of settlement patterns and the national economy</p> <p>Henry Clay's American System</p> <p>Market production between the North and Midwest</p> <p>Free and forced migration of American peoples, competing</p>	<p>place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), and Thomas Jefferson (1801-1809).</p> <ul style="list-style-type: none"> <li>Describe the paradox of nationalism giving way to sectionalism in the nation's expansion westward.</li> <li>Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in <i>Marbury v. Madison</i>.</li> <li>Describe the causes, courses, and consequences of America's westward expansion and its growing diplomatic assertiveness in foreign policy.</li> <li>Describe the election of 1828, the importance of "Jacksonian Democracy."</li> </ul>
--	--	--	---

	<p>term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>Reading: Science &amp; Technical Subjects</b></p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RST.11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <p><b>1. Write arguments to support claims in</b></p>	<p>ideas regarding the management of labor, geographical boundaries, and natural resource</p> <p>Changes in migration patterns, gender and family relations, and the distribution of political power</p> <p>Nationalism</p> <p>European populations and migration patterns in the East and Midwest of the United States</p> <p>Southern political, cultural, and ideological distinction from other American regions</p> <p>Reliance on exports to Europe for economic growth</p> <p>Effects of the market revolution</p> <p>Widening gaps between the rich and poor caused</p> <p>Increasing separation between home and workplace</p> <p>Changes in traditional family and gender roles and expectations</p> <p>U.S. Foreign Policy</p>	
--	---	---	--

	<p><b>an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</b></p> <p>WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>Production and Distribution of Writing</b></p> <p><b>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and</p>	<p>Creation of a U.S. global presence</p> <p>Monroe Doctrine</p> <p>Presidency of John Quincy Adams</p> <p>The Age of Jackson</p> <p>The Spoils System</p> <p>Second party system, the Democrats and the Whigs</p> <p>Native American Indians</p> <p>The nullification crisis and states' rights</p> <p>The Bank War and Biddle</p> <p>The Panic of 1837</p>	
--	---	--	--

	Council of Chief State School Officers. All rights reserved.		
<a href="#">Working for Reform 1820-1860</a>	<p><b>CCSS: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b></p> <p><b>CCSS: Grades 11-12</b></p> <p><b>Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, &amp; Language</b></p> <p>They demonstrate independence.</p> <p>They build strong content knowledge.</p> <p>They respond to the varying demands of audience, task, purpose, and discipline.</p> <p>They comprehend as well as critique.</p> <p>They use technology and digital media strategically and capably.</p> <p>They come to understand other perspectives and cultures.</p> <p><b>Reading: History/Social Studies</b></p> <p><b>Key Ideas and Details</b></p> <p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p>	<p>The Second Great Awakening and Romanticism</p> <p>Pursuit of perfection and the Age of Reform</p> <p>Abolitionism, women's suffrage, education reform</p> <p>Fourierism and utopian societies</p> <p>Transcendentalism</p> <p>American art, architecture, and literature</p> <p>Hudson River School</p> <p>Emergence of the urban middle class</p> <p>Dorothea Dix and Rehabilitation Prison Reform</p> <p>Horace Mann</p> <p>Temperance Movement</p> <p>Women's Rights</p> <p>Elizabeth Cady Stanton</p> <p>Lucretia Mott</p> <p>Seneca Falls Convention</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Explain the growth of the American education system and Horace Mann's campaign for free compulsory public education.</li> <li>• Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism.</li> <li>• Identify the goals and effect of the antebellum women's suffrage movement.</li> <li>• Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and Henry David Thoreau.</li> </ul>

	<p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b></p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>Craft and Structure</b></p> <p><b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>6. Assess how point of view or purpose shapes the content and style of a text.</b></p>	<p>Sojourner Truth</p> <p>Susan B. Anthony</p> <p>Utopian Communities</p> <p>Brook Farm • Oneida</p> <p>New Harmony</p> <p>Mormons</p> <p>Joseph Smith</p> <p>Brigham Young</p>	
--	--	---	--



RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**Integration of Knowledge and Ideas**  
**7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Writing**

**2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

	<p>WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><a href="#">Expansion and Sectional Conflict 1820-1860</a></p>	<p><b>CCSS: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b></p> <p><b>CCSS: Grades 11-12</b></p> <hr/> <p><b>Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, &amp; Language</b></p> <p>They demonstrate independence.</p> <p>They build strong content knowledge.</p> <p>They comprehend as well as critique.</p> <p>They value evidence.</p> <p>They use technology and digital media strategically and capably.</p> <p>They come to understand other perspectives and cultures.</p>	<p>Northern Society</p> <p>Wealthy, poor, and middle class</p> <p>Changes in industrial and agricultural production</p> <p>Factory system and new technology</p> <p>Growth of immigration</p> <p>Irish and German</p> <p>Nativism</p> <p>Southern agricultural production and manufacturing</p> <p>Southern class structure</p> <p>White Southern culture</p> <p>Food and housing, folkways, and religion</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Identify how resources and environment influence regional economies.</li> <li>• Analyze the tenets of a market economy.</li> <li>• Evaluate the impact and contributions of immigration in the 19th century.</li> <li>• Assess the growth of cities and the effects of urbanization.</li> <li>• Compare and contrast the cultural characteristics of the North, South, and West.</li> <li>• Explain the sundry arguments for and against slavery.</li> <li>• Identify the class structures for both the northern and southern regions of the United States in the 19th century.</li> </ul>

	<p><b>Reading: History/Social Studies</b></p> <p><b>Key Ideas and Details</b></p> <p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b></p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>Craft and Structure</b></p> <p><b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author</p>	<p>Urban South</p> <p>Free African Americans and society</p> <p>Southern slave system</p>	
--	---	---	--

uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**6. Assess how point of view or purpose shapes the content and style of a text.**

RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**Integration of Knowledge and Ideas**  
**7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

RH.11-12.8. Evaluate an author's premises, claims, and evidence by

corroborating or challenging them with other information.

**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Writing**

**Text Types and Purposes**

**1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

WHST.11-12.1. Write arguments focused on discipline-specific content.

WHST.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.11-12.1e. Provide a concluding statement or section that follows from or supports the argument presented.

**2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

WHST.11-12.2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and

context as well as to the expertise of likely readers.

WHST.11-12.2e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

**Research to Build and Present Knowledge**

**7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

	<p><b>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><a href="#"><u>Civil War and Reconstruction 1861-1877</u></a></p>	<p><b>CCSS: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b></p> <p><b>CCSS: Grades 11-12</b></p> <p><b>Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, &amp; Language</b></p> <p>They demonstrate independence.</p> <p>They build strong content knowledge.</p> <p>They respond to the varying demands of audience, task, purpose, and discipline.</p> <p>They comprehend as well as critique.</p> <p>They value evidence.</p> <p>They use technology and digital media strategically and capably.</p>	<p>Manifest Destiny and the Mexican War</p> <p>U.S. territorial expansion westward</p> <p>Economic and national interests supported by claims of U.S. racial and cultural superiority</p> <p>Manifest Destiny and President Polk</p> <p>Territorial expansionism</p> <p>Texas War for Independence and Texas annexation</p> <p>Oregon Country</p> <p>The Mexican War of Cession</p> <p>California Gold Rush</p> <p>The Antebellum, the End of Compromise, and the Civil War</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century.</li> <li>• Distinguish between the long term and immediate causes of the Civil War.</li> <li>• Establish a cause and effect relationship among all of the events leading to the Civil War.</li> <li>• Compare and contrast the advantages and disadvantages of the Union and Confederacy in the Civil War as well as evaluate their respective impacts on the Civil War.</li> <li>• Analyze Abraham Lincoln’s presidency, the Emancipation Proclamation (1863), Lincoln’s views on slavery, and the political obstacles that Lincoln encountered during his first presidential term of office.</li> <li>• Interpret seminal primary source documents: Lincoln’s</li> </ul>



	<p>They come to understand other perspectives and cultures.</p> <p><b>Reading: History/Social Studies</b>  <b>Key Ideas and Details</b>  <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b></p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p>	<p>Regional division, the debate over slavery and states' rights</p> <p>Sectionalism</p> <p>Nullification</p> <p>Wilmot Proviso</p> <p>Henry Clay</p> <p>Steven Douglas</p> <p>Daniel Webster</p> <p>Compromise of 1850</p> <p>Fugitive Slave Act</p> <p><i>Uncle Tom's Cabin</i></p> <p>Kansas-Nebraska Act</p> <p>Bleeding Kansas</p> <p>John Brown</p> <p>Harper's Ferry</p> <p>Dred Scott Decision</p> <p>Republican Party</p> <p>Secession</p> <p>Abraham Lincoln</p> <p>Nat Turner</p>	<p>"House Divided" Speech (1858), Lincoln's Gettysburg Address (1863), and Lincoln's Second Inaugural Address (1865).</p> <ul style="list-style-type: none"> <li>• Identify both Lincoln's plans for reconstruction as well as those plans of the Radical Republicans.</li> <li>• Determine areas of continuity and change that were created by Reconstruction's successes and failures.</li> </ul>
--	--	--	---

	<p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>6. Assess how point of view or purpose shapes the content and style of a text.</b></p> <p>RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p><b>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p> <p>RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>Writing</b>  <b>Text Types and Purposes</b>  <b>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</b></p> <p>WHST.11-12.1. Write arguments focused on discipline-specific content.</p>	<p>Missouri Compromise of 1820</p> <p>Harriet Tubman</p> <p>Underground Railroad</p> <p>William Lloyd Garrison</p> <p>Frederick Douglass</p> <p>Hiram Revels</p> <p><i>The North Star</i></p> <p><i>he Liberator</i></p> <p>Elijah Lovejoy</p> <p>Northern free-labor manufacturing and Southern dependence on slave-based agriculture</p> <p>Abolition movement</p> <p>Racism and stereotyping</p> <p>The Reorganization of political parties</p> <p>The demise of the Whigs and the emergence of the Republican Party</p> <p>The Lincoln-Douglas Debates</p> <p>The Freeport Doctrine</p> <p>The Election of 1860</p>	
--	---	---	--

	<p>WHST.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.11-12.1e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>Southern secession</p> <p>Lincoln and Johnson and Presidential Reconstruction</p> <p>Radical Republicans</p> <p>Military Reconstruction</p> <p>The Freedmen's Bureau</p> <p>The Impeachment of Andrew Johnson</p> <p>13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments</p> <p>Readmission of the Confederate States</p> <p>The Election of Hayes and the end of Reconstruction</p>	
--	---	--	--

WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

WHST.11-12.2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

WHST.11-12.2e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing**  
**4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are

appropriate to task, purpose, and audience.

**9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

**NCSS: Social Studies 2010**

**NCSS: High**

---

**CULTURE**

**Knowledge**

**Learners will understand**

"Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;

Concepts such as: beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;

How culture develops and changes in ways that allow human societies to address their needs and concerns;

That individuals learn the elements of their culture through interpersonal and collective experience.

How people from different cultures develop diverse cultural perspectives and frames of reference;

That behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross-cultural understanding;

© Copyright 2010. National Governors Association Center for Best Practices and

	<p>Council of Chief State School Officers. All rights reserved.</p>		
<p><a href="#">Western Crossroads and Wars 1860-1910</a></p>	<p><b>CCSS: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b>  <b>CCSS: Grades 11-12</b></p> <hr/> <p><b>Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, &amp; Language</b></p> <p>They demonstrate independence.</p> <p>They build strong content knowledge.</p> <p>They respond to the varying demands of audience, task, purpose, and discipline.</p> <p>They comprehend as well as critique.</p> <p>They value evidence.</p> <p>They use technology and digital media strategically and capably.</p> <p>They come to understand other perspectives and cultures.</p> <p><b>Reading: History/Social Studies Key Ideas and Details</b>  <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual</b></p>	<p>Gold Rush</p> <p>Comstock Lode</p> <p>Homestead Act</p> <p>Morrill Land Grant Act (1862)</p> <p>Oklahoma Land Rush</p> <p>Sod houses</p> <p>Roles of women in the West</p> <p>Roles of African Americans in the West</p> <p>Chinese Immigrants</p> <p>Irish Immigrants</p> <p>Treaty of Fort Laramie</p> <p>Promontory Point Utah</p> <p>The transcontinental railroad</p> <p>Buffalo Reservation system</p> <p>Buffalo soldiers Sand Creek Massacre</p> <p>Battle of Little Big Horn</p> <p>Sitting Bull</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Identify specific government legislation that directly affected Native American life in the 18th and 19th centuries.</li> <li>• Analyze the both the direct and indirect effects post Civil War actions of the U.S. government on Native American culture.</li> <li>• Compare and contrast various historians' perspectives on western settlement post Civil War.</li> <li>• Explain how the U.S. government promoted economic development the West.</li> <li>• Identify the major motivations for western migration in the second half of the 19th century.</li> <li>• Explain how the environment influenced specific practices and methods in farming.</li> <li>• Describe the hardships that farm families endured in the Great Plains.</li> <li>• Evaluate the effects of changes in the West post Civil War.</li> </ul>

	<p><b>evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b></p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>Craft and Structure</b></p> <p><b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>Chief Joseph of the Nez Percé, "I will fight no more forever. . . "</p> <p>Helen Hunt Jackson's <i>A Century of Dishonor</i></p> <p>Frederick Jackson Turner and "the frontier hypothesis"</p> <p>Cattle drives and the American cowboy</p> <p>Plains farming and mining</p> <p>Dawes Act (also known as the General Allotment Act or the Dawes Severalty Act of 1887)</p> <p>Wounded Knee</p> <p>Geronimo</p> <p>Joseph Glidden and barbed wire</p> <p>Closing of the Western Frontier, 1890</p>	
--	---	--	--

**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**6. Assess how point of view or purpose shapes the content and style of a text.**

RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**Integration of Knowledge and Ideas**

**7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**9. Analyze how two or more texts address similar themes or topics in**



**order to build knowledge or to compare the approaches the authors take.**

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Writing**

**Text Types and Purposes**

**1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

WHST.11-12.1. Write arguments focused on discipline-specific content.

WHST.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

WHST.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.11-12.1d. Establish and maintain a formal style and objective tone while

attending to the norms and conventions of the discipline in which they are writing.

WHST.11-12.1e. Provide a concluding statement or section that follows from or supports the argument presented.

**2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

WHST.11-12.2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a

	<p>style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.11-12.2e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>Production and Distribution of Writing</b>  <b>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><a href="#"><u>Big Business and the Gilded Age 1865-1900</u></a></p>	<p><b>CCSS: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b></p> <hr/> <p><b>CCSS: Grades 11-12</b></p> <p><b>Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, &amp; Language</b></p> <p>They demonstrate independence.</p>	<p>Industrialization and corporate America</p> <p>Railroads, oil, coal, steel, and banking</p> <p>Big business and vertical and horizontal integration</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Identify and evaluate the effects of industrialization on living and working conditions of the American labor class.</li> <li>• Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.</li> </ul>

	<p>They build strong content knowledge.</p> <p>They respond to the varying demands of audience, task, purpose, and discipline.</p> <p>They comprehend as well as critique.</p> <p>They value evidence.</p> <p>They use technology and digital media strategically and capably.</p> <p>They come to understand other perspectives and cultures.</p> <p><b>Reading: History/Social Studies</b>  <b>Key Ideas and Details</b>  <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p>	<p>Laissez-faire conservatism</p> <p>Growth of labor unions and the Knights of Labor</p> <p>Urban development: the city and immigration</p> <p>City life</p> <p>Transcontinental Railroad</p> <p>Supply and demand</p> <p>Laissez-faire</p> <p>Social Darwinism</p> <p>Monopoly</p> <p>Vertical Integration</p> <p>Horizontal Integration</p> <p>George Pullman</p> <p>The Crédit Mobilier</p> <p>Munn v. Illinois</p> <p>Interstate Commerce Act</p> <p>Andrew Carnegie</p> <p>Social Darwinism</p> <p>Monopoly</p> <p>John D. Rockefeller</p>	<ul style="list-style-type: none"> <li>• Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.</li> <li>• Explain how Innovations in technology and business practices may impact the economic, political, and social lives of citizens.</li> <li>• Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).</li> <li>• Explain the effects of political programs and activities of the Progressive Movement (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).</li> <li>• Utilize timelines to identify the chronological sequence of principal historical events that occur in the Second Industrial Revolution and the Gilded Age.</li> <li>• Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork are used to interpret events from the past (e.g., Thomas Nast political cartoons).</li> <li>• Describe various socio-cultural aspects of American life including arts, literature, education, and publications during the Gilded Age and Progressive Era.</li> </ul>
--	--	---	---

	<p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b></p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>Craft and Structure</b></p> <p><b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<p>Edwin Drake</p> <p>Bessemer Process</p> <p>Gospel of Wealth</p> <p>J. P. Morgan</p> <p>U. S. Steel</p> <p>John D. Rockefeller</p> <p>Standard Oil Company</p> <p>Vanderbilt family</p> <p>George Westinghouse</p> <p>Horatio Alger</p> <p>Herbert Spencer</p> <p>Gilded Age</p> <p>“Captains of industry” vs. “Robber barons”</p> <p>Sherman Antitrust Act</p> <p>National Labor Union</p> <p>Knights of Labor</p> <p>Terence V. Powderly</p> <p>American Federation of Labor</p> <p>Samuel Gompers</p>	
--	---	--	--

	<p><b>6. Assess how point of view or purpose shapes the content and style of a text.</b></p> <p>RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p> <p>RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <p><b>1. Write arguments to support claims in an analysis of substantive topics or</b></p>	<p>Collective Bargaining</p> <p>Child labor</p> <p>Craft unions</p> <p>Trade unions</p> <p>Yellow-dog contract</p> <p>Closed shop</p> <p>Lockout</p> <p>Scabs</p> <p>Blacklist</p> <p>Injunction</p> <p>Eugene V. Debs</p> <p>IWW/Wobblies</p> <p>Great Strike of 1877</p> <p>Haymarket Square</p> <p>Homestead Strike</p> <p>Pullman Strike</p> <p>Mother Jones</p> <p>Pauline Newman</p> <p>Yellow Dog Contracts</p> <p>Ellis Island</p>	
--	--	--	--

	<p><b>texts using valid reasoning and relevant and sufficient evidence.</b></p> <p>WHST.11-12.1. Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.11-12.1e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<p>Angel Island</p> <p>Chinese Exclusion Act</p> <p>Nativism</p> <p>American Protective Assoc.</p> <p>Gentlemen's Agreement</p> <p>Political Machine</p> <p>Political Boss</p> <p>Kickbacks</p> <p>Tammany Hall</p> <p>Boss Tweed</p> <p>Tweed Ring</p> <p>The Patrons of Husbandry (The National Grange)</p> <p>Cooperatives</p> <p>Thomas Nast</p> <p>Patronage</p> <p>Civil Service</p> <p>Rutherford B. Hayes</p> <p>Stalwarts</p> <p>James A. Garfield</p>	
--	---	---	--

Chester A. Arthur

Pendleton Act

Grover Cleveland

Benjamin Harrison

McKinley Tariff Act of 1890

Triangle Shirtwaist Fire

Jacob Riis

Jane Addams/Hull House

Upton Sinclair and *The Jungle*

Ellis Island

Settlement houses

Jane Addams and Hull House

Chinese Exclusion Act

Sweatshops

Amusement parks

Spectator sports

Frederick Law Olmsted

Collective bargaining

Arbitration



		<p>Urbanization</p> <p>Nativism</p> <p>Cultural pluralism</p> <p>Melting pot</p> <p>Culture shock</p> <p>Rerum Novarum (from its first two words, Latin for "of revolutionary change), or Rights and Duties of Capital and Labor, an encyclical issued by Pope Leo XIII on 15 May 1891</p>	
<p><a href="#"><u>America and the World 1898-1920</u></a></p>	<p><b>CCSS: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b></p> <p><b>CCSS: Grades 11-12</b></p> <hr/> <p><b>Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, &amp; Language</b></p> <p>They demonstrate independence.</p> <p>They build strong content knowledge.</p> <p>They respond to the varying demands of audience, task, purpose, and discipline.</p>	<p>Progressive Movement</p> <p>Imperialism</p> <p>Nationalism</p> <p>Economic Markets</p> <p>Spheres of Influence</p> <p>Diplomacy</p> <p>Social Darwinism</p> <p>Yellow Journalism</p> <p>Seward's Folly</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Analyze the causes and effects of the United States emergence as a world power.</li> <li>• Assess the motivations for American imperialism</li> <li>• Explain how the U.S. made various land acquisitions at the turn of the 20th Century.</li> <li>• Analyze how economic and political interests influenced the policies of Presidents Roosevelt, Taft, and Wilson.</li> <li>• Evaluate the motives for U.S. involvement in WWI.</li> <li>• Describe the economic, political, and social changes that took place as a result of WWI.</li> </ul>

	<p>They comprehend as well as critique.</p> <p>They value evidence.</p> <p>They use technology and digital media strategically and capably.</p> <p>They come to understand other perspectives and cultures.</p> <p><b>Reading: History/Social Studies</b>  <b>Key Ideas and Details</b>  <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>Craft and Structure</b>  <b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how</b></p>	<p>Annexation of Hawaii</p> <p>Queen Liliuokalani</p> <p>“Splendid Little War”</p> <p>Anti-Imperialism League</p> <p>Open Door Policy</p> <p>Boxer Rebellion</p> <p>Roosevelt Corollary</p> <p>“Big Stick” Diplomacy</p> <p>Dollar Diplomacy</p> <p>Missionary (Moral) Diplomacy</p> <p>Philippines</p> <p>Commodore George Dewey</p> <p>Theodore Roosevelt</p> <p>Rough Riders</p> <p>William Randolph Hearst</p> <p>Joseph Pulitzer</p> <p>USS Maine</p> <p>Teller Amendment</p> <p>Treaty of Paris (1898)</p> <p>Platt Amendment</p>	<ul style="list-style-type: none"> <li>• Explain the reasons that the U.S. shifted back to a policy of isolation after WWI.</li> <li>• Analyze how conflict and compromise have shaped politics, economics and culture in the U.S.</li> <li>• Determine how tensions between freedom, equality, and power, have shaped the political, economic, and social development of the United States.</li> <li>• Evaluate how the role of the United States in the world has changed over time.</li> <li>• Analyze the relationship between progress, crisis and the "American Dream" within the United States.</li> </ul>
--	---	---	---

	<p><b>specific word choices shape meaning or tone.</b></p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>6. Assess how point of view or purpose shapes the content and style of a text.</b></p> <p>RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>8. Delineate and evaluate the argument and specific claims in a text, including</b></p>	<p>Panama Canal</p> <p>Pancho Villa</p> <p>Militarism</p> <p>Alliances</p> <p>Trade Isolationism</p> <p>Mobilization</p> <p>Archduke Franz Ferdinand</p> <p>U-Boat submarine warfare</p> <p>Serbia</p> <p>Allies</p> <p>Central Powers</p> <p>Kaiser Wilhelm II</p> <p>Contraband</p> <p>Lusitania</p> <p>Election of 1916</p> <p>Woodrow Wilson "Make the world safe for democracy"</p> <p>Idealism</p> <p>Zimmermann Telegram</p> <p>Selective Service Act</p>	
--	---	--	--

	<p><b>the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b></p> <p>RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <p><b>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</b></p> <p>WHST.11-12.1. Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically</p>	<p>"Over There," George M. Cohan</p> <p>Isolationists</p> <p>Jeanette Rankin</p> <p>Trench warfare</p> <p>"No Man’s Land"</p> <p>Mustard gas</p> <p>Russian and Bolshevik Revolutions</p> <p>Doughboys</p> <p>John J. Pershing</p> <p>American Expeditionary Force</p> <p>Committee on Public Information/George Creel</p> <p>Food Administration/ Herbert Hoover</p> <p>War Industries Board/ Bernard Baruch</p> <p>Espionage and Sedition Acts</p> <p>Eugene V. Debs Industrial Workers of the World</p> <p><i>Schenck v. United States</i></p> <p>Palmer Raids</p>	
--	--	---	--

	<p>sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.11-12.1e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g.,</p>	<p>John L. Lewis (United Mine Workers)</p> <p>Armistice</p> <p>Fourteen Points</p> <p>“The Big Four”</p> <p>Treaty of Versailles</p> <p>Bernard Baruch</p> <p>William McAdoo</p> <p>Great Migration</p> <p>Self-determination</p> <p>Balfour Declaration</p> <p>League of Nations</p> <p>Henry Cabot Lodge</p> <p>Washington Naval Conference</p> <p>Dawes Plan</p>	
--	--	---	--

headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

WHST.11-12.2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

WHST.11-12.2e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

**Research to Build and Present Knowledge**

**7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources

	<p>on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p> <p>WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><a href="#">The 1920s and the Great Depression 1920-1939</a></p>	<p><b>CCSS: Literacy in History/Social Studies, Science, &amp; Technical Subjects 6-12</b></p> <p><b>CCSS: Grades 11-12</b></p> <hr/> <p><b>Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, &amp; Language</b></p> <p>They build strong content knowledge.</p>	<p>Materialism,</p> <p>Expatriate</p> <p>Modernism</p> <p>Fundamentalism,</p> <p>Consumer Price Index (CPI).</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history</li> <li>Research a variety of primary and secondary sources to identify author, historical</li> </ul>

	<p>They comprehend as well as critique.</p> <p>They value evidence.</p> <p>They use technology and digital media strategically and capably.</p> <p>They come to understand other perspectives and cultures.</p> <p><b>Reading: History/Social Studies</b>  <b>Key Ideas and Details</b>  <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b></p>	<p>Gross Domestic Product (GDP).</p> <p>Nominal Gross Domestic Product</p> <p>Real Gross Domestic Product</p> <p>Speculation</p> <p>Economic Boom</p> <p>Creditor Nation</p> <p>Laissez-Faire practices in business</p> <p>Consumerism</p> <p>Marketing</p> <p>Installment Plan</p> <p>bull market</p> <p>bear moarket</p> <p>A. Mitchell Palmer Raids and the First Red Scare</p> <p>Nativism</p> <p>Anarchy</p> <p>Harlem Renaissance</p> <p>Back to Africa</p> <p>Quota System</p>	<p>significance, audience, and authenticity to understand a historical period</p> <ul style="list-style-type: none"> <li>• Construct timelines to identify the time sequence of historical data</li> <li>• Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past</li> <li>• Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources</li> <li>• Research case studies to explore social, political, legal, and economic relationships in history</li> <li>• Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications</li> <li>• Define inflation and deflation, and explain the economic effects of each</li> <li>• Explain the difference between n Interpret and analyze graphs and charts that depict economic data during the Great Depression</li> </ul>
--	--	---	--



	<p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>Craft and Structure</b>  <b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>6. Assess how point of view or purpose shapes the content and style of a text.</b></p> <p>RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p><b>Integration of Knowledge and Ideas</b>  <b>7. Integrate and evaluate content presented in diverse formats and</b></p>	<p>Henry Ford</p> <p>Assembly-Line</p> <p>Calvin Coolidge</p> <p>Fordney-McCumber Tariff</p> <p>Vladimir Lenin</p> <p>Palmer Raids</p> <p>Bureau of Investigation (FBI)</p> <p>J. Edgar Hoover</p> <p>"rugged individualism"</p> <p>Police/Steel Mill,/Coal Miners' Strikes</p> <p>Sacco-Vanzetti Trial</p> <p>National Origins Act of 1924</p> <p>Ku Klux Klan</p> <p>Great Migration</p> <p>Rosewood Massacre</p> <p>19th Amendment</p> <p>Marcus Garvey</p> <p>Booker T. Washington</p> <p>W.E.B. De Bois</p>	
--	--	--	--

	<p><b>media, including visually and quantitatively, as well as in words.</b></p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p> <p>RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b></p> <p>RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <p><b>1. Write arguments to support claims in</b></p>	<p>NAACP</p> <p>Universal Negro Improvement League</p> <p>Harlem Renaissance</p> <p>James Weldon Johnson</p> <p>Langston Hughes</p> <p>Zora Neale Hurston</p> <p>Carter G. Woodson</p> <p>Volstead Act</p> <p>18th Amendment</p> <p>Prohibition</p> <p>Organized Crime</p> <p>Speakeasy</p> <p>Bootlegger</p> <p>Al Capone</p> <p>21st Amendment</p> <p>Sinclair Lewis</p> <p>F. Scott Fitzgerald</p> <p>Ernest Hemingway</p> <p>Teapot Dome Scandal</p>	
--	--	--	--

	<p><b>an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</b></p> <p>WHST.11-12.1. Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.11-12.1e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p>	<p>Scopes Trial</p> <p>Bessie Smith</p> <p>Al Jolson</p> <p>The Jazz Singer</p> <p>Louis Armstrong</p> <p>Duke Ellington</p> <p>Flappers</p> <p>FL Land Boom</p> <p>Alfred Dupont</p> <p>Marjorie Kinnan Rawlings</p> <p>Depression</p> <p>Stock Market Crash</p> <p>Buying on Margin</p> <p>Bank Failure</p> <p>Drought,</p> <p>Erosion</p> <p>Federal Reserve</p> <p>"Relief, Recovery, and Reform"</p> <p>Columbia Brain Trust</p>	
--	---	---	--

	<p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>WHST.11-12.2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.11-12.2e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>Research to Build and Present Knowledge</b></p>	<p>First 100 Days</p> <p>Deficit Spending</p> <p>Work Programs</p> <p>Price Controls</p> <p>Socialism</p> <p>Communism</p> <p>Social Security</p> <p>Dust Bowl</p> <p>Okies and Arkies</p> <p>Shantytowns</p> <p>Hoovervilles,</p> <p>Bread Lines</p> <p>Dorothea Lange</p> <p>John Collier</p> <p>Scottsboro Case</p> <p>Reconstruction Finance Corporation</p> <p>Federal Home Loan Bank Act</p> <p>Bonus Army</p> <p>New Deal</p> <p>Opposition to the New Deal (Al Smith, Norman Thomas,</p>	
--	--	--	--

	<p><b>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b></p> <p>WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p> <p>WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<p>Huey Long, Father Coughlin, Dr. Francis Townsend)</p> <p>Fireside Chats</p> <p>Eleanor Roosevelt</p> <p>Bank Holiday</p> <p>Glass-Steagall Act</p> <p>FDIC</p> <p>Federal Securities Act</p> <p>SEC</p> <p>Tennessee Valley Authority</p> <p>Agricultural Adjustment Act</p> <p>Civilian Conservation Corps</p> <p>National Industrial Recovery Act</p> <p>National Recovery Administration</p> <p>Works Progress Administration</p> <p>National Youth Administration</p> <p>Mary McLeod Bethune</p> <p>Wagner Act</p> <p>Sitdown Strike</p>	
--	---	---	--

		<p>Indian Reorganization Act)</p> <p><i>Schechter v. United States</i></p> <p>Court Packing Plan</p> <p>Social Security Act</p> <p>.</p>	
<p><a href="#"><u>World War II</u></a> <a href="#"><u>1939-1945</u></a></p>		<p>FDR's Fireside Chats</p> <p>Atlantic Charter</p> <p>Isolationism</p> <p>Totalitarianism</p> <p>Internationalism</p> <p>Militarism</p> <p>Nationalism</p> <p>Appeasement</p> <p>Fascism</p> <p>Socialism</p> <p>Communism</p> <p>Benito Mussolini</p> <p>il duce</p> <p>Adolf Hitler</p> <p>Führer</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Identify how world conflicts may result in a shift in a nation's economic and political priorities</li> <li>• Evaluate how international affairs and global politics may be influenced by large scale conflict among nations</li> <li>• Examine how the growth of internationalism may lead to increased responsibilities and financial obligations for individual nations</li> <li>• Compare and contrast the reasons for the public's desire for neutrality to FDR's shift to intervention</li> <li>• Suggest options for the United States' policies of isolation and appeasement in the 1930's and evaluate the feasibility of each proposed alternative</li> <li>• Construct an annotated timeline highlighting the rise of Nazism, Fascism, and the Axis aggression that led to Europe's declaration of war in 1939</li> <li>• Refine map skills by accurately labeling key regions of aggression in Europe,</li> </ul>

		<p>Francisco Franco</p> <p>Spanish Civil War</p> <p>Third Reich</p> <p>Emperor Hirohito</p> <p>Munich Pact</p> <p>Joseph Stalin</p> <p>Winston Churchill</p> <p>Kellogg-Briand Pact</p> <p>Neutrality Acts</p> <p>Quarantine Speech</p> <p>Non-Aggression Pact</p> <p>Four Freedoms</p> <p>Lend-Lease Act</p> <p>Pearl Harbor</p> <p>Blitzkrieg</p> <p>Battle of Britain</p> <p>Chester Nimitz</p> <p>Stalingrad</p> <p>D-Day (Operation Overlord)</p> <p>George Patton</p>	<p>Africa, and the Pacific, during WWII that include the Allied Powers and the Axis Powers positions and activity</p> <ul style="list-style-type: none"> <li>• Construct a pictorial timeline of political, social, foreign, and domestic events of WWII</li> <li>• Research and report on the purpose and outcome of major Allied meetings of WWII</li> <li>• Use primary sources of the time to debate the course of action that the United States took to end the War in Europe and in the Pacific theatres</li> <li>• Evaluate the extent of continuity and change in United States society caused by: working women, northern migration, the baby boom, the growth of suburbs, and the G.I. Bill</li> <li>• Research the ways the government intervened with civil liberties during WWII</li> </ul>
--	--	---	--

Battle of the Bulge

Battle of Midway

Douglas MacArthur

Island hopping

Iwo Jima

Okinawa

Casablanca

Cairo Conference

Tehran Conference

Yalta Conference

Potsdam Conference

V-E Day

V-J Day

Manhattan Project

J. Robert Oppenheimer

Atomic bomb

Nuremberg Trials

Tokyo Trials

Selective Service Act and  
"Peacetime Draft"



		<p>War Production Board</p> <p>Rationing</p> <p>War bonds</p> <p>G.I. Bill</p> <p>Levittown</p> <p>Great Migration</p> <p>Rosie the Riveter</p> <p>WAACS (Women's Army Auxiliary Corps)</p> <p>WAVES (Women Accepted for Volunteer Emergency Service)</p> <p>WASPS (Women Airforce Service Pilots)</p> <p>Japanese Internment</p> <p><i>Korematsu v. United States</i> (1944)</p>	
<p><a href="#">The Cold War 1947-1991</a></p>	<p><b>PA: History 2009</b>  <b>PA: Grades 9-12</b></p> <hr/> <p><b>8.1.U US History (1850-Present)</b>  <b>8.1. Historical Analysis and Skills Development Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p>	<p>Dr. Benjamin Spock and The Common Sense Book of Baby and Child Care</p> <p>baby boomers</p> <p>Truman Doctrine</p> <p>Marshall Plan</p> <p>Berlin Crisis</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Analyze the impact of national and world events on the visual and performing arts</li> <li>Identify how civil disobedience may cause conflict while also effecting change</li> <li>Evaluate economic, political, and social developments that lead to a shift in the collective identity of a nation</li> </ul>

	<p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p><b>8.3. United States History</b></p> <p>8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p>8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p> <p>8.3.U.C. Evaluate how continuity and change have impacted the United States.  • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations</p> <p>8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability</p> <p><b>8.1.C Civics and Government</b>  <b>8.3. United States History</b></p>	<p>Geneva Accords of 1954</p> <p>House Un-American Activities Committee</p> <p>Hollywood Blacklist</p> <p>“Duck and cover”</p> <p>Fallout Shelters</p> <p>Alger Hiss</p> <p>Julius and Ethel Rosenberg</p> <p>National Security Act (1947)</p> <p>Taft-Hartley Act</p> <p>Fair Deal</p> <p>AFL-CIO</p> <p>National Highway Act</p> <p>New Left Détente</p> <p>S.A.L.T. I and II</p> <p>C.O.R.E.</p> <p><i>Brown v. Board of Education, Topeka, Kansas (1954)</i></p> <p>Thurgood Marshall</p> <p>Earl Warren</p> <p>Rosa Parks</p>	<ul style="list-style-type: none"> <li>• Research how Innovations in communication, transportation, and industry may influence changes in government, leading to new policies and practices.</li> <li>• Analyze the visual images of the Vietnam War years and cite evidence of the impact the media had on American society.</li> <li>• Create multimedia presentations on the Cold War from the time period after Vietnam through the decline of the Soviet Union which chronicle major foreign policy events in this period.</li> <li>• Compare and contrast apartheid in South Africa to what happened in the United States during segregation and the civil rights movements.</li> </ul>
--	---	--	---

	<p>8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy. (Reference Civics and Government Standard 5.4.12.E.)</p> <p>8.3.C.C. Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality (Reference Civics and Government Standard 5.1.9.C.)</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<p>Montgomery bus boycotts</p> <p>Martin Luther King, Jr.</p> <p>Little Rock Nine</p> <p>Generation X</p> <p>New Frontier</p> <p>Peace Corps</p> <p>Great Society</p> <p>HUD</p> <p>Head Start</p> <p>VISTA</p> <p>Medicare</p> <p>National Endowment for the Humanities</p> <p>1968 Democratic National Convention</p> <p>25th Amendment</p> <p>S.N.C.C.</p> <p>Sit-ins</p> <p>Freedom Riders</p> <p>24th Amendment</p> <p>George Wallace</p>	
--	--	--	--

March on Washington

James Meredith

Civil Rights Act of 1964

Voting Rights Act of 1965

Malcolm X

Black Power Movement

Stokely Carmichael

Black Panthers

Elvis Presley

British Invasion — Beatles

Students for a Democratic  
Society (SDS)

Counterculture

Haight-Ashbury

Woodstock

Betty Friedan and *The  
Feminine Mystique*

National Organization for  
Women

Women's Liberation

Gloria Steinem

Phyllis Schlafly

Equal Rights Amendment

*Roe v. Wade* (1973)

Stonewall Riots of 1969

César Chávez

American Indian Movement  
(AIM)

Clean Air Act Clean Water  
Act

Environmental Protection  
Agency

Vietnam War

Ho Chi Minh Vietcong

The Army of the Republic of  
Vietnam (ARVN; also known  
as the South Vietnamese  
Army [SVA])

Gulf of Tonkin Resolution

Operation Rolling Thunder

Robert McNamara

General William  
Westmoreland

Selective Service System

Agent Orange

Napalm

Tet Offensive

My Lai Incident

doves and hawks

Vietnamization

Cambodia

Laos

Kent State

Pentagon Papers

*New York Times v. United States* (1971)

26th Amendment

Paris Peace Accords

War Powers Act (1973)

Fall of Saigon, 1975

Sputnik

NASA National

Defense Education Act

Space Programs

John Glenn

Neil Armstrong

Silicon Valley

Watergate

Energy Crisis

Stagflation

WIN (Ford)

Yom Kippur War

Yasser Arafat

PLO

Helsinki Accords

Jimmy Carter

Camp David Accords

Anwar el-Sadat

Menachem Begin

Shah of Iran

Ayatollah Khomeini

Iranian Hostage Crisis

Three Mile Island

Department of Energy

National Energy Act

Strategic Defense Initiative  
(Star Wars)

*Regents of the University of  
California v. Bakke (1978)*

Ronald Reagan

The New Right

Jerry Falwell

Iran-Contra Affair

Mikhail Gorbachev

INF Treaty

Fall of the Berlin Wall

Tiananmen Square

Nelson Mandela

Saddam Hussein

Persian Gulf War

Operation Desert Shield

Operation Desert Storm



America 1980-  
Present

**CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12**

**CCSS: Grades 11-12**

**Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

**Reading: History/Social Studies**

**Key Ideas and Details**

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights

Modern Globalization

New Federalism

New Right Coalition

Jerry Falwell

Reagan's Brandenburg Gate Speech

Graying of America

New Democrat

Immigration Policy Act

Title IX

Geraldine Ferraro

William Rehnquist

Sandra Day O'Connor

Flag burning

Clarence Thomas

Americans with Disabilities Act

Supply-Side economics (Reagonomics)

"Trickle-down" theory

Airline deregulation

Challenger

Students:

- Research how the United States transitioned to a new century filled with challenges and possibilities as a leader in global political affairs.
- Identify the nation's renewed ideological and cultural debates that sought to redefine U.S. foreign policy on immigration.
- Explain how the United States adapted to economic globalization.
- Evaluate the positive and negative effects of globalization.
- Assess the impact that changes in science and technology made in the nation's culture and economy.
- Assess how new technologies impact businesses and industries ability to grow and compete in domestic and foreign arenas.
- Analyze significant technological, economic, and demographic changes that came to define the nation's identity in the 21st Century.
- Identify new challenges to U.S. leadership which forced the nation to redefine its foreign policy and role in the world as it addressed the advent of international terrorism.
- Assess the political and economic impact of the nation's aging population
- Speculate the impact of computer-driven automation

	<p>gained from specific details to an understanding of the text as a whole.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b></p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>Craft and Structure</b></p> <p><b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p>	<p>NAFTA</p> <p>NASDAQ</p> <p>Ross Perot</p> <p>Bill Clinton</p> <p>Al Gore</p> <p>Newt Gingrich</p> <p>"Contract with America"</p> <p>Nelson Mandela</p> <p>Operation Restore Hope</p> <p>Yasir Arafat</p> <p>Yitzhak Rabin</p> <p>Welfare Reform</p> <p>"Three Strikes and You're Out"</p> <p>Balanced Budget</p> <p>"Gridlock" with Congress</p> <p>Women in Volunteer Limited Combat</p> <p>"Don't ask, don't tell" policy toward gays in the military, 1994</p>	<p>and artificial intelligence on the nation.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the values and social attitudes between the generations of baby boomers and what has become known as Generation X.</li> <li>• Respond to what it means to be a "millennial."</li> <li>• Explain major partisan alignments regarding domestic matters that concern reform in the areas of healthcare, education, national defense, and foreign trade.</li> </ul>
--	--	--	---

	<p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>Reading: Science &amp; Technical Subjects</b></p> <p><b>Key Ideas and Details</b></p> <p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RST.11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RST.11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>PA: History 2009</b></p> <p><b>PA: Grades 9-12</b></p> <hr/> <p><b>8.1.U US History (1850-Present)</b></p> <p><b>8.1. Historical Analysis and Skills Development Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p>	<p>Bomb explosion destroys Oklahoma Federal building, 1995</p> <p>Family and Medical Leave Act</p> <p>NAFTA (North American Free Trade Agreement)—Canada, USA, Mexico</p> <p>War in Kosovo</p> <p>Joe Lieberman</p> <p>John McCain</p> <p>Sunbelt</p> <p>millennials</p> <p>No Child Left Behind</p> <p>Al-Quaeda</p> <p>Osama bin Laden</p> <p>September 11, 2001</p> <p>Patriot Act</p> <p>Colin Powell</p> <p>George W. Bush</p> <p>World Trade Center</p> <p>Taliban Regime</p> <p>Afghanistan</p>	
--	---	--	--

	<p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p><b>8.3. United States History</b></p> <p>8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p>8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p> <p>8.3.U.C. Evaluate how continuity and change have impacted the United States.  • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations</p> <p>8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability</p> <p><b>8.1.C Civics and Government</b>  <b>8.3. United States History</b></p>	<p>War with Iraq</p> <p>Department of Homeland Security</p> <p>Pre-emptive strikes</p> <p>Bush Doctrine</p> <p>“Axis of Evil”</p> <p>Education reform</p> <p>Health care reform</p> <p>Afghanistan and Iraq Wars</p> <p>American Recovery and Reinvestment Act of 2009 (ARRA)</p> <p>“Obamanomics”</p> <p>The Tea Party Movement</p> <p>Lilly Ledbetter Fair Pay Act of 2009</p> <p>Sonia Sotomayor</p> <p>Affordable Care Act</p> <p>Obamacare</p>	
--	---	---	--

	<p>8.3.C.A. Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy. (Reference Civics and Government Standard 5.4.12.E.)</p> <p>8.3.C.B. Compare and contrast the basic principles and ideals found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights (Reference Civics and Government Standard 5.1.9.D.)</p> <p>8.3.C.C. Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality (Reference Civics and Government Standard 5.1.9.C.)</p> <p>8.3.C.D. Analyze the role political symbols play in civil disobedience and patriotic activities. (Reference Civics and Government standard 5.1.9.F.)</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
--	--	--	--