

Norton City Schools Standards-Based Social Studies Course of Study 2005

10th Grade United States Studies 1877 to the Present

2005-06 ESC Suggested Pacing Guide

As indicated by the sequence below, all U.S. Studies units will NOT be completed prior to the March Ohio Graduation Test. Because a 10th grader will not have formally studied the Indicators in Unit 8 at the time of the OGT assessment, his/her success will be **directly dependent upon completion of all** designated Indicators and Benchmarks in 9th Grade World Studies.

Unit 1: Industrialization in the U.S. **24 Days** **(End by September 30)** **Block 10+ days**
The unit will focus on industrialization in the U.S. and its impact on U.S. labor forces, the rise of labor organizations, big business, as well as Populism and Progressivism. Connections are made to all of the six remaining standards. Problem Solving - Patterns & Relationships

Unit 2: Imperialism **10+ Days** **(End October 19)** **Block 5-6 days**
Imperialism is a major unit in 9th Grade World Studies. As a result, 10th Grade unit will be a brief United States connection to imperialism. Connections are made to the Study Skills and Methods Standard. Problem Solving - Patterns & Relationships

Unit 3: World War I **10+ Days** **(End by November 4)** **Block 5-6 days**
World War I is a focus for 9th World Studies. As a result, 10th Grade will focus primarily on the United State's decision to enter the war, the peace treaty, Wilson's 14 Points, and the U.S. decision not to participate in the League of Nations. Connections are made to the six remaining standards.

Unit 4: The 1920s **10+ Days** **(End November 23)** **Block 5-6 days**
The focus is a major analysis of the political, economic and social developments in the United States during the 1920s including such issues as the Red Scare, migrations from South to North, race riots, Harlem Renaissance and stock market speculation and crash. Connections are made to the six remaining standards. Problem Solving - Patterns & Relationships

Unit 5: The 1930s **15+ Days** **(End by Christmas break)** **Block 7-8 days**
The focus is a major analysis of the cause and effect relationship politically, economically and socially for the Great Depression, the Dust Bowl and the New Deal. Connections are made to five of the remaining standards. It is important to finish Units 1-5 by Christmas break.

Unit 6: World War II & The Home Front **10+ Days** **(End by January 20)** **Block 5-6 days**
The rise and fall of Nazism, Imperialistic Japan and the war itself are in 9th grade. As a result, 10th Grade will focus on analyzing the U.S. moving from isolationism to international involvement. The major focus is on the home front including: industrial mobilization, women and minorities in the workplace and Japanese-American internment. Connections are made to the six remaining standards. Problem Solving - Patterns & Relationships

Unit 7: U.S. Foreign Policy 1945-1991 **30+ Days** **(End the third week of March 31 - includes a review & the OGT)** **Block 14+ days**
The focus will be on United States and the Cold War from the Marshall Plan to Vietnam. Connections are made to two of the remaining standards. Problem Solving - Patterns & Relationship

Unit 8: U.S. Domestic Issues 1945-1991 **30+ Days** **(End by May 19 - includes spring break)** **Block 14+ days**
The focus will be on United States and its domestic policies from 1945 to the 1991. Connections are made to all of the six remaining standards.

Unit 9: The Last Decade - Optional **10+ Days** The focus is on major U.S. events in the last ten years. **Block 2-4 days**

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10th Grade Benchmarks (ID= Indicator: These number references will clarify the intent of Indicators in each unit.)

History

- A. Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments. **(ONLY 9)**
- B. Explain the social, political and economic effects of industrialization. (ID: 1, 2, 3, 4)
- C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled. (ID: 5)
- D. Connect developments related to World War I with the onset of World War II. (ID: 6, 7)
- E. Analyze connections between World War II, the Cold War and contemporary conflicts. (ID: 8)
- F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance. (ID: 9, 10, 11, 12, 13, 14) **(ONLY 10)**

People in Societies

- A. Analyze the influence of different cultural perspectives on the actions of groups. (ID: 1, 2)
- B. Analyze the consequences of oppression, discrimination and conflict between cultures. (ID: 3, 4)
- C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices. (ID: 5)

Geography

- A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time. (ID: 1)
- B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data. (ID: 2)
- C. Analyze the patterns and processes of movement of people, products and ideas. (ID: 3)

Economics

- A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them and who will consume them. (ID: 1, 2)
- B. Explain how the United States government provides public services, redistributes income, regulates economic activity and promotes economic growth and stability. (ID: 3, 4, 5)

Government

- A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court Decisions. (ID: 1, 2) **(ONLY 10)**
- B. Analyze the differences among various forms of government to determine how power is acquired and used. **(ONLY 9)**

Citizenship Rights and Responsibilities

- A. Analyze ways people achieve governmental change, including political action, social protest and revolution. (ID: 1, 2)
- B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others and the common good. (ID: 3, 4) **(ONLY 10)**

Study Skills and Methods

- A. Evaluate the reliability and credibility of sources. (ID: 1, 2)
- B. Use data and evidence to support or refute a thesis. (ID: 3)

Continually check your alignment between the Indicators and the Benchmarks.

History	People in Societies	Economics	Government	Study Skills and Methods
<p><u>Industrialization</u> B</p> <p>1. Explain the effects of industrialization in the United States in the 19th century <u>including</u>:</p> <ol style="list-style-type: none"> changes in work and the workplace; immigration & child labor & the impact on the labor force; modernization of agriculture; urbanization; the emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture. <p>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</p> <ol style="list-style-type: none"> laissez faire policies; monopolies; standard of living. <p>3. Analyze the reasons for the rise and growth of labor organizations in the U. S. <u>including</u> Knights of Labor, Federation of Labor and Congress of Industrial Organizations:</p> <ol style="list-style-type: none"> unregulated working conditions; laissez faire policies toward big business; violence toward supporters of organized labor. <p>4. Explain the goals and outcomes of the late 19th and 20th century reform movements of Populism & Progressivism with emphasis on:</p> <ol style="list-style-type: none"> urban reforms; conservation; business regulation and antitrust legislation; the movement for public schooling; the regulation of child labor. 	<p><u>Interaction</u> B</p> <p>4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.</p> <p><u>Diffusion</u> C</p> <p>5. Explain the effects of immigration on society in the U.S.:</p> <ol style="list-style-type: none"> housing patterns; political affiliation; education system; language; labor practices; religion. <p style="text-align: center;">Geography</p> <p><u>Places and Regions</u> A</p> <p>1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time <u>including</u>:</p> <ol style="list-style-type: none"> urban areas; wilderness; farmland; centers of industry and technology. <p><u>Human Environmental Interaction</u> B</p> <p>2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and the use of productive resources.</p> <p><u>Movement</u> C</p> <p>3. Analyze the geographic processes that contributed to changes in American society <u>including</u>:</p> <ol style="list-style-type: none"> industrialization and post-industrialization. 	<p><u>Markets</u> A</p> <p>1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.</p> <p>2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U. S. economy.</p> <p><u>Government and the Economy</u> B</p> <p>3. Demonstrate how United States governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses.</p> <p>4. Explain the reasons for the creation of the Federal Reserve System and its importance to the economy.</p> <p>See: Industrialization pages 10th – 3 & 4 for teaching strategies and additional suggested vocabulary. Refer to the Benchmark page 10th – 22 for clarifications.</p> <p style="text-align: center;">Universal - Enduring Idea</p> <p><u>There is an innate desire in humans to know and to be free.</u> Apply this universal to every Indicator.</p>	<p><u>Rules and Laws</u> A</p> <p>1. Examine the United States Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions <u>including</u>:</p> <ol style="list-style-type: none"> Plessy v. Ferguson (1896). <p>2. Explain why the 19th was enacted and how it affected individuals and groups.</p> <p style="text-align: center;">Citizenship Rights & Responsibilities</p> <p><u>Participation</u> A</p> <p>1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</p> <ol style="list-style-type: none"> extension of suffrage; labor legislation; civil rights legislation; environmental legislation; business regulation; educational policy. <p>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application & consequences <u>including</u>:</p> <ol style="list-style-type: none"> women's suffrage movement of the late 1800s. 	<p><u>Thinking and Organizing</u> A</p> <p>1. Determine the credibility of sources by considering the following:</p> <ol style="list-style-type: none"> the qualifications and reputation of the writer; agreement with other credible sources; recognition of stereotypes; accuracy and consistency of sources; the circumstances in which the author prepared the source. <p>2. Critique evidence used to support a thesis.</p> <p><u>Communicating Information</u> B</p> <p>3. Analyze one or more issues and present a persuasive argument to defend a position.</p> <p>Problem-Solving Process: See page 10th – 20.</p>

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10th U.S. Studies: Imperialism

SCESC Unit 2

Classroom Days: 10+

Finish by October 19

History	Geography	Government	Study Skills and Methods
<p><u>Imperialism C</u> 5. Trace the development of the United States as a world power with emphasis on: a. the Spanish-American War; b. United States imperialism in the Far East, South Pacific, Caribbean and Central America.</p> <p>Note: Imperialism is a major unit in 9th Grade World Studies.</p>	<p><u>Human Environmental Interaction B</u> 2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and the use of productive resources.</p> <p>See: Imperialism page 10th – 4 for teaching strategies and additional suggested vocabulary.</p>	<p>None</p> <p>Note: Continually check your alignment between the Indicators & the Benchmarks.</p>	<p><u>Thinking and Organizing A</u> 1. Determine the credibility of sources by considering the following: a. the qualifications and reputation of the writer; b. agreement with other credible sources; c. recognition of stereotypes; d. accuracy and consistency of sources; e. the circumstances in which the author prepared the source.</p> <p>2. Critique evidence used to support a thesis.</p> <p><u>Communicating Information B</u> 3. Analyze one or more issues and present a persuasive argument to defend a position.</p> <p><u>Problem Solving Process:</u> Use a problem-solving / decision-making process which <u>includes</u>: a. identifying a problem; b. gathering information; c. listing and considering options; d. considering advantages and disadvantages of options; e. choosing and implementing a solution; f. developing criteria for judging its effectiveness; g. evaluating the effectiveness of the solution</p>
<p align="center">People in Societies</p> <p>None</p> <p align="center">Universal - Enduring Idea</p> <p>There is an innate desire in humans to know and to be free. Apply this universal to every Indicator.</p>	<p align="center">Economics</p> <p><u>Markets A</u> 1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.</p>	<p align="center">Citizenship Rights and Responsibilities</p> <p><u>Rules and Laws A</u> 1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on: d. military policy.</p>	<p><u>Problem Solving Process:</u> Use a problem-solving / decision-making process which <u>includes</u>: a. identifying a problem; b. gathering information; c. listing and considering options; d. considering advantages and disadvantages of options; e. choosing and implementing a solution; f. developing criteria for judging its effectiveness; g. evaluating the effectiveness of the solution</p>

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10th U.S. Studies: 20th Century: World War I SCESC Unit 3 Classroom Days: 10+ End by November 4

History	Economics	Study Skills and Methods
<p><u>World War I D</u> 6. Trace the development of the U.S. as a world power with emphasis on: a. the decision to enter into World War I; b. President Wilson's 14 Points; c. Treaty of Versailles; d. the decision of the U.S. not to participate in the League of Nations.</p> <p>See: World War I page 10th – 5 for teaching strategies and additional suggested vocabulary. Refer to the Benchmark page 10th – 22 for clarifications.</p> <p>Note: World War I is a focus for 9th Grade World Studies.</p>	None	<p><u>Thinking and Organizing A</u> 1. Determine the credibility of sources by considering the following: a. the qualifications and reputation of the writer; b. agreement with other credible sources; c. recognition of stereotypes; d. accuracy and consistency of sources; e. the circumstances in which the author prepared the source.</p> <p>2. Critique evidence used to support a thesis.</p> <p><u>Communicating Information B</u> 3. Analyze one or more issues and present a persuasive argument to defend a position.</p> <p><u>Problem Solving Process</u> Use a problem-solving / decision-making process which <u>includes</u>: a. identifying a problem; b. gathering information; c. listing and considering options; d. considering advantages and disadvantages of options; e. choosing and implementing a solution; f. developing criteria for judging its effectiveness; g. evaluating the effectiveness of the solution.</p>
	Government	
	<p>Citizenship Rights and Responsibilities</p> <p><u>Participation A</u> 1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on: d. military policy.</p> <p><u>Rights and Responsibilities B</u> 3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights <u>including</u>: a. clear and present danger; b. compelling government interest; d. libel or slander; e. public safety.</p> <p>4. Analyze instances in which the rights of individuals were restricted <u>including</u>: a. conscientious objectors in Word War I.</p>	
People in Societies	None	
Geography	None	
<p>Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships.</p>	<p>Universal - Enduring Idea <u>There is an innate desire in humans to know and to be free.</u> Apply this universal to every Indicator.</p>	

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10th U.S. Studies: 20th Century: The 1920s

SCESC Unit 4

Classroom Days: 10+

End by November 23

History	Geography	Economics	Citizenship Rights & Responsibilities
<p><u>20th Century F</u> 9. Analyze the major political, economic & social developments of the 1920s <u>including</u>:</p> <ul style="list-style-type: none"> a. the Red Scare; b. women’s right to vote; c. African-American migrations from the South to North; d. immigration restrictions, nativism, race riots and the reemergence of the KKK; e. the Roaring Twenties and the Harlem Renaissance; f. stock market speculation & the stock market crash of 1929. 	<p><u>Places and Regions A</u> 1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time <u>including</u>:</p> <ul style="list-style-type: none"> a. urban areas; c. farmland; d. centers of industry and technology. <p><u>Human Environmental Interaction B</u> 2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and the use of productive resources.</p> <p><u>Movement C</u> 3. Analyze the geographic processes that contributed to changes in American society <u>including</u>:</p> <ul style="list-style-type: none"> a. industrialization and post industrialization; b. urbanization and suburbanization; c. immigration. 	<p><u>Markets A</u> 1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.</p> <p>2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy.</p> <p><u>Government and the Economy B</u> 3. Demonstrate how U.S. governmental policies, <u>including</u>: taxes, antitrust legislation and environmental regulations affect individuals and businesses.</p>	<p><u>Participation A</u> 1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</p> <ul style="list-style-type: none"> a. extension of sufrage; b. labor legislation. <p>2. Explain how civil disobedience differs from other forms of dissent and evaluate it’s application & consequences <u>including</u>:</p> <ul style="list-style-type: none"> a. suffrage movement of the late 1800s. <p><u>Rights and Responsibilities B</u> 4. Analyze instances in which the rights of individuals were restricted <u>including</u>:</p> <ul style="list-style-type: none"> b. immigrants during the Red Scare.
<p align="center">People in Societies</p> <p><u>Cultures A</u> 1. Describe how the perspectives of cultural groups helped to create political action groups such as:</p> <ul style="list-style-type: none"> a. the National Association for the Advancement of Colored People (NAACP). <p>2. Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the U.S.</p> <p><u>Interaction B</u> 3. Explain how Jim Crow laws legalized discrimination based on race.</p> <p>4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.</p> <p><u>Diffusion C</u> 5. Explain the effects of immigration on society in the U.S.:</p> <ul style="list-style-type: none"> a. housing patterns; f. religion. 		<p align="center">Government</p> <p><u>Rules and Laws A</u> 1. Examine the United States Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions <u>including</u>:</p> <ul style="list-style-type: none"> a. Plessy v. Ferguson (1896); b. Brown v. Board of Education (1954). <p>2. Explain why the 19th Amendment was enacted and how it affected individuals and groups.</p> <p>See: The 1920s page 10th – 8 for teaching strategies and additional suggested vocabulary.</p>	<p align="center">Study Skills and Methods</p> <p><u>Thinking and Organizing A</u> 1. Determine the credibility of sources by considering the following:</p> <ul style="list-style-type: none"> a. the qualifications and reputation of the writer; b. agreement with other credible sources; c. recognition of stereotypes; d. accuracy and consistency of sources; e. the circumstances in which the author prepared the source. <p>2. Critique evidence used to support a thesis.</p> <p><u>Communicating Information B</u> 3. Analyze one or more issues and present a persuasive argument to defend a position. Problem-Solving Process: See page 10th – 20.</p>

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10th U.S. Studies: 20th Century The 1930s

SCESC Unit 5

Classroom Days: 15+

End by Christmas Break

History	Geography	Economics	Government	Study Skills and Methods
<p><u>20th Century F</u> 10. Analyze the causes & consequences of major political, economic & social developments of the 1930s with emphasis on: a. the Great Depression; b. the Dust Bowl; c. the New Deal.</p> <p>See: The 1930s page 10th – 9 for teaching strategies and additional suggested vocabulary. Refer to the Benchmarks pg. 10th – 22.</p>	<p><u>Places and Regions A</u> 1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time <u>including</u>: a. urban areas; b. wilderness; c. farmland; d. centers of industry and technology.</p> <p><u>Human Environmental Interaction B</u> 2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and the use of productive resources.</p>	<p><u>Markets A</u> 1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.</p> <p>2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U. S. economy.</p> <p><u>Government and the Economy B</u> 3. Demonstrate how United States governmental policies, <u>including</u>: taxes, antitrust legislation and environmental regulations affect individuals and businesses.</p> <p>5. Analyze the impact of the Great Depression and World War II on the economy of the United States and the resulting expansion of the role of the federal government.</p>	<p><u>Rules and Laws A</u> 1. Examine the United States Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions.</p>	<p><u>Thinking and Organizing A</u> 1. Determine the credibility of sources by considering the following: a. the qualifications and reputation of the writer; b. agreement with other credible sources; c. recognition of stereotypes; d. accuracy and consistency of sources; e. the circumstances in which the author prepared the source.</p> <p>2. Critique evidence used to support a thesis.</p> <p><u>Communicating Information B</u> 3. Analyze one or more issues and present a persuasive argument to defend a position.</p>
<p align="center">People in Societies</p> <p>None</p> <p>Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships.</p>		<p align="center">Universal - Enduring Idea</p> <p>There is an innate desire in humans to know and to be free. Apply this universal to every Indicator.</p>	<p align="center">Citizenship Rights and Responsibilities</p> <p><u>Participation A</u> 1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on: b. labor legislation; e. environmental legislation; f. business regulation.</p>	<p><u>Problem Solving Process</u> Use a problem-solving / decision-making process which <u>includes</u>: a. identifying a problem b. gathering information c. listing and considering options d. considering advantages and disadvantages of options e. choosing and implementing a solution f. developing criteria for judging its effectiveness g. evaluating the effectiveness of the solution.</p>

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10th U.S. Studies: Cold War Foreign Policy to 1991 SCESC Unit 7 Classroom Days: 30+ End by March 31 includes OGT

History	Geography	Government	Study Skills and Methods
<p><u>20th Century Conflict - Cold War</u> E</p> <p>8. Explain how the Cold War and related conflicts influenced United States foreign policy after 1945 with emphasis on:</p> <p>a. the Marshall Plan;</p> <p>b. communist containment, <u>including</u> the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis;</p> <p>c. the Korean War and the Vietnam War.</p> <p><u>The U.S. in the 20th Century</u> F</p> <p>12. Explain major domestic developments after 1945 emphasizing:</p> <p>a. postwar prosperity in the United States;</p> <p>b. McCarthyism;</p> <p>c. the space race;</p> <p>d. immigration patterns.</p> <p>See: 20th Century Foreign Policy pages 10th – 7 & 11 for teaching strategies and additional suggested vocabulary.</p>	<p>None</p>	<p>None</p>	<p><u>Thinking and Organizing</u> A</p> <p>1. Determine the credibility of sources by considering the following:</p> <p>a. the qualifications and reputation of the writer;</p> <p>b. agreement with other credible sources;</p> <p>c. recognition of stereotypes;</p> <p>d. accuracy and consistency of sources;</p> <p>e. the circumstances in which the author prepared the source.</p> <p>2. Critique evidence used to support a thesis.</p> <p><u>Communicating Information</u> B</p> <p>3. Analyze one or more issues and present a persuasive argument to defend a position.</p> <p><u>Problem Solving Process</u></p> <p>Use a problem-solving / decision-making process which <u>includes</u>:</p> <p>a. identifying a problem;</p> <p>b. gathering information;</p> <p>c. listing and considering options;</p> <p>d. considering advantages and disadvantages of options;</p> <p>e. choosing and implementing a solution</p> <p>f. developing criteria for judging its effectiveness;</p> <p>g. evaluating the effectiveness of the solution.</p>
<p>People in Societies</p> <p>None</p>	<p>Economics</p> <p><u>Markets</u> A</p> <p>1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.</p>	<p>Citizenship Rights & Responsibilities</p> <p><u>Participation</u> A</p> <p>1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</p> <p>d. military policy.</p>	
		<p>Universal - Enduring Idea</p> <p><u>There is an innate desire in humans to know and to be free.</u> Apply this universal to every Indicator.</p>	

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10th U. S. Studies: Domestic Policies 1945-1991

SCESC Unit 8

Classroom Days: 30+

End by May 19

History	People in Societies	Economics	Government	Study Skills and Methods
<p><u>The U.S. in the 20th Century</u> F</p> <p>12. Explain major domestic developments after 1945 emphasizing:</p> <p>a. postwar prosperity in the United States;</p> <p>b. McCarthyism;</p> <p>c. the space race;</p> <p>d. immigration patterns.</p> <p>13. Trace social unrest, protest and change in the U.S. <u>including</u>:</p> <p>a. antiwar protest during the Vietnam War;</p> <p>b. the counterculture movement;</p> <p>c. the women's liberation movement.</p> <p>14. Analyze origins, major developments, controversies and consequences of civil rights movement with emphasis on:</p> <p>a. Brown v. Board of Education;</p> <p>b. changes in goals and tactics of leading civil rights advocates and organizations;</p> <p>c. the linkages between the civil rights movement and movements to gain justice for other minority groups.</p>	<p><u>Cultures</u> A</p> <p>1. Describe how the perspectives of cultural groups helped to create political action groups such as:</p> <p>a. the National Association for the Advancement of Colored People (NAACP)</p> <p>b. National Organization for Women(NOW);</p> <p>c. American Indian Movement (AIM);</p> <p>d. United Farm Workers.</p> <p><u>Interaction</u> B</p> <p>3. Explain how Jim Crow laws legalized discrimination based on race.</p> <p>4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.</p>	<p><u>Markets</u> A</p> <p>1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.</p> <p>2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy.</p> <p><u>Government and the Economy</u> B</p> <p>3. Demonstrate how United States governmental policies, <u>including</u>: taxes, antitrust legislation and environmental regulations affect individuals and businesses.</p> <p>4. Explain the reasons for the creation of the Federal Reserve System & its importance to the economy.</p> <p>Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships.</p>	<p><u>Rules and Laws</u> A</p> <p>1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments & Supreme Court decisions <u>including</u>:</p> <p>b. Brown v. Board of Education (1954);</p> <p>c. Regents of the University of California; v. Bakke. (1978)</p> <p>2. Explain why the 26th Amendment was enacted and how it affected individuals and groups.</p> <p align="center">Citizenship Rights & Responsibilities</p> <p><u>Participation</u> A</p> <p>1. Describe the ways in which gov't. policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</p> <p>c. civil rights legislation;</p> <p>d. military policy;</p> <p>e. environmental legislation;</p> <p>g. educational policy.</p> <p>2. Explain how civil disobedience differs from other forms of dissent and evaluate it's application & consequences <u>including</u>:</p> <p>b. civil rights movement of the 1960s;</p> <p>c. student protests during the Vietnam War.</p> <p><u>Rights and Responsibilities</u> B</p> <p>4. Analyze instances in which the rights of individuals were restricted <u>including</u>:</p> <p>c. intellectuals and artists during the McCarthy era;</p> <p>d. African-Americans during the civil rights movement.</p>	<p><u>Thinking and Organizing</u> A</p> <p>1. Determine the credibility of sources by considering the following:</p> <p>a. the qualifications and reputation of the writer;</p> <p>b. agreement with other credible sources;</p> <p>c. recognition of stereotypes;</p> <p>d. accuracy and consistency of sources;</p> <p>e. the circumstances in which the author prepared the source.</p> <p>2. Critique evidence used to support a thesis.</p> <p><u>Communicating Information</u> B</p> <p>3. Analyze one or more issues and present a persuasive argument to defend a position.</p> <p>Problem-Solving Process: See page 10th – 20.</p>
	<p align="center">Geography</p> <p><u>Places and Regions</u> A</p> <p>1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time <u>including</u>:</p> <p>a. urban areas;</p> <p>b. wilderness;</p> <p>c. farmland;</p> <p>d. centers of industry and technology.</p> <p><u>Movement</u></p> <p>3. Analyze the geographic processes that contributed to changes in American society <u>including</u>:</p> <p>a. industrialization & post industrialization;</p> <p>b. urbanization and suburbanization;</p> <p>c. immigration.</p>			

Norton City Schools Standards-Based Social Studies Course of Study 2005

10th U. S. Studies: The Last Decade - Optional SCESC Unit 9

Classroom Days: 10+

End the Semester

History	Geography	Government	Study Skills and Methods
<p><u>The U.S. The Last Decade</u></p> <ul style="list-style-type: none"> Explain major domestic developments after 1990. Analyze origins, major developments, controversies & consequences of current events. <p align="center">Unit 9 is Optional.</p> <p>The ten days allotted to the Last Decade could be redistributed to the <u>second semester</u> units in Foreign and Domestic Policies 1945 to 1991.</p>	<p><u>Places and Regions</u> A</p> <p>1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time <u>including</u>:</p> <ol style="list-style-type: none"> urban areas; wilderness; farmland; centers of industry and technology. <p><u>Movement</u> C</p> <p>3. Analyze the geographic processes that contributed to changes in American society <u>including</u>:</p> <ol style="list-style-type: none"> industrialization and post industrialization; urbanization and suburbanization; immigration. 	<p><u>Rules and Laws</u> A</p> <p>1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments & current Supreme Court decisions.</p>	<p><u>Thinking and Organizing</u> A</p> <p>1. Determine the credibility of sources by considering the following:</p> <ol style="list-style-type: none"> the qualifications and reputation of the writer; agreement with other credible sources; recognition of stereotypes; accuracy and consistency of sources; the circumstances in which the author prepared the source. <p>2. Critique evidence used to support a thesis.</p>
<p align="center">People in Societies</p> <p>None</p>	<p align="center">Economics</p> <p>None</p>	<p align="center">Citizenship Rights & Responsibilities</p> <p><u>Participation</u> A</p> <p>1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:</p> <ol style="list-style-type: none"> civil rights legislation; military policy; environmental legislation; educational policy. <p>Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships.</p>	<p><u>Communicating Information</u> B</p> <p>3. Analyze one or more issues and present a persuasive argument to defend a position.</p> <p><u>Problem Solving</u></p> <p>Use a problem-solving / decision-making process which <u>includes</u>:</p> <ol style="list-style-type: none"> identifying a problem; gathering information; listing and considering options; considering advantages and disadvantages of options; choosing and implementing a solution; developing criteria for judging its effectiveness; evaluating the effectiveness of the solution.