

## Grades 9-12 Social Studies Curriculum Guide: U.S. History (9-12)

<p>Big Understanding:</p> <ul style="list-style-type: none"> <li>•</li> </ul>			
<p><b><u>Content Standards</u></b> Students will understand:</p> <p><b><u>Civics and Government</u></b> <b>B. PUROSE AND TYPES OF GOVERNMENT:</b> Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.</p>	<p><b><u>Civics and Government</u></b>  <b>C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS:</b> Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.</p>	<p><b><u>Content Standards</u></b> Students will understand:</p> <p><b><u>History</u></b> <b>B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS:</b> Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout the world history.</p>	<p><b><u>History</u></b> <b>C. HISTORICAL INQUIRY, ANALYSIS AND INTERPRETATION:</b> Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about perspectives of the authors and their credibility when interpreting current historical events.</p>
<p><b><u>Performance Indicators</u></b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the purpose and the structure of the United States government with other governments (parliamentary, dictatorship, monarchy) with respect to ideology, values, and histories.</li> <li>• Asses the different jurisdictions and roles of local, state, and federal governments in relation to an important public policy issue.</li> <li>• Analyze the major arguments for and against representative government as distinguished from direct democracy.</li> <li>• Assess the tension between the public’s need for government services and the varying availability of revenue through taxes at the local, state, and federal levels.</li> <li>• Evaluate the role of</li> </ul>	<p><b><u>Performance Indicators</u></b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the historical foundations of constitutional government in the United States (e.g., Magna Carta, Roman Republic, colonial experience, Declaration of Independence, Articles of Confederation, Constitution of the United State).</li> <li>• Evaluate the Federalist and anti-Federalist positions on the ratification of the Constitution in light of historical developments.</li> <li>• Evaluate the effectiveness of the Constitution as a vehicle for change.</li> <li>• Demonstrate an understanding of the meaning and importance of traditional democratic assumptions such as individual rights, the common good, self-government, justice, equality, and patriotism.</li> </ul>	<p><b><u>Performance Indicators</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to:             <ol style="list-style-type: none"> <li>1. Industrialization</li> <li>2. The Cold War (and it ending)</li> <li>3. The Vietnam Era</li> <li>4. Watergate</li> <li>5. The Great Depression</li> <li>6. WWI and WWII</li> <li>7. Civil Rights Movement</li> </ol> </li> <li>• Demonstrate an understanding of selected major events in ancient and modern world history and their connection to United States history</li> <li>• Demonstrate an understanding of the lives of selected individuals who have had a major influence on history</li> </ul>	<p><b><u>Performance Indicators</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue.</li> <li>• Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations, and to support or reject historical hypotheses.</li> <li>• Compare competing historical narratives, by contrasting different historians’ choice of questions, use and choice of sources, perspectives, beliefs, and points of view in order to demonstrate how these factors contribute to different interpretations.</li> <li>• Compare and</li> </ul>

<p>the media and public opinion in United States politics, including ways the government and media influence public opinion.</p>	<ul style="list-style-type: none"> <li>• Demonstrate how the United States Constitution uses checks and balances in order to prevent the abuse of power (e.g., Marbury vs. Madison, gulf of Tonkin Resolution, Watergate).</li> <li>• Evaluate, take, and defend positions on current issues regarding judicial protection and individual rights.</li> <li>• Examine civil rights issues related to well-known Supreme Court decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).</li> <li>• Explain how different ways of knowing and believing have influenced human history and culture.</li> <li>• Describe how the basic ideas of various schools of philosophy have affected societies (e.g., rationalism, liberalism, idealism, conservatism)</li> <li>• Explain the benefits and conflicts resulting from encounters among cultures.</li> </ul>	<p>contrast the reliability of information received from multiple sources (e.g., newspapers, radio or TV, biography, historical narrative) to assess an historical issue.</p>
<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>• Understand conflict</li> <li>• Research skills</li> </ul>	<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>• Civil rights issues</li> <li>• Court decisions</li> <li>• Research constitution</li> </ul>	<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦ Research skill</li> </ul>	<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦ Recall</li> <li>♦ Research</li> </ul>
<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦ John Marshall's Court</li> </ul>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦ Brown v. Board of Ed.</li> </ul>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>• John Marshall's Court</li> </ul>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦ Issue Investigation</li> </ul>
<p><b><u>Resources</u></b></p> <p>Case texts</p>	<p><b><u>Resources</u></b></p> <p>Case Texts Constitution</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Government Publications</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Newspaper</li> <li>• AV</li> <li>• Internet</li> </ul>
<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>♦ Lecture and discussion</li> <li>♦ Cooperative Learning</li> <li>♦ A.V.</li> </ul>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>♦ Discussion</li> <li>♦ Research Process</li> </ul>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>♦ Brainstorming</li> <li>♦ Student research</li> <li>♦ Lecture/discussion</li> </ul>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>♦ Lecture</li> <li>♦ Cooperative learning</li> <li>♦ Research process</li> </ul>