

Social Studies
Hinsdale High School

Grade Level/Course: 9th Grade/American Studies I

Part 2: Essential Skills for Social Studies 2.0

Skill 2.1 - Acquiring information

Proficiency 2.1.1: Students will be able to read and comprehend materials by using skills such as, but not limited to:

Knowledge & Skills	Content	Resources	Activities/Assessments
<ul style="list-style-type: none"> * Interpret what is read by drawing inferences * Detect cause and effect relationships * Distinguish between facts and opinions; recognizing propaganda * Recognize author bias * Read for a variety of purposes: critically, analytically, to predict outcomes, to answer a question, to form and opinion and to skim for facts * Read various forms of printed material: books, magazines, newspapers, directories, schedules, journals 	<ul style="list-style-type: none"> *Year Round *Introduction *Colonial Period *Revolutionary War 	<ul style="list-style-type: none"> *<i>Pathways to the Present</i> (hereafter “textbook”) * Howard Zinn, <i>A Peoples History of the United States</i> (hereafter “Zinn”); * <i>Document-Based Questions</i> (hereafter “DBQ”), * <i>United Streaming</i> videos (hereafter “<i>United</i>”), * “Us or Them: A History of Intolerance” (Southern Poverty Law Center), * <i>Great Speeches</i> *Keene <i>Sentinel</i> *<i>Critical Thinking in American History</i> 	<ul style="list-style-type: none"> *Reading and comprehension forms the basis of almost every activity in the course. For example, in the Revolutionary War Unit, students are asked to write a comparison of Textbook and Zinn interpretation of Shays’ Rebellion. *Introduction exercise and DBQ exercises to determine bias of authors. *DBQ reading/writing: interpreting primary documents; * Textbook Primary vs. Secondary document assignments *Weekly interpretation of political cartoon and editorials *Columbus trial

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Knowledge & Skills	Content	Resources	Activities/Assessments
	(Continued from above)	(Continued from above)	*Students make timeline of events leading up to Revolutionary War, demonstrating cause and effect

Proficiency 2.1.2: Students will be able to read and understand the vocabulary of the Social Studies such as, but not limited to

Knowledge & Skills	Content	Resources	Activities/Assessments
* Use appropriate sources to gain meaning of essential terms and vocabulary, glossary, dictionary, text, word lists * Recognize and understand an increasing number of social studies terms	*Year Round	*Textbook, *Zinn, * <i>United</i>	*Vocabulary exercises, * quizzes

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Proficiency 2.1.3: Students will be able to find information such as, but not limited to:

Knowledge & Skills	Content	Resources	Activities/Assessments
<ul style="list-style-type: none"> * Use various parts of books (index, table of contents, etc.) * Use key words, letters on volumes, index, and cross references to find information - print, visual and electronic 	<ul style="list-style-type: none"> *Introduction * Research Paper 	<ul style="list-style-type: none"> * Textbook * Library/Computer access 	<ul style="list-style-type: none"> *Introduction exercise *Students research topic, using encyclopedia and internet

Proficiency 2.1.4: Students will be able to arrange information in a usable form such as, but not limited to:

Knowledge & Skills	Content	Resources	Activities/Assessments
<ul style="list-style-type: none"> * Make a timeline * Write reports and research papers * Prepare a bibliography 	<ul style="list-style-type: none"> *Revolutionary War * Research Paper 	<ul style="list-style-type: none"> *Textbook, * Zinn *Library/Computer access 	<ul style="list-style-type: none"> *Students make timeline of events leading up to war *Students write research paper including bibliography in MLA format

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Proficiency 2.1.5: Students will be able to use appropriate resources available such as, but not limited to:

Knowledge & Skills	Content	Resources	Activities/Assessments
* Access materials in the library * Use appropriate primary and secondary resources * Use appropriate and relevant technology to acquire information	*Year Round	*Library/Computer access	*Students use resources of library in several projects: Pre-Columbian America; Colonial Pen-pals;

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Skill 2.2 - Organizing and Using Information:

Proficiency 2.2.1: Students will be able to clarify information such as, but not limited to:

Knowledge & Skills	Content	Resources	Activities/Assessments
<ul style="list-style-type: none"> * Group data in categories according to appropriate criteria * Place in proper sequence <ul style="list-style-type: none"> -order of occurrence -order of importance * Place data in tabular form: charts, graphs, illustrations 	<ul style="list-style-type: none"> *3rd Q Research Paper *Year Round *Hooker Cemetery 	<ul style="list-style-type: none"> *Library/Computer access *Textbook *Hooker Cemetery (18th-19th century cemetery adjacent to the school); GIS database on cemetery 	<ul style="list-style-type: none"> *Taking notes on subject headings *Quiz and Test questions requiring ordering of events *Students make graphs of age/gender of deceased

Proficiency 2.2.2: Students will be able to interpret information such as, but not limited to:

Knowledge & Skills	Content	Resources	Activities/Assessments
<ul style="list-style-type: none"> * Draw inferences from factual material * Recognize instances in which more than one interpretation of factual material is valid 	<ul style="list-style-type: none"> *Mexican War *Columbus Trial 	<ul style="list-style-type: none"> *Textbook, * Zinn, * DBQ *<i>Critical Thinking</i> 	<ul style="list-style-type: none"> *Students analyze primary documents to infer policies *Student debates

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Proficiency 2.2.3: Student will be able to analyze information such as, but not limited to:

Knowledge & Skills	Content	Resources	Activities/Assessments
* Detect bias in data presented in various forms: graphic, tabular, visual, print * Compare and contrast credibility of differing accounts of the same event	*Revolutionary War *Manifest Destiny Unit	*Textbook, * Zinn	*Comparison of Textbook and Zinn interpretation of Shays' Rebellion *Comparison of Textbook and Zinn interpretation of Mexican War.

Proficiency 2.2.4: Student will be able to summarize information such as, but not limited to:

Knowledge & Skills	Content	Resources	Activities/Assessments
* Form opinion based on critical examination of relevant information * State hypothesis for further study	*Year Round	*DBQ, *"Us or Them"	*Native American DBQ; * "Us or Them: Mary Dyer" – students examine primary and secondary documents for form opinions about Colonial and Native American interactions

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Proficiency 2.2.5: Student will be able to synthesize information such as, but not limited to:

Knowledge & Skills	Content	Resources	Activities/Assessments
<p>* Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events</p> <p>* Present visually (chart, graph, diagram, model, etc.) information extracted from print</p> <p>* Prepare a research paper that requires a creative solution to a problem</p> <p>* Test the validity of the information, using such criteria as source, objectivity, technical correctness, currency</p>	<p>*Civil War</p> <p>*Year Round</p> <p>*Year Round</p>	<p>* Zinn</p> <p>*Textbook,</p> <p>* DBQ</p>	<p>*Discussion of what could have happened in election of 1860</p> <p>*Use of graphic organizers</p> <p>*Mock trials and debates require students to test the validity of information</p>

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Proficiency 2.2.6: Student will make decisions by examples such as, but not limited to:

Knowledge & Skills	Content	Resources	Activities/Assessments
<ul style="list-style-type: none">* Secure needed factual information relevant to making the decision * Identify alternative courses of action and predict likely consequences of each * Make decisions based on the data obtained * Take action to implement the decision	<ul style="list-style-type: none">*Current events	<ul style="list-style-type: none">*Newspapers, internet	<ul style="list-style-type: none">*Reading, discussions, letters to editor. Student use data to form and communicate an opinion or suggested course of action related to current events.

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Skill 2.3 - Interpersonal Relationships and Social Participation of Informed Citizens

Proficiency 2.3.1: Students will develop personal skills such as, but not limited to:

Knowledge & Skills	Content	Resources	Activities/Assessments
<ul style="list-style-type: none">* Communicate ones own beliefs, feelings and convictions * Adjust own behavior to fit the dynamics of various groups and situations * Participate in persuading, compromising, debating and negotiating in the resolution of conflicts and differences	<ul style="list-style-type: none">*Year Round	<ul style="list-style-type: none">*High-5 team building activities	<ul style="list-style-type: none">*Class discussions and debates, * setting classroom rules; * High-5 reflections; * participation grade

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Proficiency 2.3.2: Students will develop social and political participation skills such as, but not limited to:

Knowledge & Skills	Content	Resources	Activities/Assessments
<ul style="list-style-type: none"> * Keep informed on issues that affect society * Identify situations in which social action is required * Work individually or with others to decide on an appropriate course of action * Work to influence those in positions of social power to strive for extensions of freedom, social justice and human rights * Accept and fulfill social responsibilities associated with citizenship in a free society. 	<ul style="list-style-type: none"> *Year Round 	<ul style="list-style-type: none"> *Newspaper; *“Us or Them” * <i>Critical Thinking</i> readings 	<ul style="list-style-type: none"> *Weekly newspaper reading *Discussion of issues of social justice

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Standard 3.1 - The Nature and Purpose of Government

Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.

Knowledge & Skills	Content	Resources	Activities/Assessments
<p>3.1.12.1 Identify the structures and functions of government at various levels <i>e.g.</i> county – role of the sheriff’s office, or nation – role of providing defense of the country.</p>	<p>*American Governance Unit</p>	<p>*Textbook</p> <p>*Keene <i>Sentinel’s</i> annual publication of town governments</p> <p>*Internet: Fantasy Congress</p>	<p>*Reading and questions on structures and functions of government.</p> <p>*Classroom discussion of separation of powers, bill of rights.</p> <p>*Fantasy Congress game: students “draft” members of Congress and follow them as they propose and enact laws.</p>
<p>3.1.12.2 Examine how institutions and individuals make, apply, and enforce rules and laws <i>e.g.</i>, the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning regulations</p>	<p>*American Governance Unit</p> <p>*Unit on Jacksonian Democracy</p>	<p>*Textbook</p> <p>*Zinn</p> <p>*Internet: Fantasy Congress</p>	<p>*Questions and Discussion on how laws are made</p> <p>*Reading and questions on how laws are enforced.</p> <p>*Discussion of rise of bureaucracies and spoils system under Jackson</p>

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Knowledge & Skills	Content	Resources	Activities/Assessments
3.1.12.3 Evaluate how the purposes of government have been interpreted, e.g., promoting the general welfare or protection of private property.	*American Governance Unit	*Textbook *Zinn	*Exercises on Zinn Ch. 4-5 thesis
3.1.12.4 Explain how in the United States legitimate authority derives from custom, law and the consent of the governed, e.g., the Mayflower Compact or local curfews.	*Colonial Unit *Revolutionary War Unit	*Textbook *Zinn chapters 4-5 *Text of Thomas Paine, <i>Common Sense</i> and selection of <i>The Crisis</i> in English textbook	*Exercises on, and discussions of, the Mayflower Compact, the Iroquois Constitution, and the Declaration of Independence *Exercises on, and discussion of, Thomas Paine

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Standard 3.2 – Structure and Function of United States and New Hampshire Government.

Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

Knowledge & Skills	Content	Resources	Activities/Assessments
3.1.12.1 Describe how the fundamental ideals and principles of American government are incorporated in the US Constitution and the NH Constitution e.g., the rule of law or individual rights and responsibilities.	*American Governance Unit	*US and NH Constitutions	*Exercises on the Bill of Right *Comparison of US and NH Bill of Rights
3.2.12.2 Analyze the evolution of the US Constitution as a living document e.g., the Bill of Rights or Plessy v. Ferguson.	*American Governance Unit	*US Constitution *Worksheets: Constitutional Convention debate; 1 st Congress	*Bill of Rights exercises
3.2.12.3 Describe the roles and responsibilities of the US and NH judicial systems e.g., resolution of conflict between states or New Hampshire Legislature’s use of advisory opinions from the NH Supreme Court.	*Early US Unit	*Textbook *Zinn	* Discussion and quiz on <i>Marbury vs. Madison</i>

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Knowledge & Skills	Content	Resources	Activities/Assessments
3.2.12.4 Evaluate how individual rights have been extended in the US e.g., Truman's integration of the Armed Services or the Miranda decision.	*Reconstruction Unit	*Textbook *Lincoln-Douglass debates	*Discussions and exercises on 13 th and 14 th Amendments

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Standard 3.3 - The World and the United States' Place in it.

Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.

Knowledge & Skills	Content	Resources	Activities/Assessments
3.3.12.1 Discuss the impact on world affairs and the US' responses to environmental, economic, and technological issues e.g., intellectual property rights or global warming.	*Early US Unit	*Textbook, *Zinn, *Primary documents from Lowell and Manchester mills	*Exercises on role of Industrial Revolution in rise of early US
3.3.12.2 Discuss the relationship between domestic and foreign policy e.g., farm subsidies or the impact of the 2003 Iraq war on the United Kingdom, the United States, and Spain.	*Early US Unit *Manifest Destiny Unit *Gilded Age	*Textbook *Zinn *Critical Thinking reading *DBQ	*Exercises, discussion, and quiz on XYZ affair and Monroe Doctrine *Exercises, discussion and paper on Manifest Destiny and reasons for the war. *Exercises and discussion of Turner's Thesis and origins of American expansionism
3.3.12.3 Discuss the impact of the US' contribution to the ideals of democracy and representative government on world affairs. e.g., the United States Constitution or free elections.	*Early US Unit	*Textbook * Zinn	*Exercises, discussion, and quiz on effect of US Revolution on French Revolution of 1793

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Standard 3.4 Rights and Responsibilities

Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

Knowledge & Skills	Content	Resources	Activities/Assessments
3.4.12.1 Demonstrate responsible practices within the political process.	*Year Round	*Newspaper	*Letter to the Editor exercise
3.4.12.2 Investigate how knowledge and engaged citizens have acted to preserve and extend their liberties.	*Year Round *Civil War Unit	*Newspaper *Zinn * <i>Critical Writing</i>	*Weekly reading and commentary on editorials *Reading, exercises on, and discussion about, beginning of woman's suffrage movement and labor resistance to <i>laissez faire</i> .
3.4.12.3 Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens.	*Revolutionary War Unit	*Text of <i>Common Sense</i> *Zinn *Declaration of Independence	*Discussion of conditions that led to rebellion

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Standard 4.1 Economics and the Individual

Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.

Standard 4.2 Basic Economic Concepts

Students will learn about the pillars of a free market economy and the market mechanism.

Standard 4.3 Cycles in the Economy

Students will be able to explain the business cycle and trends in economic activity over time.

Standard 4.4 Financial Institutions and the Government

Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual

Standard 4.5 International Economics and Trade

Students will recognize the importance of international trade and how economies are affected by it.

Standard 4.6 Personal Finance

Students will be able to explain the importance of money management, spending credit, saving, and investing in a free market economy.

These standards are all met through the **Economics** Curriculum.

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Standard 5.1 - The World in Spatial Terms

Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

Knowledge & Skills	Content	Resources	Activities/Assessments
5.1.12.1 Use graphic tools to depict geographic issues.	*Civil War Unit	*Textbook, * <i>Freedom's Unfinished Revolution</i>	*Students use statistics to create pie charts that demonstrate land-use and slaves
5.1.12.1 Demonstrate how mental maps reflect the human perception of places.	*Native American Unit	*Textbook *Zinn *Native American origin myths	*Discussion and writing assignment on how Native American conceptions of space affected their interactions with each other and with the invading Europeans
5.1.12.3 Analyze spatial interactions and models of spatial organization.	*Colonial Unit	*Selections from James Deetz, <i>In Small Things Forgotten</i>	*Exercises on and discussions about regional and temporal variations in American Colonial culture, including cemetery decoration and architectural forms

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Standard 5.2 Places and Regions

Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.

Knowledge & Skills	Content	Resources	Activities/Assessments
5.2.12.1 Discuss the changing meaning and significance of place.	*Native Americans Unit	*Field Trip to Fort Hill	*Journal entry discussing meaning of land from Abenaki perspective
5.2.12.2 Investigate how relationships between humans and the physical environment lead to the formation of 'place'.	*Native Americans Unit *Colonial Unit	*Textbook *Origin myths *Local histories of Hinsdale *Publications of Monadnock Institute of Place	*Discussion of how physical environment affected cultural issues *Discussion of development of sense of place in Hinsdale
5.2.12.3 Discuss the structure of regional systems.	*Civil War Unit	*Textbook *Zinn	*Exercises, discussion, quiz on how regional systems led to conflict
5.2.12.4 Utilize regions to analyze geographic issues.	*Civil War Unit	*Textbook *Zinn <i>*Freedom's Unfinished Revolution</i>	*Analysis of role of geographic differences as causes of the outbreak of the Civil War

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Knowledge & Skills	Content	Resources	Activities/Assessments
5.2.12.5 Recognize that places and regions serve as symbols for individuals and societies.	*Colonial Unit	*Zinn	*During examination of Pilgrims, discussion of why and when Plymouth and Thanksgiving myths arose

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Standard 5.3 Physical Systems Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.

Knowledge & Skills	Content	Resources	Activities/Assessments
5.3.12.1 Explain the interaction of Earth's physical systems.	(Earth Science)		
5.3.12.2 Demonstrate the spatial variation in physical processes across Earth's surface.	(Earth Science)		
5.3.12.3 Illustrate the characteristics of different ecosystems.	(Earth Science)		
5.3.12.4 Compare the carrying capacity of different ecosystems in relation to land use.	(Earth Science)		
5.3.12.5 Recognize the importance of ecosystems in people's understanding of environmental issues.	(Earth Science)		

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Standard 5.4 Human Systems

Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.

Knowledge & Skills	Content	Resources	Activities/Assessments
5.4.12.2 Distinguish how culture traits shape the character of a region.	*Native Americans Unit	*Textbook *Zinn	*Exercises and discussion of how migrations and forced migrations changed certain regions, such as the Southwest
5.4.12.3 Recognize the increasing interdependence of the world's countries.	(American Studies 2)		
5.4.12.4 Classify the functions, sizes, and spatial arrangements of urban areas.	*Colonial Unit	*Textbook	*Exercise and discussion on site formation, contrasting Middle Colonies and New England
5.4.12.5 Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales.	*Colonial Unit	*Textbook *Zinn	*Exercises and discussion on European and Native American interactions and conflict in the 18 th century.

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Standard 5.5 Environment and Society Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.

Knowledge & Skills	Content	Resources	Activities/Assessments
5.5.12.1 Appraise the significance of the global impact of human modification of the physical environment.	(American Studies 2)		
5.5.12.2 Explain how changes in the physical environment can diminish its capacity to support human activity.	(American Studies 2)		
5.5.12.3 Consider how humans perceive and react to natural hazards.	*Gilded Age Unit	*Textbook *Zinn *Internet resource	*Exercise and discussion of Jonestown flood
5.5.12.4 Examine how the spatial distribution of resources affects patterns of human settlement.	*Civil War Unit	*Textbook *Zinn <i>*Freedom's Unfulfilled Revolution</i>	*Analysis of resources and human settlement patterns at the outbreak of the Civil War

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Knowledge & Skills	Content	Resources	Activities/Assessments
5.5.12.5 Explore how the use and development of natural resources change over time.	*Early US Unit	*Textbook *Primary sources on Lowell and Manchester Mills *Documents on history of Hinsdale	*Analysis of changing roles of water power and wood-fueled steam power in New England
5.5.12.6 Evaluate the management and use of renewable, non-renewable, flow and potential resources.	(American Studies 2)		

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Standard 6.1 Political Foundations and Development

Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.

Knowledge & Skills	Content	Resources	Activities/Assessments
6.1.12.1 Account for the rise and fall of political parties and movements and their impact.	*Early US Unit *Jacksonian Democracy *Civil War Unit	*Textbook *Zinn *DBQ * Ken Burns <i>Civil War</i>	*Exercise, discussion, quiz on rise of political parties (Federalist and Republican-Democrats) *Exercises, discussion, and quiz on rise of Jacksonian democracy *Exercises and project on rise of Republican party
6.1.12.2 Analyze how religion has influenced the political life of the nation.	*Early US Unit	*Textbook *Zinn * <i>United</i>	*Discussion and quiz on role of deism among Founding Fathers *Discussion and quiz on Great Awakening and Second Great Awakening
6.1.12.3 Analyze the roots and application of the federal system of government by examining key documents and events.	*American Governance Unit	*US Constitution *Worksheets *Textbook summaries of Supreme Court cases	*Discussion, exercises, and quizzes on Supreme Court cases

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Knowledge & Skills	Content	Resources	Activities/Assessments
6.1.12.4 Examine the impact of sectionalism on national crises and US government policies.	*Civil War Unit	*Textbook *Zinn *Ken Burns, <i>Civil War</i> * <i>Freedom's Unfinished Revolution</i>	*Discussion, project, and test on causes of Civil War

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Standard 6.2 Contacts, Exchanges & International Relations Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.

Knowledge & Skills	Content	Resources	Activities/Assessments
6.2.12.1 Examine the role of NH in international diplomacy	(American Studies 2)		
6.2.12.2 Analyze how US foreign policy has varied from periods of international involvement, to isolationism, to exerting power and dominance at different time periods.	(American Studies 2)		
6.2.12.3 Decide to what extent democratic ideals, economic motives and empire building have influenced US foreign policy in events and policies.	*Manifest Destiny Unit	*Textbook *Zinn *DBQ	*Exercises, discussion and paper on Manifest Destiny and reasons for the Mexican War.
6.2.12.4 Determine the extent to which Manifest Destiny has been a driving force behind American ideology.	*Manifest Destiny Unit	*Textbook *Zinn *DBQ	*Exercises, discussion and paper on Manifest Destiny.
6.2.12.5 Investigate US involvement in and / or conflict with regional and international organizations.	(American Studies 2)		

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Standard 6.3 World Views and Value systems and their Intellectual and Artistic Expressions

Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.

Knowledge & Skills	Content	Resources	Activities/Assessments
6.3.12.1 Evaluate how individuals have developed ideas that have profoundly affected American life.	*Revolutionary War Unit *Civil War Unit	*Text of Thomas Paine, <i>Common Sense</i> and selection of <i>The Crisis</i> in English textbook *Textbook *Fredrick Douglas' <i>Narrative</i> *Ken Burns, <i>Civil War</i>	*Exercise questions *Analysis of Douglas' and Lincoln's role in ending slavery
6.3.12.2 Analyze how the arts and science often reflect and/or influence major ideas, values and conflicts of particular time periods.	*Colonial Unit	*Selections from James Deetz, <i>In Small Things Forgotten</i>	*Exercises on and discussions about influence of Enlightenment on American colonial architecture
6.3.12.3 Critique how the art, music and literature of our nation have been influenced by groups.	*Manifest Destiny Unit	*Posters	*Analysis of Anglo-American artists views of Native Americans
6.3.12.4 Analyze the spread of American ideas and culture around the world using examples.	(American Studies 2)		

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Standard 6.4 Economic Systems & Technology

Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.

Knowledge & Skills	Content	Resources	Activities/Assessments
6.4.12.1 Analyze how westward movement led to increased personal opportunities and a more diverse economy as seen in events.	*Manifest Destiny Unit	*Textbook *Zinn *DBQ	*Exercises, * discussion, * test
6.4.12.2 Evaluate the impact of major developments and changes in American economic productivity.	*Early US Unit	*Textbook *Zinn *Documents from Lowell and Manchester Mills	*Mill Girl Project
6.4.12.3 Explain how the development of technology has both simplified and complicated work.	*Early US Unit	*Textbook *Zinn *Documents from Lowell and Manchester Mills	*Mill Girl Project
6.4.12.4 Examine how economic interactions have occurred on an increasingly global scale.	(American Studies 2)		

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Knowledge & Skills	Content	Resources	Activities/Assessments
6.4.12.5 Explain how the economy over time has shaped the distribution of wealth.	*Year Round	*Zinn	*Exercise questions

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Standard 6.5 Social/Cultural

Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.

Knowledge & Skills	Content	Resources	Activities/Assessments
6.5.12.1 Explore the tensions between the values of unity and pluralism in defining our national identity.	*Civil War Unit	*Textbook *Zinn <i>*Freedom's Unfinished Revolution</i>	*Exercise questions
6.5.12.2 Evaluate the changing roles of gender in society.	*Early US Unit	*Textbook *Zinn *DBQ	*Exercises on changing gender roles
6.5.12.3 Explore attitudes toward diversity held by groups and individuals.	*Civil War Unit	*Textbook *Zinn <i>*Roots</i> *DBQ *Us and Them	*Discussion and exercises
6.5.12.4 Examine the impact of social class on life in the US.	*Year Round	*Zinn	*Exercise questions

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Knowledge & Skills	Content	Resources	Activities/Assessments
6.5.12.5 Analyze how religious ideas of morality have impacted social change.	*Early US Unit	*Textbook *Zinn *DBQ	*Analysis of role of Great Awakening and Second Great Awakening

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Standard 7.1 Political Foundations and Developments

Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.

Knowledge & Skills	Content	Resources	Activities/Assessments
7.1.12.1 Describe the development of different political systems.	*American Governance Unit	*Textbook *Zinn	*Analysis of classical forms of government
7.1.12.2 Evaluate the strengths and weaknesses of international and regional political organizations.	(American Studies 2)		
7.1.12.3 Analyze the impact of modern weapons of mass destruction on world relations during eras.	(American Studies 2)		
7.1.12.4 Analyze the impact on political institutions of mass movements.	*Civil War Unit	*Textbook *Zinn *Frederick Douglas' <i>Narrative</i> *DBQ	*Analysis of Abolitionist movement
7.1.12.5 Evaluate the influence of religion on political systems.	*Early US Unit	*Textbook *Zinn * <i>United</i>	*Discussion and quiz on role of deism among Founding Fathers *Discussion and quiz on Great Awakening and Second Great Awakening

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Standard 7.2 Contacts, Exchanges & International Relations

Students will demonstrate their understanding of the interactions of peoples and governments over time.

Knowledge & Skills	Content	Resources	Activities/Assessments
7.2.12.1 Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas.	*Colonial Unit	*Textbook *Zinn *Fort Hill material	*Diary entry on role of English and French traders in colonial Americas
7.2.12.2 Evaluate how military encounters have often lead to cultural exchanges.	*Colonial Unit	*Textbook * <i>United</i>	*Discussion of role of Iroquois in French and Indian War
7.2.12.3 Assess the impact of migrations of peoples on the receiving societies.	*Colonial Unit *Manifest Destiny Unit	*Textbook *Zinn *DBQ	*Discussion, quiz, on impact of European colonialism on Native American societies *Discussion, quiz, on Irish and Chinese immigration
7.2.12.4 Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts.	*Manifest Destiny Unit	*Text of Thoreau's <i>Civil Disobedience</i>	*Exercises, quiz, on anti-war movement

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Standard 7.3 World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.

Knowledge & Skills	Content	Resources	Activities/Assessments
7.3.12.1 Describe how people's differences in religion have often led to conflict in regions of the world.	*Colonial Unit	*Textbook *Zinn <i>*United</i>	*Analysis of role of religion in differing European attitudes towards Native Americans
7.3.12.2 Analyze how philosophic systems and social theories are powerful forces throughout history.	*American Governance Unit	*Textbook *Zinn	*Analysis of influence of Enlightenment thought on US Constitution
7.3.12.3 Examine how gender and ethnicity have been conceptualized in the arts.	*Manifest Destiny Unit	*Posters	*Analysis of Anglo-American artists views of Native Americans
7.3.12.4 Consider how art, music and literature often reflect or influence major ideas, values and conflicts of particular time periods.	*Colonial Unit	*Selections from James Deetz, <i>In Small Things Forgotten</i>	*Exercises on and discussions about influence of Enlightenment on American colonial architecture

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Standard 7.4 Economic Systems & Technology

Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.

Knowledge & Skills	Content	Resources	Activities/Assessments
7.4.12.1 Analyze various systems of distributing wealth e.g. feudalism, free market economies, or the welfare state	*Year Round	*Zinn	*Exercise questions
7.4.12.2 Analyze the impact of the Industrial Revolution around the world	*Early US Unit	*Textbook, *Zinn, *Primary documents from Lowell and Manchester mills	*Exercises on role of Industrial Revolution in rise of early US
7.4.12.3 Analyze the development and impact of various labor systems	*Early US Unit	*Textbook, *Zinn, *Primary documents from Lowell and Manchester mills	*Pen-pal project
7.4.12.4 Examine the development and impact of medical innovations.	(American Studies 2)		
7.4.12.5 Consider the relationship between weapons development and political or economic power	*Civil War Unit	*Textbook *Ken Burns, <i>Civil War</i>	*Analysis of impact of weapon technology on war

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Standard 7.5 Social/Cultural

Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.

Knowledge & Skills	Content	Resources	Activities/Assessments
7.5.12.1 Assess the impact of urbanization on the world environment.	(World History, 1 and 2)		
7.5.12.2 Examine the role and impact of religious ideas on daily life and social norms.	(World History, 1 and 2)		
7.5.12.3 Analyze struggles for cultural continuity by Diaspora communities.	*Early US Unit	*Textbook *Zinn * <i>Us and Them</i>	*Exercises on evolution of Native American societies in exile
7.5.12.4 Examine gender roles in societies.	*Early US Unit	*Textbook *Zinn *DBQ	*Exercises on changing gender roles
7.5.12.5 Determine the basis for ranking social groups within a given culture.	*Year Round	*Zinn	*Exercise questions

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