

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

Tenth Grade: U. S. Studies from 1877 to the Present

History		continued	People in Societies	Economics	Citizenship Rights - Responsibilities
agriculture antiwar protest antitrust legislation big business blockade civil rights advocates civil rights movement Cold War conservation containment corporation counterculture movement culture domestic affairs economic developments Fourteen Points foreign policy Great Depression Harlem Renaissance immigration imperialism industrialization international involvement internment isolationism labor force labor organizations laissez faire policies liberation movement McCarthyism middle class migrations minorities mobilization monopolies nativism New Deal political developments	Populism Progressivism Red Scare social developments social unrest standard of living stock market speculation unregulated urbanization world power *MEPCV <u>Suggested Vocabulary</u> (They can also apply to the other standards) 1. assembly line mass production 2. philanthropy, trust 3. blacklist, collective bargaining, labor union, scab, strike 3c. capitalism, Communism, Social Darwinism, socialism 5. commonwealth, militarism, nationalism, protectorate, spheres of influence, yellow journalism 6. armistice communism globalization mobilization reparations revolution self-determination sphere of influence system of alliances total war	7. appeasement collective security dictator fascism interventionism Manhattan Project Nazism, neutrality nuclear warfare totalitarian theatre of war summit (conferences) 8. arms race brinkmanship demilitarization zone domino theory flexible response Iron Curtain massive retaliation satellite nations 9c. quota 9d. lynch 9e. jazz age, pop culture, prosperity 9f. conservative, moderate, buying on margin, law of supply and demand 10. welfare state 11. draft (conscription) rationing Selective Service 12. consumerism, inflation, stagflation, supply-side, trickle down	discrimination gender equality Jim Crow Laws NAACP NOW political action groups political affiliation *MEPCV <u>Suggested Vocabulary</u> 3. desegregation integration, segregation 5. ghetto, slum, tenement, melting pot, salad bowl	antitrust legislation federal government Federal Reserve System interdependence specialization trade *MEPCV <u>Suggested Vocabulary</u> 1. embargo, tariff 3. close shop, open shop, The Grange 4. Federal Reserve Board 5. bureaucracy budget deficit spending	arguments civil disobedience clear and present danger compelling government interest conscientious objectors criteria dissent equal opportunity intellectuals interest groups libel lobbyists media national security political parties public opinion public safety Red Scare slander suffrage *MEPCV <u>Suggested Vocabulary</u> None
			Geography geographic regions productive resources suburbanization *MEPCV <u>Suggested Vocabulary</u> 1. corn belt, rustbelt, sunbelt 2. factors of production = productive resources: capital, labor, land (natural) resources 3. population density, population distribution	Government enact 19th & 26th Amendments *MEPCV <u>Suggested Vocabulary</u> 1. affirmative action, quotas See the extensive number of Thinking Processes and Skills on the next page.	Study Skills and Methods credibility of sources persuasive argument stereotypes *MEPCV <u>Suggested Vocabulary</u> 3. elements of argumentation strength of narrative

The **Bolded Vocabulary** is to be assessed to show comprehension and mastery for the Indicators at this grade level. The additional *Suggested Vocabulary* is numbered to the corresponding Indicator for that Standard. The **Suggested Vocabulary** will support the required bolded vocabulary.

***(MEPCV) Maintain and Enhance Previous Content Vocabulary**

Previous Content Vocabulary is now enhanced to the current grade appropriate Indicators. You may find it **helpful to obtain** a copy of the previous Content Vocabulary found in your district's social studies standards-based course of study (e.g., Economics: **productive resources** - would have been previously mastered, and it is now maintained or enhanced at 10th Grade.)

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Tenth Grade: U.S. Studies from 1877 to the Present

<p align="center">Stated Thinking Processes and Skills from the Indicators</p>	<p align="center">“Explain” Impacts a Student’s Success</p>	<p align="center">Universal Process for Historical or Daily Problem Solving Situations</p>
<p>analyze: to investigate by breaking it down so as to more clearly understand the impact to the situation</p> <p>examine: to study closely for details - to distinguish the common/critical attributes</p> <p>evaluate: to weigh heavily on objective evidence; very factually based; must establish a set of criteria for the situation</p> <p>critique: uses fact <u>and</u> opinion in making an assessment to support your position</p> <p>demonstrate: to make clear by using examples or experiments; to show your reasoning</p> <p>describe: to analyze into its parts but less detailed than explain</p> <p>determine: to reach a decision after a thorough investigation; to find the cause of and then to solve or set limits to a situation</p> <p>trace: to sequence a situation; to follow the development of a situation</p> <p><u>Implied Preskills or Processes:</u></p> <ul style="list-style-type: none"> • observe • compare / contrast • classify • sequence • cause / effect relationships 	<p>Explain is the most frequently stated verb in short and extended response questions.</p> <p>Explain means to:</p> <ul style="list-style-type: none"> • make plain or clear; understandable • give reasons for. <p><u>Explain requires the application of prior knowledge.</u></p> <ul style="list-style-type: none"> • Students will need to communicate their responses with concise but complete information. • In order to do that, students must provide details and go beyond just a “telegram style response” that leaves the reader making too many inferences. • The written response must include sufficient quality information and proof. <p>Explain requires more details than describe. Explain is at the analysis level or above for problem solving.</p> <p>Technique Suggestion: Each time “explain” is given in a prompt, students must cross out the word and replace it with - Give Specific Details. This raises the <u>first</u> awareness of what is required.</p> <p>Note: The 10th Grade U.S. History Standards include “explain” in 11 of the 36 Indicators.</p>	<p>Use a problem-solving/decision-making process which <u>includes</u>:</p> <ol style="list-style-type: none"> 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. evaluate the effectiveness of the solution. <p>This universal model is the basis for all problem solving and decision making. It is the foundations for learning each of the <i>Thinking Processes and Content Skills</i> to be applied in all the disciplines.</p> <p>PROP A Universal for Evaluating Evidence</p> <p>P = Is it a primary or secondary sources? R = If the source is a person, does he or she have a reason to lie? O = Are there other witnesses, statements, recordings, or evidence which report the same data, information or knowledge? P = Is it a public or private statement?</p> <p><small>O'Reilly, Kevin. <u>Evaluating Viewpoints in United States History</u>. Critical Thinking Books and Software, 1990.</small></p>

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Tenth Grade Scope & Sequence - United States Studies from 1877 to the Present: Post Reconstruction Through the 20th Century

Tenth grade students continue the chronological study of the history of the United States with emphasis on domestic affairs. This study incorporates each of the seven standards. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods.

Tenth Grade – History Standard

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades 9-10</p> <p>B. Explain the social, political and economic effects of industrialization.</p> <p>Universal - Enduring Idea</p> <p>There is an innate desire in humans to know and to be free. Apply this universal idea to every Indicator. The universal directly links to the daily use of the Problem Solving Model on page 10th – 13.</p>	<p>Grade-Level Indicators</p> <p><u>Industrialization</u></p> <ol style="list-style-type: none">1. Explain the effects of industrialization in the United States in the 19th century <u>including</u>: (Unit: 1)<ol style="list-style-type: none">a. changes in work and the workplace;b. immigration and child labor and the impact on the labor force;c. modernization of agriculture;d. urbanization;e. the emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture.2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on: (Unit: 1)<ol style="list-style-type: none">a. laissez faire policies;b. monopolies;c. standard of living. <p style="text-align: center;">-----</p> <p>Note: Suggested ESC Units & Pacing Guide. The <i>italicized number</i> at the end of each Indicator aligns to the corresponding unit beginning page 10th - 21.</p>	<p>Vocabulary/Strategies</p> <ol style="list-style-type: none">1. Explain = cause and effect <ol style="list-style-type: none">1. <u>Suggested Vocabulary</u>: assembly line, mass production1. Create an assembly line in class; teams compete in creating a product to meet your predetermined specifications and approval.2. <u>Suggested Vocabulary</u>: philanthropy, trust2. standard of living: a person's or group's level of material well-being, as measured by education, housing, health care and nutrition.2. Apply PROP for evaluating evidence from page 10th – 2 <p>Resources: 1 & 2. Preview for excerpts from <u>Masses & Millionaires: the Homestead Steel Strike</u> and <u>The Immigrant Experiences</u> by Learning Corporation of America.</p> <p>History Alive Units</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Tenth Grade — History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades 9-10</p> <p>B. Explain the social, political and economic effects of industrialization. (continued)</p> <p>Note: 9th Grade World Studies has extensively covered the cause & effect relationships for Imperialism, World War I, & World War II.</p> <p>C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.</p>	<p>Grade-Level Indicators</p> <p><u>Industrialization</u> – (continued)</p> <p>3. Analyze the reasons for the rise and growth of labor organizations in the United States <u>including</u> Knights of Labor, American Federation of Labor & Congress of Industrial Organizations: <i>(Unit: 1)</i></p> <ul style="list-style-type: none"> a. unregulated working conditions; b. laissez faire policies toward big business; c. violence toward supporters of organized labor. <p>4. Explain the goals and outcomes of the late 19th and 20th century reform movements of Populism and Progressivism with emphasis on: <i>(Unit: 1)</i></p> <ul style="list-style-type: none"> a. urban reforms; b. conservation; c. business regulation and antitrust legislation; d. the movement for public schooling; e. the regulation of child labor. <p><u>Imperialism</u></p> <p>5. Trace the development of the United States as a world power with emphasis on: <i>(Unit: 2)</i></p> <ul style="list-style-type: none"> a. the Spanish-American War; b. United States imperialism in the Far East, South Pacific, Caribbean and Central America. 	<p>Vocabulary/Strategies</p> <p>3. <u>Suggested Vocabulary</u>: blacklist, collective bargaining, labor union, scab, strike</p> <p>3c. <u>Suggested Vocabulary</u>: capitalism, Communism, Social Darwinism, socialism</p> <p>4. Suggested amendments: 16th, 17th, 18th and 19th</p> <p>4. Lessons on political cartooning</p> <p>4. Explain = effects</p> <p>Resources: Preview for excerpts from <u>The Jungle</u> - Upton Sinclair</p> <p>Preview for excerpts from <u>The Wizard of Oz</u> video and discuss the analogy to the Populist Movement. Show the landing of Dorothy in the Land of Oz. Analogies include: yellow brick road = gold standards/corn; Dorothy = American public; Tin Man = industrial worker whose heart has been removed by industry; scarecrow = farmer who was perceived as uneducated - no brains; Cowardly Lion = William Jennings Bryant; good witches (N & S) = farmers who were caught between bad witches (E-W) = eastern industry & bankers and the western California Boom. The ruby slippers were originally silver = silver standard. (The silver slippers did not stand out in the film and were later changed to ruby.) Washington D.C. was the Emerald City that had the ability to answer the questions but was not doing it.</p> <p>Preview for excerpts: <u>Theodore Roosevelt: The American Experience</u> by PBS</p> <p>5. imperialism: a policy used by strong countries to gain social, political and economic control over foreign territories.</p> <p>5. <u>Suggested Vocabulary</u>: commonwealth, militarism, nationalism, protectorate, spheres of influence, yellow journalism</p> <p>5. Analyze contemporary pieces of yellow journalism: <u>The Star</u>, <u>The Enquirer</u>, etc.</p> <p>5. Apply Study Skills Indicator: 1: Use PROP pg. 10th – 21 to evaluate different viewpoints on the Annexation of the Philippines: Explain Why or Why Not?</p>
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Tenth Grade — History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grades 9-10	Grade-Level Indicators	Vocabulary/Strategies
<p>D. Connect developments related to World War I with the onset of World War II.</p>	<p><u>20th Century Conflict</u> (World War I)</p> <p>6. Trace the development of the United States as a world power with emphasis on: (<i>Unit: 3</i>)</p> <ul style="list-style-type: none"> a. the decision to enter into World War I; b. President Wilson’s Fourteen Points; c. Treaty of Versailles; d. the decision of the United States not to participate in the League of Nations. <p align="center">-----</p> <p>See: http://webquest.sdsu.edu/ for WebQuests that apply to various units.</p> <p>Resource: United Streaming Videos There are many video clips available to facilitate students understanding of information at: http://www.unitedstreaming.com.</p> <p>Many Norton City Schools districts already participate, just ask your principal for a username and password.</p>	<p>6a. Simulate Congressional hearings on neutrality vs. a declaration of war</p> <p>6c. Simulate the peace conference with key leaders from the major nations as students wear masks representing the viewpoints of Wilson, George, etc..</p> <p>6. Apply Study Skills Indicator: 3 to analyze the arguments to enter World War I or to remain isolated.</p> <p>6. <u>Suggested Vocabulary:</u> armistice communism globalization: the act, process or policy of making something worldwide in scope or application mobilization reparations revolution self-determination sphere of influence system of alliances total war</p> <p>For example, use the Problem-Solving Model for Grade 5-12 page 10th – 20 to identify the issues that involved the U.S. in World War I OR the intent for the Treaty of Versailles.</p> <p>Resources: Norton City Schools VHS tapes reserved at 330-945-5600 ext. 1276 or http://union.infohio.org/summit/ Video such as: <u>The 20th Century: The Modern Age Begins - 1910s</u> (VO2421)</p> <p>Norton City Schools Historic World War I Trunk with artifacts and lessons - Call 330-945-5600, ext. 1271 to schedule courier delivery to your district.</p>

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

Tenth Grade — History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades 9-10</p> <p>D. Connect developments related to World War I with the onset of World War II. (continued)</p>	<p>Grade-Level Indicators</p> <p><u>20th Century Conflict</u> (World War II)</p> <p>7. Analyze the impact of the United States participation in World War II, with emphasis on the change from isolationism to international involvement <u>including</u> the reaction to the attack on Pearl Harbor. <i>(Unit: 6)</i></p> <p>(See Indicator 11 - <i>Unit: 6</i>)</p>	<p>Vocabulary/Strategies</p> <p>7. Resources: Historical Documents of the 20th Century to analyze, for example, FDR’s Quarantine Speech - October 5, 1937 http://www.historicaldocuments.com/20thCentury.htm Also contains 100 primary source selections from the 1903 Platt Amendment to Clinton’s Oklahoma Bombing Speech 1995.</p> <p>The Legacy of Pearl Harbor by National Geographic http://www.nationalgeographic.com/xpeditions/lessons/13/g35/legacy.html includes first-hand accounts</p> <p>“80 Rounds in Our Pants Pockets” an audio account of a serviceman at Pearl Harbor http://historymatters.gmu.edu/d/139/</p> <p>Resources: The New York Times: “I” witness to History Lesson on Pearl Harbor. Students read a first-hand account of the Japanese attack on Pearl Harbor as a springboard for researching a significant historic event and writing a set of diary entries from the perspective of a person involved in that event. http://www.nytimes.com/learning/ (Go to <u>Lesson Plan Archives</u>)</p> <p>Preview for excerpts from the <u>Pearl Harbor Documentary</u> from MSNBC (www.msnbc.pearlharbor.com) to compare and contrast with previewed excerpts from Hollywood’s video <u>Pearl Harbor</u> during the attack scene</p> <p>Preview for excerpts from CBS reports: <u>Remember Pearl Harbor</u> or <u>War in the Pacific</u> by Dan Rather</p> <p>7. Suggested Vocabulary:</p> <table border="0"> <tr> <td>appeasement</td> <td>Nazism</td> </tr> <tr> <td>collective security</td> <td>neutrality</td> </tr> <tr> <td>dictator</td> <td>nuclear warfare</td> </tr> <tr> <td>fascism</td> <td>totalitarian</td> </tr> <tr> <td>interventionism</td> <td>theatre of war</td> </tr> <tr> <td>Manhattan Project</td> <td>summit (conferences)</td> </tr> </table> <p>Resources: Norton City Schools VHS tapes reserved at 330-945-5600 ext. 1276 or http://union.infohio.org/summit/ such as: <u>The 20th Century: War: Recovery and Rebirth - 1940s</u> (VO240)</p>	appeasement	Nazism	collective security	neutrality	dictator	nuclear warfare	fascism	totalitarian	interventionism	theatre of war	Manhattan Project	summit (conferences)
appeasement	Nazism													
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Tenth Grade — History Standard (continued)

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Ohio Benchmarks Grades 9-10	Grade-Level Indicators	Vocabulary/Strategies
<p>E. Analyze connections between World War II, the Cold War and contemporary conflicts.</p>	<p><u>20th Century Conflict</u> (Cold War and Foreign Policy)</p> <p>8. Explain how the Cold War and related conflicts influenced United States foreign policy after 1945 with emphasis on: (<i>Unit: 7</i>)</p> <ul style="list-style-type: none"> a. the Marshall Plan; b. communist containment, including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis; c. the Korean War and the Vietnam War. 	<p>8. For a <u>unit on the Cold War</u> go to the Summit web site: http://cybersummit.org/ . Click on “Staff Directory” and then “Pat Clayton.” The unit includes rubrics, cost analysis charts, Venn Diagrams, etc. to support the lessons.</p> <p>8. Explain = cause and effect</p> <p>8. <u>Suggested Vocabulary:</u> arms race brinkmanship demilitarization zone domino theory flexible response Iron Curtain massive retaliation satellite nations</p> <p>8. Use the Awareness / Action Plan pg. 10th – 2 to identify the issues that involved the U.S. in the Cold War OR specifically the Cuban Missile Crisis.</p> <p>8. Apply Study Skills Indicator: 1 to determine the credibility of a source.</p> <p>Resources: Norton City Schools VHS tapes reserved at 330-945-5600 ext. 1276 or http://union.infohio.org/summit/ Videos such as: <u>CNN Cold War Series</u> (VO2126-2133) <u>The Bay of Pigs</u> (VO1700) <u>Choosing Sides: Vietnam</u> (VO2107) <u>The 20th Century: A Global Revolution - 1960s</u> (VO2420)</p> <p>Resources: Preview for excerpts from <u>The Cold War 1945-1990</u> by Time Warner Preview for excerpts from Hollywood films: <u>Missiles of October</u> or <u>Thirteen Days</u></p>

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

Tenth Grade — History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades 9-10</p> <p>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.</p>	<p>Grade-Level Indicators</p> <p><u>The U.S. in the 20th Century</u> (The 1920s)</p> <p>9. Analyze the major political, economic and social developments of the 1920s <u>including</u>: (Unit: 4)</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 the North; d. immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan; e. the Roaring Twenties and the Harlem Renaissance; f. stock market speculation and the stock market crash of 1929. 	<p>Vocabulary/Strategies</p> <p>9. Students review the Emergency Quota Act (1921) and the National Origins Act (1924). Student teams rewrite the original policy into a new policy to be enforced. It includes such issues as annual country quotas, occupation preferences, locations for settlements, literacy test, child employment, etc. Each team of students rewrites the policy adapted to the 2002-03 policy (including current data). The teams must justify and support their positions to the class.</p> <p>9. <u>Suggested Vocabulary</u>:</p> <table border="0"> <tr> <td>quota</td> <td>pop culture</td> <td>prosperity</td> </tr> <tr> <td>law of supply & demand</td> <td>conservative</td> <td>lynch</td> </tr> <tr> <td>buying on margin</td> <td>moderate</td> <td>jazz age</td> </tr> </table> <p>Resources:</p> <p>9. WebQuest for the “Roaring Twenties” at http://webquest.sdsu.edu/wqSearch.html</p> <p>9. Create baseball cards for personalities of the 1920’s with specified criteria</p> <p>9d. Preview for excerpts from <u>The Riot and Remembrances: The Tulsa Race War and Its Legacy</u> by James Hirsch</p> <p>9e. Harlem Renaissance summarized and linked to significant individuals at http://www.unc.edu/courses/eng81br1/harlem.html OR http://www.nku.edu/~diesmanj/harlem_intro.html</p> <p>9e. See the National Endowment for the Humanities for model lessons at http://edsitement.neh.gov/</p> <p>9f. The New York Times lesson “Taking Stock in the Past for the Future” for the cause and effects of the stock market crash at http://www.nytimes.com/</p> <p>Resources: Norton City Schools VHS tapes reserved at 330-945-5600 ext. 1276 or http://union.infohio.org/summit/ Video such as: <u>The 20th Century: A Decade of Contradictions</u> (1920s) (V02420)</p>	quota	pop culture	prosperity	law of supply & demand	conservative	lynch	buying on margin	moderate	jazz age
quota	pop culture	prosperity									
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Tenth Grade — History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades 9-10</p> <p>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance. (continued)</p>	<p>Grade-Level Indicators</p> <p><u>The U.S. in the 20th Century</u> (The 1930s)</p> <p>10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on: (<i>Unit: 5</i>)</p> <ul style="list-style-type: none"> a. the Great Depression; b. the Dust Bowl; c. the New Deal. 	<p>Vocabulary/Strategies</p> <p>10. <u>Suggested Vocabulary</u>: welfare state</p> <p>10b. Categorize and chart examples, such as the impact of the Dust Bowl on Midwest life (human relationship with environment), development of sectionalism (regions), ideas of the South (place), migration patterns (movement).</p> <p>Resources: 10b. Dorothea Lange “Migrant Mother” Lessons & photographs http://www.loc.gov/rr/print/128_migm.html</p> <p>PBS Dust Bowl lessons including maps, time line from 1931-1939 http://www.pbs.org/wgbh/amex/dustbowl/</p> <p>10c. Consider New Deal programs such as: CCC, NIRA, TVA, WPA, Social Security, 2nd New Deal</p> <p>10. New Deal Poster Project: assign students an alphabet agency (such as AAA, WPA, TVA, etc.) use pictures and information of the 5W’s: who, what when, where, and why - to create the significance of the agency.</p> <p>10. Examine the roles of the 20th and 21st Amendments</p> <p>10. Review Woody Guthrie songs, and then students create their own songs for the era. http://www.geocities.com/Nashville/3448/guthrie.html</p> <p>10. Apply the Problem-Solving Model for Grades 5-12 for economic, geographical and political issues page 10th – 20.</p> <p>Resources: Norton City Schools VHS tapes reserve 330-945-5600 at ext. 1276 or http://union.infohio.org/summit/ Videos such as: <u>The Great Depression Series</u> (VO2242-2245) <u>The 20th Century: The Great Depression - 1930s</u> (VO2420)</p>
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Tenth Grade — History Standard (continued)

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Ohio Benchmarks Grades 9-10	Grade-Level Indicators	Vocabulary/Strategies
<p>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance. (continued)</p>	<p><u>The United States in the 20th Century</u> (World War II)</p> <p>11. Analyze the impact of United States participation in World War II with emphasis on: (<i>Unit: 6</i>)</p> <ul style="list-style-type: none"> a. events on the home front to support the war effort, including industrial mobilization, women and minorities in the workplace; b. the internment of Japanese-Americans. <p>(See Indicator 7 - <i>Unit: 6</i>)</p>	<p>11. <u>Suggested Vocabulary</u>: rationing draft (conscription) Selective Service</p> <p>Resources: 11a. Website: Grandma - What Did You Do in the War? http://www.stg.brown.edu/projects/WWII_Women/tocCS.html Interview with World War II women about the era.</p> <p>11a. Rosie the Riveter - Poster and Song at: http://www.zapix.com/laurel/rosie.html</p> <p>11b. NARA: Teaching With Documents Lesson Plan: Documents and Photographs Related to Japanese Relocation During World War II http://www.archives.gov/digital_classroom/lessons/japanese_relocation_wwii/japanese_relocation.html</p> <p>11b. The New York Times: An Examination of the Internment of Japanese-Americans During World War II - students examine the causes and effects of the internment of 120,000 Japanese-Americans during World War II. http://www.nytimes.com/learning/ (Go to <u>Lesson Plan Archives</u>)</p> <p>11. Students create their own <u>Home Front</u> magazine: "A Year in Review" highlighting top stories, people, lifestyle trends, etc.</p> <p>Resources: <u>Internment of Japanese Americans</u> - National Archives ISBN 0-8403-7403-8</p> <p>Preview for excerpts from: <u>Snow Falling on Cedars</u> by David Guterson A murder trial forces the residents of a Pacific island to revisit the time in history when both the Japanese and Japanese-Americans were discriminated against.</p> <p>Jackdaw Publications Primary Source Units: http://www.jackdaw.com/home.asp</p>

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Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grades 9-10	Grade-Level Indicators	Vocabulary/Strategies
<p>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance. (continued)</p>	<p><u>The United States in the 20th Century</u> (Domestic Policy)</p> <p>12. Explain major domestic developments after 1945 with emphasis on: <i>(Unit: 8)</i></p> <ul style="list-style-type: none"> a. postwar prosperity in the United States; b. McCarthyism; c. the space race; d. immigration patterns. <p>13. Trace social unrest, protest and change in the United States <u>including</u>: <i>(Unit: 8)</i></p> <ul style="list-style-type: none"> a. antiwar protest during the Vietnam War; b. the counterculture movement; c. the women's liberation movement. <p align="center">(See Indicator 14 - <i>Unit: 8</i>)</p>	<p>12. Explain = cause and effect</p> <p>12. <u>Suggested Vocabulary</u>: consumerism, inflation, trickle down, stagflation, supplyside</p> <p>12. Apply Study Skills Indicator: 3: to McCarthy's statements to Congress</p> <p>13a. Panel discussion of "Hawks and Doves" on the pros and cons of the Vietnam War</p> <p>13a. Invite a Vietnam Veteran to discuss the impact of the war on individuals.</p> <p>13b. As a counterculture movement: students research poems, songs, etc. of the era. Transform the classroom in the time by playing music, lights, posters, etc. How did this reflect the protest of the war?</p> <p>13. Recreate the JFK assassination: (visuals like the white picket fence, grassy knoll, umbrella man, etc.) to recreate the sequence of events. Preview for excerpts from the Zapruder film: <u>Image of an Assassination</u></p> <p>13. <u>Suggested Vocabulary</u>: impeachment, resignation</p> <p>13. Apply PROP page 10th – 22 for the reliability of a source</p> <p>13. Apply Study Skills Indicator: 1. Students create propaganda posters (5 Posters for 5 eras/issues: World War I, World War II, Vietnam, immigration, environment, nuclear power, etc.)</p> <p>Resources: Norton City Schools VHS tapes reserved at 330-945-5600 ext. 1276 or http://union.infohio.org/summit/ Video such as: <u>The 20th Century: Promoting the American Dream - 1950s (V02420)</u></p> <p>Preview for excerpts from Hollywood films: <u>Forrest Gump</u>; <u>Dear America - Letters Home from Vietnam</u></p> <p>District Purchases such as: <u>JFK and the Cuban Missile Crisis</u> a simulation by Interact at 1-800-359-0961 <u>Choices for the 21st Century</u> at 1-401 863-3155</p>

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

Tenth Grade — History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades 9-10</p> <p>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance. (continued)</p>	<p>Grade-Level Indicators</p> <p><u>The United States in the 20th Century</u> (Domestic Policy) - (continued)</p> <p>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on: <i>(Unit: 8)</i></p> <ul style="list-style-type: none"> a. Brown v. Board of Education; b. changes in goals and tactics of leading civil rights advocates and organizations; c. the linkages between the civil rights movement and movements to gain justice for other minority groups. <p align="center">(See Indicators 12, 13 - <i>Unit: 8</i>)</p>	<p>Vocabulary/Strategies</p> <p>14. Preview for excerpts from videos of MLK and Malcolm X and complete compare/contrast graphic organizers</p> <p>14. Model discrimination in the classroom by dividing the class into groups and favoring one part of the class over the other. Discuss reactions.</p> <p>14. <u>Suggested Vocabulary:</u> Great Society integration</p> <p>14. Apply Study Skills Indicators: 1 and 3 Students analyze the creditability of sources and then the situation itself. They present a persuasive argument to defend a side of this issue such as desegregation.</p> <p>Resources: Norton City Schools VHS tapes reserved at 330-945-5600 ext. 1276 or http://union.infohio.org/summit/ Video such as: <u>The 20th Century: A Global Revolution - 1960s (V02420)</u></p> <p>Preview for excerpts from Hollywood videos: <u>Autobiography of Miss Jane Pittman</u> <u>Remember the Titans</u> <u>Ernest Green Story</u></p>																		
<p>Block Venn: Compare and Contrast</p> <table border="1" data-bbox="191 979 1192 1289"> <thead> <tr> <th data-bbox="191 979 525 1027">Martin L. King</th> <th data-bbox="525 979 884 1027">Both</th> <th data-bbox="884 979 1192 1027">Malcolm X</th> </tr> </thead> <tbody> <tr> <td></td> <td style="background-color: #e0e0e0;"></td> <td></td> </tr> <tr> <td></td> <td style="background-color: #e0e0e0;"></td> <td></td> </tr> <tr> <td></td> <td style="background-color: #e0e0e0;"></td> <td></td> </tr> <tr> <td></td> <td style="background-color: #e0e0e0;"></td> <td></td> </tr> <tr> <td></td> <td style="background-color: #e0e0e0;"></td> <td></td> </tr> </tbody> </table> <p>Conclusion: (It is essential for students to complete this final conclusion from their diagram.)</p>			Martin L. King	Both	Malcolm X															
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Tenth Grade — People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Ohio Benchmarks Grades 9-10	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Analyze the influence of different cultural perspectives on the actions of groups.</p> <p>B. Analyze the consequences of oppression, discrimination and conflict between cultures.</p>	<p><u>Cultures</u></p> <ol style="list-style-type: none"> Describe how the perspectives of cultural groups helped to create political action groups such as: (<i>Unit: 8</i>) <ol style="list-style-type: none"> the National Association for the Advancement of Colored People (NAACP); (<i>Unit: 4</i>) National Organization for Women (NOW); American Indian Movement (AIM); United Farm Workers. 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 United States. (<i>Unit: 4</i>) <p><u>Interaction</u></p> <ol style="list-style-type: none"> Explain how Jim Crow laws legalized discrimination based on race. (<i>Unit: 4</i>) Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century. (<i>Units: 1, 4, 6, 7, 8</i>) <p style="text-align: center;">- - - - -</p> <p>Note: Suggested ESC Units & Pacing Guide (The <i>italicized numbers</i> at the end of each Indicator aligns to the corresponding units beginning page 10th – 21.</p>	<p>1. Important individuals such as: W.E.B. Dubois, Betty Freidan, Gloria Steinem, Martha Burk, Cesar Chavez</p> <p>1. cultural perspective: the complex set of meanings, attitudes, values and ideas belonging to a cultural group.</p> <ol style="list-style-type: none"> Apply History Indicators: 9, 14 Apply History Indicator: 9 Explain = cause and effect Apply History Indicator: 9 discrimination: unfair treatment of a person or group based on a variety of prejudices. <u>Suggested Vocabulary:</u> desegregation, integration, segregation Include such topics as: Title IX and Equal Rights Amendment Apply History Indicators: 1, 9, 11, 12, 14

Tenth Grade — People in Societies Standard (continued)

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

<p>Ohio Benchmarks Grades 9-10</p> <p>C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.</p>	<p>Grade-Level Indicators</p> <p><u>Diffusion</u></p> <p>5. Explain the effects of immigration on society in the United States: <i>(Unit: 1)</i></p> <p>a. housing patterns; <i>(Unit: 4)</i></p> <p>b. political affiliation;</p> <p>c. education system;</p> <p>d. language;</p> <p>e. labor practices;</p> <p>f. religion. <i>(Unit: 4)</i></p>	<p>Vocabulary/Strategies</p> <p>5. Explain = cause and effect</p> <p>5. Apply History Indicators: 1, 9</p> <p>5. <u>Suggested Vocabulary:</u> ghetto slum tenement melting pot salad bowl</p> <p>3f-g. Show cause-effect relationships using a graphic organizer for the effects of immigrants</p> <p>3. Cue words for cause: caused, due to, brought about, the catalyst, on account of, etc. Cue words for effect: as a result of, impact of, therefore, thus, so, etc.</p> <p>3. Apply Study Skills Indicator: Problem Solving Model - During the mid 1930s consider the German Jews options and what were the advantage/disadvantages of coming to America?</p> <p>Resources: Norton City Schools VHS tapes reserved at 330-945-5600 ext. 1276 or http://union.infohio.org/summit/ such as: <u>Ellis Island: Vol. 2</u> (V01850)</p> <p><u>Ellis Island</u> a History Channel series including a study guide at www.historychannel.com</p>															
<p>Cause and Effect: The Why and What Happened?</p> <table border="1" data-bbox="184 865 1115 1268"> <thead> <tr> <th>Cause = The WHY</th> <th>So</th> <th>Effect = What Happened?</th> </tr> </thead> <tbody> <tr> <td>Jews from Germany immigrated pre/during World War II to U.S.</td> <td>→</td> <td>Some continued their scientific work - Albert Einstein.</td> </tr> <tr> <td>Japanese- attack at Pearl Harbor</td> <td>→</td> <td>Internment camps were created and enforced.</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Conclusion: (It is essential for students to complete this final conclusion from their diagram.)</p>		Cause = The WHY	So	Effect = What Happened?	Jews from Germany immigrated pre/during World War II to U.S.	→	Some continued their scientific work - Albert Einstein.	Japanese- attack at Pearl Harbor	→	Internment camps were created and enforced.							
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Tenth Grade — Geography Standard

Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

<p>Ohio Benchmarks Grades 9-10</p> <p>A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.</p> <p>B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.</p> <p>C. Analyze the patterns and processes of movement of people, products and ideas.</p>	<p>Grade-Level Indicators</p> <p><u>Places and Regions</u></p> <p>1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time <u>including</u>: (Units: 1, 5, 8)</p> <p style="padding-left: 20px;">a. urban areas; (Unit: 4)</p> <p style="padding-left: 20px;">b. wilderness;</p> <p style="padding-left: 20px;">c. farmland; (Unit: 4)</p> <p style="padding-left: 20px;">d. centers of industry and technology. (Unit: 4)</p> <p><u>Human Environmental Interaction</u></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. (Units: 1, 4, 5, 6)</p> <p><u>Movement</u></p> <p>3. Analyze the geographic processes that contributed to changes in American society <u>including</u>: (Units: 4, 8)</p> <p style="padding-left: 20px;">a. industrialization and post industrialization; (Unit: 1)</p> <p style="padding-left: 20px;">b. urbanization and suburbanization;</p> <p style="padding-left: 20px;">c. immigration.</p>	<p>Vocabulary/Strategies</p> <p>1. Explain = compare / analyze</p> <p>1. <u>Suggested Vocabulary</u>: cornbelt, rustbelt, sunbelt</p> <p>1. Apply History Indicators: 1, 9, 10, 12</p> <p>2. Productive resources: the resources used to make goods and services including natural resources, human resources, & capital goods.</p> <p>2. <u>Suggested Vocabulary</u>: factors of production = productive resources: capital, labor, land (natural) resources</p> <p>2. Apply History Indicators: 1, 7, 9, 10</p> <p>3. Apply History Indicators: 1, 9, 12</p> <p>3. <u>Suggested Vocabulary</u>: population density, population distribution</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Tenth Grade — Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

Ohio Benchmarks Grades 9-10	Grade-Level Indicators	Vocabulary/Strategies
<p>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.</p> <p>B. Explain how the United States government provides public services, redistributes income, regulates economic activity and promotes economic growth and stability.</p>	<p><u>Markets</u></p> <ol style="list-style-type: none"> 1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States. <i>(Units: 1, 2, 4, 5, 6, 7, 8)</i> 2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the United States economy. <i>(Units: 1, 4, 5, 8)</i> <p><u>Government and the Economy</u></p> <ol style="list-style-type: none"> 3. Demonstrate how United States governmental policies, <u>including</u>: taxes, antitrust legislation and environmental regulations affect individuals and businesses. <i>(Units: 1, 4, 5, 6, 8)</i> 4. Explain the reasons for the creation of the Federal Reserve System and its importance to the economy. <i>(Units: 1, 5, 8)</i> 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. <i>(Units: 5, 6)</i> 	<p>1. <u>Suggested Vocabulary</u>: embargo, tariff</p> <p>1. Such as: examine American automobile industry and the effects of foreign trade; the effects of NAFTA on the present day economy</p> <p>1. Apply History Indicators: 1, 2, 5, 7, 9, 10</p> <p>2. <u>Suggested Vocabulary</u>: close shop, open shop, The Grange</p> <p>2. Apply History Indicators: 2, 9, 10</p> <p>3. Compare early anti-trust vs. present day; Apply sample lesson New York Time at www.nytimes.com/learning</p> <p>3. Apply History Indicators: 4, 9, 10, 11</p> <p>4. Explain = cause and effect</p> <p>4. <u>Suggested Vocabulary</u>: Federal Reserve Board</p> <p>4. Resources: Apply the Federal Reserve site for background information at http://www.federalreserve.gov/ at "Frequently Asked Questions"</p> <p>Order a 13 minute free video & lessons on the purpose and history of the Federal Reserve - "In Plain English" at http://www.stls.frb.org/publications/pleng/welcome.html OR other Federal links at http://www.federalreserveeducation.org/</p> <p>4. Apply History Indicators: 4, 10</p> <p>federalism: a form of political organization in which governmental power is divided between a central government and territorial subdivisions - under the U.S. Constitution, between the national and state governments.</p> <p>5. <u>Suggested Vocabulary</u>: budget deficit spending, bureaucracy</p> <p>5. Apply History Indicators: 7, 10, 11</p>

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

Tenth Grade – Government Standard

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grades 9-10	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.</p>	<p><u>Rules and Laws</u></p> <ol style="list-style-type: none"> 1. Examine the United States Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions <u>including</u>: (Units: 4, 5, 6, 8) <ol style="list-style-type: none"> a. Plessy v. Ferguson (1896); (Unit: 1) b. Brown v. Board of Education (1954); c. Regents of the University of California v. Bakke (1978). 2. Explain why the 19th and 26th Amendments were enacted and how they affected individuals and groups. (Units: 1, 4, 8) 	<p>1. 1930's such as: 20th and 21st amendments; NRA and AAA as unconstitutional; court packing plan</p> <p>1. 1940's Korematsu vs. US 1944-World War II</p> <p>1. <u>Suggested Vocabulary</u>: affirmative action; quotas</p> <p>1. Apply History Indicators: 4, 9, 10, 11</p> <p>2. Explain = cause and effect</p> <p>2. Create a cause/effect chart for each of the amendments.</p> <p>2. Apply History Indicators: 4, 9, 12, 14</p>

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

Tenth Grade – Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Ohio Benchmarks Grades 9-10	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Analyze ways people achieve governmental change, including political action, social protest and revolution.</p>	<p><u>Participation</u></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: (Unit: 1)</p> <p>a. extension of suffrage; (Unit: 4) b. labor legislation; (Units: 4, 5) c. civil rights legislation; (Unit: 8) d. military policy; (Units: 3, 6, 7, 8) e. environmental legislation; (Units: 5, 8) f. business regulation; (Units: 5, 6) g. educational policy. (Unit: 8)</p> <p>2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences <u>including</u>:</p> <p>a. women’s suffrage movement of the late 1800s; (Units: 1, 4) b. civil rights movement of the 1960s; (Unit: 8) c. student protests during the Vietnam War. (Unit: 8)</p>	<p>Vocabulary/Strategies</p> <p>1. Such as 1930’s: b. Wagner Act; Fair Labor 7 Standards e. CCC, TVA f. NRA, SEC, FDIC</p> <p>1. Apply History Indicators: 2, 3, 4, 6, 7, 8, 9, 10, 11</p> <p>2. Explain = compare / analyze</p> <p>2. Such as: boycott, petition, sit-ins, work stoppage, wildcat strikes</p> <p>2. Apply Study Skills Indicator: analyze one or more issues and present a persuasive argument to defend a position. For example, Vietnam Eras: draft dodgers to Canada - support or refute leaving the country.</p> <p>2. Apply History Indicators: 4, 9, 12, 13, 14</p>

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

Tenth Grade – Citizenship Rights and Responsibilities Standard (continued)

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Ohio Benchmarks Grades 9-10	Grade-Level Indicators	Vocabulary/Strategies
<p>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others and the common good.</p>	<p><u>Rights and Responsibilities</u></p> <p>3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights <u>including</u>: (Unit: 6)</p> <ul style="list-style-type: none"> a. clear and present danger; (Unit: 3) b. compelling government interest; (Unit: 3) c. national security; d. libel or slander; (Unit: 3) e. public safety; (Unit: 3) f. equal opportunity. <p>4. Analyze instances in which the rights of individuals were restricted <u>including</u>:</p> <ul style="list-style-type: none"> a. conscientious objectors in Word War I; (Unit: 3) b. immigrants during the Red Scare; (Unit: 4) c. intellectuals and artists during the McCarthy era; (Unit: 7) d. African-Americans during the civil rights movement. (Unit: 8) 	<p>3. Explain = prioritize</p> <p>3. Such as:</p> <ul style="list-style-type: none"> a. Schenck vs. United States (1919) b. United States vs. Nixon (1974) c. Pentagon Papers d. Hazelwood vs. Kuhlmeier (1988) <p>3. Apply History Indicator: 6</p> <p>4. Such as:</p> <ul style="list-style-type: none"> a. Alvin York b. Sacco and Vanzetti c. Hollywood Ten d. Poll taxes; letters from Birmingham jail by Martin Luther King <p>4. Determine the credibility of sources by using PROP page 10th – 2.</p> <p>4. Apply the Problem Solving Model page 10th – 20 to challenges faced by each group.</p> <p>4. Apply Study Skills and Methods Indicator: 1</p> <p>4. Apply History Indicators: 6, 9, 11, 12, 14</p>

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

Tenth Grade – Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

<p>Ohio Benchmarks Grades 9-10</p> <p>A. Evaluate the reliability and credibility of sources.</p> <p>B. Use data and evidence to support or refute a thesis.</p>	<p>Universal: Applies to All Indicators <i>Grade-level indicators leading to the attainment of the Social Studies Skills and Methods Standard are listed at the grade level where they should be emphasized. Although indicators are not listed more than once, <u>it is understood that students will continue to develop skills at successive grade levels with increasingly more difficult content.</u> For example, kindergartners may compare a cellular telephone and an old-fashioned telephone while twelfth graders may compare the views of two candidates on a particular issue.</i></p> <p><u>Thinking and Organizing</u></p> <p>1. Determine the credibility of sources by considering the following: <i>(Units: 1, 2, 3, 4, 5, 6, 7, 8, 9)</i></p> <ol 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. <i>(Units: 1, 2, 3, 4, 5, 6, 7, 8, 9)</i></p> <p><u>Communicating Information</u></p> <p>3. Analyze one or more issues and present a persuasive argument to defend a position. <i>(Units: 1, 2, 3, 4, 5, 6, 7, 8, 9)</i></p> <p>Problem Solving Process Required <i>(Units: 2, 3, 5, 7, 8)</i> Use a problem-solving / decision-making process which <u>includes</u>:</p> <ol style="list-style-type: none"> 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>Vocabulary/Strategies</p> <p>1. See History Indicators: 4, 7. For example, study propoganda techniques; then students create a series of five propoganda posters to reflect bandwagon, fear, transfer Review various historical time era techniques</p> <p>1. Analyze political cartoons.</p> <p>1. Use PROP for evaluating evidence page 10th – 2. 1. Credibility: the quality or state of offering reasonable grounds for being believed.</p> <p>2. Apply History Indicator: 7. For example, use FDR’s Quarantine Speech</p> <p>3. Apply History Indicator: 6 for World War I: War v. Isolation</p> <p>3. Apply History Indicator: 12 for McCarthyism and statements to Congress with stereotypes</p> <p>3. Apply History Indicator: 13 for Vietnam: Hawks and Doves</p> <p>3. <u>Suggested Vocabulary</u>: elements of argumentation, strength of narrative arguments</p> <p>1-3. Apply Sample Skills & Vocabulary from Indicated Grades</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">credentials of the source</td> <td style="text-align: center; padding: 2px;">5</td> <td style="padding: 2px;">parts of the source</td> <td style="text-align: center; padding: 2px;">3</td> </tr> <tr> <td style="padding: 2px;">criteria for evaluating sources</td> <td style="text-align: center; padding: 2px;">4</td> <td style="padding: 2px;">perspective</td> <td style="text-align: center; padding: 2px;">7</td> </tr> <tr> <td style="padding: 2px;">cross-references</td> <td style="text-align: center; padding: 2px;">5</td> <td style="padding: 2px;">primary & secondary sources</td> <td style="text-align: center; padding: 2px;">4</td> </tr> <tr> <td style="padding: 2px;">fact vs. opinion</td> <td style="text-align: center; padding: 2px;">2</td> <td style="padding: 2px;">relevant/irrelevant data</td> <td style="text-align: center; padding: 2px;">6</td> </tr> <tr> <td style="padding: 2px;">main idea/question</td> <td style="text-align: center; padding: 2px;">1</td> <td style="padding: 2px;">relevant inferences</td> <td style="text-align: center; padding: 2px;">5</td> </tr> <tr> <td style="padding: 2px;">paraphrase</td> <td style="text-align: center; padding: 2px;">5</td> <td style="padding: 2px;">reliability of views</td> <td style="text-align: center; padding: 2px;">6</td> </tr> <tr> <td></td> <td></td> <td style="padding: 2px;">supporting facts</td> <td style="text-align: center; padding: 2px;">5</td> </tr> </table> <p>Students will need experience with how to <u>set criteria</u> for making evaluations. The Problem Solving sequence applies daily as students refer to the Universal - Enduring Idea: There is an innate desire in humans to know and to be free.</p>	credentials of the source	5	parts of the source	3	criteria for evaluating sources	4	perspective	7	cross-references	5	primary & secondary sources	4	fact vs. opinion	2	relevant/irrelevant data	6	main idea/question	1	relevant inferences	5	paraphrase	5	reliability of views	6			supporting facts	5
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