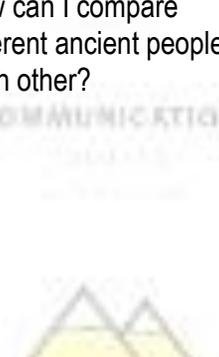


Ganado Unified School District (US History/11th)

PACING Guide SY 2016-2017

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1st Quarter Text, Internet (Ideal/Discover y. Slideshare), Library, P.P.	UNIT 1: AZ Concept 1: Research Skills for History Reading Literature: Key Idea and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.RL.1) 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.RL.2) 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11-12.RL.3)			
	PO 1. Interpret hist. data displayed in maps, graphs, tables, charts, and geologic time scales. EVALUATION	How do you interpret historical data in graphs, charts, etc.	I will interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.	Map key Axis Interpret
	PO 2. Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time). ANALYSIS	How can we distinguish between primary and secondary sources and evaluate sources for bias?	I will distinguish dating methods	Carbon dating Dendrochronology Distinguish

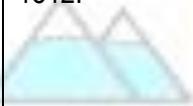
	PO 3. Formulate questions that can be answered by historical study and research. SYNTHESIS	How did mankind develop?	I will make and answer historical question	Formulate
	PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data. SYNTHESIS	In what ways can I interpret historical data?	I will construct graphs, tables, timelines, chart, and narratives to interpret historical data	Longitude Latitude Narratives
	PO 5. Evaluate primary and secondary sources for: a. authors' main points b. purpose and perspective c. facts vs. opinions d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective) e. credibility and validity EVALUATION	How do I know the difference between primary and secondary sources?	I will evaluate primary and secondary sources.	Primary Sources Secondary Source Perspective
	PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world. APPLICATION	How can I apply historical skill to current issues?	I will be able to analyze current events	Economy Geography Application
	PO 7. Compare present events with past events: a. cause and effect b. change over time different points of view ANALYSIS	In what ways is the past different or similar to the present?	I will compare present events to past events	Analysis Cause and Effect
	Writing: Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.			

	<p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (11-12.W.1)</p>			
	<p>AZ Concept 2: Early Civilizations</p> <p>PO 1. Describe Prehistoric Cultures of the North American continent:</p> <p>a. Paleo-Indians, including Clovis, Folsom, and Plano</p> <p>b. Moundbuilders, including Adena, Hopewell, and Mississippian</p> <p>c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)</p> <p>COMPREHENSION</p>	<p>How can I compare different ancient peoples to each other?</p> 	<p>I will describe the development of early people</p> 	<p>Anasazi Land Bridge Theory Comprehension</p>
	<p>Reading Informational: Key Ideas and Details</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.RI.1)</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.RI.2)</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.RI.3)</p>			

	<p>Concept 3: Exploration and Colonization PO 1. Review the reciprocal impact resulting from early European contact with indigenous peoples: a. religious (e.g., conversion attempts) b. economic (e.g., land disputes, trade) c. social (e.g., spread of disease, partnerships) d. food (e.g., corn) e. government (e.g., Iroquois Confederacy, matriarchal leadership, COMPREHENSION</p>	<p>How can I relate the fall of American cultures to the rise in European colonies?</p> 	<p>I will describe the impact of European contact with indigenous peoples.</p>	<p>Small Pox Maize Long House Teepee Comprehension</p>
	<p>PO 2. Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life COMPREHENSION</p>	<p>In what ways can I compare the different colonies and their beginnings to each other?</p>	<p>I will describe reasons for the colonization of America.</p>	<p>Charter Religious Freedom Comprehension</p>
	<p>PO 3. Compare the characteristics of the New England, Middle, and Southern colonies: a. Colonial governments, geographic influences, resources, and economic systems b. religious beliefs and social patterns ANALYSIS</p>	<p>How did freedom of religions effect early colonial development?</p> 	<p>I will compare the differences between New England, Middle and Southern colonies.</p>	<p>Indentured Servant Triangular Trade Town Meeting Analysis</p>
	<p>PO 4. Describe the impact of key colonial figures (e.g., John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop). COMPREHENSION</p>	<p>Why did early colonial leaders desire new colonies?</p>	<p>I will describe the impact of key colonial leaders</p>	<p>Mercantilism Comprehension</p>
	<p>Writing: Text Types and Purposes 2. <i>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</i> a. <i>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</i> b. <i>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and</i></p>			

	<p>examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (11-12.W.2)</p>			
	<p>AZ Concept 4: Revolution and New Nation</p> <p>PO 1. Assess the economic, political, and social reasons for the American Revolution:</p> <p>a. British attempts to tax and regulate colonial trade as a result of the French and Indian War</p> <p>b. colonists' reaction to British policy ideas expressed in the Declaration of Independence</p> <p>EVALUATION</p>	<p>What were some of the reasons for an increase in British taxes?</p>	<p>I will explain why the British taxed the American colonies.</p>	<p>Custom Duty Inflation Evaluation</p>
	<p>PO 2. Analyze the effects of European involvement in the American Revolution on the outcome of the war.</p> <p>ANALYSIS</p>	<p>How did the American Revolution affect other nations of the world?</p>	<p>I will analyze European involvement in the American Revolution</p>	<p>Committee of Correspondence</p>
	<p>PO 3. Describe the significance of major events in the Revolutionary War:</p> <p>a. Lexington and Concord</p> <p>b. Bunker Hill</p> <p>c. Saratoga</p> <p>d. writing and ratification of the Declaration of Independence</p> <p>e. Yorktown</p> <p>COMPREHENSION</p>	<p>What strategies were used by the colonies to win the Revolutionary war?</p>	<p>I will list major events of the Revolutionary War.</p>	<p>Minutemen</p>
<p>2nd Quarter Text, Internet (Ideal/Discover)</p>	<p>Reading Literature: Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is</p>			

<p>y. Slideshare), Library, P.P.</p>	<p><i>particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (11-12.RL.4)</i> 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.RL.5) 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (11-12.RL.6)</p>			
	<p>PO 4. Analyze how the new national government was created: a. Albany Plan of Union influenced by the Iroquois Confederation b. Articles of Confederation c. Constitutional Convention d. struggles over ratification of the Constitution e. creation of the Bill of Rights ANALYSIS</p>	<p>Why was it important to have a Bill of Rights in the Constitution?</p>	<p>I will explain why the Bill of Rights was added to the Constitution.</p>	<p>Bill of Rights Constitution Analysis</p>
	<p>PO 5. Examine the significance of the following in the formation of a new nation: a. presidency of George Washington b. economic policies of Alexander Hamilton c. creation of political parties under Thomas Jefferson and Alexander Hamilton d. the establishment of the Supreme Court as a co-equal third branch of government under John Marshall with cases such as Marbury v. Madison. ANALYSIS</p>	<p>In what way did future presidents use Washington as a role model?</p>	<p>I will explain how and why political parties were created.</p>	<p>Federalism Veto Separation of Powers Checks and Balances</p>
	<p>PO 6. Examine the experiences and perspectives of the following groups in the new nation: a. property owners b. African Americans c. women d. Native Americans e. indentured servants ANALYSIS</p>	<p>What rights and privileges did African American slave have?</p>	<p>I will describe the daily lives of African American slaves.</p>	<p>Emancipation Slave Codes</p>

	<p>AZ Concept 5: Westward Expansion PO 1. Trace the growth of the American nation during the period of western expansion: a. Northwest Territory b. Louisiana Territory c. Florida d. Texas e. Oregon Country f. Mexican Cession g. Gadsden Purchase h. Alaska ANALYSIS</p>	<p>How can I describe early western expansion across the American continent?</p> 	<p>I will identify different states and territory on a map.</p>	<p>Annexation Monroe Doctrine</p>
	<p>PO 2. Analyze how the following events affected the political transformation of the developing nation: a. Jefferson's Presidency b. War of 1812 c. Jackson's Presidency ANALYSIS</p>	<p>How did the Louisiana Purchase change the United States?</p> 	<p>I will explain the causes of the War of 1812.</p> 	<p>Alien Sedition Nullification Analysis</p>
	<p>PO 3. Identify how economic incentives and geography influenced early American explorations: a. explorers (e.g., Lewis and Clark, Pike, Fremont) b. fur traders c. miners d. missionaries (e.g., Father Kino, Circuit riders) COMPREHENSION</p>	<p>How did early explorers interact with each other?</p> 	<p>I will explain how Spanish missionaries interacted with Indians.</p>	<p>Manifest Destiny</p>
	<p>PO 4. Describe the impact of European-American expansion on native peoples COMPREHENSION</p>	<p>In what ways did European contact change Native American living?</p>	<p>I will describe how Americans traded with the Indians.</p>	<p>Pueblos Reservation</p>
	<p>PO 5. Describe the impact of the following aspects of the Industrial Revolution on the United States: a. transportation improvements (e.g., railroads, canals, steamboats) b. factory system manufacturing c. urbanization d. inventions (e.g., telegraph, cotton gin, interchangeable parts) COMPREHENSION</p>	<p>In what was did the Industrial Revolution</p>	<p>I will create a model of an Industrial Revolution Factory.</p>	<p>Interchangeable Parts Tariffs</p>

	<p>Writing: Text Types and Purposes</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11-12.W.3)</p>			
	<p>Concept 6: Civil War and Reconstruction</p> <p>PO 1. Explain the economic, social, and political causes of the Civil War:</p> <ol style="list-style-type: none"> economic and social differences between the North, South, and West balance of power in the Senate (e.g., Missouri and 1850 Compromises) extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act) role of abolitionists (e.g., Frederick Douglass and John Brown) debate over popular sovereignty/states rights Presidential election of 1860 <p>COMPREHENSION</p>	<p>How were the economies of the North and South different?</p> 	<p>I will compare the North to the South.</p>	<p>Cotton Gin Yeomen Farmer Task System Secession Hardtack</p>
	<p>PO 2. Analyze aspects of the Civil War:</p> <ol style="list-style-type: none"> changes in technology importance of resources turning points military and civilian leaders effect of the 	<p>How did the Civil War change modern warfare?</p>	<p>I will explain turning points of the Civil War.</p>	<p>Forage Siege Encounter Promote</p>

	Proclamation f. effect on the civilian populations ANALYSIS			
	PO 3. Analyze immediate and long term effects of Reconstruction in post Civil War America: a. various plans for reconstruction of the South b. Lincoln's assassination c. Johnson's impeachment d. Thirteenth, Fourteenth and Fifteenth Amendments e. resistance to and end of Reconstruction (e.g., Jim Crow laws, KKK, Compromise of 1877) ANALYSIS	How was Reconstruction a failure?	I will analyze the failure of Reconstruction on US History.	Amnesty Pocket Veto Black Codes Impeach Requirement Precedent
	Reading Informational: Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (11-12.RI.4) 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (11-12.RI.5) 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.RI.6) Writing: Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above). (11-12.W.4) Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. (AZ.11-12.W.4)			
3 Quarter Text, Internet (Ideal/Discover)	Reading Literature: Integration of Knowledge and Ideas 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or	In what ways did mass production change the United States?		Mass Production Laissez Faire Robber Barons

<p>y. Slideshare), Library, PowerPoint.</p>	<p>poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (11-12.RL.7)</p> <p>8. Not applicable to literature) (11-12.RL.8)</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11-12.RL.9)</p> <p>Writing: Production and Distribution of Writing</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (11-12.W.5)</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11-12.W.6)</p> <p>AZ Concept 7: Emergence of the Modern United States</p> <p>PO 1. Analyze how the following aspects of industrialization transformed the American economy century:</p> <ol style="list-style-type: none"> mass production monopolies and trusts (e.g., Robber Barons, Taft-Hartley Act) economic philosophies(e.g., laissez faire, Social Darwinism, free silver) labor movement (e.g., Bisbee Deportation) trade <p>ANALYSIS</p>		<p>I will describe how the Industrial Revolution changed the US population.</p>	<p>Monopolies</p>
	<p>PO 2. Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries:</p> <ol style="list-style-type: none"> Civil Rights issues (e.g., Women’s Suffrage Movement, Dawes Act, Indian schools, lynching, Plessy v. Ferguson) changing patterns in Immigration (e.g., Ellis Island, 	<p>In what ways did Yellow Journalism lead to the Spanish America War?</p>	<p>I will critique how the Civil Rights Movement changed America.</p>	<p>Suffrage Muckrakers Lynching Jazz Impact</p>

	<p>Angel Island, Chinese Exclusion Act, Immigration Act of 1924)</p> <p>c. urbanization and social housing, food & nutrition, child labor laws)</p> <p>d. mass media (e.g., political cartoons, muckrakers, yellow journalism, radio)</p> <p>e. consumerism (e.g., advertising, standard of living, consumer credit)</p> <p>f. Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores)</p> <p>EVALUATION</p>			Ongoing
	<p>PO 3. Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries:</p> <p>a. Indian Wars (e.g., Little Bighorn, Wounded Knee)</p> <p>b. Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War)</p> <p>c. Progressive Movement (e.g., Sixteenth through Nineteenth Amendments, child labor)</p> <p>d. Teddy Roosevelt (e.g., conservationism, Panama Canal, national parks, trust busting)</p> <p>e. corruption (e.g., Tammany Hall, spoils system)</p> <p>f. World War I (e.g., League of Nations, Isolationism)</p> <p>g. Red Scare/Socialism</p> <p>h. Populism</p> <p>ANALYZE</p>	<p>What were the main causes of WWII?</p>	<p>I will explain how Imperialism changed US foreign policy.</p>	<p>Imperialism</p> <p>Militarism</p> <p>Nationalism</p> <p>Alliances</p> <p>Supply-Side Economics</p>
	<p>PO 4. Analyze the effect of direct democracy (initiative, referendum, recall) on Arizona statehood.</p> <p>ANALYSIS</p>	<p>How does a referendum give power to the voters?</p>	<p>I will analyze the creation of the state of Arizona.</p>	<p>Referendum</p>
<p>4th Quarter Text, Internet (Ideal/Discovery . Slideshare), Library, P.P.</p>	<p>Reading Informational: Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (11-12.RI.7)</p> <p>8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses). (11-12.RI.8)</p> <p>Analyze seventeenth-, eighteenth-, and nineteenth-century</p>			

	<p>foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (11-12.RI.9)</p> <p>Writing: Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (11-12.W.7)</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (11-12.W.8)</p>			
	<p>Concept 8: Great Depression and World War II</p> <p>PO 1. Describe causes and consequences of the Great Depression:</p> <ul style="list-style-type: none"> a. economic causes of the Depression (e.g., 1920s, investment patterns and stock market crash) b. Dust Bowl (e.g., environmental damage, internal migration) c. effects on society (e.g., fragmentation of families, Hoovervilles, unemployment, business failure, breadlines) d. changes in expectations of government (e.g., New Deal programs) <p>COMPREHENSION</p>	<p>How were banks responsible for the Great Depression?</p> 	<p>I will list causes of the Great Depression.</p>	<p>Hoovervilles Bull Market Margin Margin Call Diverse Unify</p>
	<p>Reading Literature: Range of Reading and Level of Text Complexity</p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.RL.10)</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (12.RL.10)</p>			

	<p>PO 2. Describe the impact of American involvement in World War II:</p> <ul style="list-style-type: none"> a. movement away from isolationism b. economic recovery from the Great Depression c. homefront transformations in the roles of women and minorities d. Japanese, German, and Italian internments and POW camps e. war mobilization (e.g., Native American Code-Talkers, minority participation in military units, media portrayal) f. turning points such as Pearl Harbor, D-Day, Hiroshima/Nagasaki <p>COMPREHENSION</p>	<p>How was Communism responsible for the rise of Fascist nations in Europe?</p> 	<p>I will explain why FDR wanted the US to fight in WWII.</p>	<p>Isolationism Communism Fascism Mass Media</p>
	<p>Reading Informational: Range of Reading and Level of Text Complexity</p> <p>10. <i>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.RI.10)</i></p> <ul style="list-style-type: none"> a. <i>By the end of grade 11, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 11– CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.11-12.RI.10)</i> <p><i>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. (12.RI.10.)</i></p> <p><i>By the end of grade 12, read and comprehend informational and functional text, including history/social studies, science, and technical texts, at the high end of the grades 11–CCR text complexity band independently and proficiently. (AZ.11-12.RI.10)</i></p> <p>Concept 9: Postwar United States</p> <p>PO 1. Analyze aspects of America’s post World War II foreign policy:</p> <ul style="list-style-type: none"> a. international activism (e.g., Marshall Plan, United Nations, NATO) b. Cold War (e.g., domino theory, containment, Korea, Vietnam) c. Arms Race (e.g., Cuban Missile Crisis, SALT) d. United States as a superpower (e.g., political intervention and humanitarian efforts) 	<p>How did the defeat of Germany after WWII lead to the Cold War?</p> 	<p>I will describe the beginnings of the Cold War.</p>	<p>Cold War Iron Curtain Satellite Nations Charter</p>

	ANALYSIS			
	<p>PO 2. Describe aspects of American post-World War II domestic policy:</p> <ul style="list-style-type: none"> a. McCarthyism b. Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments) c. Supreme Court Decisions (e.g., the Warren and Burger Courts) d. Executive Power (e.g., War Powers Act, Watergate) e. social reforms Great Society and War on Poverty f. Space Race and technological developments <p>COMPREHENSION</p>	<p>How were suspected Communist treated during the McCarthy era?</p>	<p>I will explain how the Space Race with the U.S.S.R. began.</p>	<p>Space Race Civil Rights Liberate</p>
	<p>PO 3. Describe aspects of post World War II American society:</p> <ul style="list-style-type: none"> a. postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill) b. popular culture (e.g., conformity v. counter-culture, mass-media) c. protest movements (e.g., anti-war, women's rights, civil rights, farm workers, César Chavez) d. assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X) e. shift to increased immigration from Latin America and Asia <p>COMPREHENSION</p>	<p>How did the rise of suburbs change major cities in America?</p>	<p>I will critique the US culture of the 1950s and 1960s.</p>	<p>Censure Perjury Subversion Convince Manipulate</p>
	<p>Concept 10: Contemporary United States</p> <p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps)</p> <p>COMPREHENSION</p>	<p>What sources are used to follow current events today when compared to the past?</p>	<p>I will describe important current events.</p>	<p>Due Process Facility</p>
	<p>PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books,</p>	<p>How can I use current events in classroom discussions?</p>	<p>I will compare current events of today to the past.</p>	<p>Generation Unresolved</p>

	maps). APPLICATION			
	PO 3. Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century (e.g., Watergate, OPEC/oil crisis, Central American wars/Iran-Contra, End of Cold War, first Gulf War, September 11) affected, and continue to affect, the United States. COMPREHENSION	How does the past effect and present and the future of the United States?	I will explain how the Cold War ended.	Perjury Ethnic Cleansing Modify Participant

