

# COMMUNITY UNIT SCHOOL DISTRICT 200

## U.S. History High School Regular Level

**1. Subject Expectation (State Goal 14)**      **The student will understand, analyze, and compare political systems, with an emphasis on the United States.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand and explain basic principles of the United States government</b>
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Critical Content	14.A.5	Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups
		<ul style="list-style-type: none"><li>• describe the structure of the Articles of Confederation as a form of government, including its successes and failures</li><li>• determine the successes of the Articles of Confederation</li><li>• identify the compromises made at the Constitutional Convention (e.g. Virginia Plan, New Jersey Plan, etc.)</li></ul>
	*	<ul style="list-style-type: none"><li>• evaluate the need for the Bill of Rights and its continuing significance</li></ul>

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Understand the structures and functions of the political systems of Illinois, the United States and other nations</b>
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Critical Content	14.B.5	Analyze similarities and differences among world political systems (e.g., democracy, socialism, and communism)
		<ul style="list-style-type: none"><li>• distinguish between the fundamental principles of communism, democracy, and fascism</li></ul>

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Understand election processes and responsibilities of citizens</b>
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Critical Content	14.C.5	Analyze the consequences of participation and non-participation in the electoral process
		<ul style="list-style-type: none"><li>• describe how the Jacksonian era extended the rights of the common man</li><li>• examine how minority group leaders (e.g. African-American, Native-American, Women) have advanced the political, economic, and social power of their group</li></ul>
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**Essential Learning 4  
(Learning Standard D)**

**Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations**

Critical Content	14.D.5	Interpret a variety of public policies and issues from the perspectives of different individuals and groups
	*	<ul style="list-style-type: none"><li>differentiate between tactics used by the Sons of Liberty and interest groups today to gain political objectives</li><li>discriminate between the goals of various factions present at the Constitutional Convention (e.g. small state vs. large state, slave state vs. free state, etc.)</li><li>understand how the events deepened political divisions between the North and South prior to the outbreak of the Civil War</li><li>recognize examples of non-violent tactics used by civil rights activists to end discrimination</li><li>relate the contributions of the farmers and labor unions (e.g., eight hour day, Progressive income tax, Interstate Commerce Commission)</li></ul>
	*	<ul style="list-style-type: none"><li>assess the impact of protest groups on government policy during the course of the Vietnam War</li></ul>
	*	<ul style="list-style-type: none"><li>show how propaganda was used by the government during World War I and World War II to engender popular support for the war efforts</li></ul>

**Essential Learning 5  
(Learning Standard E)**

**Understand United States foreign policy as it relates to other nations and international issues**

Critical Content	14.E.5	Analyze relationships and tensions among members of the international community
		<ul style="list-style-type: none"><li>describe the struggle for dominance in North America between colonial and Native American powers (e.g., French and Indian War)</li><li>examine and evaluate the impact that the Monroe Doctrine had upon American foreign policy during the 1800s</li></ul>
	*	<ul style="list-style-type: none"><li>analyze how the territorial expansion of the United States between 1801 and 1865 affected our relationship with other nations and cultures</li></ul>
	*	<ul style="list-style-type: none"><li>demonstrate the changing role America played in world affairs during the 20th Century</li></ul>
	*	<ul style="list-style-type: none"><li>summarize the foreign and domestic consequences of American involvement in foreign wars and conflicts (e.g., Korean War, Vietnam War)</li></ul>
	*	<ul style="list-style-type: none"><li>examine the different approaches of the United States towards the defeated nations in WWII as opposed to WWI</li></ul>

**Essential Learning 6  
(Learning Standard F)**

**Understand the development of United States political ideas and traditions**

Critical Content	14.F.5	Interpret how changing geographical, economic, technological, and social forces affect United States political ideas and traditions
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- identify the changes in United States political ideas and traditions (e.g., the New Deal, Civil War, Jacksonian Democracy)
- describe how the United States' political ideas, practices, and technologies have extended rights for Americans in the 20th Century (e.g., suffrage, civil rights, motor-voter registration)
- recognize the chain of events that caused the American Revolution
- discuss the ramifications of the Civil War upon America's political and social structure
- identify key events in the 1950s that led to changes in the status of African-Americans
- show how rapidly changing social and economic forces fostered the advancement of rights gained by both minority groups and citizens in general

**2. Subject Expectation (State Goal 15)      The student will understand, analyze, and compare economic structures of the US and other nations.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services</b>
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- Critical Content    15.A.4c    Analyze the impact of inflation on an individual and the economy as a whole
- 15.A.4d    Explain the effects of unemployment on the economy.
- recall and identify major policy changes that occurred as a result of the Depression

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Understand that scarcity necessitates choices by consumers</b>
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- Critical Content    15.B.4b    Analyze the impact of current events (e.g., weather/natural disasters, wars) on consumer prices
- relate how the OPEC oil embargo impacted consumer purchasing power in the United States

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Explain how production and consumption choices change throughout the course of American history</b> <b>Understand that scarcity necessitates choices by producers</b>
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- Critical Content    15.C.4a    Analyze the impact of political actions and natural phenomena on producers and production decisions
- identify the economic changes thrust upon the South following the completion of the Civil War

- 15.C.5a Explain how competition is maintained in the United States economy and how the level of competition varies in differing market structures
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  - explain why the government, under Theodore Roosevelt’s leadership, began to monitor monopolistic corporations
- 15.C.5c Explain how government intervention with market prices can cause shortages or surpluses of a good or service
  - identify various examples of government intervention in the economy (e.g. WWI- War Industry Board, Depression- New Deal, WWII- Rationing)

<b>Essential Learning 4 (Learning Standard E)</b>	<b>Understand the impact of government policies and decisions on production and consumption in the economy</b>
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- Critical Content 15.E.4a Explain why government may intervene in a market economy
  - discuss the impact of the French and Indian War on British taxation of the colonies
  - contrast the industries indigenous to the North and the South prior to the outbreak of the Civil War
  - analyze how the Civil War affected economic conditions in the South
  - consider the effect of tariffs on consumer choices and production decisions

**3. Subject Expectation (State Goal 16) Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Apply the skills of historical analysis and interpretation</b>
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- Critical Content 16.A.4a Analyze and report historical events to determine cause-and-effect relationships
  - determine British policy toward the American colonies as a result of the French and Indian War

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  - examine the impact of the Coercive Acts upon unity of American colonists
  - construct a timeline of pertinent events leading to the Revolutionary War
  - identify the significance of key battles in the Revolutionary War (e.g., Lexington and Concord, Bunker Hill, Saratoga, Yorktown)
  - identify the significance of key battles in the Civil War (e.g., Vicksburg, Gettysburg, Appomattox Courthouse)
  - describe the causes and effects of Imperialism
  - identify the events that led to the Civil Rights Movement of the 1950s and 1960s
  - identify the outcomes of specific events in the Vietnam conflict (e.g., Gulf of Tonkin Resolution, Tet Offensive, Escalation, American withdrawal)

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  - discuss the justification of American entry into World War I
  - identify the impact of the Treaty of Versailles on world relations and global alignment
  - recall the economic factors (e.g., stock market crash, credit buying, etc) that led to the Great Depression
  - discuss the role of appeasement in the outbreak of World War II in Europe
  - identify the significance of key battles in World War II (e.g., El Alamein, Stalingrad, Normandy, Battle of the Bulge, Fall of Berlin, Pearl Harbor, Midway, Guadalcanal, Leyte Gulf, Bataan, Iwo Jima, Okinawa, Hiroshima, Nagasaki)
  - identify the lasting effects of World War II on the political and military landscape of post-war Europe
  - recall assassinations of key American political leaders on the social and political movements of the 20th Century (e.g., JFK, MLK Jr., Malcolm X, Robert Kennedy)
- 16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings)
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    - identify issues not solved by, or caused by, the Civil War
    - analyze the moral issues in the decision to drop the atomic bomb on Japan
- 16.A.5b Explain the tentative nature of historical interpretations
  - compare the Boston Massacre to Kent State

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Understand the development of significant political events</b>
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- Critical Content    16.B.4    Identify political ideas that have dominated United States historical eras
- define the concept of a Revolution
  - examine the balance between order and liberty as proposed in the Constitutional Convention
  - understand the impact of western settlement on the political influence of the middle class (i.e. Jacksonian Democracy)
  - identify the goals, tactics used, and accomplishments of organized labor
- 16.B.5a    Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time
- define Manifest Destiny
  - illustrate the influence of the media upon the American public’s opinion on war (e.g., Spanish-American War, Vietnam War, World War I, World War II, etc.)
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    - define policies America adopted in its stance against Communism in the 20th Century (e.g., Truman Doctrine Containment, Domino Theory)
    - assess the influence that the infusion of Communism on the United States during the 20<sup>th</sup> Century

- identify the political scandals throughout American history (e.g., Teapot Dome, Watergate, Iran-Contra Affair)
- 16.B.5b Analyze how United States political history has been influenced by the nation’s economic, social and environmental history
- examine the origins of the Ku Klux Klan

<b>Essential Learning 3</b>	<b>Analyze the role of the United States in the social history of the world.</b>
<b>(Learning Standard D)</b>	<b>Understand Illinois, United States and world social history</b>

- Critical Content 16.D.4 Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements
- determine the causes of British colonialization of the Americas
- 16.D.4a Describe the immediate and long-range social impacts of slavery
- 16.D.4b Describe unintended social consequences of political events in United States history
- discuss the impact of Industrialization and Immigration upon urban dwellers in American society
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- discuss the moral issues in the decision to drop the atomic bomb on Japan
- 16.D.5 Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history
- discuss the development of the relationship between the English and their colonies
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- discuss the moral implications of Manifest Destiny
  - explain how the issue of slavery (e.g., Dred Scott, Kansas-Nebraska Act, Popular Sovereignty, Compromise of 1850) deepened the social divisions between the North and the South
  - examine the Election of 1860 as a catalyst for Southern unity in the secession movement
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- specify how the Civil War led to dramatic social changes (e.g., Emancipation Proclamation, Assassination of Abraham Lincoln, Union victory)
  - describe how the abolition of slavery impacted the social and economic conditions of former slaves in the South
  - specify the social obstacles that immigrant populations faced from Americans
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- summarize urban life at the turn of the century, focusing on tenement housing, sweatshops, political machines, and Nativism
  - investigate how working conditions improved under the leadership of unions
  - explain the conflict between government policy toward unions’ and workers’ objectives
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- examine the social consequence of participating in an unpopular war (e.g., Vietnam)
  - imagine the dehumanizing affects of the mechanization of war during World War I

- relate the provisions of the Treaty of Versailles to the causes of WWII
- examine how Hitler and Mussolini utilized the poor economic conditions to gain political power
- explain the negative social impact that war had on Japanese-American civil rights
- \*
  - consider the potential social consequences of unleashing nuclear warfare on the world

<b>Essential Learning 4</b>	<b>Understand the critical relationship between Americans and their environment</b>
<b>(Learning Standard E)</b>	<b>Understand Illinois, United States and world environmental history</b>

- Critical Content    16.E.3a    Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818
- 16.E.5b    Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic, and social history
- categorize the impact of the environment upon the economic, social, and political activities of the northern, middle, and southern colonies
  - distinguish between the use of land by the British colonists, French colonists, and the native Americans
  - examine how land usage changed following American development of land
  - investigate how Lewis and Clark’s expedition aided American interest and knowledge of the physical environment of North America
  - discuss the impact of industrialization and urbanization upon the environment
  - recognize the devastation of warfare upon the physical environment (e.g., the South following the Civil War, Hiroshima following the Atomic bomb)

**4. Subject Expectation (State Goal 17)    Understand world geography and the effects of geography on society, with an emphasis on the United States.**

<b>Essential Learning 1</b>	<b>Locate, describe, and analyze places, regions, and features and their impact on the historical events in the United States</b>
<b>(Learning Standard A)</b>	

- Critical Content    17.A.4a    Prepare maps of physical features to answer complex geographic questions
- locate, describe, and explain places, regions, and features of a map of the United States
  - label the geographic location of historical battles throughout American military history (e.g., Revolutionary War, War of 1812, Mexican-American War, Civil War, Spanish-American War, World War I, World War II, Korean War, Vietnam War)

- 17.A.4b Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth
- chart the journey followed by Lewis and Clark during their trek to the Pacific
  - prepare before and after maps of Europe for WWI and WWII

<b>Essential Learning 2</b>	<b>Understand the geographic features of the United States and the cultural development of American society</b>
<b>(Learning Standard C)</b>	<b>Understand relationships between geographic factors and society</b>

- Critical Content 17.C.5b Describe the impact of human migrations and increased urbanization of ecosystems
- connect social pressures to geographic migratory trends, such as minorities moving north during World War I and the 1920s
- 17.C.5c Describe geographic factors that affect cooperation and conflict among societies
- express how the geographical differences between the north and the south contributed to the outbreak of war

**5. Subject Expectation The student will understand, analyze, and compare social systems with an application to the United States.**

**(State Goal 18) Understand social systems with an emphasis on the United States.**

<b>Essential Learning 1</b>	<b>Discuss unique characteristics of the development of American culture as reflected in language, media, art, and architecture</b>
<b>(Learning Standard A)</b>	<b>Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions</b>

- Critical Content 18.A.4 Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies
- trace the development of American values throughout American history
  - identify examples of music, literature, representing changing American values
- 18.A.5 Compare ways in which social systems are affected by political, environmental, economic and technological changes
- \* • analyze the evolution of gender roles as shown in various forms of media (e.g., advertisements, television shows, musical lyrics)
  - \* • draw conclusions about the impact that World War I had on literature in the 1920s and 1930s

<b>Essential Learning 2</b>	<b>Discuss the roles and interactions of individuals and groups and the resulting effects on American society</b>
<b>(Learning Standard B)</b>	<b>Understand the roles and interactions of individuals and groups in society</b>

Critical Content	18.B.3a	Analyze how individuals and groups interact with and within institutions
	*	<ul style="list-style-type: none"> <li>examine how groups (e.g. African-Americans, women) have challenged and changed the status quo</li> </ul>

<b>Essential Learning 3</b>	<b>Understand how social systems form and develop over time</b>
<b>(Learning Standard C)</b>	

Critical Content	18.C.5	Analyze how social scientists' interpretations of societies, cultures and institutions change over time
		<ul style="list-style-type: none"> <li>examine how the Scopes Monkey Trial represents conflicting cultural biases toward religion and science</li> </ul>