

High School United States/Arizona History

Students will be able to...

(Disciplinary Skills and Process Standards)

- Analyze continuity and change over time
- Develop and use questions
- Evaluate the significance of past events
- Relate past events to the present
- Evaluate multiple perspectives
- Analyze and evaluate multiple sources
- Construct and present arguments and explanations using multiple sources
- Analyze counterclaims and evidentiary strengths/weaknesses
- Analyze relationships among causes and effects
- Identify and critique central arguments in multiple media sources

Compelling Question

How has the historical journey of the United States contributed to the complex and ever evolving identity of the nation?

Priority Standards

- H1.6** Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities.
- H1.7** Analyze how technological innovation and trade has affected economic development and transformed societies
- H2.3** Evaluate the short- and long- term impacts of conflicts and their resolutions.
- H3.1** Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes
- H3.4** Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.
- H4.4** Examine how a diverse society can be a force for unity and/or disunity.
- C3.1** Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- C3.4** Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.
- E1.1** Evaluate how and why people make choices to improve their economic well-being
- E4.4** Explain the effect of advancements in technology and training on economic growth and standards of living.
- G3.1** Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- G3.5** Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

Students must learn...

(Essential Content Knowledge Standards)

- Revolution & new nation
- Nation building & sectionalism
- Civil War & Reconstruction
- Closing the frontier & the Gilded Age
- Progressivism, Imperialism, and WWI
- Social, political, & economic changes during the 1920s
- Great Depression
- WWII & postwar domestic United States
- Cold War
- Rights & protest movements
- Contemporary United States up to 9/11

Academic Vocabulary as Seen on State Assessment

assess, attribute, complement, contradict, correlate, differentiate, discrepancies, evolve, generalize, imminent, infer, integrate, justify, main point, passage, precede, primary purpose, unprecedented

Content Specific Vocabulary

capitalism, civil disobedience, civil rights, communism, containment, democracy, emancipation, globalism, industrialization, labor unions, laissez-faire, migration, nativism, nullification, neutrality, popular sovereignty, Red Scare, representation, secession, segregation, socialism, social welfare, suffrage, superpower, terrorism, totalitarianism, urbanization

High School United States/Arizona History

Instructional strategies:

- Analyze continuity and change over time
 - Projecting Across Time
- Develop and use questions
 - Question Formulation Technique
- Evaluate the significance of past events
 - World Cafe Conversations
- Relate past events to the present
 - Same, Different, Connect, Engage
 - The Three Whys
- Evaluate multiple perspectives
 - OUT: Opening the Textbook
 - Circle of Viewpoints
- Analyze and evaluate multiple sources
 - National Archives Document Analysis
 - Socratic Seminar
- Construct and present arguments and explanations using multiple sources
 - See, Think, Wonder
 - Barometer: Taking a Stand on a Continuum
 - Philosophical Chairs
- Analyze counterclaims and evidentiary strengths/weaknesses
 - SAC: Structured Academic Controversy
- Analyze relationships among causes and effects
 - Connect, Extend, Challenge
- Identify and critique central arguments in multiple media sources
 - Surprising, Interesting, and Troubling
 - Pro-Se Court

Social Studies and ELA Connections

- Determine central ideas or themes of a text and analyze their development. (R.2, SP3.6)
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R.3, SP3.7, SP2.1)
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (R.4, SP2.3, SP3.2, SP3.3)
- Assess how point of view or purpose shapes the content and style of a text. (R.6, SP1.3, SP2.1-3, SP3.2)
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (R.7, SP3.2-3, SP3.6, SP3.8, SP4.3-4)
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence (R.8, SP3.4-6, SP3.8, SP4.3-4)
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (R.9, SP3.2-4, SP3.6, SP4.3, SP2.1)
- Read and comprehend complex literary and informational texts independently and proficiently. (R.10, SP.3, SP3.6, SP4.4)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.1, SP3.6-8)
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W.1, SP3.6-8)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4, SP3.1-8)
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (W.7, SP3.1-3, SP1.4)
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (W.8, SP3.2, SP3.4)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.9, SP3.2)

Suggested primary and secondary sources:

Revolution and New Nation

- Declaration of Independence
- The Articles of Confederation
- The Constitution

Nation Building and Sectionalism

- The Declaration of Sentiments
- American Progress Painting

Civil War and Reconstruction

- Emancipation Proclamation
- 13th, 14th, 15th, Amendments
- Reconstruction Sources

Closing the Frontier and the Gilded Age

- Gilded Age Thomas Nast Political Cartoons

Progressivism, Imperialism, WWI

- Investigative Journalist The Muckrakers

Social, Political, and Economic Changes of the 1920s

- Conflict of Cultures 1920s

Great Depression

- New Deal Sources

WWII and Post-War Domestic United States

- FDR Four Freedoms Speech
- FDR Day of Infamy Speech

Rights and Protest Movements

- I Have a Dream Speech
- Letter from a Birmingham Jail

Cold War

- Cold War Visual Sources

Contemporary United States up to 9/11

- 9/11 Memorial Sources