

Social Studies
Hinsdale High School

Grade Level /Course: 10th Grade American Studies 2

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:

Expectations	Content Area	Resources	Activities and 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 an opinion and to skim for facts * Read various forms of printed material: books, magazines, newspapers, directories, schedules, journals 	<ul style="list-style-type: none"> *America Becomes a World Power Annexation of the Philippines *Progressive Era *World War I *World War II Internment of Japanese Americans; Decision to use the atomic bomb on Hiroshima 	<ul style="list-style-type: none"> *<i>Critical Thinking in American History</i> * <i>The Jungle</i> by Upton Sinclair; * “Tracking the Real Killer Flu” from <i>National Geographic</i>: * “Dead Reckoning” from <i>The New Yorker</i>: *newspaper current events *Howard Zinn <i>A People’s History of the United States</i> (teaching edition) 	<ul style="list-style-type: none"> *Mock trials: - Students critically read a variety of primary sources about the topic; and either debate or stage a mock trial about a specified charge. * Students read the material assigned, answer questions about it (both comprehension and critical thinking), and then it is discussed in class * Chapters from Zinn. Students complete a study guide of questions about the chapter, carefully examining the idea of a <i>thesis</i> and how Zinn argues one interpretation of history.

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

Expectations	Content Area	Resources	Activities and 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	* <i>Pathways to the Present</i> (hereafter: Textbook)	* Defining Key Terms

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

*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	* Year Round	* Textbook	* Identifying terms and events using the glossary and index
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Proficiency 2.1.4: Students will be able to arrange information in a usable form such as, but not limited to:

Expectations	Content Area	Resources	Activities and Assessments
*Make a timeline * Write reports and research papers * Prepare a bibliography	*WWI *Progressive Era; *Thesis paper	*Students notebooks * Library *Library and computer (internet) access	*Parallel timelines Europe and at home during WWI *Students write a short report about the beginning, middle, or end of WWI using only their notes – to practice using facts to write a narrative. * 2-3 page report on Progressive Era topic, including bibliography * 7-10 page cited thesis paper (choice of topic) including bibliography

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

Expectations	Content Area	Resources	Activities and Assessments
*Access materials in the library *Use appropriate primary and secondary resources * Use appropriate and relevant technology to acquire information	* Progressive Era *Thesis Paper	*Library and Computer access; including EBSCO	*Progressive Era Report. * Thesis paper research begins with an introduction to EBSCO by the librarian.

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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:

Expectations	Content Area	Resources	Activities and 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"> *Midterm *Thesis Paper *Roaring Twenties 	<ul style="list-style-type: none"> * Library and Computer access * Data on automobile production 	<ul style="list-style-type: none"> * On the midterm students are asked to group events and people in their proper historical period. *After completing the research on their thesis papers students are required to organize their notecards into a coherent sequence * Students graph automobile production in the 1920s.

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

Expectations	Content Area	Resources	Activities and Assessments
* Draw inferences from factual material * Recognize instances in which more than one interpretation of factual material is valid	* Year Round	* <i>Critical Thinking in American History</i> *Textbooks *Zinn	*Mock trials/ debates: The Primary sources used as evidence in these activities requires students to draw inferences * The juxtaposition of these two resources, and the resulting discussion leads students to the conclusion that history is up for interpretation.

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

Expectations	Content Area	Resources	Activities and Assessments
<ul style="list-style-type: none"> * Detect bias in data presented in various forms: graphic, tabular, visual, print * Compare and contrast credibility of differing accounts of the same event 	<ul style="list-style-type: none"> * Year Round 	<ul style="list-style-type: none"> * <i>Critical Thinking in American History</i> 	<ul style="list-style-type: none"> * Mock trials and debates – While interpreting primary sources students must reconcile opposing viewpoints and conflicting accounts. Students must also look for bias and motives in these accounts.

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

Expectations	Content Area	Resources	Activities and Assessments
<ul style="list-style-type: none"> * Form opinion based on critical examination of relevant information * State hypothesis for further study 	<ul style="list-style-type: none"> * Thesis Paper 	<ul style="list-style-type: none"> * Library and Computer access 	<ul style="list-style-type: none"> * Students do some preliminary research about a topic, and then form a thesis. They do further research for the writing of the 7-10 page paper.

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

Expectations	Content Area	Resources	Activities and Assessments
<ul style="list-style-type: none"> * Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events * Present visually (chart, graph, diagram, model, etc.) information extracted from print * Prepare a research paper that requires a creative solution to a problem * Test the validity of the information, using such criteria as source, objectivity, technical correctness, currency 	<ul style="list-style-type: none"> * WWII * Year Round * Year Round * Environmental Unit 	<ul style="list-style-type: none"> *Textbook and notes * Textbooks * <i>Critical Thinking in American History</i> * Current Events 	<ul style="list-style-type: none"> * Discussion of the Munich Conference and personal conflict management skills. Students debate what might have happened if Chamberlin had been more unyielding. * Students make graphic organizers of material they read. * Mock trials and debates require students to assess the validity of a source * Students research and write a short paper that outlines an environmental problem and offers a practical solution.

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

Expectations	Content Area	Resources	Activities and 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 the editor” Students use factual information 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:

Expectations	Content Area	Resources	Activities and 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 Five team building activities found in <i>A Teachable Moment</i> and <i>Quicksilver</i> 	<ul style="list-style-type: none"> * Class discussions and debates- everyone is given space to participate, though “pass” is an option * Classroom culture – consensus is preferred over majority rules; Students set rules for the classroom at the beginning of the year, criteria for grading, and class meetings address problems in that arise throughout the year. *Participation in class is part of the overall grade *High Five energizers, and reflections.

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

Expectations	Content Area	Resources	Activities and 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"> *Current Events * Year Round 	<ul style="list-style-type: none"> *Newspapers and Internet * <i>Us and Them; A History of Intolerance in America</i> (Southern Poverty Law Center) 	<ul style="list-style-type: none"> *Reading *Discussions * “Letters to the editor” Students use factual information to form and communicate an opinion or suggested course of action related to current events.

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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

Expectations	Content Area	Resources	Activities and Assessments
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.	*Elections overview * WWI, * WWII *Vietnam	*Newspapers, Internet (streaming capability) *Textbook	* Students identify candidates and platforms – from the local level up through national *Major issues of the election are discussed (e.g. in 2006 : Eminent Domain) * Examination of how war was declared (or not), process for sending in troops, raising money, and signing treaties
3.1.12.2 Examine how institutions and individuals make, apply, and enforce rules and laws e.g., the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning regulations	*WWI, *New Deal *WWII	*United Streaming Videos *Textbook	*Notes, * Readings * Discussion - of role of War Industries Board, War Productions Board, New Deal legislation

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Expectations	Content Area	Resources	Activities and 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.	*Progressive Era; *World War I; *New Deal	*Textbook	*Notes *Discussions *Tests and midterm exam (How government balances securing national defense; individual liberty; and general welfare)
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.	(American Studies 1)		

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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.

Expectations	Content Area	Resources	Activities and Assessments
3.2.12.1 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 Studies 1)		
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.	*Progressive Era; *Civil Rights movement ; *Current Events (eminent domain in the 2006 election; proposed marriage amendments)	*Textbook ; * Newspapers	*Notes, * Readings * Discussion – interpretations of purpose of government, extension on individual rights *Quizzes, tests *Reading and discussions of current events;

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Expectations	Content Area	Resources	Activities and Assessments
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.	(American Studies 1)		
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.	*Civil Rights Era; *Progressive Era (19 th Amendment)	*Textbook *Zinn *Schlessinger Videos – Civil Rights Movement *Computer download – MLK’s “I Have a Dream”	* Read, *Notes; *Discussion; *quizzes; test; *Newspaper project (Major milestones in the 1960s)

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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.

Expectations	Content Area	Resources	Activities and 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.	*Environmental Unit	*Selected magazine and newspaper articles * <i>An Inconvenient Truth</i>	*Reading and questions; *discussion of various newspaper and magazine articles; * Short Research Paper
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.	*Gilded Age and Progressivism *World Wars I & II *Current Events	*Textbook *Internet	*Discussion * Notes / Test answering how foreign policy (imperialism) was affected by domestic (growth of big business)

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Expectations	Content Area	Resources	Activities and Assessments
<p>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.</p>	<ul style="list-style-type: none"> *Spanish American Cuban War (Annexation of Philippines and Panama Canal) *World War I *Cold War * Current Events 	<ul style="list-style-type: none"> *Textbook; *Newspapers and Internet *Howard Zinn 	<ul style="list-style-type: none"> *Debate on annexation of Philippines; *Understanding of concept of <i>humanitarian imperialism</i> * Discussion and notes of American relations with Panama during and since the building of the canal. * Zinn – reading and comprehension questions on American imperialism, discussion * Current Events reading papers and discussions

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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.

Expectations	Content Area	Resources	Activities and Assessments
3.4.12.1 Demonstrate responsible practices within the political process	*Current Events	*Newspapers and Internet	* Following current events through reading and class discussions (Informed citizens)
3.4.12.2 Investigate how knowledge and engaged citizens have acted to preserve and extend their liberties	*Progressive Era *Civil Rights *Other Social Movements of the 1960s	*Textbook *Howard Zinn	*Readings *Notes *Discussion *Quizzes and Tests *Newspaper Project (milestones of the 1960s)
3.4.12.3 Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens	(American Studies 1)		

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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.

Expectations	Content Area	Resources	Activities and Assessments
5.1.12.1 Use graphic tools to depict geographic issues.	* America Becomes a World Power *WWI The Great Migration	*Textbook *Maps	*Notes *Readings *Discussion – Reasons for American acquisitions in the Pacific; migration of African Americans
5.1.12.1 Demonstrate how mental maps reflect the human perception of places.	(American Studies 1)		
5.1.12.3 Analyze spatial interactions and models of spatial organization.	(American Studies 1)		

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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.

Expectations	Content Area	Resources	Activities and Assessments
5.2.12.1 Discuss the changing meaning and significance of place.	(American Studies 1)		
5.2.12.2 Investigate how relationships between humans and the physical environment lead to the formation of 'place'.	(American Studies 1)		
5.2.12.3 Discuss the structure of regional systems.	(American Studies 1)		
5.2.12.4 Utilize regions to analyze geographic issues.	<ul style="list-style-type: none"> * Current Events *Environment Unit 	<ul style="list-style-type: none"> *Newspapers *Internet *Textbook *Wallmaps * <i>American History through Earth Science</i> 	<ul style="list-style-type: none"> *Readings *Discussions – “red” and “blue” states; main economic activities in areas, prevailing winds, and acid rain; * Gulf coastal states and hurricane activity from <i>American History Through Earth Science</i>.

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Expectations	Content Area	Resources	Activities and Assessments
5.2.12.5 Recognize that places and regions serve as symbols for individuals and societies.	*Current Events	*Newspapers, *Internet	*Readings and *Discussion – importance of the World Trade Center as a symbol;

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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.

Expectations	Content Area	Resources	Activities and 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.	*Environment Unit	*Newspaper articles	* Readings * Discussions

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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.

Expectations	Content Area	Resources	Activities and Assessments
5.4.12.2 Distinguish how culture traits shape the character of a region.	* Between the Wars	* Textbook * Harlem Renaissance Literature – Langston Hughes *Bessie Smith recordings	*Readings *Notes *Discussion – African Americans migrating to the north change the cultural makeup of cities in the north.
5.4.12.3 Recognize the increasing interdependence of the world’s countries.	*The Environment	*Newspapers, current events	* Readings *Discussions – Kyoto and global warming
5.4.12.4 Classify the functions, sizes, and spatial arrangements of urban areas.	* 1920s *1950s	*Textbook	* Notes *Readings – growth of suburbs and the flight of wealth from cities.
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.	* Cold War	*Textbook * Zinn	* Readings, *Discussion – Yalta Conference

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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.

Expectations	Content Area	Resources	Activities and Assessments
5.5.12.1 Appraise the significance of the global impact of human modification of the physical environment.	*Environmental Unit	*Newspapers and current events	*Readings and comprehension questions *Class discussions
5.5.12.2 Explain how changes in the physical environment can diminish its capacity to support human activity.	*Environmental Unit	*Newspapers and current events	*Readings and comprehension questions *Class discussions
5.5.12.3 Consider how humans perceive and react to natural hazards.	* Environmental Unit	<i>*Teaching History Through Earth Science</i>	* Charting paths of hurricanes in the Gulf *Graphing elevation of Gulf cities *Discussion about Katrina

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Expectations	Content Area	Resources	Activities and Assessments
5.5.12.4 Examine how the spatial distribution of resources affects patterns of human settlement.	* American Becomes a World Power	*Textbook *Zinn * <i>Critical Thinking in American History</i>	* Notes *Reading *Discussions about the formation of the American empire at the beginning of the 20 th century and the motives for it.
5.5.12.5 Explore how the use and development of natural resources change over time.	* Gilded Age / Big Business	*Textbook *Zinn	*Notes *Reading *Discussion about how the growth of American industry created new demands for natural resources
5.5.12.6 Evaluate the management and use of renewable, non-renewable, flow and potential resources.	*Environmental Unit	*Newspapers and current events	*Readings and comprehension questions *Class discussions

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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.

Expectations	Content Area	Resources	Activities and Assessments
6.1.12.1 Account for the rise and fall of political parties and movements and their impact.	(American Studies 1)		
6.1.12.2 Analyze how religion has influenced the political life of the nation.	*1920s * Cold War	*Textbook *Zinn	*Notes *readings *Discussion - America's reaction to 'godless communism' as a threat to the American way of life. Scopes Trial; Addition of "under God" to pledge *Quizzes and Tests
6.1.12.3 Analyze the roots and application of the federal system of government by examining key documents and events.	(American Studies 1)		

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Expectations	Content Area	Resources	Activities and Assessments
6.1.12.4 Examine the impact of sectionalism on national crises and US government policies.	* 1970s to the Present	*Textbook *Zinn	*Notes *Readings *Discussion – the increasing political divide in America - “red” and “blue” states

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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.

Expectations	Content Area	Resources	Activities and Assessments
6.2.12.1 Examine the role of NH in international diplomacy	*America Becomes a World Power (1890 – 1910) *WWII / Cold War	*Textbook *Zinn	*Notes; *Readings *Discussions about Theodore Roosevelt and the Portsmouth Treaty ending the Russo-Japanese War; and Bretton Woods and the WTO
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.	*World War I *The World Between the Wars *World War II	*Textbook *United Streaming Videos * Zinn	*Readings *Notes *Discussion- Americans shift from isolations to entering WWI, then back to isolationism, and then entry into WWII *Quizzes and Tests

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Expectations	Content Area	Resources	Activities and Assessments
6.2.12.3 Decide to what extent democratic ideals, economic motives and empire building have influenced US foreign policy in events and policies.	<ul style="list-style-type: none"> *American Becomes a World Power * WWI * WWII / Cold War *1970s to Present 	<ul style="list-style-type: none"> * Zinn *Textbook 	<ul style="list-style-type: none"> * Notes * Readings * Discussion - Essential question for the year is “How has imperialism affected American history?” * Debate on the annexation of the Philippines * Quizzes and Tests:
6.2.12.4 Determine the extent to which Manifest Destiny has been a driving force behind American ideology.	(American Studies 1)		
6.2.12.5 Investigate US involvement in and / or conflict with regional and international organizations.	<ul style="list-style-type: none"> *Cold War *Current Events 	<ul style="list-style-type: none"> *Textbook *Zinn 	<ul style="list-style-type: none"> *Readings *Notes *Discussion – NATO, UN, and Current Events

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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.

Expectations	Content Area	Resources	Activities and Assessments
6.3.12.1 Evaluate how individuals have developed ideas that have profoundly affected American life.	*Progressive Era *Civil Rights	* Textbook * Zinn * <i>The Jungle</i> * Internet – MLK’s “I Have a Dream”	* Notes * Readings *Discussions – impact an individual has *Tests and Quizzes
6.3.12.2 Analyze how the arts and science often reflect and/or influence major ideas, values and conflicts of particular time periods.	* 1960s	* Internet / itunes : music of the 1960s / protest songs	* Listen and analyze protest music of the 1960s * Find songs today that reflect social issues / politics
6.3.12.3 Critique how the art, music and literature of our nation have been influenced by groups.	*1920s *1950s	*Textbook	*Readings *Discussion – contributions of African Americans to creation of rock and roll
6.3.12.4 Analyze the spread of American ideas and culture around the world using examples.	*1950s	* Textbook and internet * <i>Fast Food Nation</i>	*Readings *Discussion – Marshall Plan and creation and spread of McDonalds world wide.

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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.

Expectations	Content Area	Resources	Activities and Assessments
6.4.12.1 Analyze how westward movement led to increased personal opportunities and a more diverse economy as seen in events.	(American Studies 1)		
6.4.12.2 Evaluate the impact of major developments and changes in American economic productivity.	* Big Business and Gilded Age * 1920s (Ford)	*Textbook *Zinn	*Readings *Notes *Discussions
6.4.12.3 Explain how the development of technology has both simplified and complicated work.	* 1950s	* Textbook	* Readings *Discussions – appliances to simplify women’s work in the home actually increases expectations and work load.

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Expectations	Content Area	Resources	Activities and Assessments
6.4.12.4 Examine how economic interactions have occurred on an increasingly global scale.	<ul style="list-style-type: none"> *Current Events * 1970s – Present 	<ul style="list-style-type: none"> *<i>Rethinking Globalization</i> * Video “Zoned for Slavery” 	<ul style="list-style-type: none"> *Readings *Notes *Discussions – international sweatshops, Global distribution of wealth;
6.4.12.5 Explain how the economy over time has shaped the distribution of wealth.	<ul style="list-style-type: none"> *Gilded Age *Current Events 	<ul style="list-style-type: none"> * Internet *Textbooks 	<ul style="list-style-type: none"> *Compare the economies, and resulting distribution of wealth of the Gilded Age with current situation.

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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.

Expectations	Content Area	Resources	Activities and Assessments
6.5.12.1 Explore the tensions between the values of unity and pluralism in defining our national identity.	*WWII * Current Events	* <i>Us and Them</i>	
6.5.12.2 Evaluate the changing roles of gender in society.	*Progressive Era *WWI and WWII *1920s *1950s *Women’s Movement (1960s and 70s)	*Textbook *Zinn	*Readings *Notes *Discussions *Quizzes and Tests
6.5.12.3 Explore attitudes toward diversity held by groups and individuals.	* 1920s *WWII * Civil Rights * 1970s to Present	* Textbook * Zinn * <i>Us and Them</i>	* Notes *Readings *Discussions – Red Scares, Lynching of African Americans, Japanese Internment, Integration, and Gay Rights.

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Expectations	Content Area	Resources	Activities and Assessments
6.5.12.4 Examine the impact of social class on life in the US.	* Year Round	*Zinn	*Discussions of Zinn * Frequent asking of “who benefits”
6.5.12.5 Analyze how religious ideas of morality have impacted social change.	*Current Events	*Newspapers *Internet *Textbook	* Readings *Notes *Discussions of proposed marriage amendments; Temperance Movement and Prohibition

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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.

Expectations	Content Area	Resources	Activities and Assessments
7.1.12.1 Describe the development of different political systems.	*WWI *WWII	*Textbooks *Zinn *United Streaming Videos	*Notes *readings *Discussions – rise of communism in the Soviet Union, totalitarian governments pre-WWII.
7.1.12.2 Evaluate the strengths and weaknesses of international and regional political organizations.	*WWI *Cold War *Current Events	*Textbook *Zinn *Newspapers	*Notes *Readings *Discussions – creation and ineffectiveness of League of Nations; Creation of UN; UN today

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Expectations	Content Area	Resources	Activities and Assessments
7.1.12.3 Analyze the impact of modern weapons of mass destruction on world relations during eras.	<ul style="list-style-type: none"> *WWI *WWII *Cold War *Current Events 	<ul style="list-style-type: none"> *Textbook *Zinn *Newspapers *United Streaming 	<ul style="list-style-type: none"> *Notes *Readings *Discussion- - WWI as the first “modern war”; comparisons of Dresden with Hiroshima; arms race; and WMDs? *Quizzes and Tests
7.1.12.4 Analyze the impact on political institutions of mass movements.	<ul style="list-style-type: none"> *Progressive Era * 1960s *Environment 		Women’s movement
7.1.12.5 Evaluate the influence of religion on political systems.	(World History 1, and 2)		

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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.

Expectations	Content Area	Resources	Activities and Assessments
7.2.12.1 Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas.	*US Becomes a World Power	* Text * “Annexation of Hawaii” from <i>Aloha Magazine</i> * <i>Colonialism in Asia</i>	* Read and discuss annexations of Hawaii and Philippines
7.2.12.2 Evaluate how military encounters have often lead to cultural exchanges.	* US Becomes a World Power	* Text * “Annexation of Hawaii” from <i>Aloha Magazine</i> * <i>Colonialism in Asia</i>	* Read and discuss annexations of Hawaii and Philippines
7.2.12.3 Assess the impact of migrations of peoples on the receiving societies.	(American Studies 1)		
7.2.12.4 Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts.	* Road to WWII	*Text	* Reading and questions from text * Discussion of failure of League of Nations and Munich Conference

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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.

Expectations	Content Area	Resources	Activities and Assessments
7.3.12.1 Describe how people's differences in religion have often led to conflict in regions of the world.	* American Relations with the Middle East	* Schlessinger Video <i>Middle East</i>	*Video * Discussion * Review questions
7.3.12.2 Analyze how philosophic systems and social theories are powerful forces throughout history.	* US Becomes a World Power * Cold War * 1960s (Vietnam)	* Text * <i>Colonialism in Asia</i> * Zinn * <i>Chronicle of a War</i>	* Text readings and questions * Notes * Discussion * Video
7.3.12.3 Examine how gender and ethnicity have been conceptualized in the arts.	(World History, 1 and 2)		
7.3.12.4 Consider how art, music and literature often reflect or influence major ideas, values and conflicts of particular time periods.	(World History, 1 and 2)		

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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.

Expectations	Content Area	Resources	Activities and Assessments
7.4.12.1 Analyze various systems of distributing wealth e.g. feudalism, free market economies, or the welfare state	* Progressive Era * America Since 1970	* Text	* Socialism v. free enterprise welfare chart * Guided reading worksheets
7.4.12.2 Analyze the impact of the Industrial Revolution around the world	* Contemporary Issues	* Zoned for Slavery * <i>Colonialism in Asia</i>	* Video * Readings * Discussion of free trade zones and sweatshops
7.4.12.3 Analyze the development and impact of various labor systems	* Road to WWII		* Notes – Soviet Collectivization
7.4.12.4 Examine the development and impact of medical innovations	* WWII * 1950s	*Text	* Text *Notes *Review questions
7.4.12.5 Consider the relationship between weapons development and political or economic power	* Cold War – arms race	*Text	*Readings *Notes *Discussion

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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.

Expectations	Content Area	Resources	Activities and Assessments
7.5.12.1 Assess the impact of urbanization on the world environment.	(World History, part 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.	(American Studies 1 and World History, 1 and 2)		
7.5.12.4 Examine gender roles in societies.	(American Studies 1 and World History, 1 and 2)		
7.5.12.5 Determine the basis for ranking social groups within a given culture.	(American Studies 1 and World History, 1 and 2)		