

Grade 10

“From the Civil War to the U.S. in the 21st Century”

Define the Year:

The purpose of this year-long required course is to have students explore the legacy that they have inherited from the historical events in the United States over the previous 150 years. To achieve this, students will overlap their 8th grade studies of the rise of sectionalism in America and the resulting period of war and reconstruction. From there students will explore the rise of modern America as a political, cultural, and economic super-power. Students will analyze the changing role of government in response to economic problems including the development of monopolies, the Great Depression, and the economic turmoil of the 1970's. Students will explore the social turmoil of the mid-twentieth century and understand its causes and effects on modern America. Students also analyze the role of the U.S. in international affairs from the world wars, to the cold war, and to the war on terror. By the end of the course students will demonstrate a greater understanding of the role of America in the world today and the historical legacy of that role.

Component 1: History

Component 2: Physical and Cultural Geography

Component 3: Civics, Government, and Society

Component 4: Economics

Define the Units:

Unit 1: Division & Reconciliation: The Civil War & Reconstruction

Unit 2: The Rise of a Global Power: Industrialization, Imperialism, Immigration, and Progressivism

Unit 3: Boom, Bust, & Recovery: The “Roaring 20’s”, the Great Depression, the New Deal, and WW2

Unit 4: International & Domestic Unrest: Cold War, Civil Rights Movement

Unit 5: The Path Ahead: America & Globalization

Grade 10, Component 1: History

Domain Essential Questions: How did modern America emerge? What are the processes and themes that gave rise to America as a world power? Where are we headed in the 21st Century?

Concepts to Emphasize: secession, emancipation, Reconstruction, populism, progressivism, imperialism, economic instability, conflict, containment

CCSU Power Standards

Power Standard #2 - History: Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
4.5, 4.6, 6.4, 6.5, 6.6	<p>H&SS9-12:8 Students connect the past with the present by...</p> <ul style="list-style-type: none"> • <u>Explaining historical origins of key ideas and concepts</u> (e.g., Enlightenment, Manifest Destiny, religious and governmental philosophies) <u>and how they are reinterpreted over time.</u> • <u>Assessing how lifestyles and values have undergone dramatic changes in the U.S. and world</u> (e.g., comparing life in China under the early imperial dynasties to present-day life, and assessing the degree of similarity and difference). • <u>Hypothesizing how critical events could have had different outcomes.</u> • Predicating possible outcomes of current world events, and supporting these predictions. 	<p>FOCUS: Students show understanding of how humans interpret history.</p> <ol style="list-style-type: none"> 1. History reflects both patterns of change and constancy. <ol style="list-style-type: none"> a. How does history reflect both change and constancy? b. To what extent is history the study of the competing forces of change and constancy? c. What are the patterns of change and constancy that shape and define history? d. How do patterns of change and constancy affect the course of history? 2. Change in history can be either revolutionary or evolutionary processes within a society or civilization. <ol style="list-style-type: none"> a. What causes revolutionary change in societies and civilizations, including revolutions in technology and society? b. To what extent do other forces bring about change in a slower, more evolutionary way? 	<p>Explain historical origins of key ideas and concepts. (2a)</p> <p>Read and interpret historical documents. (2b)</p> <p>Explain transitions between eras. (2c)</p> <p>Sequence events that occurred in our nation's history. (2d)</p>

	<p>H&SS9-12:8 Students show understanding of how humans interpret history by...</p> <ul style="list-style-type: none">• <u>Locating appropriate primary and secondary sources in order to find evidence to support his or her hypothesis.</u>• Reading and interpreting historic maps, <u>and evaluating bias in these maps</u> (e.g., size of African on European-made maps).• Recognizing media bias in the interpretation of world events, past and present (e.g., World War II propaganda).• <u>Using technology to interpret history</u> (e.g., using technology to access and interpret historical data).	<p>3. Historians use multiple methods and resources to collect, analyze, and interpret historical data to help us understand better the events and processes of history.</p>	
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Grade 10, Component 2: Physical Geography and Cultural Geography

Domain Essential Questions: How has geography affected American society since the Civil War?

Concepts to Emphasize: location, place, region, migration, immigration, human and environmental interaction

CCSU Power Standards

Power Standard #3 – Physical Geography: Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)

Power Standard #4 – Cultural Geography: Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
6.7, 6.5, 6.8, 6.13, 6.14	<p>H&SS9-12:12 Students show understanding of human interaction with the environment over time by...</p> <ul style="list-style-type: none"> Describing and analyzing how human activity and technology currently impact the environment in the U.S. and world, <u>and speculating the impact in the future if current trends continue.</u> Generating information related to the impact of human activities on the physical environment <u>in the local, state, national, or global community</u> in order to draw conclusions and recommend actions (e.g., using charts and graphs to analyze the effects of over fishing along the coast of North America or the Philippine archipelago). 	<p>FOCUS: Students interpret geography and solve geographic problems:</p> <ol style="list-style-type: none"> We can use geographic knowledge to understand the present, communicate historical interpretations. <ol style="list-style-type: none"> How can we use geographic knowledge to communicate historical interpretations? 	<p>Interpret and analyze a variety of effective representations of the United States. (3a)</p> <p>Locate the physical, political, and cultural regions of the United States. (3b)</p>

	<ul style="list-style-type: none"> Analyzing different viewpoints regarding resource use in the U.S. and world; <u>expressing and supporting one’s personal viewpoint</u> (e.g., after debating the causes and/or existence of global warming, expressing one’s opinion). <u>Analyzing</u> multiple factors in the interaction of humans and the environment (e.g., analyzing mediating factors that influence the relationship between population distribution and the environmental change). <u>Using information to analyze and evaluate</u> the impact of current voluntary and involuntary migration patterns in the U.S. and world (ex: census data). 		
	<p>H&SS9-12:13 Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> <u>Analyzing and evaluating the impact</u> of expressions of culture in Vermont, the U.S., and the world through analysis of various modes of expression such as poems, songs, dances, stories, paintings and photographs (e.g., analyzing the influence of black slave culture on subsequent generations of African Americans). <u>Analyzing</u> the contributions of various cultural groups to the world, both past and present, including immigrants and native peoples; <u>hypothesizing about the impact of the globalization of culture.</u> Analyzing how location and spatial patterns influence the spread of cultural traits (e.g., comparing clothing, food, religion/values, government, and art across four ancient 	<p>2. The causes, effects, and processes of human movement are based upon both voluntary and involuntary factors.</p> <ol style="list-style-type: none"> What are the voluntary reasons individuals and groups migrate? What are the involuntary reasons individuals and groups migrate? 	<p>Analyze and evaluate the impact of migration patterns on the United States. (4a)</p> <p>Analyze the contributions of various cultural groups to the United States. (4b)</p>

	<p>cultures in relation to location); <u>analyzing the means by which various cultural groups try to retain their cultural identity.</u></p> <ul style="list-style-type: none">• <u>Analyzing and evaluating</u> ways in which culture in the United States and the world has changed and may change in the future (e.g., how might the spread of Islam change American culture in the future?).		
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Grade 10, Component 3: Civics, Government, and Society

Domain Essential Questions: How has the U.S. government evolved in response to political, social, and economic events?

Concepts to Emphasize: suffrage, isolationism, equality, diplomacy, international cooperation

CCSU Power Standards

Power Standard #5 – Civics, Government, and Society: Students debate the meaning of citizenship in a democracy, from local, national, and global perspectives and act as informed citizens who demonstrate an understanding of human rights, responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
6.9, 6.10, 6.11, 6.12, 6.14	<p>H&SS9-12:17 Students examine how access to various institutions affects justice, reward, and power by...</p> <ul style="list-style-type: none"> • <u>Analyzing</u> and <u>evaluating</u> why groups of people or individuals have accessed or were denied justice. • <u>Analyzing points of conflict between different political ideologies</u> (e.g., creation of party platforms). 	<p>1. Governments are based upon sets of principles and philosophical underpinnings that reflect the beliefs and values of the groups giving rise to that government.</p> <ol style="list-style-type: none"> What are the principles and philosophical underpinnings that governments are based upon? What is a federal system? To what extent does a federal system contribute to changes in governments? What happens when the principles and philosophical underpinnings underlying a government do not match those of the governed? 	<p>Analyze the changing role of government through the course of United States history. (5a)</p>

Grade 10, Component 4: Economics

Domain Essential Questions: How has the American market system evolved and changed? How have these changes transformed what it means to be an American and how we live within our society?

Concepts to Emphasize: industrialization, capitalism, communism, monopoly, globalization, depression, inflation, economic stabilization

CCSU Power Standards

Power Standard #6 – Economics: Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
3.8, 3.9, 6.15, 6.16,	<p>H&SS7-8:19 Students show understanding of the interconnectedness between government and the economy by...</p> <ul style="list-style-type: none"> Identifying <u>and comparing</u> goods and services provided by local, state, national, and international governmental and/or nongovernmental organizations (e.g., researching and debating socialized medicine vs. private healthcare; investigating the role of the International Monetary Fund). Evaluating <u>and debating the ideological underpinnings</u> of government and economic programs (e.g., how much welfare should governments provide, and on what bases do various governments make these decisions?). Explaining the <u>global</u> relationship between taxation and governmental goods and services (e.g., exploring the benefits and tradeoffs of foreign aid). 	<p>FOCUS :Students show understanding of the interconnectedness between government and the economy:</p> <ol style="list-style-type: none"> An economic system involves the institutions, structures, and processes related to the development and distribution of resources. <ol style="list-style-type: none"> What is an economic system? How can we use the tools of economics to study economic systems and how they develop and distribute goods and resources? To what extent does our economic system determine how we achieve or fail to achieve our individual and collective needs and wants? How do the economic systems under which people live affect how their resources are distributed? 	<p>Analyze the development of the market economy in the United States. (6a)</p> <p>Examine the roles of government in the U.S. market economy. (6b)</p> <p>Explore the effects of globalization on the United States. (6c)</p>

	<ul style="list-style-type: none"> • Recognizing that <u>regional economic unions</u> around the world create their own currency for use as money (e.g., the switch from multiple currencies to the Euro). • Recognizing that <u>world events and the strength of currencies</u> affects services and prices (e.g., September 11, 2001 and its effect on the stock market). 	<ol style="list-style-type: none"> 2. Governments affect the flow of resources, goods, and services. <ol style="list-style-type: none"> a. What is the relationship between government and how we use resources, goods, and services in our economy? b. How can governments affect the flow of resources, goods, and services? To what extent can governments control the processes of production and consumption? c. Why do governments intervene in the production of resources, goods, and services? To what extent is their influence positive and negative? 3. We live in a global economy, which means that we are connected to and interdependent with economies in countries and regions throughout the world. <ol style="list-style-type: none"> a. What do we mean by the term “global economy”? To what extent are we all living in one? b. Why is our economy connected to other economies throughout the world? c. To what extent are we interdependent with the economies of regions and countries throughout the world? 	
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CCSU Comprehensive Curriculum for Social Studies

Grade 10, Unit 1: Division & Reconciliation

Students continue their examination of sectionalism from the 8th grade. Students will build on this by examining the events and effects of the Civil War. Students will explore the social, political, geographic, and economic forces that shaped the war and its outcome. From there students will explore the attempts to heal the nation and rebuild the southern society. Students will demonstrate an awareness of the impact of the Civil War and Reconstruction Era on modern lives.

Domains: History, Physical Geography, Cultural Geography, Economics

Overarching Essential Question: What are the causes, events, and effects of the United States Civil War?

Inquiry Focus: How can we use a variety of sources and approaches to investigate the division and reconciliation in America in the late 19th century?

Grade 10, Unit 2: The Rise of a Global Power

Students examine the various forces that gave rise to the United States as a global power. Students will explore the political, social, and economic causes and effects of industrialization and imperialism. Additionally, students will examine the social and political responses to the domestic issues that result from this era. Students will be able to connect their lives today with the events of this era.

Domains: History, Physical Geography, Cultural Geography, Economics

Overarching Essential Question: How did the United States become a world power?

Inquiry Focus: How can we use a variety of sources and approaches to investigate the rise of the U.S. as a global power?

CCSU Comprehensive Curriculum for Social Studies

Grade 10, Unit 3: Boom, Bust, & Recovery

Students examine the volatile nature of a market economy and explore the role of government in responding to economic crises. Students will contrast the economic successes of the “roaring 20’s” with the events of the Great Depression. Students will demonstrate an awareness of the arguments for and against government intervention during the Depression. Students will explore the political, social, and economic causes and effects of the New Deal. Students will explore how the economic depression pushed the world, and ultimately the U.S. towards global conflict and how that conflict led to economic recovery. Students develop an awareness of the new roles of the United States government in controlling the economy and intervening in global affairs.

Domains: History, Physical Geography, Cultural Geography, Economics

Overarching Essential Question: How did the economic volatility of the early 20th century affect U.S. domestic and foreign policy?

Inquiry Focus: How can we use a variety of sources and approaches to investigate the economic turmoil of the first half of the 20th century?

Grade 10, Unit 4: International & Domestic Unrest

Students continue to examine the role of the United States in international affairs paying particular attention to the various conflicts of the Cold War. From Korea, to Cuba, to Vietnam students examine the ideological divide that existed between the U.S. and the Soviet Union that drove the foreign policy of containment. Students explore the simultaneous social unrest demonstrated in the Civil Rights Movement and the political and cultural “wars” of the 1960’s. Students demonstrate an awareness of the historical sources of this period of unrest as well as its impact on modern life.

Domains: History, Physical Geography, Cultural Geography, Economics

Overarching Essential Question: How did the Cold War and the Civil Rights Movement influence the development of modern America?

Inquiry Focus: How can we use a variety of sources and approaches to investigate the international and domestic unrest of the second half of the 20th century?

CCSU Comprehensive Curriculum for Social Studies

Grade 10, Unit 5: The Path Ahead

Students examine the evolving role of government in controlling the economy and in meeting modern challenges associated with globalization. Students explore the Great Inflation (and stagflation) of the 1970's and the "supply-side" reactions to it (tax policy, deregulation, monetary policy, etc.). Students also examine the end of the Cold War and the changing role of the United States in the world as the lone super power. Students develop an awareness of the political, cultural, and economic effects of globalization on the United States. Students explore contemporary domestic and international issues and develop positions on policy alternatives.

Domains: History, Physical Geography, Cultural Geography, Economics

Overarching Essential Question: How did modern America emerge? What are the processes and themes that gave rise to America as a world power? Where are we headed in the 21st Century?