



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Advanced Placement United States History Grade Level(s): 10 Units of Credit: 1.5 Classification: Advanced Placement	Length of Course: 30 cycles Periods Per Cycle: 9 Length of Period: 43 minutes Total Instructional Time: 193.5 hours
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Course Description

This course is an examination of the history of the United States from the Pre-Colonial Period to the present. The course is designed to provide students with the analytic skills and factual knowledge necessary to prepare for the Advanced Placement Examination in United States History administered by the College Board in May of each year. As an equivalent of a college level course, students will be able to demonstrate the superior skills necessary to succeed in a post-high school academic setting.

Instructional Strategies, Learning Practices, Activities, and Experiences

Independent Reading Homework Bell Ringers Timed Essay Response	Primary Source Analysis Teacher Demonstrations Constructive Response	Advanced Placement Reading and Writing Practice Guided Group Practice Guided Individual Practice
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Assessments

Essays Short Answer Response Questions Primary Source Multiple Choice Questions	Homework Reading Quizzes	Independent Project Group Projects
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Materials/Resources

<u>The American Pageant</u> 16 th Edition; Kennedy, David et al.	Primary Sources	iPad Technology
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Adopted: 5/21/12

Revised: 2/11/15; 5/15/2017

Colonial History	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Spanish, French, and English Settlements</p> <p>Impact of the Columbian exchange on the Americas</p> <p>British Imperial system</p> <p>Mercantilism</p> <p>Colonial society in the 17th and 18th centuries</p> <p><u>Related Vocabulary</u></p> <p>Columbian Exchange</p> <p>Encomienda System</p> <p>Joint Stock companies</p> <p>Spanish Armada</p> <p>Virginia Company</p> <p>Iroquois Confederacy</p> <p>Primogeniture</p> <p>Act of Toleration</p> <p>Royal Charter</p> <p>House of Burgesses</p> <p>Protestant ethic</p> <p>Mayflower Compact</p> <p>Navigation Laws</p> <p>Separatists</p> <p>Calvinism</p> <p>Massachusetts Bay Colony</p>	<p>Reading Informational Text</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Human Characteristics of Places and Regions</p> <p>7.3.9.A Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities

Colonial History (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

Independence	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
French and Indian War The Imperial Crisis and Resistance to Great Britain The War for Independence Articles of Confederation Federal Constitution <u>Related Vocabulary</u> French and Indian War Pontiac's Rebellion Proclamation of 1763 Sons of Liberty Declaratory Act First and Second Continental Congress Sugar Act Townshend Acts Quartering Act Boston Massacre Stamp Act Boston Tea Party Loyalists Tories Intolerable Acts Declaration of Independence Treaty of Paris Republicanism Great Compromise Articles of Confederation	Reading Informational Text CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. Historical Analysis and Skills Development 8.1.9.A Compare patterns of continuity and change over time, applying context of events. 8.1.9.B Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.9.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)

Independence (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>Pennsylvania History</p> <p>8.2.9.A Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States.</p> <p>8.2.9.B Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history.</p> <p>8.2.9.C Compare and contrast how continuity and change in Pennsylvania are interrelated throughout United States history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.9.D Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>United States History</p> <p>8.3.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.9.B Compare the impact of historical documents, artifacts, and places which are critical to the United States.</p>

Independence (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>8.3.9.C Analyze how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.3.9.D Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Constitutionalism and Federalism	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
The Emergence of Federalists and Republicans Significance of Jefferson's Presidency Beginnings of the Second Great Awakening Native American Resistance Washington, Hamilton, and the shaping of the national government Expansion into the Trans-Appalachian West Growth of Slavery War of 1812 and its Consequences <u>Related Vocabulary</u> Judicial review Impressment Macon's Bill No. 2 War Hawks Judiciary Act of 1801 Resolution of 1800 Chesapeake incident Marbury v. Madison Gibbons v. Ogden Embargo Act Louisiana Purchase Nationalism Peculiar institution	Reading Informational Text CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. Principles and Documents of Government 5.1.9.A Apply examples of the rule of law as related to individual rights and the common good. 5.1.9.B Analyze the major arguments advanced for different systems of government.

Constitutionalism and Federalism (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Protective tariff Sectionalism Second Bank of the United States McCulloch V. Maryland Era of Good Feelings Panic of 1819 Monroe Doctrine Tallmadge Amendment Missouri Compromise Treaty of Ghent Hartford Convention	<p>5.1.9.C Analyze the principles and ideals that shape United States government.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.1.9.D Compare and contrast the basic principles and ideals found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution <p>5.1.9.E Demonstrate an understanding of how the Pennsylvania Constitution and the United States Constitution co-exist.</p> <p>5.1.9.F Analyze the role political symbols play in civil disobedience and patriotic activities.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.9.A Compare patterns of continuity and change over time, applying context of events.</p> <p>8.1.9.B Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.9.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)</p> <p>Pennsylvania History</p> <p>8.2.9.A Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States.</p> <p>8.2.9.B Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history.</p>

Constitutionalism and Federalism (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>8.2.9.C Compare and contrast how continuity and change in Pennsylvania are interrelated throughout United States history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.9.D Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>United States History</p> <p>8.3.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.9.B Compare the impact of historical documents, artifacts, and places which are critical to the United States.</p> <p>8.3.9.C Analyze how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

Constitutionalism and Federalism (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>8.3.9.D Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the United States.</p> <ul style="list-style-type: none">• Ethnicity and race• Working conditions• Immigration• Military conflict• Economic stability

The Age of Jackson	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Creation of a Market Economy</p> <p>Emergence of a Second Party System</p> <p>Planters, Yeoman Farmers, and Slaves in the Cotton South</p> <p>Federal Authority and its Opponents: Federalism, States' Rights, Bank War</p> <p>Jacksonian Democracy</p> <p>Transcendentalism and Utopian Communities</p> <p>Forced Removal of Native Americans to the Trans-Mississippi West</p> <p>Territorial acquisitions</p> <p style="margin-left: 20px;"><u>Related Vocabulary</u></p> <p style="margin-left: 20px;">"Favorite Son"</p> <p style="margin-left: 20px;">Common man</p> <p style="margin-left: 20px;">Spoils system</p> <p style="margin-left: 20px;">Second Bank of the United States</p> <p style="margin-left: 20px;">Nullification</p> <p style="margin-left: 20px;">Tariff of Abominations</p> <p style="margin-left: 20px;">Trail of Tears</p> <p style="margin-left: 20px;">Panic of 1837</p> <p style="margin-left: 20px;">Whig Party</p> <p style="margin-left: 20px;">Market economy</p> <p style="margin-left: 20px;">Transportation revolution</p>	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.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>8.1.12.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>Pennsylvania History</p> <p>8.2.9.A Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States.</p> <p>8.2.9.B Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history.</p> <p>8.2.9.C Compare and contrast how continuity and change in Pennsylvania are interrelated throughout United States history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.9.D Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

The Age of Jackson (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Cult of domesticity Cotton gin Commonwealth v. Hunt Transcendentalism American Temperance Society Shakers Maine Law Unitarianism Second Great Awakening Burned-Over District Seneca Falls Convention Declaration of Sentiments Millerites Mormons</p>	<p>United States History</p> <p>8.3.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.9.B Compare the impact of historical documents, artifacts, and places which are critical to the United States.</p> <p>8.3.9.C Analyze how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.3.9.D Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

The Crisis of the Union: Manifest Destiny, Section	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Territorial Acquisitions Early American Imperialism: The Mexican War Pro and Antislavery Arguments Compromise of 1850 Kansas-Nebraska Act and the Emergence of the Republican Party The Election of 1860 Secession <u>Related Vocabulary</u> Abolitionism American Anti-slavery Society Liberty Party Manifest Destiny Whigs Treaty of Guadalupe Hidalgo Wilmot Proviso Gadsden Purchase Free Soil Party Fugitive Slave Law Underground Railroad Compromise of 1850 Kansas-Nebraska Act Dred Scott Case Uncle Tom's Cabin Pottawatomie Creek Massacre Lecompton Constitution	Reading Informational Text CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. Historical Analysis and Skills Development 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.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)

The Crisis of the Union: Manifest Destiny, Section (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>“Bleeding Kansas” American Know-Nothing Party Lincoln-Douglas Debates Harpers Ferry Election of 1860</p>	<p>Pennsylvania History</p> <p>8.2.9.A Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States.</p> <p>8.2.9.B Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history.</p> <p>8.2.9.C Compare and contrast how continuity and change in Pennsylvania are interrelated throughout United States history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.9.D Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>United States History</p> <p>8.3.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.9.B Compare the impact of historical documents, artifacts, and places which are critical to the United States.</p>

The Crisis of the Union: Manifest Destiny, Section (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>8.3.9.C Analyze how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.3.9.D Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

The Civil War	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Secession Military Strategies and Foreign Diplomacy Emancipation Role of African Americans in War Role of Women in War Social, Political, and Economic Effects of the War in the North, South, and West <u>Related Vocabulary</u> Secession Morrill Tariff Act Trent Affair Merrimack Monitor Emancipation Proclamation 13 th Amendment Copperheads Union Party Bull Run Antietam Vicksburg Gettysburg Freedman's Bureau Gettysburg Address	Reading Informational Text CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. Historical Analysis and Skills Development 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.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)

The Civil War (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>Pennsylvania History</p> <p>8.2.9.A Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States.</p> <p>8.2.9.B Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history.</p> <p>8.2.9.C Compare and contrast how continuity and change in Pennsylvania are interrelated throughout United States history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.9.D Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>United States History</p> <p>8.3.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.9.B Compare the impact of historical documents, artifacts, and places which are critical to the United States.</p> <p>8.3.9.C Analyze how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

The Civil War (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>8.3.9.D Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the United States.</p> <ul style="list-style-type: none">• Ethnicity and race• Working conditions• Immigration• Military conflict• Economic stability

Reconstruction and the New South	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Moderate v. Radical Reconstruction	Historical Analysis and Skills Development
Achievements and Failures of Southern Governments	8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.
Role of African Americans During Reconstruction	8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
Compromise of 1877	8.1.12.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)
Impact of Reconstruction on American Society	Pennsylvania History
Sharecropping and Crop-lien System	8.2.9.A Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States.
Jim Crow Segregation	8.2.9.B Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history.
Expansion of Manufacturing and Industrialization	8.2.9.C Compare and contrast how continuity and change in Pennsylvania are interrelated throughout United States history.
Government Policies Towards Native Americans in the West	<ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
Expansion and development of Western Railroads	8.2.9.D Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States.
<u>Related Vocabulary</u> Freedman's Bureau Ten-Percent Plan Wade-Davis Bill Radical Republicans Black Codes Sharecropping Civil Rights Act of 1866	<ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Reconstruction and the New South (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>14th Amendment 15th Amendment Military Reconstruction Act of 1867 Scalawags Carpetbaggers Ku Klux Klan Force Acts Tenure of Office Act "New South" Compromised of 1877</p>	<p>United States History</p> <p>8.3.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.9.B Compare the impact of historical documents, artifacts, and places which are critical to the United States.</p> <p>8.3.9.C Analyze how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.3.9.D Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Rise of Business and Labor	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
The Gilded Age Politics/Economics Steel and Oil Inventions - Edison/Bell Literature – Twain Corporate Consolidation of Industry Effects of Technological Development on Workers and Workplace Labor and Unions Migration and Immigration on the Changing Face of the Nation City Problems and Machine Politics Intellectual and Cultural Movements <u>Related Vocabulary</u> Settlement house Social gospel movement Women’s Christian Temperance Union 18 th Amendment Homestead Act Pullman Strike Cross of Gold Speech Populism Whiskey Ring	Speaking and Listening CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content. Historical Analysis and Skills Development 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.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) Pennsylvania History 8.2.9.A Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States. 8.2.9.B Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history.

Rise of Business and Labor (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Mugwumps Plessey v. Ferguson Jim Crow Chinese Exclusion Act Yellow Journalism New/Old Immigration Battle of Wounded Knee Gold Standard Gilded Age Compromise of 1877 Nativism</p>	<p>8.2.9.C Compare and contrast how continuity and change in Pennsylvania are interrelated throughout United States history.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.9.D Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>United States History</p> <p>8.3.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.9.B Compare the impact of historical documents, artifacts, and places which are critical to the United States.</p> <p>8.3.9.C Analyze how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

Rise of Business and Labor (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>8.3.9.D Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the United States.</p> <ul style="list-style-type: none">• Ethnicity and race• Working conditions• Immigration• Military conflict• Economic stability

Populists and Progressives	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Economic and Political Issues of the Late 19th Century	Reading Informational Text
Municipal, State, and National Origins of Progressivism	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
The Presidencies of Roosevelt, Taft, and Wilson	CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.
The Role of Women in Society	CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
The Role of African Americans in Society	CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.
	CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
<u>Related Vocabulary</u>	CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
Populist Party	CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Initiative	CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
Recall	CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
Referendum	CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Muckrakers	CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
16 th , 17 th , 18 th , and 19 th Amendments	CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
Elkins Act	
Hepburn Act	Historical Analysis and Skills Development
Northern Securities Case	8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.
Muller v. Oregon	8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
Triangle Shirtwaist Fire	8.1.12.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)
Lochner v. New York	
Meat Inspection Act	
Pure Food and Drug Act	
Newlands Reclamation Act	
Dollar diplomacy	
Payne-Aldrich Tariff	
New Nationalism	
New Freedom	
Federal Reserve Act	
Clayton Antitrust Act	

Populists and Progressives (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>Pennsylvania History</p> <p>8.2.12.A Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States and the world.</p> <p>8.2.12.B Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history and the world.</p> <p>8.2.12.C Evaluate continuity and change in Pennsylvania are interrelated to the United States and the world.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.12.D Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States and the world.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>United States History</p> <p>8.3.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.9.B Compare the impact of historical documents, artifacts, and places which are critical to the United States.</p> <p>8.3.9.C Analyze how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

Populists and Progressives (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>8.3.9.D Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>8.3.12.A Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world.</p> <p>8.3.12.B Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history.</p> <p>8.3.12.C Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Imperialism and World War I	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Expansion of Economic and Political Imperialism War in European and American Neutrality World War I at Home and Abroad The Treaty of Versailles Society and Economy in the Postwar Years <u>Related Vocabulary</u> Jingoism Imperialism U.S.S. Maine Teller Amendment Rough Riders Anti-Imperialist League Foraker Act Insular cases Platt Amendment Spheres of influence "Yellow peril" Open Door Policy Boxer Rebellion Big stick diplomacy Clayton-Bulwer Treaty Hay-Pauncefote Treaty Hay-Bunau-Varilla Treaty Panama Canal Roosevelt Corollary Russo-Japanese War Portsmouth Conference Gentlemen's Agreement	Reading Informational Text CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

Imperialism and World War I (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Great White Fleet Lusitania Sussex Arabic Zimmerman Note Fourteen Points League of Nations Committee on Public Information Espionage and Sedition Acts Schenck v. United States Industrial Workers of the World War Industries Board Bolshevik Revolution Doughboys Big Four Irreconcilables Treaty of Versailles</p>	<p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>

Imperialism and World War I (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T 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.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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>CC.1.4.11–12.W 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 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>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Imperialism and World War I (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.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>8.1.12.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>Pennsylvania History</p> <p>8.2.12.A Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States and the world.</p> <p>8.2.12.B Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history and the world.</p> <p>8.2.12.C Evaluate continuity and change in Pennsylvania are interrelated to the United States and the world.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.12.D Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States and the world.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Imperialism and World War I (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>United States History</p> <p>8.3.12.A Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world.</p> <p>8.3.12.B Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history.</p> <p>8.3.12.C Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

1920s and 1930s	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Republican Politics of Harding, Coolidge, and Hoover The Business of America and the Consumer Economy The Culture of Modernism and its Responses (religious fundamentalism, nativism, and Prohibition) Causes of the Great Depression Hoover and Roosevelt's Response to the Great Depression (New Deal) Critics of the New Deal American Society During the Great Depression <u>Related Vocabulary</u> Red Scare Nativism Sacco and Vanzetti Ku Klux Klan Emergency Quota Act Immigration Quota Act Volstead Act Fundamentalism Modernists Flappers Ohio Gang Washington Naval Conference Kellogg-Briand Pact Fordney-McCumber Tariff Teapot Dome Scandal Dawes Plan	Reading Informational Text CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. Speaking and Listening CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

1920s and 1930s (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Hawley-Smoot Tariff Black Tuesday Boondoggling New Deal Brain Trust Hundred Days Schechter v. U.S. Butler v. U.S. Dust Bowl American Liberty League 20th Amendment 21st Amendment Court-Packing Scheme</p>	<p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.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>United States History</p> <p>8.3.12.A Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world. 8.3.12.B Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history. 8.3.12.C Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

1920s and 1930s (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none">• Ethnicity and race• Working conditions• Immigration• Military conflict• Economic stability

World War II	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Prelude to war: Policy of Neutrality	Reading Informational Text
The Attack on Pearl Harbor and Declaration of War	CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
Wartime Mobilization of the Economy	CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.
Urban Migration and Demographic Changes	CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
Women During the War	CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.
Expansion of Government Power	CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
The United States as a Global Power in the Atomic Age	CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
<u>Related Vocabulary</u>	CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Totalitarianism	CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
Isolationism	CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
Good Neighbor Policy	CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Nazi Party	CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
Rome-Berlin Axis	CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
Nye Committee	Speaking and Listening
Neutrality Acts	CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Spanish Civil War	CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.
Soviet-German Non-Aggression Pact	
Cash and carry	
American First Committee	
Lend Lease	
Atlantic Charter	
War Production Board	
Office of Price Administration	
War Labor Board	
Smith-Connally Act	

World War II (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Tehran Conference D-Day (Allied Invasion of Normandy) V-E Day (Victory in Europe Day) Potsdam Conference V-J Day (Victory over Japan Day)</p>	<p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.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>United States History</p> <p>8.3.12.A Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world. 8.3.12.B Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history. 8.3.12.C Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

World War II (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none">• Ethnicity and race• Working conditions• Immigration• Military conflict• Economic stability

The Cold War	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Origins of the Cold War	Speaking and Listening
Containment Policy	CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
The Cold War in Asia	CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
Red Scare and McCarthyism	CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Impact of the Cold War on American Society	CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>Related Vocabulary</u>	CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.
Cold War	CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
Yalta Conference	CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.
United Nations	
North Atlantic Treaty Organization	
Containment	
Marshall Plan	Economic Interdependence
Eisenhower Doctrine	6.4.12.A Evaluate the comparative advantage of nations in the production of goods and services.
U-2 Crisis	6.4.12.B Assess the growth and impact of international trade around the world.
Sputnik	6.4.12.C Evaluate the impact of multinational corporations and other non-government organizations.
Flexible Response	6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.
Vienna Summit	
Viet Cong	
Bay of Pigs	
Tonkin Gulf Resolution	
Cuban Missile Crisis	
Operation Rolling Thunder	Basic Geographic Literacy
Tet Offensive	7.1.12.A Use geographic tools to analyze information about the interaction between people, places, and the environment.
Vietnamization	7.1.12.B Assess how physical changes to a region may have global impact.
Nixon Doctrine	
My Lai	
War Powers Act	

The Cold War (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>S.A.L.T. (Strategic Arms Limitations Talks) Helsinki Accords O.P.E.C. (Organization of the Petroleum Exporting Countries) Iranian Hostage Crisis Perestroika Glasnost Iran Contra Affair Persian Gulf War</p>	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.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>United States History</p> <p>8.3.12.A Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world. 8.3.12.B Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history. 8.3.12.C Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Post War Domestic Issues	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Emergence of Civil Rights Movement	Speaking and Listening
The Affluent Society	CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Middle Class Suburbia	CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
New Frontier	CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Great Society	CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
Counterculture Movement	CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.
Silent Majority	CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
Changes in American Economy	CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.
The Reagan Revolution	Principles and Documents of Government
Globalization and the American Economy	5.1.12.A Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
Environmental Issues in a Global Context	5.1.12.B Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
Clinton Administration	5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life.
Bush Administration and 9/11	<ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality
Terrorism	
The Election of 2008	
The Election of 2016	

Post War Domestic Issues (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Related Vocabulary</u> Taft-Hartley Act Fair Deal Sunbelt Desegregation Feminism Brown v. Board of Education Plessy v. Ferguson Civil Rights Act of 1957 The Feminine Mystique New Frontier Peace Corps War on Poverty Great Society Civil Rights Act of 1964 Voting Rights Act of 1965 March on Washington 24th Amendment Counterculture Kent State Silent Majority 26th Amendment Environmental Protection Agency Watergate Title IX Equal Rights Amendment Wounded Knee Moral Majority Supply Side Economics Roe v. Wade American With Disabilities Act Pop Art 27th Amendment</p>	<p>5.1.12.D Evaluate state and federal powers based on significant documents and other critical sources.</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution <p>5.1.12.E Analyze and assess the rights of people as written in the Pennsylvania Constitution and the United States Constitution.</p> <p>5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens.</p> <p>How Government Works</p> <p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.</p> <p>5.3.12.B Compare and contrast policymaking in various contemporary world governments.</p> <p>5.3.12.C Evaluate how government agencies create, amend, and enforce regulations.</p> <p>5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.</p> <p>5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.</p> <p>5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.</p> <p>5.3.12.G Evaluate the impact of interest groups in developing public policy.</p> <p>5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life.</p> <p>5.3.12.I Evaluate tax policies of various states and countries.</p> <p>5.3.12.J Evaluate critical issues in various contemporary governments.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.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>8.1.12.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>

Post War Domestic Issues (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Iran Contra End of Communism Columbine High School Whitewater Land Corporation Microsoft Corporation 9/11 2008 Election Foreign and domestic terrorism Development of Islamic State of Iraq and Syria (ISIS) 2016 Election</p>	<p>United States History</p> <p>8.3.12.A Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world.</p> <p>8.3.12.B Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history.</p> <p>8.3.12.C Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability