



Greenwich Public Schools Curriculum Overview American History

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description

As the core of our 9-12 program, Greenwich High School's American History course uses a chronological thematic approach to examine the events that shaped modern America from the 1870s to the present. Using course essential questions, students will investigate how America has evolved through challenges associated with democratization, development, and interconnectedness both at home and abroad. Students will develop appropriate reading, writing, research, and analytical skills that culminate with an original research paper. In all, our primary purpose in requiring successful completion of both semesters of this course is to provide for our students substantial opportunity to develop the ability to make informed and reasoned decisions as citizens concerned with the public good in a culturally diverse, democratic society. The course provides for the study of:

- Democratization and the way America has evolved through challenges associated with individual rights, popular participation in government, and establishing freedom and equality.
- Development and the way America has evolved through challenges to improve its standard of living and create a just society.
- Interconnectedness and the way America has evolved through the challenges of establishing peaceful and just relations between nations.

Unit Pacing Guide

- UNIT ONE: Expansion and Immigration (1870s-1890s) - 10-12 lessons
- UNIT TWO: Industrialization, Progressivism and the Suffragist Movement (1900-1919) - 12-14 Lessons
- UNIT THREE: The Roaring Twenties and the Great Depression (1919-1939) - 18-20 Lessons (includes assured research experience)
- UNIT FOUR: American Involvement in Global Wars (1914-1945) - 12-14 Lessons
- UNIT FIVE: The Postwar Boom and the Cold War Era (1945-1964) - 10-12 Lessons
- UNIT SIX: Struggle for Freedom & Civil Rights Movements (1870's-1960s) - 11-13 Lessons

- UNIT SEVEN: Crisis and the Rise of Conservatism (1964-1992) - 12-14 Lessons
- UNIT EIGHT: America Faces a New Century (1992 - 2015) - 10-12 Lessons
- Course Requirement Sophomore Research Paper Unit - Completed during second semester (approx. three weeks)

Enduring Understanding for the course:

- Since the 1870s, America's identity has evolved through challenges associated with democratization, development, and interconnectedness both at home and abroad.

Enduring Understandings by unit:

- Unit One: Expansion and Immigration (1870s-1890s):
 - Ways that Black life in the South changed during the Reconstruction era and ways that Black life remained the same.
 - The reasons that the Reconstruction era could be seen as a success and reasons that the Reconstruction era could be seen as a failure.
 - How American culture and "character" was shaped by the physical environment during Westward Expansion.
 - Physical characteristics of the United States influenced the location and types of transportation networks, thus affecting economic development, migration of people, and American culture.
 - Why immigrants wanted to leave their nations and move to the United States.
 - The type of restrictions and obstacles that confronted immigrants.
 - The extent to which immigrants' experiences matched their dream of a "land of opportunity" in America.
 - The ideological and economic factors that motivated US expansion.
 - The ways in which American expansion impacted different groups involved.
- Unit Two: Industrialization, Progressivism and the Suffragist Movement (1900-1919):
 - How technology, the factory system, and mass production provided opportunities for economic growth, but also negatively affected some people's quality of life.
 - The ways that early industrialization altered the role of people in the workplace and led to the rise of the labor movement.
 - How industrialization led to a concentration of wealth and power.
 - In responding to the rapidly changing economic, social, and political conditions at the turn of the century, Presidents Theodore Roosevelt and Woodrow Wilson reasserted the power of the federal government in making progressive reforms.
 - Investigative journalists impacted American life and public policy.
 - The methods and effectiveness of the women's suffragist movement.
- Unit Three: The Roaring Twenties and the Great Depression (1919-1939):
 - How the 1920s and the Great Depression affected economic and social justice for American workers.
 - How the conflict between traditional and modern values impacted science, immigration, race, class, and gender.

- How the voices of women in the 1920s and the Great Depression advance the cause of gender equity in America.
- The events and policies during the 1920s and the Great Depression that promoted or hindered social justice for African Americans and other traditionally underrepresented groups.
- How African American voices contribute to past efforts to build a more just society.
- How people in Connecticut worked to support the rights of labor, women, African Americans, and other under-represented groups during the 1920s and the Great Depression.
- How the media was used to support or oppose people's quest for freedom and equality during the 1920s and the Great Depression.
- How technological advancements during the 1920s and the Great Depression impacted US society.
- How American culture and character was shaped by the Roaring 1920s and the Great Depression.
- How New Deal policies impacted banking, employment, economic security, agriculture, and different regions and groups.

- Unit Four: American Involvement in Global Wars (1914-1945):
 - During times of war, civil liberties are often sacrificed for security.
 - How WWI and WWII affected economic, political, and social justice for Americans.
 - How WWI and WWII advanced the cause of gender equity in America.
 - How WWI and WWII promoted or hindered social justice for African Americans and other underrepresented groups.
 - How people in Connecticut impacted World War I and World War II.
 - How the media was used to support or oppose people's quest for freedom and equality during World War I and World War II.
 - How technological advancements during WWI and WWII impacted the US and the world.
 - Domestic and international factors both promoted and hindered America's response to the Holocaust.
 - Evaluate America's Response to the Holocaust
 - a. S.S. St. Louis
 - b. Allied Liberation of Death Camps
 - America's involvement in WWII solidified its role as a dominant world power.

- Unit Five: The Postwar Boom and the Cold War Era (1945-1964):
 - The opportunities and obstacles experienced by different groups in the United States in the 1950s and 1960s.
 - The economic and social opportunities available — or denied to — different groups of people such as African Americans, Latinos, indigenous peoples, and women in the 1950s and 1960s.
 - The federal government took on a greater role to provide opportunities for low-income Americans.
 - America's Cold War foreign policy was based on diplomacy, military intervention, covert operations and participation in a multilateral response (i.e. NATO, United Nations).

- The actions of the American government during the Vietnam War led to protest and dissatisfaction.
- The baby boom led to major changes in American identity and culture.
- Global and domestic factors led to dramatic growth in prosperity.

- Unit Six: Struggle for Freedom & Civil Rights Movements (1870's-1960s):
 - The historical factors that motivated the Civil Rights Movement.
 - The role of technology and media in promoting change.
 - The civil rights movement instigated a change in the role of government in guaranteeing freedom and equality for Americans.
 - How the various civil rights movements affected opportunities and progress for Americans.
 - The main strategies and goals of the Civil Rights Movement.
 - The role the government played in supporting or hindering civil rights movements.
 - While progress has been made, challenges to equality continue to exist for under-represented groups.

- Unit Seven: Crisis and the Rise of Conservatism (1964-1992):
 - Numerous factors led to a growing partisan divide and distrust in government.
 - Economic and social policies had varying degrees of success.
 - Conservatives argued for a smaller role of government both socially and economically.
 - Both international and domestic factors led to the end of the Cold War.
 - Changes in the roles and responsibilities of government impacted political, social, and economic opportunities for Americans.

- Unit Eight: America Faces a New Century (1992-Present):
 - Although the Cold War ended, America faced new challenges internationally in the form of peacekeeping missions and terrorism.
 - Social media and the Internet have dramatically changed the way Americans interact and obtain their news.
 - After an initial recession, the 1990s were characterized by economic prosperity and technological innovation.
 - American popular culture has influenced and reflected social, political, and economic challenges.
 - President Barack Obama was elected in an historic election and his presidency led to significant social and economic reforms.
 - In the post 9/11 world, the United States government struggles to strike the balance between the rights of citizens and national security.
 - America's domestic and foreign policy is reshaped by the 9/11 attacks.
 - America has grown increasingly divided, partisan, and distrustful as a result of social, economic, and political challenges.

CONNECTICUT INQUIRY IN THE SOCIAL STUDIES STANDARDS AND COMMON CORE STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

US History Inquiry Standard Dimensions	US History Inquiry and Literacy Standards
<p>Dimension 1 - Develop Questions & Plan Inquiries</p>	<ul style="list-style-type: none"> • US.Inq.1.a - Explain how compelling and supporting questions reflect an enduring issue in US History. • US.Inq.1.b - Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives. • US.Inq.1.c - Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
<p>Dimension 2 - Apply Disciplinary Concepts & Tools</p>	<ul style="list-style-type: none"> • US.Inq.2.a - Apply disciplinary knowledge and practices to demonstrate an understanding of US history content.
<p>Dimension 3 - Evaluate Sources & Use Evidence</p>	<ul style="list-style-type: none"> • US.Inq.3.a - Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. • US.Inq.3.b - Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

US History Inquiry Standard Dimensions	US History Inquiry and Literacy Standards
	<ul style="list-style-type: none"> ● US.Inq.3.c - Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). <p>CCSS.ELA-LITERACY.RH.9-10.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CCSS.ELA-LITERACY.RH.9-10.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.5</p> <p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6</p> <p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>CCSS.ELA-LITERACY.RH.9-10.7</p> <p>Integrate quantitative or technical analysis (e.g., charts, research data)</p>

US History Inquiry Standard Dimensions	US History Inquiry and Literacy Standards
	<p>with qualitative analysis in print or digital text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.8</p> <p>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CCSS.ELA-LITERACY.RH.9-10.9</p> <p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.9-10.10</p> <p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1</p> <p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.A</p> <p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.B</p> <p>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.C</p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and</p>

US History Inquiry Standard Dimensions	US History Inquiry and Literacy Standards
	<p>counterclaims.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.D</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.E</p> <p>Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.2</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.2.A</p> <p>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.2.B</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.2.C</p> <p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.2.D</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p>

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	<p data-bbox="495 388 857 415">CCSS.ELA-LITERACY.WHST.9-10.2.E</p> <p data-bbox="495 447 1485 562">Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p data-bbox="495 594 857 621">CCSS.ELA-LITERACY.WHST.9-10.2.F</p> <p data-bbox="495 653 1458 768">Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p data-bbox="435 835 776 863">CCSS.ELA-LITERACY.WHST.9-10.7</p> <p data-bbox="435 894 1477 1083">Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p data-bbox="435 1115 776 1142">CCSS.ELA-LITERACY.WHST.9-10.8</p> <p data-bbox="435 1173 1477 1365">Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p data-bbox="435 1396 776 1423">CCSS.ELA-LITERACY.WHST.9-10.9</p> <p data-bbox="435 1455 1485 1528">Draw evidence from informational texts to support analysis, reflection, and research.</p> <p data-bbox="435 1629 789 1656">CCSS.ELA-LITERACY.WHST.9-10.10</p> <p data-bbox="435 1688 1437 1803">Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

US History Inquiry Standard Dimensions	US History Inquiry and Literacy Standards
<p>Dimension 4 - Communicate Conclusions & Take Informed Action</p>	<ul style="list-style-type: none"> • US.Inq.4.a - Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. • US.Inq.4.b - Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). • US.Inq.4.c - Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details). • US.Inq.4.d - Present arguments and explanations that feature evocative ideas and multiple perspectives about US History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies. • US.Inq.4.e - Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens. • US.Inq.4.f - Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts. <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p>

US History Inquiry Standard Dimensions	US History Inquiry and Literacy Standards
	<p data-bbox="495 388 889 415">CCSS.ELA-LITERACY.WHST.9-10.1.B</p> <p data-bbox="495 447 1458 594">Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p data-bbox="495 625 889 653">CCSS.ELA-LITERACY.WHST.9-10.1.C</p> <p data-bbox="495 684 1414 831">Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p data-bbox="495 863 889 890">CCSS.ELA-LITERACY.WHST.9-10.1.D</p> <p data-bbox="495 921 1487 995">Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p data-bbox="495 1026 889 1054">CCSS.ELA-LITERACY.WHST.9-10.1.E</p> <p data-bbox="495 1085 1446 1159">Provide a concluding statement or section that follows from or supports the argument presented.</p> <p data-bbox="433 1190 805 1218">CCSS.ELA-LITERACY.WHST.9-10.2</p> <p data-bbox="433 1249 1393 1323">Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p data-bbox="495 1354 889 1381">CCSS.ELA-LITERACY.WHST.9-10.2.A</p> <p data-bbox="495 1413 1463 1560">Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p data-bbox="495 1591 889 1619">CCSS.ELA-LITERACY.WHST.9-10.2.B</p> <p data-bbox="495 1650 1487 1766">Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p data-bbox="495 1797 889 1824">CCSS.ELA-LITERACY.WHST.9-10.2.C</p>

US History Inquiry Standard Dimensions	US History Inquiry and Literacy Standards
	<p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.2.D</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.2.E</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.2.F</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CCSS.ELA-LITERACY.WHST.9-10.3</p> <p>(See note; not applicable as a separate requirement)</p> <p>CCSS.ELA-LITERACY.WHST.9-10.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.5</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.6</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>

US History Inquiry Standard Dimensions	US History Inquiry and Literacy Standards
	<p>Research to Build and Present Knowledge: CCSS.ELA-LITERACY.WHST.9-10.7</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.8</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

CT STATE UNITED STATES HISTORY III CONTENT STANDARDS

US.His.16.a. Analyze the political, economic, and social agency demonstrated by Black Americans throughout the period of Reconstruction using evidence from multiple relevant historical sources

US.Civ.13.a. Evaluate intended and unintended outcomes of Reconstruction plans and policies in terms of rebuilding a shared national identity

US.Civ.5.a. Evaluate the effectiveness of state and federal government in upholding the Reconstruction Amendments

US.Civ.14.a. Analyze the historical context of racism, racial violence, and challenges to reconciliation between the United States and the former Confederacy

US.His.7.a. Explain how contemporary perspectives of Reconstruction are shaped by political and social attitudes

US.His.12.a. Develop questions about the rise of nativism and assimilation efforts of immigrants and Indigenous peoples

US.His.1.b. Evaluate the role of the media in shaping public opinions and debates about America's emergence as an imperial power

US.His.4.b. Analyze how economic and cultural hegemony influenced American perspectives of imperialism at the end of the 19th century

US.Eco.12.a. Evaluate the impact of laissez-faire economic policies regarding corporate decision making, labor conditions, and public advocacy in the Gilded Age

US.His.10.a. Describe how individual and group perspectives about gender and sexuality in the late 19th and early 20th centuries are documented in historical records while noting possible limitations

US.His.1.a. Evaluate how the Progressive Era is a result of immigration and industrialization

US.Civ.12.a. Analyze how people in the Progressive Era used and challenged laws to advance social, political, economic, and environmental reforms

US.Civ.2.a. Analyze the role of citizens in advocating for and ratifying the 19th Amendment to the United States Constitution

US.His.4.c. Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy.

US.His.4.d. Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s.

US.His.6.a. Analyze how authors, artists, and musicians documented perspectives and experiences of individuals and groups throughout the interwar period

US.His.12.b. Develop questions to investigate the causes and effects of the Great Depression using multiple historical sources.

US.Eco.3.a. Analyze the ways in which government incentives and personal motivation influenced production and distribution under New Deal policies.

US.Eco.6.a. Explain potential approaches to stabilize markets in response to the Great Depression

US.His.14.a. Analyze the causes and effects of United States involvement in WWI .

US.His.14.b. Analyze how advancements in warfare impacted military personnel and civilians.

US.His.16.b. Evaluate the juxtaposition between celebration of wartime service in World War I and the discrimination faced by individuals and groups using evidence from multiple historical sources.

US.His.1.c. Evaluate the role of economic and political developments that created the conditions leading to WWII and the Holocaust.

US.His.16.c. Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources.

US.His.16.d. Describe the achievements and contributions of diverse individuals and groups during World War II using evidence from historical sources.

US.His.1.d. Evaluate how the demand for labor on homefront in World War II shaped gender roles.

US.His.1.e. Evaluate the United States government's complex responses to the Holocaust while recognizing the history of antisemitism in both historical and contemporary contexts.

US.His.14.d. Analyze the multiple and complex causes and effects of the nuclear age.

US.His.14.e. Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War

US.His.14.d. Analyze the multiple and complex causes and effects of the nuclear age

US.His.14.e. Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War

US.His.1.f. Evaluate how the Korean and Vietnam Wars were products of the geopolitical contexts of the Cold War

US.His.5.a. Analyze how heightened domestic tensions and claims about perceived threats to democratic values led to widespread civil rights violations

US.Eco.13.a. Explain why investments in infrastructure and industry expanded consumer culture and increased standards of living in the United States

US.His.16.e. Develop a reasoned argument about the role of the United States government in providing access to fair and open housing using multiple relevant sources

US.His.5.b. Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era

US.His.4.a. Analyze complex and interacting factors that influenced the strategies for Black social and economic progress in the late 19th and early 20th centuries

US.His.14.c. Analyze the causes and effects of the Great Migration

US.His.15.a. Identify both long term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement

US.Civ.5.b. Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era

US.Civ.5.c. Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties

US.His.11.a. Determine the usefulness of historical sources to support an inquiry about the causes, escalation, and public reaction to the Vietnam War based on their maker, origin, intended audience, and purpose

US.His.1.g. Evaluate whether the conservative ascendancy of the 1980s was a reaction to social and economic change and to what extent it was consistent with broader historical trends

US.His.1.h. Evaluate how popular culture in the 1970s and 1980s promoted and reflected hyper-consumerism, racial tension, women's empowerment, and the Cold War

US.His.2.a. Analyze how innovations in the application of technology contributed to cultural and political diffusion

US.His.15.b. Develop an argument about the long-term causes and triggering events of United States foreign policies designed to contain and dismantle communism

US.Geo.3.a. Analyze changing spatial patterns of cultural enclaves within and among United States regions using paper-based and electronic graphic techniques

US.Civ.13.b. Evaluate United States policies to address public safety in terms of intended and unintended outcomes, and related consequences

US.His.2.b. Assess the US response to human rights violations around the world

US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.

US.His.14.f. Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy.

US.His.5.c. Analyze how the September 11th attacks shaped perspectives in the United States

US.Eco.8.b. Describe domestic economic policies in terms of market outcomes.

US.Geo.12.a. Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration in the United States.

US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties

US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse.

Greenwich Public Schools Vision of the Graduate:

- *Pose and pursue substantive questions*
 - Students will develop and explore their own research question during a variety of research assignments including development of the Capstone project and Grade 10 research paper.
- *Critically interpret, evaluate, and synthesize information*
 - Students will critically interpret, evaluate and synthesize information by analyzing a variety of primary and secondary sources and by conducting historical research. This source evaluation and research will allow students to gain a variety of historical perspectives.
- *Explore, define, and solve complex problems*
 - Students will apply historical knowledge to critically analyze current problems and issues. High school elective courses will allow for an in-depth study of many complex modern issues.
- *Communicate effectively for a given purpose*
 - Students will be evaluated on their ability to communicate effectively through a variety of methods. Through persuasive writing assignments, class discussions and presentations, students will continue to develop and improve their communication skills.
- *Advocate for ideas, causes and actions*
 - Students will evaluate past advocacy successes and failures and determine when others have chosen to fight for causes and taken action. Case studies in *Law in America*, for example, will be used to evaluate advocacy successes and failures.
- *Generate innovative, creative ideas and products*
 - Students will demonstrate their mastery of curriculum objectives with innovative projects. Students will explore answers to essential questions through creative and varied assignments with research structured by the use of GPS research process.
- *Collaborate with others to produce a unified work and/or heightened understanding*
 - Students will learn to collaborate with one another while working in structured groups in a variety of cooperative learning activities in order to create a final product.
- *Contribute to community through dialogue, service, and/or leadership*
 - Through the study of different world leaders and political systems, students gain the skills they need to evaluate qualities of an effective leader. Through student

council, community service requirements and other school organizations and responsibilities students will contribute to the community.

- *Conduct themselves in an ethical and responsible manner*
 - Historical situations will be analyzed so students gain perspective and information in order to conduct themselves in a responsible manner.
- *Recognize and respect other cultural contexts and points of view*
 - Through the teaching of cultures from around the world students will recognize and respect other cultural contexts and points of view. By developing an understanding and empathy for others, students will appreciate differences and similarities between themselves and others.
- *Pursue their unique interests, passions and curiosities*
 - Students will have choice in many assignments and will be able to pursue their interests culminating in the Capstone project.
- *Respond to failures and successes with reflection and resilience*
 - Students will reflect on their writing and group work, in order to analyze what they did well and where they can improve. Frequent and constructive feedback by teachers will be used to insure continuous reflection and refinement.
- *Be responsible for their own mental and physical health*
 - Social studies classes will help students develop study skills, and reduce stress through organization and planning.

Resources/Assessments

- Course Required Readings
 - Sitting Bull's Speech at Powder River
 - The New Colossus by Emma Lazarus
 - *The Jungle*, Upton Sinclair, 1906
 - Speech in Support of Women's Suffrage, Susan B. Anthony, 1873
 - Langston Hughes, "One Way Ticket"
 - FDR First Inaugural Address, 1933
 - 1941 State of the Union Address (FDR's Four Freedoms speech)
 - Diary of Stanley Hayami
 - Betty Friedan, "The Feminine Mystique"
 - Edward Murrow, *See It Now* broadcast, 1954
 - "I Have a Dream" by Martin Luther King. Jr.
 - Gloria Steinem's Senate Testimony for the Equal Right Amendment, 1970
 - "What's Going On?" by Marvin Gaye
 - Ronald Reagan's Evil Empire Speech
 - George W. Bush Axis of Evil Speech
 - Obergefell v. Hodges
- Textbooks
 - *The Americans* by Gerald Danzer
 - *The American Pageant* by David M. Kennedy and Elizabeth Cohen
- Required Assured Experiences:
 - **Unit Three Assured Research Experience (Essay):** The purpose of this assignment is to provide students with an opportunity to learn about a topic from Unit Three that interests them and allows them to practice the skills they will need to complete the sophomore research paper in the second semester.

- **Second Semester Sophomore Research Paper:** The Sophomore Research Project is an assured experience at Greenwich High School. All students must complete this research assignment in order to graduate. Teachers are consistent in expectations and delivery of research lessons.
- Course Essential Questions assessed in summative and formative assessments:
 - **Democratization:** To what extent has America been successful in securing individual rights, popular participation in government, and establishing freedom and equality?
 - **Development:** To what extent has America successfully improved its standard of living and created a just society?
 - **Interconnectedness:** To what extent has America been successful in establishing peaceful and just relations between nations?