

<p>I. U.S. HISTORY</p>	<p>D. Political Unrest and the American Revolution 1763- mid-1791</p>	<p>The student will demonstrate an understanding of the causes and course of the American Revolution.</p>	<p>1. Students will understand issues and events that led to the American Revolution, and analyze how these events affected the move toward independence from Britain. 2. Students will understand the principles of the Declaration of Independence, including inalienable rights and self-evident truths. 3. Students will analyze the roles of key individuals and political leaders in the American Revolution. 4. Students will know and understand key factors and events contributing to the defeat of the British.</p>	<p>1. The Proclamation of 1763, the Stamp Act, the Boston Tea Party, the Intolerable Acts 3. Samuel Adams, Benjamin Franklin, Patrick Henry, Crispus Attucks, Abigail Adams, Thomas Jefferson, Thomas Paine, George Washington, Francis Marion, John Hancock, Nathan Hale 4. Differences in warfare style, the Committees of Correspondence, the Battles of Trenton, Saratoga, Yorktown</p>
<p>I. U.S. HISTORY</p>	<p>D. Political Unrest and the American Revolution 1763- mid-1791</p>	<p>The student will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation.</p>	<p>1. Students will know and understand basic principles of the new government established by the Constitution of the United States. 2. Students will know reasons why the United States developed the Constitution, including the debates and compromises that led to the final document.</p>	<p>1. Separation of powers, three branches of government, checks and balances 2. Interstate commerce, Shay’s Rebellion, 3/5 Compromise, Bill of Rights</p>
<p>I. U.S. HISTORY</p>	<p>E. Growth and Westward Expansion, 1801-1861</p>	<p>The student will demonstrate knowledge of western expansion, conflict, and reform in America.</p>	<p>1. Students will examine the processes that led to the territorial expansion of the United States including wars and treaties with foreign nations and Indian nations, the Mexican-American War, annexation, Louisiana Purchase and other land purchases, and the removal of American Indians to reservations. 2. Students will analyze the impact of inventions and technologies on life in America, including the cotton gin, the steamboat, and the telegraph.</p>	<p>1. The acquisitions of Florida, Texas, Oregon, and California, the Mormon Trail, frontier families 2. The reaper, the steam locomotive, construction of canals, “King Cotton” and the expansion of slavery</p>
<p>I. U.S. HISTORY</p>	<p>F. Civil War and Reconstruction, 1850s-1870s</p>	<p>The student will demonstrate knowledge of the causes of the Civil War.</p>	<p>1. Students will identify and analyze the main ideas of the debate over slavery, abolitionism, states’ rights, and explain how they resulted in major political compromises. 2. Students will identify on a map the states that seceded from the Union, and those that remained in the Union.</p>	<p>1. Harper’s Ferry, The Missouri Compromise, the Kansas-Nebraska Act, the Dred Scott case, rise of the Republican Party, Harriet Beecher Stowe</p>

<p>I. U.S. HISTORY</p>	<p>M. The Great Depression and World War II, 1929-1945</p>	<p>The student will understand the origins of World War II, the course of the war, and the impact of the war on American society.</p>	<p>1. Students will demonstrate knowledge of the international background of World War II and the debates over American involvement in the conflict. 2. Students will demonstrate knowledge of key leaders and events of World War II and how the Allies prevailed. 3. Students will describe the impact of the war on people such as women, African Americans and Japanese Americans.</p>	<p>1. Treaty of Versailles, Hitler, Mussolini and the rise of fascism in Germany and Italy; breakdown of the League of Nations; Good Neighbor Policy; Isolationism; Japanese militarism, Lend Lease; Pearl Harbor 2. European Theater: Battle of Britain, the “second front,” Normandy Invasion; Holocaust and the Nuremberg Trials; Pacific Theater: Battle of Midway, Okinawa and the Philippines; The Big Three: Roosevelt, Churchill, Stalin; Yalta; Harry Truman; Hiroshima and Nagasaki; United Nations 3. Japanese internment; women in the workplace, “Rosie the Riveter,” Roosevelt’s Fair Employment Executive Order, the Bracero Program, and African Americans in labor force</p>
<p>I. U.S. HISTORY</p>	<p>N. Post-War United States, 1945-1972</p>	<p>The student will understand the social and economic changes in the United States, 1945-1960</p>	<p>1. Students will demonstrate knowledge of social transformation in post-war United States. 2. Students will understand the post-war economic boom and its impact on demographic patterns, role of labor, and multinational corporations.</p>	<p>1. Sputnik and education reform, mass media (TV and movies); beatniks; integration of the military; school desegregation, Betty Friedan 2. Demobilization and economic reconversion; GI Bill; baby boom, suburbanization; growth of the middle class; Coca Cola, Inc., Teamsters</p>
<p>I. U.S. HISTORY</p>	<p>N. Post-War United States, 1945-1972</p>	<p>The student will understand the Cold War, its causes, consequences and its military conflicts.</p>	<p>1. Students will demonstrate knowledge of key events of the Cold War and the causes and consequences of the Korean War. 2. Students will analyze America’s involvement in the Vietnam War.</p>	<p>1. Iron Curtain; Truman Doctrine; Marshall Plan; Chinese Revolution 1949; United Nations; Containment; Korean Conflict; Suez Crisis; Hungarian uprising 1956; Mutually assured destruction; Berlin Wall; Berlin airlift, Third World: Cold War politics in Africa, Asia, the Caribbean and the Middle East; Cuban Revolution 1959; Cuban Missile Crisis 2. Gulf of Tonkin Resolution, 1964; Domino Theory; Tet Offensive; bombing campaigns in Laos and Cambodia; Paris Peace Accord, 1973; dissent: draft resisters, Vietnam Vets Against the War, media</p>

Grade	Strand	Substrand	Standard Understand that...	Code	Benchmark
5	1. Citizenship and Government	2. Civic Values and Principles of Democracy	2. The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.	5.1.2.2.1	<p>Identify historically significant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture.</p> <p><i>For example:</i> Historically significant people might include George Washington, Thomas Jefferson, James Madison, Alexander Hamilton, Mercy Otis Warren, Joseph Brandt, Elizabeth Freeman.</p>
5	1. Citizenship and Government	3. Rights and Responsibilities	4. Individuals in a republic have rights, duties and responsibilities.	5.1.3.4.1	<p>Explain specific protections that the Bill of Rights provides to individuals and the importance of these 10 amendments to the ratification of the United States Constitution.</p> <p><i>For example:</i> Protections— speech, religion (First Amendment), bear arms (Second Amendment), protections for people accused of crimes (Fourth, Fifth, Sixth, Eighth Amendments).</p>
5	1. Citizenship and Government	4. Governmental Institutions and Political Processes	6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.	5.1.4.6.1	<p>Explain the primary functions of the three branches of government and how the leaders of each branch are selected as established in the United States Constitution.</p> <p><i>For example:</i> Legislative branch makes laws; Congress is elected. Executive branch carries out laws; President is elected, cabinet members are appointed. Judicial branch decides if laws are broken; Supreme Court justices and federal judges are appointed.</p>

Grade	Strand	Substrand	Standard Understand that...	Code	Benchmark
7	4. History	4. United States History	21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945)	7.4.4.21.2	Describe the impact of the Great Depression on United States society, including ethnic and racial minorities, and how government responded to events with New Deal policies. (The Great Depression and World War II: 1920-1945) <i>For example:</i> Bonus Army, “Okie” migration, bread lines and soup kitchens, labor strikes, financial reforms, Works Progress Administration, Reconstruction Finance Corporation, Tennessee Valley Authority, Social Security, the 1932 political realignment.
7	4. History	4. United States History	21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945)	7.4.4.21.3	Outline how the United States mobilized its economic and military resources during World War II; describe the impact of the war on domestic affairs. (The Great Depression and World War II: 1920-1945) <i>For example:</i> Industrial mobilization, rationing, “Rosie the Riveter” and the female labor force, Bracero Program, uses of propaganda.
7	4. History	4. United States History	21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945)	7.4.4.21.4	Outline the causes and conduct of World War II including the nations involved, major political and military figures and key battles, and the Holocaust. (The Great Depression and World War II: 1920-1945) <i>For example:</i> D-Day, Iwo Jima, Guadalcanal, segregated military, treatment of Japanese-Americans, development and deployment of the atomic bomb, Roosevelt, Churchill, Stalin.