



US History Scope and Sequence

Theme	This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.			
Spiraled Standards	ELA: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	Founding Documents Industrialization and Progressivism	Imperialism to Post-World War I	The Cold War Social Transformations	Post-Cold War Financial Literacy
Content Statements	<p>Topic: Historical Thinking and Skills CS 1. The use of primary and secondary sources of information includes an examination of the credibility of each source. <input type="checkbox"/> Expectations for Learning: Analyze and evaluate the credibility of primary and secondary sources.</p> <p>CS 2. Historians develop theses and use evidence to support or refute positions. <input type="checkbox"/> Expectations for Learning: Explain a grievance listed in the Declaration of Independence in terms of its relationship to Enlightenment ideas of natural rights and the social contract.</p> <p>CS 3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations. <input type="checkbox"/> Expectations for Learning: Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.</p> <p>Topic: Founding Documents CS 4. The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people. <input type="checkbox"/> Expectations for Learning: Explain a grievance listed in the Declaration of Independence in terms of its relationship to Enlightenment ideas of natural rights and the social contract.</p> <p>CS 5. The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American</p>	<p>Topic: Imperialism to Post-World War I (1898-1930) CS 14. As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power. <input type="checkbox"/> Expectations for Learning: Analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s.</p> <p>CS 15. After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs. <input type="checkbox"/> Expectations for Learning: Explain why and how the United States moved to a policy of isolationism following World War I.</p> <p>Topic: Prosperity, Depression, and The New Deal CS 16. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I. <input type="checkbox"/> Expectations for Learning: Describe how racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.</p> <p>CS 17. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions. <input type="checkbox"/> Expectations for Learning: Describe how an improved standard of living for many combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.</p>	<p>Topic: The Cold War (1945-1991) CS 23. The United States followed a policy of containment during the Cold War in response to the spread of communism. <input type="checkbox"/> Expectations for Learning: Analyze the policy of containment the United States followed during the Cold War in response to the spread of communism.</p> <p>CS 24. The Second Red Scare and McCarthyism reflected Cold War fears in American society. <input type="checkbox"/> Expectations for Learning: Explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society.</p> <p>CS 25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. <input type="checkbox"/> Expectations for Learning: Analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1991.</p> <p>CS 26. The collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War. <input type="checkbox"/> Expectations for Learning: Explain how the collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War era.</p> <p>Topic: Social Transformations CS 27. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.</p>	<p>Topic: Post-Cold War CS 31. Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy. <input type="checkbox"/> Expectations for Learning: Analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries.</p> <p>CS 32. The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001. <input type="checkbox"/> Expectations for Learning: Assess the challenges the country faced after September 11, 2001.</p> <p>CS 33. Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001. <input type="checkbox"/> Expectations for Learning: Assess the challenges the country continues to face since September 11, 2001.</p>

	<p>nation through its establishment of natural rights and setting up educational institutions.</p> <p>□ Expectations for Learning: Show how the Northwest Ordinance, in providing government for the Northwest Territory, established a precedent for governing the United States.</p> <p>CS 6. The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.</p> <p>□ Expectations for Learning: Develop an argument that a particular provision of the Constitution of the United States would help address a problem facing the United States in the 1780's. Explain a provision of the Constitution of the United States in terms of how it reflects Enlightenment thinking.</p> <p>CS 7. The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.</p> <p>□ Expectations for Learning: Compare the arguments of the Federalists and Anti-Federalists on a common topic related to the ratification of the Constitution of the United States and hypothesize why the winning argument was more persuasive.</p> <p>Topic: Industrialization and Progressivism (1877-1920)</p> <p>CS 8. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.</p> <p>□ Expectations for Learning: Analyze how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.</p> <p>CS 9. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.</p>	<p>CS 18. Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.</p> <p>□ Expectations for Learning: Describe social changes that came from the Harlem Renaissance, African-American migration, women's suffrage and Prohibition.</p> <p>CS 19. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.</p> <p>□ Expectations for Learning: Describe how the federal government's monetary policies, stock market speculation and increasing consumer debt led to the Great Depression. Explain how the efforts to combat the Great Depression led to an expanded role for the federal government.</p> <p>Topic: From Isolation to World War (1930-1945)</p> <p>CS 20. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII.</p> <p>□ Expectations for Learning: Analyze the reasons for American isolationist sentiment in the interwar period.</p> <p>CS 21. United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.</p> <p>□ Expectations for Learning: Identify and explain changes American society experienced with the mobilization of its economic and military resources during World War II.</p> <p>CS 22. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.</p> <p>□ Expectations for Learning: Summarize how atomic weapons have changed the nature of war, altered the balance of power and started the nuclear age.</p>	<p>□ Expectations for Learning: Summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the postwar period.</p> <p>CS 28. The postwar economic boom and advances in science and technology, produced changes in American life.</p> <p>□ Expectations for Learning: Describe how American life in the postwar period was impacted by the postwar economic boom and by advances in technology.</p> <p>CS 29. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.</p> <p>□ Expectations for Learning: Analyze the social and political effects of the continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act.</p> <p>CS 30. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.</p> <p>□ Expectations for Learning: Explain why the government's role in the economy, environmental protection, social welfare and national security changed.</p>	<p>Financial Literacy Ohio Learning Standards for Financial Literacy Topics: Financial Responsibility and Decision-Making Planning and Money Management Informed Consumer Investing Credit and Debt Risk Management and Insurance</p>
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	<p>□ Expectations for Learning: Explain the major social and economic effects of industrialization and the influence of the growth of organized labor following Reconstruction in the United States. CS 10. Immigration, internal migration and urbanization transformed American life. □ Expectations for Learning: Explain how immigration, internal migration and urbanization transformed American life. CS 11. Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system. □ Expectations for Learning: Explain how continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system. CS 12. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized. □ Expectations for Learning: Analyze the post-Reconstruction political and social developments that led to institutionalized racism in the United States. Describe institutionalized racist practices in post-Reconstruction America CS 13. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption. □ Expectations for Learning: Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization and political corruption.</p>			
<p>Resources</p>	<ul style="list-style-type: none"> • ODE Model Curriculum • http://www.databases.abc-clio.com • http://historymatters.gmu.edu/browse/makesense/ • http://www.archives.gov/education/ • http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html • http://constitutioncenter.org/ • Lesson Plan: Immigration to the United States: 	<ul style="list-style-type: none"> • ODE Model Curriculum • http://www.pbs.org/crucible/frames/film.html • http://www.databases.abc-clio.com • Lesson Plan: A World Power: http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c8053260d • Teaching With Documents: The 1897 Petition Against the Annexation of Hawaii: http://www.archives.gov/education/lessons/hawaii-petition/ • http://www.loc.gov 	<ul style="list-style-type: none"> • ODE Model Curriculum • http://www.databases.abc-clio.com • Teaching With Documents: The United States Enters the Korean Conflict: http://www.archives.gov/education/lessons/korean-conflict/#documents • The ColdWar Museum: http://www.coldwar.org/articles/90s/all_of_the_soviet_union.asp • http://www.databases.abc-clio.com 	<ul style="list-style-type: none"> • ODE Model Curriculum • Http://www.911memorial.org/each-learn • Lesson plans and teaching resources about globalization: http://www.globalization101.org/teaching-tools/ • http://www.daveramsey.com/school/foundations/Empowering • http://www.econedlink.org/

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	<p>http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80532a41</p>	<ul style="list-style-type: none"> • <i>The Volstead Act and Related Prohibition Documents:</i> http://www.archives.gov/education/lessons/volstead-act/ • <i>Woman Suffrage & the 19th Amendment:</i> http://www.archives.gov/education/lessons/woman-suffrage/ • Lesson Plan: The Roaring 20s: http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c805325e3 • Lesson Plan: Economics of the New Deal: http://www.econedlink.org/lessons/index.php?lid=459&type=educator • Lesson Plan: The Great Depression and the Federal Government : http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531d14 • Lesson Plan: The 1930s: Drastic Times Call For Drastic Measures: http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c805313d1 • American Memory: http://memory.loc.gov/ammem/index.html • http://www.databases.abc-clio.com • Teaching With Documents: Memorandum Regarding the Enlistment of Navajo Indians: http://www.archives.gov/education/lessons/code-talkers/ • Teaching With Documents: Documents and Photographs Related to Japanese Relocation During World War II: http://www.archives.gov/education/lessons/japanese-relocation/ • Lesson Plan: Japanese American Internment: http://www.loc.gov/teachers/classroommaterials/lessons/fear/ 	<ul style="list-style-type: none"> • Lesson Plan: Civil Disobedience During the Civil Rights Movement: (content statement 23) http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c805325b • Lesson Plan: Justice and the Jim Crow Laws: (content statement 23) http://learningtogive.org/lessons/unit232/lesson2.html#lesson 	<ul style="list-style-type: none"> • www.federalreserveeducation.org/
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