**United States History – Semester 1**

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| **Topic** | **Level 2** | **Level 3** | **Level 4** | **Learning Plan** | **BOE #1** | **BOE #2** | **Topic Score** |
| Historical Change – Road to War | Basic knowledge such as:relationships with Native Americans, slave trade; colonial regions:NE, Middle, Southern acts (Sugar, Stamp, Townshend), Boston Massacre, Boston Tea PartyLoyalists vs. Patriots | Compare and contrast the different colonial regions. Describe the issues between the colonists and Great Britain that led the colonists to seek independence.  | Were the colonists justified in their claims for independence? Make a case, using historical evidence, as to whether or not the colonists’ claims for independence from Great Britain were justifiable.  |  |  |  |  |
| Historical Change – A New Nation | Basic knowledge such as:Loyalists vs. Patriots; Saratoga, Yorktowndocuments: *Declaration of Independence****,*** *Articles of Confederation****,*** *Constitution*Leaders: G. Washington, J. Adams, T. Jefferson, J. Madison | Discuss the advantages & disadvantages of the colonists and British during the war.Explain, with examples, key turning points in the Revolutionary War.Explain how founding documents created change in the U.S. |  |  |  |  |  |
| Historical Analysis -Expansion | Basic knowledge such as:the Louisiana Purchase, the Lewis & Clark expedition, the Monroe Doctrine, expansion of voting rights, Trail of Tears, Texas Independence, Mexican-American WarLeaders: T. Jefferson, J. Madison, A. Hamilton, J. Monroe, A. Jackson, J. PolkVocabulary: reform, temperance, suffrage, spoils system, abolitionism, Manifest Destiny | Describe how the Louisiana Purchase and the Lewis & Clark expedition affected how America expanded and changed.Describe two major reform movements of the early 1800s.Explain the impact of Andrew Jackson’s presidency. Explain the concept of Manifest Destiny.  | What opportunities and conflicts occurred as America expanded?Evaluate the advantages and disadvantages of U.S. expansion.  |  |  |  |  |

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| Chronology and Consequence – Civil War | Basic knowledge such as:causes of the Civil War, the *Emancipation Proc*., Reconstruction, *Plessy,* Freedman’s Bureau, Black CodesLeaders: Abraham Lincoln, Robert E. Lee, Ulysses GrantVocabulary: popular sovereignty, sectionalism, Reconstruction, 13th, 14th and 15th amendments, segregation | Explain key events leading to the Civil War. Describe the advantages and disadvantages of the North and South.Describe the effects of the Civil War. Summarize the success and/or failure of Reconstruction. | Was the Civil War inevitable? Take a position and support it using historical evidence.  |  |  |  |  |
| Historical Change – Migrations and Industry Change America | Basic knowledge such as:the Homestead Act, destruction of the buffalo; technological innovations, industrialization; “new” vs “old” immigration, the labor movementVocabulary such as: nativism, assimilation, industrialization, robber barons, urbanization, laissez-faire, political machines, labor unions | Explain, with examples, the effects of westward expansion on Native Americans. Describe the sources of “new” immigration and discuss the experiences of different groups of immigrants. Explain, with examples, how American industrialization changed living and working conditions.  | How were Americans affected by the transformation from a rural to an urban society?   |  |  |  |  |
| Source AnalysisSemester 1 | Determines the main idea by citing evidence, but fails to accurately address historical context and/or author’s point of view.  | Cite evidence from a source to accurately determine the main idea. Analysis must address: historical context and author’s point of view.  | In addition to meeting the level 3 expectation, the response includes the use of extended, content-specific vocabulary, connections to history or modern-day concepts, and addresses the significance of the source. |  |  |  |  |

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| Writing ArgumentsSemester 1 | Writes arguments focused on discipline-specific content.A level 2 writing sample fails to meet the level 3 standard in one or more areas: -Introduction  -Organization -Use of evidence -Conclusion*\*A level 1.5 writing sample fails to meet the level 3 standard in two areas.* *\*A level 1 writing sample fails to meet the level 3 standard in all areas, but a valid attempt was made by the student.* | Write arguments focused on discipline-specific content. -Introduce a knowledgeable claim, establish the significance of the claim, and distinguish the claim from opposing claims.-Organize claim(s) and evidence clearly (chronologically, thematically, etc.).-Develop claim(s) with logical reasoning, accurate data, evidence, and examples; -Provide a concluding statement (a sentence or a paragraph).  | In addition to meeting the level 3 expectation, the writing: -Establishes the significance of the claim and distinguishes the claim(s) from opposing claims using prior knowledge and a deep understanding of multiple perspectives.-Organizes reasons and evidence clearly (chronologically, thematically, etc.) with strong transitions. -Develops claim(s) with logical reasoning, an abundance of accurate data, evidence, and examples.-Provides an analysis of evidence and support for claim. |  |  |  |  |

**United States History – Semester 2**

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| **Topic** | **Level 2** | **Level 3** | **Level 4** | **Learning Plan** | **BOE #1** | **BOE #2** | **Topic Score** |
| Chronology and Consequence – Imperialism  | Vocabulary: imperialism, protectorate, annexation, self-determination Concepts/Events:American imperialism in the Pacific, USS Maine, the Spanish-American War | Describe the motivating factors and effects in American imperialism. | Determine whether or not U.S. imperialism and involvement in WW1 was necessary for the protection of the nation.Use your knowledge of the time period, historical examples and evidence to support your answer. |  |  |  |  |
| Chronology and Consequence – World War I  | Vocabulary: isolationism, neutrality, convoy system, propaganda, civil liberties, armistice, progressive Concepts/Events: causes for U.S. involvement in World War I, Zimmerman Note, American home front, effects of World War I, Wilson’s 14 Points | Explain, with examples, the reasons for U.S. entry into World War I. Summarize the impact of war on the home front (women, minorities, civil liberties).  | Determine whether or not U.S. imperialism and involvement in WW1 was necessary for the protection of the nation.Use your knowledge of the time period, historical examples and evidence to support your answer. |  |  |  |  |
| Historical Change – 1920s | Basic knowledge such as:1920s: innovations, prohibition, Harlem Renaissance, Black Tuesday, Great Depression (causes), conservative politicsLeaders: Presidents Harding, Coolidge, HooverVocabulary: free enterprise system, popular culture, credit, buying on margin, speculation, consumerism, stock market crash | Explain, with examples, the conservative politics of the 1920s. Describe life in the 1920’s including topics like consumerism, innovations, and popular culture.Discuss the causes of the Great Depression.  | Predict if the Great Depression would have happened to the same degree if FDR would have been elected instead of Hoover in 1928.  |  |  |  |  |

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| Historical Change – 1930s | Basic knowledge such as:1930s: the Dust Bowl, the 3-Rs (relief, recovery, reform), goals of the New Deal, Great Depression (effects)Leaders: Presidents Hoover and FDRVocabulary: public assistance, welfare state, deficit spending | Describe the impacts of the Great Depression on American life.Evaluate the impact of FDR’s New Deal.  | Analyze the political, social, and economic effect of FDR and the New Deal as compared to the conservative politics of the 1920s. Use examples to support your position. |  |  |  |  |
| Historical Analysis – WWII | Concepts: Axis vs. Allied Powers, European theater, Pacific theater; Pearl Harbor, Japanese internment, atomic bombVocabulary: neutrality, militarismLeaders: Hitler, Stalin, Churchill, FDR, TrumanGen. Eisenhower, Gen. MacArthurEconomic Impacts: US militarism, life on the home front, GI Bill | Early on the U.S. chose neutrality. Explain, with examples, what events led the U.S. towards militarism.Describe life at “home” during World War 2. Discuss the impact on various groups such as women, young men, Japanese Americans, African Americans, etc.Summarize the strategies used by the Allies in Europe and in the Pacific. | Evaluate whether or not the United States should be praised or criticized for the military strategies or actions it pursued during World War II.  |  |  |  |  |
| Historical Analysis – Cold War | Concepts: Cold War, Korean conflict, McCarthyismLeaders: Stalin, Truman, Gen. MacArthurVocabulary: containment, communism, democracy | Explain how a fear of communism influenced American citizens and their leaders during the Cold War.  | Evaluate how a fear of communism affected life in the United States.  |  |  |  |  |

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| Historical Change – Social/Cultural | Vocabulary: nonviolent resistance, militancy, Civil Rights ActLeaders/Groups: Eisenhower, Kennedy, Johnson, Nixon, MLK, Malcolm X, SNCC, SCLC, Black Panther Party, Cesar Chavez Concepts: baby boom, space race, technology, civil rights movement (Brown v. Board, Birmingham), social movements (counterculture, women’s rights, Chicano, gay rights) | Explain, with examples, the ways in which life changed in postwar America. Analyze the evolution of the Civil Rights Movement from nonviolent resistance to militancy. Choose one social movement and describe its goals, leader(s), and ultimate impact on American society.  | Analyze the ways America transitioned from conformity (1950s) to rebellion (1970s)?   |  |  |  |  |
| Historical Change - Political | Vocabulary: containment, domino theory, hawks and doves, guerilla warfarePresidents: Eisenhower, Kennedy, Johnson, NixonConcepts: Vietnam, Gulf of Tonkin, Vietnamization | Trace how containment led to US involvement in Vietnam from the 1950s to our exit in 1975. Describe the different perspectives on the conflict in Vietnam. | Analyze the ways America transitioned from conformity (1950s) to rebellion (1970s)? |  |  |  |  |

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| Analyzing Multiple Sources (DBQ)Semester 2 | Attempts to use more than one document on the same topic to take a stand on an issue (thesis). Evidence used from the sources to explain and support the position (claim) may have some misconceptions or inaccuracies.  | Uses at least three documents on the same topic to take a stand on an issue (thesis). Accurately uses evidence from three or more sources to explain and support the position (claim).  | In addition to meeting the level 3 expectation, the response includes prior knowledge or outside information to enhance the position and recognizes and responds to the opposing viewpoint (counter claim).  |  |  |  |  |
| Writing ArgumentsSemester 2 | Writes arguments focused on discipline-specific content.A level 2 writing sample fails to meet the level 3 standard in one or more areas: -Introduction  -Organization -Use of evidence -Conclusion*\*A level 1.5 writing sample fails to meet the level 3 standard in two areas.* *\*A level 1 writing sample fails to meet the level 3 standard in all areas, but a valid attempt was made by the student.* | Write arguments focused on discipline-specific content. -Introduce a knowledgeable claim, establish the significance of the claim, and distinguish the claim from opposing claims.-Organize claim(s) and evidence clearly (chronologically, thematically, etc.).-Develop claim(s) with logical reasoning, accurate data, evidence, and examples; -Provide a concluding statement (a sentence or a paragraph).  | In addition to meeting the level 3 expectation, the writing: -Establishes the significance of the claim and distinguishes the claim(s) from opposing claims using prior knowledge and a deep understanding of multiple perspectives.-Organizes reasons and evidence clearly (chronologically, thematically, etc.) with strong transitions. -Develops claim(s) with logical reasoning, an abundance of accurate data, evidence, and examples.-Provides an analysis of evidence and support for claim. |  |  |  |  |