

CPSD U.S. History 11 Year-at-a-Glance (36 weeks)

FIRST SEMESTER - QUARTER 1		FIRST SEMESTER - QUARTER 2		SECOND SEMESTER - QUARTER 3																													
Unit 0 Class Intro, Historical Thinking Skills and Geography Review (1 week)	Unit 1 Arkansas Act 1284: Mandated Review of Beginnings to 1890 (3-4 weeks)	Unit 2 Emergence of Modern America (9 weeks)		Unit 3 The Depression Era (5 weeks)																													
Concepts <ul style="list-style-type: none"> • Building class rapport • Class expectations • Technology compliance • Syllabus/Materials • Historical skills review • Relevant geography review 	Concepts <ul style="list-style-type: none"> • Beginnings to 1620 • Colonization and Settlement 1585-1763 • Revolution and the New Nation 1754-1820s • Expansion and Reform 1801-1861 • Civil War and Reconstruction 1850-1877 • Development of the Industrial United States 1870-1900 	Concepts <ul style="list-style-type: none"> • American Imperialism • Progressivism • World War I • Roaring Twenties 		Concepts <ul style="list-style-type: none"> • National and international causes of the Great Depression • Dust Bowl • Changing role of US Government • Short and long term effects of the Great Depression 																													
AR Content Standards This is a review of Eras 1-6 of the Arkansas frameworks. Students will examine and explain major trends, changes, and developments in U.S. history from the beginnings to 1890 C.E. Eras of study include: Era 1: Beginnings to 1620 Era 2: Colonization and Settlement 1585-1763 Era 3: Revolution and the New Nation 1754-1820s Era 4: Expansion and Reform 1801-1861 Era 5: Civil War and Reconstruction 1850-1877 Era 6: Development of the Industrial United States 1870-1900		AR Content Standards <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Era7.1.US.H.1</td> <td style="width: 50%;">Era7.2.US.H.1</td> </tr> <tr> <td>Era7.1.US.H.2</td> <td>Era7.2.US.H.2</td> </tr> <tr> <td>Era7.1.US.H.3</td> <td>Era7.2.US.H.3</td> </tr> <tr> <td>Era7.1.US.H.4</td> <td>Era7.2.US.H.4</td> </tr> <tr> <td>Era7.1.US.H.5</td> <td>Era7.2.US.H.5</td> </tr> <tr> <td>Era7.1.US.H.6</td> <td>Era7.2.US.H.6</td> </tr> <tr> <td>Era7.1.US.H.7</td> <td></td> </tr> </table>		Era7.1.US.H.1	Era7.2.US.H.1	Era7.1.US.H.2	Era7.2.US.H.2	Era7.1.US.H.3	Era7.2.US.H.3	Era7.1.US.H.4	Era7.2.US.H.4	Era7.1.US.H.5	Era7.2.US.H.5	Era7.1.US.H.6	Era7.2.US.H.6	Era7.1.US.H.7		AR Content Standards <table style="width: 100%; border: none;"> <tr> <td style="width: 100%;">Era8.3.US.H.1</td> </tr> <tr> <td>Era8.3.US.H.2</td> </tr> <tr> <td>Era8.3.US.H.3</td> </tr> <tr> <td>Era8.3.US.H.4</td> </tr> </table>		Era8.3.US.H.1	Era8.3.US.H.2	Era8.3.US.H.3	Era8.3.US.H.4										
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CPSD U.S. Hist 11 Year-at-a-Glance (36 weeks)

SECOND SEMESTER - QUARTER 3 cont.		SECOND SEMESTER - QUARTER 4	
Unit 4 A World in Crisis (4 weeks)	Unit 5 The Cold War (4 weeks)	Unit 6 The Great Upheaval (6 weeks)	Unit 7 Modern/Globalized World (4 weeks)
Concepts <ul style="list-style-type: none"> World War II & the U.S Japanese Internment Dropping the bomb 	Concepts <ul style="list-style-type: none"> Post World War II US Containment Korea Vietnam 	Concepts <ul style="list-style-type: none"> Social, Economic, and Political changes between 1945 and 1970 Civil Rights Movement Counter Cultural Movements Consumerism 	Concepts <ul style="list-style-type: none"> Domestic and foreign policies of the United States since 1968 Social and economic trends of the United States since 1968 Liberalism and Conservative Reaction Globalization
AR Content Standards Era8.4.US.H.1 Era8.4.US.H.2 Era8.4.US.H.3 Era8.4.US.H.4 Era8.4.US.H.5 Era8.4.US.H.6	AR Content Standards Era9.5.U.S.1 Era9.5.US.H.2 Era9.5.US.H.3 Era9.5.US.H.4 Era9.5.US.H.5 Era9.5.US.H.6	AR Content Standards Era9.6.US.H.1 Era9.6.US.H.2 Era9.6.US.H.3 Era9.6.US.H.4 Era9.6.US.H.5	AR Content Standards Era10.7.US.H.1 Era10.8.US.H.1 Era10.7.US.H.2 Era10.8.US.H.2 Era10.7.US.H.3 Era10.8.US.H.3 Era10.7.US.H.4 Era10.8.US.H.4 Era10.7.US.H.5
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CPSD Power Standard

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

[Unit 5](#)

[Unit 6](#)

[Unit 7](#)

****Unit 1 [Arkansas Act 1284](#): Mandated Review of Beginnings to 1890**

Unit 2	Emergence of Modern America	Grade Level	11	Approx Length	9 weeks
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CPSD Power Standards with Student Learning Objectives

Era7.1.USH.1 - Analyze social, economic, political, and geographic effects of acquiring new territories on the development of the United States (e.g., Spanish-American War, annexation of Hawaii)

- I can explain the economic and cultural factors that fueled the growth of American Imperialism.
- I can describe how the US acquired Alaska and the Hawaiian Islands.
- I can contrast American opinions regarding the Cuban revolt against Spain.
- I can explain the cause, course, and effects of the Spanish-American War.
- I can describe US involvement in Puerto Rico and in Cuba.
- I can identify causes and effects of the Philippine-American War.
- I can summarize the views regarding U.S. imperialism.
- I can identify and analyze the impact of presidential approaches to U.S. imperialism (i.e.T. Roosevelt, W. Taft., and W. Wilson).

Era7.1.USH.4 - Investigate social, economic, and technological effects of World War I on American society (e.g., women’s right to vote, new weapons, isolationism, nativism, Dawe’s Plan, buying on credit)

- I can identify the causes and effects of WWI.
- I can summarize U.S. public opinion about the war.
- I can describe how the United States mobilized for war.
- I can identify the new weapons and the medical problems faced in WWI.
- I can describe the impact of the U.S. entering WWI
- I can describe the domestic impact of WWI (i.e. government/business cooperation, propaganda, civil liberties, culture).
- I can describe the Treaty of Versailles and international and domestic reaction to it. (Wilson’s Fourteen Points)

Era7.2.USH.1 - Analyze the relationship between industrialization and immigration/migration in the United States

- I can explain the four goals of progressivism (cleaning up government, reform state governments, protect workers, health laws, and reform elections).
- I can describe the causes and results of the growing presence of women during the Progressive Era (in the workplace and suffrage).
- I can describe the administrations of the:
 - Roosevelt Presidency (events, business regulation, and civil rights).
 - Taft’s Presidency (Dollar Diplomacy).
 - Wilson’s Presidency (election, progressive reforms, limits of progressivism)
- I can describe the effect of the Red Scare on the United States.
- I can summarize the effects of immigration (e.g. quota system, Chinese Exclusion Act).
- I can describe how expanding industrialization impacted the United States by examining:
 - Conflict between Management, Labor, and Immigration
 - Prosperity’s effect on different American groups (perceived prosperity, development of credit, consumer revolution)

- The Urban/Rural Divide
- I can describe the cultural achievements of the Harlem Renaissance.

Learning Indicators of Power Standards

Students will know...

Era7.1.USH.1

- American Imperialism
- Spanish-American War
- Annexation of the Philippines and Hawaii
- Social Darwinism

Era7.1.USH.4

- The Causes and Effects of World War I (US perspective)
- Development of Technology during World War I
- The War at Home and Abroad
- Domestic Social Changes
- Economic Impact of World War I (US perspective)

Era7.2.USH.1

- Progressivism
- Immigration and Migration
 - Political Impacts (e.g. legislation, Red Scare)
 - Social Impacts (e.g. Nativism, Harlem Renaissance)

And be able to...

Era7.1.USH.1

- Analyze and interpret a variety of sources:
 - for historical trends/themes
 - for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.)
- Identify historical context, intended audience, point of view, and purpose in a variety of sources. (workplace conditions, social movements, and political arguments).
- Investigate historical concepts of the era, and develop a product which summarizes and argues a conclusion. (social corruption)

Era7.1.USH.4

- Be able to organize information from different sources (websites, journals, textbooks and historical and literary works)
- Analyze and interpret a variety of sources:
 - for historical trends/themes
 - for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.)
- Identify historical context, intended audience, point of view, and purpose in a variety of sources (international relations).
- Investigate historical concepts of the era, and develop a product which summarizes and argues a conclusion. (Culture, Science, and Military).
- Give proper credit to sources used in analysis
- Use technological resources to aid in proper citation.

Era7.2.USH.1

- Use content-specific vocabulary to convey knowledgeable stance
- Be able to organize information from different sources (websites, journals, textbooks and historical and literary works)
- Analyze and interpret a variety of sources (Harlem Art):

- Economic Impacts (e.g. Immigrant Labor, business regulation)
- Superficial Prosperity

- for historical trends/themes
- for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.)
- Identify historical context, intended audience, point of view, and purpose in a variety of sources (Great Migration).

Additional Arkansas State Standards

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|----------------|----------------|
| Era7.1.U.S.H.2 | Era7.2.U.S.H.2 |
| Era7.1.U.S.H.3 | Era7.2.U.S.H.3 |
| Era7.1.U.S.H.5 | Era7.2.U.S.H.4 |
| Era7.1.U.S.H.6 | Era7.2.U.S.H.5 |
| Era7.1.U.S.H.7 | Era7.2.U.S.H.6 |

Unit 3	The Depression Era	Grade Level	11	Approx Length	5 weeks
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CPSD Power Standards with Student Learning Objectives

Era8.3.USH.1 - Analyze national and international causes [and effects] of the Great Depression (e.g., political decisions, protectionism, speculation, world gold standard, tariffs, unemployment, environment).

- I can examine the causes, course, and effects of the Great Depression:
 - Cause: speculation, falling prices, credit, unequal distribution of wealth, bank failures/runs, and gold standard)
 - Course - timeline and summary
 - Effect - Unemployment, government intervention, Bonus Army
- I can describe the administrations of:
 - Hoover Presidency (Rugged individualism, Smoot-Hawley Tariff, restraint)
 - Roosevelt Presidency (mandate for change, Relief, Recovery, Reform; Attitude toward African Americans)
- I can describe the evolution of 1930s culture as a result of the Great Depression.

Learning Indicators of Power Standards

<p>Students will know...</p> <p>Era8.3.USH.1</p> <ul style="list-style-type: none"> ● The Great Depression (cause, course, effect) ● Government Responses to the Great Depression ● 1930s Culture ● Recession of 1937-38 ● Dust Bowl 	<p>And be able to...</p> <p>Era8.3.USH.1</p> <ul style="list-style-type: none"> ● Use content-specific vocabulary to convey knowledgeable stance. ● Be able to organize information from different sources (websites, journals, textbooks and historical and literary works) ● Analyze and interpret a variety of sources: <ul style="list-style-type: none"> ○ for historical trends/themes ○ for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.) ● Identify historical context, intended audience, point of view, and purpose in a variety of sources. ● Investigate historical concepts of the era, and develop a product which summarizes and argues a conclusion. (New Deal Programs). ● Give proper credit to sources used in analysis ● Use technological resources to aid in proper citation.
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Additional Arkansas State Standards

Era8.3.US.H.2

Era8.3.US.H.3

Era8.3.US.H.4

Unit 4	A World in Crisis	Grade Level	11	Approx Length	4 weeks
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CPSD Power Standards with Student Learning Objectives

Era8.4.USH.1 - Evaluate motives for and impact of the involvement of the United States in World War II (e.g., financial, material, human costs)

- I can identify the tenets of fascism and totalitarianism in the 1930s. (e.g. holocaust, programs, and purges)
- I can explain domestic mobilization and the government’s response to alleged subversion.
- I can explain military expansion during WWII.
- I can explain how Roosevelt assisted the Allies without declaring war.
- I can summarize the events that brought the US into WWII and the course of events in WWII

Era8.4.USH.4 - Investigate social, economic, and political effects of World War II on the American people from multiple perspectives using a variety of primary and secondary sources (e.g., rationing, internment camps, contributions of women and minorities, defense industry towns, African-American migration, farmer prosperity, G.I. Bill of Rights, employment of women)

- I can summarize the Allies’ plan for winning the war in Europe and Japan.
- I can explain both the development of the atomic bomb and debates about its use.
- I can describe the challenges faced by the Allies in building a just and lasting peace.
- I can describe the economic and social changes that reshaped American life during WWII.
- I can summarize both the opportunities and the discrimination minorities experienced during the war.

Learning Indicators of Power Standards

<p>Students will know...</p> <p>Era8.4.USH.1</p> <ul style="list-style-type: none"> • Fascism • American Neutrality • Wartime Mobilization and Objectives 	<p>And be able to...</p> <p>Era8.4.USH.1</p> <ul style="list-style-type: none"> • Use content-specific vocabulary to convey knowledgeable stance. • Be able to organize information from different sources (websites, journals, textbooks and historical and literary works) • Analyze and interpret a variety of sources: <ul style="list-style-type: none"> ○ for historical trends/themes ○ for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.) • Identify historical context, intended audience, point of view, and purpose in a variety of sources.
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Era8.4.U.S.H.4

- Discrimination policies toward ethnic groups
- Ethnic and Gender labor contributions
- Government Economic Policies

Era8.4.U.S.H.4

- Use content-specific vocabulary to convey knowledgeable stance.
- Be able to organize information from different sources (websites, journals, textbooks and historical and literary works)
- Analyze and interpret a variety of sources:
 - for historical trends/themes
 - for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.)
- Identify historical context, intended audience, point of view, and purpose in a variety of sources.
- Give proper credit to sources used in analysis
- Use technological resources to aid in proper citation.

Additional Arkansas State Standards

- Era8.4.U.S.H.2
- Era8.4.U.S.H.3
- Era8.4.U.S.H.5
- Era8.4.U.S.H.6

Unit 5	Cold War	Grade Level	11	Approx Length	4 weeks
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CPSD Power Standards with Student Learning Objectives

<p>Era9.5.USH.1 - Examine the results and implications of World War II nationally and globally (e.g., Yalta Conference, Marshall Plan, international alliances and treaties, nuclear age)</p> <ul style="list-style-type: none"> ● I can summarize U.S. policies in containing the Soviet Union (i.g. Containment, Domino Theory, Truman Doctrine, and Marshall Plan). ● I can explain how international conflicts represented conflict between the Soviet Union and the U.S.A. <hr/> <p>Era9.5.USH.2 - Analyze the origins, developments, and effects of Soviet-American rivalry in the Cold War (e.g., Yalta Conference, Marshall Plan, Berlin Crisis, international alliances and treaties, nuclear weapons, Cuban Missile Crisis, space race, technological advances, McCarthyism)</p> <ul style="list-style-type: none"> ● I can summarize U.S. policies in containing the Soviet Union (i.e. Brinkmanship, Containment, Domino Theory, Truman Doctrine, and Marshall Plan). ● I can explain how international conflicts represented conflict between the Soviet Union and the U.S.A (i.e. Chinese Civil War, Korean War, War in Vietnam, Space Race, Cuban Revolution, Crises in Berlin, ● I can explain the impact of the Cold War, domestically (McCarthyism, Firing of MacArthur, ● I can describe the administrations of: <ul style="list-style-type: none"> ○ Truman (Truman Doctrine) ○ Eisenhower (Containment)

Learning Indicators of Power Standards

<p>Students will know...</p> <p>Era9.5.USH.1 & Era9.5.USH.2</p> <ul style="list-style-type: none"> ● Rebuilding Europe ● Cold War Alliances ● Second Red Scare ● Cold War <ul style="list-style-type: none"> ○ Korea 	<p>And be able to...</p> <p>Era9.5.USH.1 & Era9.5.USH.2</p> <ul style="list-style-type: none"> ● Use content-specific vocabulary to convey knowledgeable stance. ● Be able to organize information from different sources (websites, journals, textbooks and historical and literary works) ● Analyze and interpret a variety of sources: <ul style="list-style-type: none"> ○ for historical trends/themes ○ for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.)
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- Identify historical context, intended audience, point of view, and purpose in a variety of sources.
- Use content-specific vocabulary to convey knowledgeable stance.
- Be able to organize information from different sources (websites, journals, textbooks and historical and literary works)
- Analyze and interpret a variety of sources:
 - for historical trends/themes
 - for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.)
- Identify historical context, intended audience, point of view, and purpose in a variety of sources

Additional Arkansas State Standards

- Era9.5.US.H.3
- Era9.5.US.H.4
- Era9.5.US.H.5
- Era9.5.US.H.6

Unit 6	The Great Upheaval	Grade Level	11	Approx Length	6 weeks
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CPSD Power Standards with Student Learning Objectives

Era9.6.USH.1 - Analyze the roles of individuals, groups, and the government in securing civil rights during the mid-20th century using a variety of primary and secondary sources (e.g., minorities, women, NAACP, federal court cases, legislation, Twenty-fourth Amendment)

- I can summarize the civil rights movements (e.g Native American Equality, African American, and Chicano).
- I can describe the impact of countercultural movements (e.g. 2nd Wave Feminism, Environmentalism, The Hippy Movement).
- I can identify causes of the conservative backlash

Era9.5.USH.2 - Analyze the origins, developments, and effects of Soviet-American rivalry in the Cold War (e.g., Yalta Conference, Marshall Plan, Berlin Crisis, international alliances and treaties, nuclear weapons, Cuban Missile Crisis, space race, technological advances, McCarthyism)

- I can describe the administrations of:
 - Vietnam
 - Kennedy (Assassination)
 - Johnson (Americanization, Gulf of Tonkin Resolution, War Powers Act)
 - Nixon (Vietnamization)

Era 9.6.USH.2 - Analyze causes and effects of cultural changes on society in the United States (e.g., changing roles of women, forces of change on the nuclear family, suburbanization)

- I can describe culture in the 1950s.
 - Consumerism
 - Beat Movement
 - Media Culture
 - Family

Learning Indicators of Power Standards

Students will know...

Era9.6.USH.1

- Civil Rights Movement
 - Native American
 - African American
 - Chicano
 - Women

And be able to...

Era9.6.USH.1

- Use content-specific vocabulary to convey knowledgeable stance.
- Be able to organize information from different sources (websites, journals, textbooks and historical and literary works)
- Analyze and interpret a variety of sources:
 - for historical trends/themes
 - for text structure to aid in close read analysis (e.g. compare and

contrast, cause and effect, problem and solution, chronological, etc.)

- Identify historical context, intended audience, point of view, and purpose in a variety of sources.

Era9.5.USH.2

- Vietnam
- Kennedy (Assassination)
- Johnson (Americanization, Gulf of Tonkin Resolution, War Powers Act)
- Nixon (Vietnamization)

Era9.5.USH.2

- Be able to organize information from different sources (websites, journals, textbooks and historical and literary works)
- Analyze and interpret a variety of sources:
 - for historical trends/themes
 - for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.)
- Identify historical context, intended audience, point of view, and purpose in a variety of sources.
- Use content-specific vocabulary to convey knowledgeable stance.
- Be able to organize information from different sources (websites, journals, textbooks and historical and literary works)
- Analyze and interpret a variety of sources:
 - for historical trends/themes
 - for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.)
- Identify historical context, intended audience, point of view, and purpose in a variety of sources

Era 9.6.USH.2

- Suburbia
- Pop Culture
- Mass Media
- Consumerism
- Counterculture

Era 9.6.USH.2

- Be able to organize information from different sources (websites, journals, textbooks and historical and literary works)
- Analyze and interpret a variety of sources:
 - for historical trends/themes
 - for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.)
- Identify historical context, intended audience, point of view, and purpose in a variety of sources.

Additional Arkansas State Standards

Era9.6.US.H.3

Era9.6.US.H.4

Era9.6.US.H.5

Unit 7	Modern/Globalized World	Grade Level	11	Approx Length	4 weeks
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CPSD Power Standards with Student Learning Objectives

Era10.7.USH.1 - Examine continuity and change in domestic policies over multiple administrations since 1968 using a variety of primary and secondary sources

- I can describe the administrations of:
 - Johnson (Great Society, Warren Court)
 - Nixon (New Federalism, Southern Strategy, Stagflation, Watergate Scandal)
 - Ford (Economic Problems)
 - Carter (National Malaise, Oil Crisis,
 - Reagan (Trickle Down Economics, New Right, Drug Policy, Supreme Court changes, Attempted assassination)
 - H.W. Bush (Savings and Loan,
 - Clinton (1992 Election, Impeachment)
 - W. Bush (2000 Election)
 - Obama (Great Recession, Healthcare)

Era10.8.USH.1 - Examine the effects of globalization on the United States (e.g., regional trade blocks, European Union [EU], NAFTA, international organizations, multinational corporations)

- I can describe the explosive growth in communications technology and subsequent industry regulations.

Learning Indicators of Power Standards

<p>Students will know...</p> <p>Era10.7.USH.1</p> <p>Liberalism of 1960s and early 1970s</p> <ul style="list-style-type: none"> ● Conservative Reaction 	<p>And be able to...</p> <p>Era10.7.USH.1</p> <ul style="list-style-type: none"> ● Use content-specific vocabulary to convey knowledgeable stance. ● Be able to organize information from different sources (websites, journals, textbooks and historical and literary works) ● Analyze and interpret a variety of sources: <ul style="list-style-type: none"> ○ for historical trends/themes ○ for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.) ● Identify historical context, intended audience, point of view, and purpose in a variety of sources.
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Era10.8.US.1

- Globalism

Era10.8.US.1

- Use content-specific vocabulary to convey knowledgeable stance.
- Be able to organize information from different sources (websites, journals, textbooks and historical and literary works)
- Analyze and interpret a variety of sources:
 - for historical trends/themes
 - for text structure to aid in close read analysis (e.g. compare and contrast, cause and effect, problem and solution, chronological, etc.)
- Identify historical context, intended audience, point of view, and purpose in a variety of sources.

Additional Arkansas State Standards

Era10.7.US.2
Era10.7.US.3
Era10.7.US.4
Era10.7.US.5
Era10.8.US.2
Era10.8.US.3
Era10.8.US.4