

**Core High School U.S. History
Standards, Supporting Skills, Assessments and Resources**

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Analysis)	9-12.US.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.	<ul style="list-style-type: none"> • Identify and explain the transition of the U.S. from an agrarian society to an industrial nation. <p>Examples: urbanization/industrialization/immigration</p> <p>Examples: key people-Thomas Edison, Henry Ford, Wright brothers</p> <ul style="list-style-type: none"> • Identify and explain the causes and impact of Western Expansion in relation to the settlements of the great plains. <p>Examples: Homestead Act (1862), Railroad Expansion, Mining Frontier, Open Range, Morrill Act (1862)</p>	<p>Essay: Describe four factors that enabled the United States to become an industrial giant in the late 1800's?</p> <p>“Mechanization in Agriculture” guided reading worksheet</p> <p>“The West” Unit Test</p>	<p>Textbook and support materials</p> <p><i>The American Vision by Appleby, Brinkley, Broussard, McPherson and Ritchie</i></p> <p>Glencoe 2008</p> <p>ISBN 978-0-07-874522-5</p> <p><i>Our Documents: 100 Milestone Documents From The National Archives</i></p>

		<ul style="list-style-type: none"> Describe the role of big business and labor unions in the development of modern America. <p>Examples: Robber Barons, role of the muckrakers, labor leaders, government policies</p> <ul style="list-style-type: none"> Identify and explain the causes and impact of U. S. Imperialism as evidenced by the Spanish-American War, Open Door Policies (Japan and China), Panama Canal <p>Examples: Teddy Roosevelt-Big Stick Imperialism, Boxer Rebellion, Philippine nsurrection</p> <ul style="list-style-type: none"> Identify social and political origins, accomplishments, and limitations of Progressivism. Describe the causes and impact of World War I. Explain the factors that led to the Great Depression. <p>Examples: post-World War I economy, dust bowl</p>	<p>Essays: How did industrial leaders maximize profits during the late 1800's?</p> <p>Identify government policies that allowed labor to reap the benefits of industrialization.</p> <p>Essay: Evaluate the following statement. The Roosevelt Corollary was necessary to fulfill the previously proclaimed Monroe Doctrine?</p> <p>Essay: WW I</p> <p>1920's Stock Market Simulation</p>	<p>Video: <i>Andrew Carnegie: Man of Steel</i></p> <p><i>Our Documents: 100 Milestone Documents From The National Archives</i></p> <p><i>Roosevelt Corollary</i></p> <p><i>Our Documents: 100 Milestone Documents From The National Archives</i></p> <p><i>Fourteen Points</i></p>
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(Application)	9-12.US.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.	Examples: American Revolution, Westward Movement, Civil War/Reconstruction	Unit Exams Colonial Map Quiz Territorial Map Quiz Civil War Map Quiz	<i>Our Documents: 100 Milestone Documents From The National Archives</i> <i>Common Sense</i>
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Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessment	Resources
(Analysis)	9-12.US.2.1. Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.	<ul style="list-style-type: none"> Explain the causes of conflicts with Native Americans. Examples: Fort Laramie Treaties of 1851 and 1868, Minnesota Uprising (1862), Sand Creek Massacre (1864), Red Cloud's War (1864-1868), Battle of Little Big Horn (1876) Explain the impact of U.S. policy on Native Americans. Examples: Manifest Destiny, Black Hills Cession of 1877, General Allotment Act/Dawes Act (1887), Ghost Dance religion, Wounded Knee Massacre (1890) 	Essay: Describe U.S. foreign policy towards American Indians. Provide specific examples.	Video: <i>Minnesota Sioux War</i>

<p>(Application)</p>	<p>9-12.US.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p>	<ul style="list-style-type: none"> • Cultural movements Examples: Harlem Renaissance and jazz age, counterculture • Religious and educational movements Examples: Social gospel, Evangelicalism, Mormon, Native American education reform • Political movements Examples: Women’s suffrage, Populists and Progressives, Isolationists, Anarchists, Anti-communism, Civil Rights movement, American Indian movement, Reagan revolution • Social reform movements Examples: feminism, Social Darwinism, temperance, baby boomer • Economic movements Examples: post-World War II affluent society, global economy, Reaganomics 	<p>Poem Analysis</p> <p>School Improvement: 1840’s Style (worksheet)</p> <p>Civil Rights Timeline</p> <p>Civil Rights Unit Comprehensive Exam</p> <p>Essay: What caused the post WWII boom? What contributed to the “Slumping 70’s”?</p>	<p>Internet: Zora Neale Hurston and Langston Hughes</p> <p><i>Our Documents: 100 Milestone Documents From The National Archives</i></p> <p><i>Declaration of Women</i></p> <p>Video: <i>Not For Ourselves Alone</i></p> <p>Video: <i>Eyes on the Prize</i></p>
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(Knowledge)	9-12.US.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.	<ul style="list-style-type: none"> Native Americans and reservation system <p>Railroad, farming, livestock, and mining patterns</p> <ul style="list-style-type: none"> Settlements according to nationality and religion <p>Examples: German, Swedes, Norwegians, Bohemians, Czech, Dutch, etc.</p> <p>Examples: Hutterite, Mennonite, etc.</p>	<p>American Indian Mapwork</p> <p>South Dakota Mapwork:</p> <p>Immigrant Ethnicity</p>	<p>Video: <i>Minnesota Sioux War</i></p>

**Core High School U.S. History
Performance Descriptors**

Advanced	<p>High school students performing at the advanced level:</p> <ul style="list-style-type: none"> relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.
Proficient	<p>High school students performing at the proficient level:</p> <ul style="list-style-type: none"> explain the cause-effect relationships and legacy that distinguish significant historical periods and relationships; describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.; identify the influences of groups on settlement patterns of South Dakota and the Great Plains Region.
Basic	<p>High school students performing at the basic level:</p> <ul style="list-style-type: none"> identify groups who influenced the settlement of South Dakota; given historical periods, sequence events.

