

Unit	NCHS Thinking Skill Standards	NCHS Content Standards	Unit Rationale / Progression
The American Character and Ideology	NCHS 1.6 Reconstruct patterns of historical succession and duration in which historical developments have unfolded and apply them to explain historical continuity and change. NCHS 2.2 Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed. NCHS 2.4 Appreciate historical perspectives--the ability (a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoiding "present-mindedness," judging the past solely in terms of present-day norms and values.	2.2A - The student understands the roots of representative government and how political rights were defined. 2.2B - The student understands religious diversity in the colonies and how ideas about religious freedom evolved. 3.1B - The student understands the principles articulated in the Declaration of Independence. 3.3B - The student understands the guarantees of the Bill of Rights and its continuing significance. 9.3B - The student understands the "New Frontier" and the "Great Society." 10.1B - The student understands domestic politics in contemporary society.	This unit is intended to help students understand the philosophical foundation of American government; the concepts of Individualism, liberty, separation of powers, and natural rights that were rooted in Enlightenment thought. This framework is critical for analyzing the actions of the United States as a global power and in understanding the perspective of many Americans. Students should be aware that ideas such as the American Dream, Individualism, Equality, Social Justice, Freedom, and Democracy have changed and evolved over time even as they remain pillars of American self-identity and politics. Besides giving students a firm understanding in the United States' founding documents, the unit will highlight key moments in the development of the national character: The Gettysburg Address, FDR's leadership during the Great Depression, Johnson's New Society, MLK's leadership through the Civil Rights Movement, and JFK's New Frontier, among others.
	Essential Questions		Enduring Understandings
	1. What beliefs, ideas, and values make up the American Character and Ideology? 2. How have the meanings of foundational ideas of the American character and ideology changed over time?		1. Context and point-of-view are critical to understanding and analyzing historical sources. 2. Identity and core beliefs develop over time as a result of both conflict and consensus. These core beliefs take on historical meaning and agency of their own.

Unit	NCHS Thinking Skill Standards	NCHS Content Standards	Unit Rationale / Progression
Immigration	NCHS 3.2 Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears. NCHS 3.9 Evaluate major debates among historians concerning alternative interpretations of the past. NCHS 4.6 Support interpretations with historical evidence to construct closely reasoned arguments rather than facile opinions. <i>*Students will continue to be assessed on standards 2.2 and 2.4 as part of the summative assessments towards the more complex standards.</i> <i>**Opportunities will be introduced for continued assessment on standard 1.6.</i>	2.1A - The student understands how diverse immigrants affected the formation of European colonies. 4.1C - The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican American War. 5.2E - The student understands the settlement of the West. 6.2A - The student understands the sources and experiences of the new immigrants. 6.4A - The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles. 10.2B - The student understands the new immigration and demographic shifts.	This unit will introduce students to the idea that immigration has been the backbone of American society. From the colonial times through the slave trade, to the Industrial Revolution and contemporary globalization, the United States has relied on immigration as an engine of economic growth, a pillar of diversity, and a force of cultural renewal. Students will study how the diversity of colonial immigration created regional differences that continue to persist in various forms up to the present-day. They will analyze the effects of external immigration from multiple countries versus the internal immigration from the eastern coast to the interior of the North American continent. Focus will be paid to Industrial Revolution immigration and the American 'melting pot' as students make connections with the previous unit's theme of diversity. Contemporary immigration will allow students to see the growth of globalization and its effects on human migration.
	Essential Questions		Enduring Understandings
	- How does the movement of people, material goods, and ideas affect the development of cultures and societies? - How do race, class, and gender affect individual and group identities? - How has the United States both embraced and struggled with diversity?		- Race, Class, and Gender are social constructions. - Diversity can be both a strength and potential weakness. - Immigration can be a strengthening and destabilizing process.

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The Struggle for Equality	NCHS 1.6 Reconstruct patterns of historical succession and duration in which historical developments have unfolded and apply them to explain historical continuity and change. NCHS 4.3 Interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts. NCHS 4.6 Support interpretations with historical evidence to construct closely reasoned arguments rather than facile opinions.	4.4A - The student understands the abolitionist movement. 4.4C - The student understands changing gender roles and the ideas and activities of women reformers. 9.4A - The student understands the “Second Reconstruction” and its advancement of civil rights. 9.4B - The student understands the women’s movement for civil rights and equal opportunities. ***Independent Student Research Project on Selected Content		Equality can be one of the most debated concepts in American history. This unit will help students see the many ways it has been defined and will situate American history as a gradual process that is constantly “progressing” towards a more complete understanding of the term. Students will study the abolitionist movement as an attempt to redress one of the earliest crimes against equality; slavery. From there, students will explore the movements towards increased rights for women and Civil Rights movement. Equality means more than just political rights, and students will analyze concepts such as equal pay, gender roles, access to education and healthcare, and more subtle issues of social privilege. After covering key content, students will be able to explore contemporary topics of their own selection, applying both the skills and the content that provide the focus for this unit.
	Essential Questions		Enduring Understandings	
	1. How has the interpretation and meaning of “equality” developed across US history?		1. Historical research requires comprehensive analysis and corroboration of sources. 2. There is often a gap between the ideal and reality of equality.	

US History

Scope & Sequence: Updated 2019

Semester 1 Grade Calculation

1: Chronological Thinking	2: Historical Comprehension	3: Historical Analysis and Interpretation	4: Historical Research Capabilities	5: Historical Issues – Analysis and Decision Making
NCHS 1.6	NCHS 2.2 NCHS 2.4	NCHS 3.2 NCHS 3.9	NCHS 4.3 NCHS 4.6	NONE

Unit	NCHS Thinking Skill Standards	NCHS Content Standards	Unit Rationale / Progression
Boom and Bust: Economics and Development	NCHS 3.3 Analyze cause and effect relationships and multiple causation; including the importance of the individual; the influence of ideas, human interests, and beliefs; the accidental and the irrational; the role of chance. NCHS 3.9 Evaluate major debates among historians concerning alternative interpretations of the past. NCHS 4.6 Support interpretations with historical evidence to construct closely reasoned arguments rather than facile opinions.	6.1A - The student understands the connections among industrialization, the advent of the modern corporation, and material well-being. 6.1B - The student understands the rapid growth of cities and how urban life changed. 6.3A - The student understands how the “second industrial revolution” changed the nature and conditions of work. 6.3B - The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts. 8.1A - The student understands the causes of the crash of 1929 and the Great Depression. 8.2A - The student understands the New Deal and the presidency of Franklin D. Roosevelt. 8.2B - The student understands the impact of the New Deal on workers and the labor movement 10.2A - The student understands economic patterns since 1968.	This unit is designed to allow student to make connections to business and economics and investigate their role in US history. Students will examine the beginning of the “modern” economy at the Industrial Revolution, exploring how these economic changes affected social and political life. Emphasis will be placed on the uneven benefits and costs of drastic economic change, and students will be asked to analyze issues based on complex points of view rather than trite moralizations. Content such as the rise of labor unions, urban life, the role of government, corporations, market failure and the Great Depression, and the New Deal will be crucial. From there, students will make connections to contemporary economic issues such as globalization, multi-national corporations, stagflation, international trade, impactful economic shifts such as from manufacturing to service sector jobs.
	Essential Questions		Enduring Understandings
	- How have economic issues contributed to the American Identity? - Was Industrialization worth it in the long-run? - How have economic concerns been the driving force of American politics and society?		- Markets work and markets fail. - Economic growth does not bring equal benefits or costs. - The strength of the economy drives US politics.

Unit	NCHS Thinking Skill Standards	NCHS Content Standards	Unit Rationale / Progression
The Power of Culture: Change, Reform, and Identity	NCHS 3.9 Evaluate major debates among historians concerning alternative interpretations of the past. NCHS 4.6 Support interpretations with historical evidence to construct closely reasoned arguments rather than facile opinions. NCHS 5.3/4 Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options. Evaluate the implementation of a decision by analyzing the interests it served; estimating the position, power, and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives.	7.1A - The student understands the origin of the Progressives and the coalitions they formed to deal with issues at the local and state levels. 7.1B - The student understands Progressivism at the national level. 7.1C - The student understands the limitations of Progressivism and the alternatives offered by various groups. 10.2D - The student understands contemporary American culture.	In this unit, students will see one of the goals of the American system, that political and cultural reform can be achieved through the collective action of citizens. Beginning with the Progressive movement's push to solve problems created by run-away industrialization and "unchecked" capitalism, students will move on to explore the mixed effects of their efforts. Students will see how historians write about these issues, and the disagreement over the long-term effects and moral legacies of the movement. Changing culture from the 1940s through contemporary times will be a subject for dissection. Content can include: Changing gender roles, new musical styles, changing cultural values, the Beatniks, the counter-culture movement of the 60s, and the conservative wave of the 1980s. Students will be encouraged to make connections to previous units, as much of the content overlaps, all while focusing on the unit's enduring understandings.
	Essential Questions		Enduring Understandings
	1. To what extent have reformers been successful in reshaping American culture? 2. How have culture wars affected contemporary society?		1. Lasting change requires both dedicated individuals and compelling beliefs. 2. Culture influences identity, and identity influences thoughts and actions.

Unit	NCHS Thinking Skill Standards	NCHS Content Standards	Unit Rationale / Progression
War, Peace , and Global Leadership	NCHS 1.6 Reconstruct patterns of historical succession and duration in which historical developments have unfolded and apply them to explain historical continuity and change. NCHS 4.3 Interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts. NCHS 4.6 Support interpretations with historical evidence to construct closely reasoned arguments rather than facile opinions.	7.2A - The student understands how the American role in the world changed in the early 20th century. 7.2B - The student understands the causes of World War I and why the United States intervened 7.3D - The student understands politics and international affairs in the 1920s 8.3B - The student understands World War II and how the Allies prevailed. 9.2A - The student understands the international origins and domestic consequences of the Cold War. 9.2B - The student understands United States foreign policy in Africa, Asia, the Middle East, and Latin America 9.2C - The student understands the foreign and domestic consequences of U.S. involvement in Vietnam 10.1C - The student understands major foreign policy initiatives	Wars have defined American history, but the ways that politicians and statesmen build the peace has been just as critical to the nation's development. In this unit, students will explore major wars and conflicts that the United States has been involved in, focusing on lessons and insights gained as a result. The emphasis will be on Imperialism and the World Wars to help students investigate the characteristics and struggles of the United States as a global power. Cold War flashpoints and contemporary conflict offers content for individual inquiry projects that allow students to go in depth on topics of interest, and to show their proficiency on key research and analysis standards from the semester.
	Essential Questions		Enduring Understandings
	- To what extent was American Imperialism anti-imperial? - To what extent has American diplomacy, foreign policy, and intervention been based in consistent values and beliefs.		- American foreign policy and imperialism was and is driven by foundational ideas and self-identity as much as national interest. - Empire is a complex concept that has been redefined by the American Empire. - Point-of-View and Self-Identity are concepts that underpin Nationalism.

US History

Scope & Sequence: Updated 2019

Semester 2 Grade Calculation

1: Chronological Thinking	2: Historical Comprehension	3: Historical Analysis and Interpretation	4: Historical Research Capabilities	5: Historical Issues – Analysis and Decision Making
NCHS 1.6	NONE	NCHS 3.3 NCHS 3.9	NCHS 4.3 NCHS 4.6	NCHS 5.3/4