

Modern US History

9-12 Benchmark 1-B. United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and Reconstruction.

NM Content Standards	CCSS Reading Standards	CCSS Writing Standards	
	Resources: Evidence Tables CCSS Question Stems	Resources: Evidence Tables CCSS Instructional Model	Pacing and Resources

Semester 1

Review			1.5 weeks
<p>Reconstruction B.1 Analyze the impact and changes that Reconstruction had on the historical, political and social development of the United States. a. intent and impact of the 13th, 14th, and 15th Amendments to the Constitution.</p>	<p>CCSS R.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p>2. Write Informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>	1.5 weeks
<p>Industrialism & Industrial Rev. B.2 Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the industrial revolution, including: a. innovations in technology, evolution of marketing techniques, changes to the standard of living and the rise of consumer culture; b. rise of business leaders and their companies as major forces in America (e.g., <u>John D. Rockefeller</u>, <u>Andrew Carnegie</u>); c. development of monopolies and their impact on economic</p>	<p>CCSS R. 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.</p> <p>CCSS R.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CCSS R.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing</p>	<p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	3.5 weeks

<p>and political policies (e.g., laissez-faire economics, trusts, trust busting); d. growth of cities (e.g., influx of immigrants, rural-to-urban migrations, racial and ethnic conflicts that resulted); e. efforts of workers to improve working conditions (e.g., organizing labor unions, strikes, strike breakers); f. rise and effect of reform movements (e.g., Populists, William Jennings Bryan Excerpt Graphic Jane Addams muckrakers); <u>g. conservation of natural resources</u> (e.g., the Grand Canyon, Yellowstone, Anasazi ruins at Mesa Verde, Colorado) h. progressive reforms (e.g., the national income tax, direct election of senators, women's suffrage, Prohibition).</p>	<p>political, social, or economic aspects of history/social studies.</p>	<p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline in which they are writing.</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>f. Provide a concluding statement or section that follows from or supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	
<p>Becoming a World Power B.3 Analyze the United States' expanding role in the world during the late 19th and 20th centuries, to include: a. causes for a change in foreign policy from <u>isolationism</u> to interventionism; causes and consequences of the Spanish American war; b. expanding influence in the western hemisphere (e.g., the Panama canal, Roosevelt</p>			<p>3.5 weeks</p>

<p>corollary added to the <u>Monroe Doctrine</u>, the “<u>big stick</u>” policy, “<u>dollar diplomacy</u>”;</p>			
<p>World War I B.3 Analyze the United States’ expanding role in the world during the late 19th and 20th centuries, to include: c. events that led to the United States’ involvement in World War I; United States’ rationale for entry into World War I and impact on military process, public opinion and policy; d. United States’ <u>mobilization</u> in World War I (e.g., its impact on politics, economics and society); e. United States’ impact on the outcome of World War I; United States’ role in settling the peace (e.g., Woodrow Wilson, <u>Treaty of Versailles</u>, <u>League of Nations</u>, <u>Senator Henry Cabot Lodge, Sr.</u>);</p>			<p>3 weeks</p>
<p>The 1920s a. social liberation and conservative reaction during the 1920s (e.g., <u>flappers</u>, <u>prohibition</u>, the <u>Scopes trial</u>, the red scare); b. causes of the great depression (e.g., over production, under consumption, credit structure); c. rise of youth culture in the “jazz age”; d. development of mass/popular culture (e.g., rise of radio, movies, professional sports, popular</p>			<p>1 week</p>

literature);			
<p>The Great Depression B.4 Analyze the major political, economic and social developments that occurred between World War I and World War II, to include:</p> <p>e. human and natural crises of the great depression, (e.g., unemployment, food lines, the dust bowl, western migration of Midwest farmers);</p> <p>f. changes in policies, role of government and issues that emerged from the new deal (e.g., the works programs, social security, challenges to the supreme court);</p> <p>g. role of changing demographics on traditional communities and social structures.</p>			<p>3 weeks</p>
<p>Semester 2</p>			

<p>World War II B.5 Analyze the role of the United States in World War II, to include: a. reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor; b. events on the home front to support the war effort (e.g., war bond drives, mobilization of the war industry, women and minorities in the work force); c. major turning points in the war (e.g., the battle of Midway, D-Day invasion, dropping of atomic bombs on Japan).</p>	<p>CCSS R.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS R.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS R.3 Analyze in detail a series of events described in a text, determine whether earlier events caused later ones or simply preceded them.</p> <p>CCSS R.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>CCSS R.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>CCSS R.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the</p>	<p>5 weeks</p>
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	<p>accounts.</p> <p>CCSS R.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>CCSS R.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>CCSS R.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>topic and convey a style appropriate to the discipline in which they are writing.</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>f. Provide a concluding statement or section that follows from or supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	
<p>The Cold War (including Korea & Vietnam) B.7 Analyze the impact of World War II and the Cold War on United States’ foreign and domestic policy, to include: <u>a. origins, dynamics and consequences of the cold war tensions between the United States and the Soviet Union;</u> b. new role of the United States as a world leader (e.g., Marshall plan, NATO); c. need for, establishment and support of the united nations; d. implementation of the foreign policy of containment, including the <u>Truman doctrine;</u></p>			<p>5 weeks</p>

<p>e. Red Scare (e.g., McCarthyism, House Un-American Activities (7) Committee, nuclear weapons, arms race);</p> <p>f. external confrontations with communism (e.g., the Berlin blockade, Berlin wall, Bay of Pigs, Cuban missile crisis, Korea, Vietnam war);</p> <p>g. Sputnik and the space race;</p> <p>h. image of 1950s affluent society;</p> <p>i. political protests of Vietnam war);</p> <p>j. counterculture in the 1960s.</p> <p>B.8 Analyze the impact of the post-Cold War Era on United States' foreign policy, to include the following:</p> <p>a. role of the United States in supporting democracy in eastern Europe following the collapse of the Berlin Wall.</p> <p>b. new allegiances in defining the new world order</p> <p>c. role of technology in the information age</p>			
<p>Civil Rights Movement</p> <p>B.6 Analyze the development of voting and civil rights for all groups in the United States following reconstruction, to include:</p> <p>a. intent and impact of the 13th, 14th and 15th Amendments to the constitution;</p>			<p>4 weeks</p>

<p>b. segregation as enforced by Jim Crow laws following reconstruction;</p> <p>c. key court cases (e.g., Plessy v. Ferguson, Brown v. Board of Education of Topeka, Roe v. Wade);</p> <p>d. roles and methods of civil rights advocates (e.g., Martin Luther King, Jr., Malcolm X, Rosa Parks, Russell Means, César Chávez);</p> <p>e. the passage and effect of the voting rights legislation on minorities (e.g., 19th amendment, role of Arizona supreme court decision on Native Americans, their disenfranchisement under Arizona constitution and subsequent changes made in other state constitutions regarding Native American voting rights - such as New Mexico, 1962, 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment);</p> <p>f. impact and reaction to the efforts to pass the Equal Rights Amendment,</p> <p>g. rise of black power, brown power, American Indian movement, united farm workers.</p>			
<p>EOC Review</p>			<p>2 Weeks</p>