

# Grades 9–12

# American History

# Item Specifications



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## Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

**Expectation Unwrapped** breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

**Depth of Knowledge (DOK) Ceiling** indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

**Item Format** indicates the types of test questions used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

**Content Limits/Assessment Boundaries** are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

**Sample stems** are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

**Stimulus Materials** defines types of stimulus materials that can be used in the item stems.



## Grades 9-12 American History

American History		9-12.AH.1.CC.A
<b>Theme</b>	<p><b>Tools of Social Science Inquiry</b>            In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> <li>• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand</b>	<p><b>History: Continuity and Change            (American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Create and use tools to analyze a chronological sequence of related events in United States history.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>Students will use various types of timelines, diagrams, and primary sources to analyze events in United States history. Students will create various tools, such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause and effect relationships between related events.</p>		3
		<b><u>Item Format</u></b>
		<p>Selected Response            Constructed Response            Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<b><u>Stimulus Materials</u></b>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

## Grades 9-12 American History

American History		9-12.AH.1.CC.B
<b>Theme</b>	<p><b>Tools of Social Science Inquiry</b>            In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> <li>• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand</b>	<p><b>History: Continuity and Change            (American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Explain connections between historical context and peoples’ perspectives at the time in United States history.</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
<p>Students will explain how political, social, and economic circumstances of the time and place shaped the views and actions of individuals and institutions of a particular time period.</p>		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<u><b>Stimulus Materials</b></u>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

## Grades 9-12 American History

American History		9-12.AH.1.CC.C
<b>Theme</b>	<p><b>Tools of Social Science Inquiry</b>            In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> <li>• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand</b>	<p><b>History: Continuity and Change</b>  <b>(American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will apply an aspect of United States history post c. 1870 to a contemporary issue by doing the following:</p> <ol style="list-style-type: none"> <li>1. Pose a compelling central question.</li> <li>2. Explain how the question builds on the ideas of experts.</li> <li>3. Use specific supporting questions grounded in expert ideas.</li> <li>4. Identify additional questions related to the central question.</li> <li>5. Consult multiple significant sources of various types.</li> <li>6. Critique the strengths and weaknesses of others’ ideas.</li> <li>7. Apply an appropriate discipline lens to explain or argue in a precise nuanced way.</li> <li>8. Plan and deliver a presentation based on task, audience, and purpose.</li> <li>9. Make strategic use of multimedia, as appropriate.</li> </ol>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<b><u>Stimulus Materials</u></b>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

## Grades 9-12 American History

American History		9-12.AH.1.CC.D
<b>Theme</b>	<p><b>Tools of Social Science Inquiry</b>            In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> <li>• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand</b>	<p><b>History: Continuity and Change            (American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>Students will apply appropriate disciplinary lenses (concepts, knowledge, reasoning, tools, viewpoints) to explain or argue about a post c. 1870 United States history topic in a precise or nuanced way while acknowledging the limitations of those lenses. Students will use reliable and relevant resources to support their research.</p>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<b><u>Stimulus Materials</u></b>		
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American History		9-12.AH.1.CC.E
<b>Theme</b>	<p><b>Tools of Social Science Inquiry</b>            In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> <li>• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand</b>	<p><b>History: Continuity and Change            (American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>Students will clearly, thoroughly, and precisely analyze a problem in United States history post c. 1870 to understand its characteristics and causes, using multiple significant examples from different contexts.            Students will clearly explain and prioritize opportunities and challenges in addressing the problem.</p>		3
		<b><u>Item Format</u></b>
		<p>Selected Response            Constructed Response            Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
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## Grades 9-12 American History

American History		9-12.AH.1.GS.A
<b>Theme</b>	<p><b>Tools of Social Science Inquiry</b>            In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> <li>• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand</b>	<p><b>Government Systems and Principles            (American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>Students will show that laws, policies, and processes have intended and unintended consequences for individuals and groups in society. Students will look at the past and present, identify cause and effect, make predictions about the outcomes of a political decision, and be able to identify the subsequent consequences and benefits.</p>		3
		<b><u>Item Format</u></b>
		<p>Selected Response            Constructed Response            Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<b><u>Stimulus Materials</u></b>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

## Grades 9-12 American History

American History		9-12.AH.1.GS.B
<b>Theme</b>	<p><b>Tools of Social Science Inquiry</b>            In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> <li>• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand</b>	<p><b>Government Systems and Principles            (American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>Students will identify how decisions made by American leaders impact the United States and the world.</p>		3
		<b><u>Item Format</u></b>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		<p>Selected Response            Constructed Response            Technology Enhanced</p>
<b><u>Stimulus Materials</u></b>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

## Grades 9-12 American History

American History		9-12.AH.1.GS.C
<b>Theme</b>	<p><b>Tools of Social Science Inquiry</b>            In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> <li>• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand</b>	<p><b>Government Systems and Principles            (American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>Students will identify how decisions made by governments, institutions, and organizations impact the United States and the world.</p>		3
		<b><u>Item Format</u></b>
<p>Selected Response            Constructed Response            Technology Enhanced</p>		<b><u>Sample Stems</u></b>
		<b><u>Content Limits/Assessment Boundaries</u></b>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
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American History		9-12.AH.1.G.A
<b>Theme</b>	<p><b>Tools of Social Science Inquiry</b>            In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> <li>• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand</b>	<p><b>Geographic Study</b>  <b>(American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States’ history c.1870-2010.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>Students will create and use multiple relevant sources of various types (maps, visuals, charts, graphs, data, and diagrams) to make generalizations based on data supported by facts.</p>		3
		<b><u>Item Format</u></b>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		<p>Selected Response            Constructed Response            Technology Enhanced</p>
<b><u>Stimulus Materials</u></b>		<b><u>Sample Stems</u></b>
<p>Reference stimulus materials listed in content-specific standard.</p>		

## Grades 9-12 American History

American History		9-12.AH.1.G.B
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<b>Strand</b>	<p><b>Geographic Study</b>            (American History post c. 1870)</p>	
<b>MLS</b>	<p>Analyze how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>Students will differentiate between physical and human characteristics. Students will identify cultural characteristics that make a region. Characteristics could include religion, language, and customs. Students will be able to draw conclusions about how these characteristics are defined and how they change within various regions.</p>		3
		<b><u>Item Format</u></b>
<p>Selected Response            Constructed Response            Technology Enhanced</p>		
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
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<b>Strand</b>	<p><b>Geographic Study</b>  <b>(American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world’s continents, and oceans; and major topographical features of the United States.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
Students will, relative to key content, locate major cities and states, and identify geographic features.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Pair these skills to content for assessment.  Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.		
<b><u>Stimulus Materials</u></b>		
Reference stimulus materials listed in content-specific standard.		

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<b>Theme</b>	<p><b>Tools of Social Science Inquiry</b>            In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> <li>• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand</b>	<p><b>Economic Concepts            (American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Using a United States’ historical lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1870.</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
<p>Students will define opportunity cost. Students will create a cost-benefit analysis of the effect of macroeconomic decisions, made by governments, on individuals and society.</p>		<u><b>Item Format</b></u>  Selected Response Constructed Response Technology Enhanced
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
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## Grades 9-12 American History

American History		9-12.AH.1.PC.A
<b>Theme</b>	<p><b>Tools of Social Science Inquiry</b>            In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> <li>• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand</b>	<p><b>People, Groups, and Cultures            (American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Using a United States’ historical lens, describe how peoples’ perspectives shaped the sources/artifacts they created.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>Students, when analyzing primary resources, will be able to take into consideration point of view; bias; audience; purpose; and political, social, and economic circumstances of the time to develop historical empathy.</p>		3
		<b><u>Item Format</u></b>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		<p>Selected Response            Constructed Response            Technology Enhanced</p>
		<b><u>Sample Stems</u></b>
<b><u>Stimulus Materials</u></b>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

## Grades 9-12 American History

American History		9-12.AH.1.PC.B
<b>Theme</b>	<p><b>Tools of Social Science Inquiry</b>            In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> <li>• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand</b>	<p><b>People, Groups, and Cultures</b>  <b>(American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Using a United States’ historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>Using a United States’ historical lens, students will examine the origins and impacts of social structures and stratification on societies and individuals through each theme.</p>		3
		<b><u>Item Format</u></b>
		<p>Selected Response            Constructed Response            Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (themes 2-6) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<b><u>Stimulus Materials</u></b>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

## Grades 9-12 American History

American History		9-12.AH.2.CC.A
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Compare and contrast the plans for political reintegration of Southern states after the Civil War.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will use a combination of primary and secondary sources to outline and organize the major Reconstruction plans (Lincoln, Johnson, and Radical Republican). The student will use this information to compare and contrast the outcomes of the plans and how they impacted different people in different ways.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>○ Compare and contrast of the Reconstruction plans as well as their outcomes in both the North and the South               <ul style="list-style-type: none"> <li>○ Lincoln’s Plan</li> <li>○ Johnson’s Plan</li> <li>○ Radical Reconstruction</li> </ul> </li> <li>○ Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs, to compare and contrast the plans for the reconciliation of the Union</li> </ul>		<i>AH.1.P.1</i>
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.2.CC.B
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain the push-pull factors of migration westward following the Civil War. They will describe the motivations and means to move as well as the challenges people faced.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>○ Description of factors               <ul style="list-style-type: none"> <li>○ Push factors (war, famine, poverty, persecution) as they relate to westward expansion</li> <li>○ Pull factors (opportunity, land, money, religious freedom) as they relate to westward expansion</li> </ul> </li> <li>○ Description of challenges and adaptations               <ul style="list-style-type: none"> <li>○ Transcontinental Railroad</li> <li>○ Environmental challenges</li> <li>○ Homestead Act</li> <li>○ Indian Wars</li> </ul> </li> <li>○ Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs, to make inferences about the purposes, challenges, economic incentives, and expansion trends</li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.2.CC.C
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Trace the contributions of individuals and institutions on social, political, artistic and economic development.	
<u><b>Expectation Unwrapped</b></u> The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify causes and effects of individuals (captains of industry) and institutions (governments, labor unions, monopolies, corporations, trusts). While this is a time of extreme change due to the Industrial Revolution, many elements of society remain the same. <ul style="list-style-type: none"> <li>○ Artistic-city planning (utilization of public space, sanitation, skyscrapers)</li> <li>○ Economic-monopolies, trusts</li> <li>○ People-Carnegie (steel), Rockefeller (oil), Morgan (banking), Vanderbilt (railroads), Westinghouse (air brake), Pullman (Railcars), Edison (electricity)</li> <li>○ Political-populist, laissez-faire, government support in big business</li> <li>○ Social-role of women, minorities, children</li> </ul>		<u><b>DOK Ceiling</b></u> 3 <u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced

## Grades 9-12 American History

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p>Content may include, but is not limited to, explaining the significance of individuals and institutions of the period including, the following:</p> <ul style="list-style-type: none"><li>• People<ul style="list-style-type: none"><li>○ Captains of industry</li><li>○ Political leaders</li></ul></li><li>• Institutions<ul style="list-style-type: none"><li>○ Labor unions</li><li>○ Government</li><li>○ Monopolies</li><li>○ Corporations</li><li>○ Trusts</li></ul></li><li>• Analysis of primary and secondary source accounts of time period</li></ul>	
<p style="text-align: center;"><b><u>Stimulus Materials</u></b></p> <p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>	

## Grades 9-12 American History

American History		9-12.AH.3.CC.A
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Describe the causes and consequences of United States’ imperialism at home and abroad.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe the various reasons for American expansion for economic and political growth (markets, resources, ports, Manifest Destiny). Students will then evaluate the consequences that resulted from this expansion (spheres of influence, expansion of the navy, Roosevelt Corollary [Big Stick], Dollar Diplomacy, Open Door in China, Spanish American War, and Panama Canal). Students will compare the perspectives of those who supported American imperialism and the perspective of those who did not.		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, describing the motivations for and consequences of American Imperialism including, the following: <ul style="list-style-type: none"> <li>• Economic               <ul style="list-style-type: none"> <li>○ Need for markets and resources</li> <li>○ Need to protect markets and resources – need for expanded Navy</li> <li>○ Promote trade and transportation – Panama Canal, ports, Naval bases</li> </ul> </li> <li>• Political               <ul style="list-style-type: none"> <li>○ Spheres of Influence-Open Door</li> <li>○ Presidential policies–Dollar Diplomacy, Roosevelt Corollary, Open Door</li> <li>○ Social Darwinism–White Man’s Burden</li> <li>○ Imperialism and anti-imperialism</li> </ul> </li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.3.CC.B
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the motivations for United States’ entry into World War I.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain why the United States entered World War I. Students will differentiate various economic, political, and cultural motivations of the United States to get involved in World War I.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, describing and evaluating the significance of the following motivations: <ul style="list-style-type: none"> <li>• Economic               <ul style="list-style-type: none"> <li>○ Trade with foreign countries during wartime to boost the economy</li> <li>○ Economic gains during a wartime economy</li> </ul> </li> <li>• Political               <ul style="list-style-type: none"> <li>○ Submarine warfare-<i>Lusitania</i> and <i>Sussex</i></li> <li>○ Zimmermann Telegram</li> <li>○ Expand democracy</li> </ul> </li> <li>• Cultural               <ul style="list-style-type: none"> <li>• Cultural ties to the Allies</li> </ul> </li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.3.CC.C
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the impact of U.S. participation in World War I and resulting peace efforts.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify the contributions of America to the war effort (soldiers, supplies, and advances in weapons technology) and assess the results of their assistance. Students will then compare and contrast President Wilson’s Fourteen Points to corresponding sections of the Treaty of Versailles.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, explaining the significance of individuals and institutions of the period to distinguish between the various contributions made by the United States during World War I and appraise the extent to which it influenced the outcome of the war: <ul style="list-style-type: none"> <li>• During the war               <ul style="list-style-type: none"> <li>○ Replenish troops (draft)</li> <li>○ Provide food for the Allies</li> <li>○ Provide weapons and military supplies for the Allies</li> <li>○ Technological advancements</li> </ul> </li> <li>• Home front               <ul style="list-style-type: none"> <li>○ War Industries Board-Government control of private business for war production</li> <li>○ Rationing and victory gardens</li> <li>○ Job opportunities for women and minorities-Great Migration</li> <li>○ War bonds &amp; propaganda</li> </ul> </li> <li>• Outcomes of the war</li> <li>• Wilson’s Fourteen Points               <ul style="list-style-type: none"> <li>○ Self Determination, freedom of the seas, League of Nations, disarmament</li> </ul> </li> </ul>		

## Grades 9-12 American History

- Treaty of Versailles-War Guilt Clause, reparations, League of Nations (not joined by United States)
- Conditions set the stage for World War II
- United States isolationism policy

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.3.CC.D
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the responses of <b>United States</b> leaders to the challenges of this period.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify the foreign and domestic challenges of this period. Students will evaluate the impact of presidential responses to these challenges (progressive policies, domestic, and foreign policy). <ul style="list-style-type: none"> <li>• Domestic issues include immigration, industrialization, and urbanization.</li> <li>• Foreign issues include imperialism, World War I, and a return to isolationism.</li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, explaining the rationale behind and results of decisions made by American presidents during this period.		
Evaluate the short-term and long-term impacts of leaders’ decisions to deal with the following challenges of the period: <ul style="list-style-type: none"> <li>• Challenges resulting from urbanization, immigration, and industrialization</li> <li>• Challenges in and from becoming a global power</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.4.CC.A
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Trace the significant events and developments of the Great Depression and WWII.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including but not limited to, maps, charts, graphs, and political cartoons, to identify the causes and effects of the Great Depression and World War II. <ul style="list-style-type: none"> <li>• Great Depression               <ul style="list-style-type: none"> <li>○ Stock market crash, resulting in economic depression and unemployment,</li> <li>○ Bonus Army March</li> <li>○ Elections of FDR</li> <li>○ New Deal agenda</li> </ul> </li> <li>• World War II               <ul style="list-style-type: none"> <li>○ Neutrality Acts</li> <li>○ Mobilization for war</li> <li>○ Pearl Harbor</li> <li>○ Major campaigns of World War II</li> <li>○ United Nations</li> <li>○ Atomic bomb</li> <li>○ Technological advances</li> </ul> </li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced

## Grades 9-12 American History

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p>Content may include, but is not limited to, summarizing the significance of the Great Depression, including its connections to World War I and World War II. Place events from this time period into context and identify the cause-and-effect relationships between events.</p> <p>With a stimulus (such as a chart or a timeline), summarize the significance of World War II including its connections to the Great Depression and the Cold War. Place events from this time period into context and identify the cause-and-effect relationships between events.</p>	
<p style="text-align: center;"><u>Stimulus Materials</u></p> <p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>	

## Grades 9-12 American History

American History		9-12.AH.4.CC.B
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the responses of <b>United States leaders</b> to the challenges of the Great Depression and World War II.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to evaluate responses of presidents (Hoover, Roosevelt, and Truman) to the challenges of the Great Depression and World War II. <ul style="list-style-type: none"> <li>• Hoover               <ul style="list-style-type: none"> <li>○ Rugged individualism-local charity</li> <li>○ Pro-business legislation-helping business provide jobs for communities</li> </ul> </li> <li>• Roosevelt               <ul style="list-style-type: none"> <li>○ New Deal programs—relief recovery, and reform</li> <li>○ Leadership before and during World War II</li> </ul> </li> <li>• Truman               <ul style="list-style-type: none"> <li>○ Ending WWII—atomic bomb</li> <li>○ Early Cold War</li> </ul> </li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, comparing and contrasting the responses of Presidents Hoover, Roosevelt, and Truman to domestic and foreign events to draw conclusions about their successes. Topics of the period could include the following: <ul style="list-style-type: none"> <li>• Comparison of actions by Hoover and Roosevelt to the Great Depression</li> <li>• Actions of Roosevelt and Truman and how they handled foreign policy—Yalta vs. Potsdam</li> <li>• Conflict resolution—Isolation, atomic bomb, Cold War, United Nations</li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.4.CC.C
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Describe critical developments and turning points in WWII including major battles.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will analyze primary and secondary sources, including but not limited to, maps, charts, and graphs, to describe the events and turning points that contributed to the victory of the Allies in WWII.</p> <ul style="list-style-type: none"> <li>• European theater               <ul style="list-style-type: none"> <li>○ Land war–tactics</li> <li>○ North Africa</li> <li>○ Italian campaign</li> <li>○ D-Day and liberation of France-Battle of the Bulge</li> <li>○ Eastern front</li> </ul> </li> <li>• Pacific theater               <ul style="list-style-type: none"> <li>○ Island hopping and air battles</li> <li>○ Ocean war-tactics</li> <li>○ Midway and Coral Sea</li> <li>○ Iwo Jima</li> <li>○ Okinawa</li> <li>○ Hiroshima and Nagasaki</li> </ul> </li> <li>• Developments               <ul style="list-style-type: none"> <li>○ Technology-sonar and radar, convoy system, Manhattan Project, code breaking, aircraft carriers</li> <li>○ Alliances</li> </ul> </li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced

## Grades 9-12 American History

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p>Content may include, but is not limited to, summarizing the major developments and turning points in the war, drawing conclusions about their overall historical significance, and assess their contribution to the Allied victory. Items should include the following:</p> <ul style="list-style-type: none"><li>• Identify the historical significance of technological advances in the European and Pacific theaters.</li><li>• Make observations about major battles and determine their significance to the war.</li><li>• Identify the significance of turning points to the outcome of the war (D-Day, Midway, atomic bomb).</li></ul>	
<p style="text-align: center;"><u>Stimulus Materials</u></p> <p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>	

## Grades 9-12 American History

American History		9-12.AH.4.CC.D
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the motivations for United States abandonment of isolationism and entry into WWII.	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to assess the motivations for moving toward active participation in the war. Students should identify the economic, political, and sociocultural motivations to determine the degree to which they influenced American involvement in the war. Topics should include, but not be limited to the following:</p> <ul style="list-style-type: none"> <li>• Economic               <ul style="list-style-type: none"> <li>○ Benefits of a wartime economy for businesses and individuals</li> <li>○ Cash and carry and lend lease</li> <li>○ Sanctions on Japan</li> </ul> </li> <li>• Political               <ul style="list-style-type: none"> <li>○ Alliances</li> <li>○ Atlantic Charter</li> <li>○ Attack on Pearl Harbor</li> </ul> </li> <li>• Sociocultural               <ul style="list-style-type: none"> <li>○ Historic ties to England and France</li> </ul> </li> </ul>		<p style="text-align: center;"><b><u>DOK Ceiling</u></b></p> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;"><b><u>Item Format</u></b></p> <p>Selected Response            Constructed Response            Technology Enhanced</p>

## Grades 9-12 American History

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p>Content may include, but is not limited to, assessing the motivations for moving toward active participation in the war. Identify the economic, political, and sociocultural motivations to determine the degree to which they influenced American involvement in the war. Items should include the following:</p> <ul style="list-style-type: none"><li>• Analysis of America’s economic and cultural ties to Europe prior to and during early parts of World War II and to what degree they encouraged American involvement</li><li>• Assessment of how economic trends impacted political decisions</li></ul>	
<p style="text-align: center;"><u>Stimulus Materials</u></p> <p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>	

## Grades 9-12 American History

American History		9-12.AH.4.CC.E
<b>Theme</b>	<p><b>Great Depression and WWII</b>            The roaring twenties ended with the collapse of the American economy. The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.</p>	
<b>Strand</b>	<p><b>History: Continuity and Change            (American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Evaluate the impact of U.S. participation in WWII and the <b>resulting</b> new role in the post-war world at home and abroad.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify the contributions of America to the war effort (soldiers, supplies, and advances in weapons technology) and assess the results of their assistance. Students will compare and contrast the role of the United States at the end of World War I and World War II (Isolationist vs. active involvement in world affairs). Students should draw conclusions about the connections between World War II and the Cold War (political and economic tensions).</p>		3
		<b><u>Item Format</u></b>
		<p>Selected Response            Constructed Response            Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, explaining the significance of individuals and institutions of the period. Distinguish between the various contributions made by the United States during World War II and appraise the extent to which it influenced the outcome of the war.</p> <ul style="list-style-type: none"> <li>• During the war               <ul style="list-style-type: none"> <li>○ Replenishing troops (draft)</li> <li>○ Provide food for the Allies</li> <li>○ Provide weapons and military supplies for the Allies</li> <li>○ Technological advancements</li> </ul> </li> <li>• Outcomes of the war               <ul style="list-style-type: none"> <li>○ World War II peace agreements</li> <li>○ Active participation in global issues-United Nations and NATO</li> <li>○ Cold War</li> </ul> </li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.5.CC.A
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Describe the causes, major conflicts, consequences, and enduring legacy of the Cold War.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the causes and consequences of Cold War conflicts.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b>Conflict</b>	<b>Cause</b>	<b>Consequence</b>
Tension in Europe	<ul style="list-style-type: none"> <li>Soviet occupation of Eastern Europe following World War II</li> <li>Competition between economic systems</li> </ul>	<ul style="list-style-type: none"> <li>NATO</li> <li>Warsaw Pact</li> <li>Iron Curtain</li> </ul>
Berlin	<ul style="list-style-type: none"> <li>Soviet blockade of West Berlin</li> </ul>	<ul style="list-style-type: none"> <li>Berlin Airlift</li> <li>Blueprint for Cold War political conflict resolution</li> <li>Berlin Wall</li> </ul>
Korean War	<ul style="list-style-type: none"> <li>Communist invasion of South Korea</li> </ul>	<ul style="list-style-type: none"> <li>Prolonged conflict in Korea</li> <li>Containment policy</li> <li>Domino Theory</li> </ul>
Cuban Missile Crisis	<ul style="list-style-type: none"> <li>Soviet Union placement of missiles in Cuba</li> <li>Bay of Pigs</li> </ul>	<ul style="list-style-type: none"> <li>Hysteria in the U.S.</li> <li>Opening of communication channels</li> </ul>
Vietnam	<ul style="list-style-type: none"> <li>Containment</li> <li>Domino Theory</li> <li>Competition between economic and political systems</li> </ul>	<ul style="list-style-type: none"> <li>Prolonged conflict in Vietnam</li> <li>Anti-government movements</li> <li>Failed exit-Vietnamization</li> </ul>
Red Scare	<ul style="list-style-type: none"> <li>Fear of communism</li> <li>Spy cases</li> </ul>	<ul style="list-style-type: none"> <li>HUAC</li> <li>McCarthyism</li> <li>Loyalty programs</li> </ul>

## Grades 9-12 American History

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p>Content may include, but is not limited to, identifying major conflicts of the Cold War era and explaining the significance of specific events to the overall context of the Cold War. Topics could include the causes and consequences of the following:</p> <ul style="list-style-type: none"><li>• Tension in Europe</li><li>• Berlin</li><li>• Korean War</li><li>• Cuban Missile Crisis</li><li>• Vietnam</li><li>• Red Scare</li></ul> <p>Make connections between the short-term outcome of events and the long-term outcomes of the Cold War.</p>	
<p style="text-align: center;"><u>Stimulus Materials</u></p> <p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>	

## Grades 9-12 American History

American History		9-12.AH.5.CC.B
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the responses of United States leaders to the challenges of global tensions.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify the foreign challenges resulting from the Cold War. Students will evaluate the impact of presidential responses to these challenges, specifically major changes in policy. <ul style="list-style-type: none"> <li>• Truman-Korean War, Berlin Airlift, NATO, UN, Recognition of Israel</li> <li>• Eisenhower-Brinkmanship, Domino Theory</li> <li>• Kennedy-Bay of Pigs, Cuban Missile Crisis, Berlin, early Vietnam</li> <li>• Johnson-Vietnam entanglement</li> <li>• Nixon-End of Vietnam, Détente, Realpolitik</li> <li>• Carter-Camp David Accords, SALT II</li> <li>• Reagan-Star Wars/SDI</li> </ul>		3  <b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, comparing and contrasting the responses of Post-World War II presidents and foreign events to draw conclusions about their success. Assessment topics of the period could include the following: <ul style="list-style-type: none"> <li>• Comparison of Cold War policies</li> <li>• Determination of the effectiveness of responses to the challenges these decisions addressed</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.5.CC.C
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Trace changes in military strategies and technologies as a response to the challenges of the Cold War.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to summarize the significant changes in military strategy and new technologies over the course of the Cold War. Students will be able to explain the significance of these developments to the context of the Cold War including the following:</p> <ul style="list-style-type: none"> <li>• Evolving Cold War policies               <ul style="list-style-type: none"> <li>○ Economic assistance-Truman doctrine, Marshall Plan</li> <li>○ International agreements-UN, NATO</li> <li>○ Brinkmanship</li> <li>○ Containment</li> </ul> </li> <li>• New technologies               <ul style="list-style-type: none"> <li>○ H-bomb and ICBM's</li> <li>○ Arms race</li> <li>○ Space race</li> <li>○ Nuclear submarines</li> <li>○ Star Wars/SDI</li> </ul> </li> </ul>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, explaining the significant developments in military strategy and new technologies of the period including the following:</p> <ul style="list-style-type: none"> <li>• Make connections between military strategies and new technologies and the levels of tension between the United States and the Soviet Union during the Cold War.</li> <li>• Summarize the cause-and-effect relationships between Cold War strategies as they developed over time.</li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.5.CC.D
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, political cartoons, and personal narratives, to identify the challenges women, African Americans, and other minorities faced in American society. Students will evaluate the methods used by various group to achieve their goals. Students will determine the successes and failures of each movement based upon an investigation of key events and legislative and political accomplishments. <ul style="list-style-type: none"> <li>• Women-Betty Friedan (<i>The Feminine Mystique</i>), NOW, ERA, <i>Roe v. Wade</i></li> <li>• African Americans-March on Washington, Freedom Riders, Freedom Summer, Civil Rights Act, Voting Rights Act, 24th Amendment, CORE, <i>Brown v. Board of Education</i>, Montgomery bus boycott, Selma campaign, Black Panthers, SNCC, Little Rock 9, desegregation of the military</li> <li>• Chicanos-United Farm Workers, grape boycott</li> <li>• Native Americans- American Indian Movement (AIM)</li> <li>• Gay rights and liberation-Stonewall Raid</li> </ul>		<b><u>3</u></b>  <b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, drawing conclusions about the various groups fighting for equal rights following World War II. Students should also be able to identify the methods used and the successes and failures of each movement. Items should include the following: <ul style="list-style-type: none"> <li>• Comparison of equal rights movements, including the perspectives of people for and against change</li> <li>• Description of the legacy of equal rights movements to determine their lasting impact on American society</li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.6.CC.A
<b>Theme</b>	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Analyze the fall of the Soviet Union to determine its effect on U.S. foreign policy and its relationships with the rest of the world.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain how the fall of the Soviet Union impacted the balance of power in the world and impacted America's role with other nations. Students will determine how U.S. foreign policy changed as a result of shifting world power. <ul style="list-style-type: none"> <li>• Challenges and opportunities of being the lone superpower</li> <li>• Causes and consequences of American engagement abroad</li> <li>• Post-9/11 policies</li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, summarizing the significance of the fall of the Soviet Union and its impact on American foreign relationships and foreign policy.		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.6.CC.B
<b>Theme</b>	<p><b>Contemporary America</b>            During the last decade of the 20th century and the beginning of the 21<sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.</p>	
<b>Strand</b>	<p><b>History: Continuity and Change            (American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to summarize the causes, and relationships between, twenty-first century conflicts. Students will explain how the U.S. government has responded to contemporary challenges with intervention and other actions.</p> <ul style="list-style-type: none"> <li>• Israel-ongoing peace process</li> <li>• War on Terror-ongoing efforts to curtail terrorism</li> <li>• Iraq and Afghanistan-costs and benefits of U.S. involvement and withdrawal</li> <li>• Syria-costs and benefits of U.S. involvement</li> <li>• Libya-costs and benefits of U.S. involvement</li> </ul>		3
		<b><u>Item Format</u></b>
		<p>Selected Response            Constructed Response            Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, summarizing the significance of twenty-first century conflicts, including the origins of these conflicts and the consequences of U.S. policies related to these events. Make conclusions about the significance of individual events of the period:</p> <ul style="list-style-type: none"> <li>• War on Terror-foreign and domestic policies to curtail terrorism</li> <li>• Direct U.S. involvement in Middle Eastern conflicts-Israel, Libya, Syria, Iraq, Afghanistan</li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>		

## Grades 9-12 American History

American History		9-12.AH.6.CC.C
<b>Theme</b>	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
<b>Strand</b>	<b>History: Continuity and Change            (American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the responses of United States' leaders to the challenges of global tensions.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify the foreign and domestic challenges of this period. Students will evaluate the impact of presidential responses to these challenges, including both successes and failures of these policy decisions. <ul style="list-style-type: none"> <li>• Bush Sr.–First Gulf War/Desert Storm</li> <li>• Clinton–Rwanda, Kosovo</li> <li>• Bush- War on Terror, invasion of Afghanistan and Iraq</li> <li>• Obama-withdrawal from Iraq and Afghanistan, intervention in Libya and Syria, policies regarding Iran, Russia, and North Korea</li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, comparing and contrasting the responses of modern era presidents to foreign events to draw conclusions about their success. Assessment topics of the period could include the following: <ul style="list-style-type: none"> <li>• Comparison of actions by presidents related to specific regions/nations</li> <li>• Evaluation of the success of specific treaties and other policies to conflict resolution</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.6.CC.D
<b>Theme</b>	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
<b>Strand</b>	<b>History: Continuity and Change</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate how the ability to access and distribute information affects individuals, groups, industry, and governments in the latter 20th and early 21st centuries.	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the significance of technological advancements (internet, global communications, cell phones, satellites) in distributing information. Students will summarize the impact of these advancements on the relationships between people, groups, and institutions.</p> <ul style="list-style-type: none"> <li>• Instant communication and news</li> <li>• Challenges of digital literacy</li> <li>• Telecommunication-work remotely</li> <li>• Social media</li> <li>• Overabundance of information</li> </ul>		<p style="text-align: center;"><b><u>DOK Ceiling</u></b></p> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;"><b><u>Item Format</u></b></p> <p>Selected Response            Constructed Response            Technology Enhanced</p>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Content may include, but is not limited to, explaining the significance of technology in the modern era to compare the ways individuals, groups, and institutions communicate as a result of these advancements.</p>		<p style="text-align: center;"><b><u>Sample Stems</u></b></p>
<p style="text-align: center;"><b><u>Stimulus Materials</u></b></p> <p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>		

## Grades 9-12 American History

American History		9-12.AH.2.GS.A
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand</b>	<b>Governmental Systems and Principles (American History post c. 1870)</b>	
<b>MLS</b>	Analyze the period of Reconstruction to determine its effect on separation of powers, checks and balances and the power of the central government.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the impact Reconstruction had on separation of powers, checks and balances, and the expansion of the powers of the federal government.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>○ Analysis of major events of the Reconstruction period to determine their effect on the government processes, specifically in the following areas:               <ul style="list-style-type: none"> <li>○ Separation of powers–Congress vs. the president</li> <li>○ Checks and balances–impeachment</li> <li>○ Expanding federal powers–states rights vs. the Union</li> </ul> </li> <li>○ Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs, to make inferences about how the principles of checks and balances impacted the changing roles and powers of the central government</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or		

## Grades 9-12 American History

oral histories		
<b>American History</b>		<b>9-12.AH.2.GS.B</b>
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand</b>	<b>Governmental Systems and Principles</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the effectiveness of the Civil War and Reconstruction amendments, major legislation, and court decisions. Students will need to identify how some aspects of life changed while others remained the same for freed slaves.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>○ Draw conclusions about the effectiveness of major legislation and judicial decisions of the Reconstruction period, specifically in the following areas:               <ul style="list-style-type: none"> <li>○ Rights of former slaves – 13th, 14th, and 15th Amendments</li> <li>○ Freedmen’s Bureau</li> </ul> </li> <li>○ Identify patterns of discriminatory practices, official and unofficial, used to intentionally restrict the rights and liberties of freedmen.               <ul style="list-style-type: none"> <li>○ Jim Crow laws and Black Codes</li> <li>○ <i>Plessy v. Ferguson</i></li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or		

## Grades 9-12 American History

oral histories		
<b>American History</b>		<b>9-12.AH.2.GS.C</b>
<b>Theme</b>	<p><b>Re-Emerging America</b>  <b>The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.</b></p>	
<b>Strand</b>	<p><b>Governmental Systems and Principles  (American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain how political parties, interest groups, and political machines developed as a result of the age of industrialization. Students should understand that people, political parties, political machines, and interests groups influenced government policy during this period.</p>		3
		<b><u>Item Format</u></b>
		<p>Selected Response  Constructed Response  Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>○ Differentiating between the purposes and goals of political parties, interest groups, and political machines</li> <li>○ Describing the costs and benefits of political parties, interest groups, and political machines to connect these influences with specific government policies</li> <li>○ Analyzing of primary and secondary source accounts of time period, in addition to analyzing maps, charts, and graphs to make inferences about the varying viewpoints of Americans on political parties, interest groups and political machines of the period</li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or</p>		

## Grades 9-12 American History

oral histories		
<b>American History</b>		<b>9-12.AH.3.GS.A</b>
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand</b>	<b>Governmental Systems and Principles</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to assess how political developments (Progressive Era reforms, imperialistic policies, interventionist/isolationist policies) and constitutional amendments (16 <sup>th</sup> through the 19th Amendments) changed the relationship between the government and the people in the United States (citizens and immigrants).		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, identifying the political changes and constitutional amendments that expanded the rights of the people within the United States. Draw conclusions about the impact of these developments based on information gathered from multiple sources. <ul style="list-style-type: none"> <li>• Progressive Era reforms</li> <li>• Constitutional amendments               <ul style="list-style-type: none"> <li>○ 17th Amendment</li> <li>○ 19th Amendment</li> </ul> </li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.3.GS.B
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand</b>	<b>Governmental Systems and Principles</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including but not limited to, maps, charts, graphs, and political cartoons, to describe the intended consequences and unintended consequences of reforms. Analysis of sources should include the motivations behind the need for reform and then pinpoint specific regulations that occurred as a result. Students should then summarize how these changes impacted society as a whole.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, demonstrating the cause-and-effect relationships between various reforms and the impact on individuals, groups, and society as a whole during this period.		
Issue	Consequences	
Working conditions	Safety reforms for child labor, working day, conditions, workers’ comp, safety codes, scientific management	
Increased concentration of economic power in specific industries	Antitrust and monopoly legislation	
Preservation of resources	Creation of the National Park Service	
Consumer safety	FDA, Meat Inspection Act	

## Grades 9-12 American History

Social issues	Temperance Movement, 19th Amendment, rise of organized crime, anti-lynching, mandatory education, settlement houses, KKK	
Participation in government	Expansion of voting rights (17th and 19th Amendments), increase of Jim Crow laws	
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.3.GS.C
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand</b>	<b>Governmental Systems and Principles</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to analyze the changing social norms (traditional to modern) during the Progressive Era, World War I era, and the Roaring Twenties. Topics could include the New Woman, nativism, fundamentalism, and Scopes Trial. Students will investigate the conflicts that resulted in major political and social reforms as well as pushback from the more conservative sectors of society (fundamentalist, nativists, and pro-business groups.)		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, analyzing how changes in society in the early part of the 20 <sup>th</sup> century resulted in conflicts between various groups in society (traditional versus modern). Determine the costs and benefits of social change during this period. <ul style="list-style-type: none"> <li>• Shifting social and political norms</li> <li>• Mainstream push back–fundamentalism and nativism versus science</li> <li>• Impact of World War I on society–soldiers returning home and their attitudes about life after surviving war</li> <li>• The New Woman–changing roles and expectations of women in society</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.4.GS.A								
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.									
<b>Strand</b>	<b>Governmental Systems and Principles</b> <b>(American History post c. 1870)</b>									
<b>MLS</b>	Analyze the relationships among the branches of government to explain conflicts and the changing power of each.									
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>								
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to examine the relationships among the legislative, executive, and judicial branches of government during the time of the Great Depression and World War II. Students should be able to provide examples of how the powers of each branch changed over time.		3								
		<b><u>Item Format</u></b>								
		Selected Response Constructed Response Technology Enhanced								
<table border="1"> <thead> <tr> <th><b>New Deal</b></th> <th><b>World War II</b></th> </tr> </thead> <tbody> <tr> <td>Court packing-separation of powers, and checks and balances</td> <td>Japanese internment camps-executive order <i>Korematsu v United States</i>-judicial review</td> </tr> <tr> <td>Judicial review of New Deal agencies</td> <td>Use of executive orders- FEPC, employment, production (checks and balances, judicial review)</td> </tr> <tr> <td>First 100 Days legislation</td> <td>Rationing (limited government)</td> </tr> </tbody> </table>		<b>New Deal</b>	<b>World War II</b>	Court packing-separation of powers, and checks and balances	Japanese internment camps-executive order <i>Korematsu v United States</i> -judicial review	Judicial review of New Deal agencies	Use of executive orders- FEPC, employment, production (checks and balances, judicial review)	First 100 Days legislation	Rationing (limited government)	
<b>New Deal</b>	<b>World War II</b>									
Court packing-separation of powers, and checks and balances	Japanese internment camps-executive order <i>Korematsu v United States</i> -judicial review									
Judicial review of New Deal agencies	Use of executive orders- FEPC, employment, production (checks and balances, judicial review)									
First 100 Days legislation	Rationing (limited government)									
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>								
Content may include, but is not limited to, explaining the changing relationships among the branches of American government as a result of challenges from this period. Explain the impact of historic events on the changing powers of the branches of government. Draw conclusions about the impact of the following: <ul style="list-style-type: none"> <li>• Role of checks and balances, separation of powers, and judicial review as the different branches attempt to expand their influence on American government</li> </ul>										

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.4.GS.B
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>Governmental Systems and Principles</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to evaluate the expansion of the role of the federal government as a result of the New Deal and efforts to win World War II. Topics could include the following:</p> <ul style="list-style-type: none"> <li>• New Deal               <ul style="list-style-type: none"> <li>○ Increased regulation of the economy</li> <li>○ Increased government involvement in direct aid and assistance at a federal, state, and local level</li> </ul> </li> <li>• World War II               <ul style="list-style-type: none"> <li>○ Direct government control of the wartime economy</li> <li>○ Regulation of the media and resources (rationing-food and materials)</li> <li>○ Propaganda encouraging support of the war (Rosie the Riveter, Uncle Sam, war bond campaigns)</li> <li>○ New defense agencies-War Production Board (WPB) and the Manhattan Project</li> </ul> </li> </ul>		<p style="text-align: center;"><b><u>DOK Ceiling</u></b></p> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;"><b><u>Item Format</u></b></p> <p>Selected Response            Constructed Response            Technology Enhanced</p>

## Grades 9-12 American History

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p>Content may include, but is not limited to, explaining the significance of individuals and institutions of the period to determine the degree to which New Deal and World War II programs altered the relationships among government, groups, and individuals.</p> <ul style="list-style-type: none"><li>• Make observations about increased government involvement.</li><li>• Appraise the positive and negative impacts of government involvement in the economy.</li><li>• Draw conclusions about government propaganda and its effect on public opinion.</li></ul>	
<p><u>Stimulus Materials</u></p> <p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>	

## Grades 9-12 American History

American History		9-12.AH.4.GS.C
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>Governmental Systems and Principles</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances, judicial review, and limited government.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including but not limited to, maps, charts, graphs, and political cartoons, to define the concepts of government principles and apply those concepts to the period of the New Deal and World War II.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b>New Deal</b>	<b>World War II</b>	
Court packing-separation of powers and checks and balances	Japanese internment camps-executive order <i>Korematsu v United States</i> -judicial review	
Judicial review of New Deal agencies	Use of executive orders- FEPC, employment, production (checks and balances and judicial review)	
Conservative and liberal criticism of New Deal programs- limited government	Rationing (limited government)	

## Grades 9-12 American History

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p>Content may include, but is not limited to, applying principles of government to events of the New Deal and World War II to determine their lasting impact on American government. Students should be able to draw conclusions about the impact of the following:</p> <ul style="list-style-type: none"><li>• Role of checks and balances and the separation of powers in maintaining limited government</li><li>• Judicial review on the constitutionality of government actions and legislation</li></ul>	
<p><u>Stimulus Materials</u></p> <p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>	

## Grades 9-12 American History

American History		9-12.AH.5.GS.A
<b>Theme</b>	<p><b>The American Stage</b>            Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.</p>	
<b>Strand</b>	<p><b>Governmental Systems and Principles            (American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>With stimulus, students should explain the significance of treaties, agreements, and international organizations of the period, including, but not limited to the following:</p> <ul style="list-style-type: none"> <li>• Treaties               <ul style="list-style-type: none"> <li>○ UN Charter</li> <li>○ SALT treaties</li> <li>○ Paris Peace Accords (Vietnam)</li> <li>○ Camp David Accords</li> </ul> </li> <li>• Agreements               <ul style="list-style-type: none"> <li>○ Trade agreements</li> <li>○ Korean armistice</li> </ul> </li> <li>• International organizations               <ul style="list-style-type: none"> <li>○ United Nations</li> <li>○ NATO</li> </ul> </li> </ul>		3
		<b><u>Item Format</u></b>
		<p>Selected Response            Constructed Response            Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, summarizing the significance of international organizations, agreements, and treaties to address the challenges of the Cold War.</p> <ul style="list-style-type: none"> <li>• Evaluate the impacts of these developments on international order.</li> <li>• Place events from this time period into context and identify the cause-and-effect relationships between events.</li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.5.GS.B										
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.											
<b>Strand</b>	<b>Governmental Systems and Principles (American History post c. 1870)</b>											
<b>MLS</b>	Determine the lasting impact of shifting interpretations of governmental and Constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.											
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will analyze primary and secondary sources, including but not limited to, maps, charts, graphs, and political cartoons, to define the concepts of government principles and apply them to the period of the Cold War.</p> <table border="1"> <thead> <tr> <th>Principle</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Separation of Powers</td> <td>War Powers Act, Gulf of Tonkin Resolution, executive order, presidential pardons</td> </tr> <tr> <td>Checks and Balances</td> <td>Congressional investigations</td> </tr> <tr> <td>Rule of Law</td> <td>Watergate, Pentagon Papers</td> </tr> <tr> <td>Judicial Review</td> <td><i>New York Times v. Nixon, Roe v. Wade, Brown v. Board, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, Escobedo v. Illinois, Tinker v. Des Moines</i></td> </tr> </tbody> </table>		Principle	Example	Separation of Powers	War Powers Act, Gulf of Tonkin Resolution, executive order, presidential pardons	Checks and Balances	Congressional investigations	Rule of Law	Watergate, Pentagon Papers	Judicial Review	<i>New York Times v. Nixon, Roe v. Wade, Brown v. Board, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, Escobedo v. Illinois, Tinker v. Des Moines</i>	<p style="text-align: center;"><b><u>DOK Ceiling</u></b></p> <p style="text-align: center;">3</p> <p style="text-align: center;"><b><u>Item Format</u></b></p> <p>Selected Response            Constructed Response            Technology Enhanced</p>
Principle	Example											
Separation of Powers	War Powers Act, Gulf of Tonkin Resolution, executive order, presidential pardons											
Checks and Balances	Congressional investigations											
Rule of Law	Watergate, Pentagon Papers											
Judicial Review	<i>New York Times v. Nixon, Roe v. Wade, Brown v. Board, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, Escobedo v. Illinois, Tinker v. Des Moines</i>											
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Content may include, but is not limited to, explaining the changing relationships between the branches of American government as a result of challenges from this period.            Draw conclusions about the impact of the following:</p> <ul style="list-style-type: none"> <li>Role of checks and balances, separation of powers, and judicial review as the different branches attempt to expand their influence on American government.</li> </ul>		<p style="text-align: center;"><b><u>Sample Stems</u></b></p>										

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.5.GS.C
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>Governmental Systems and Principles</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the effectiveness of major civil rights legislation and Supreme Court cases that helped to advance the goals of equal rights movements. Students will need to identify how aspects of life changed as a result of political reform. <ul style="list-style-type: none"> <li>• Civil Rights Acts of 1964 and 1968</li> <li>• Voting Rights Act 1965</li> <li>• 24th Amendment</li> <li>• <i>Brown v. Board of Education</i></li> <li>• Equal Rights Amendment</li> <li>• <i>Roe v. Wade</i></li> </ul>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, evaluating the significance of legislation and Supreme Court cases that are related to equal rights movements. Investigate the significance of individual developments to the larger context of these movements. <ul style="list-style-type: none"> <li>• Civil Rights Acts of 1964 and 1968</li> <li>• Voting Rights Act of 1965</li> <li>• 24th Amendment</li> <li>• <i>Brown v. Board of Education</i></li> <li>• Equal Rights Amendment</li> <li>• <i>Roe v. Wade</i></li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.5.GS.D
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>Governmental Systems and Principles</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to examine the relationships between the federal government, states, and individuals in America after the Civil War. Students should be able to provide examples of how the role of the federal government has changed over time in relation to federalism and its perceived responsibility for the welfare of citizens. <ul style="list-style-type: none"> <li>• Revenue sharing and block grants</li> <li>• Evolution of social welfare programs</li> <li>• Role of special interest groups</li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, summarizing the trends of changing federal government roles within American society.		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.6.GS.A
<b>Theme</b>	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
<b>Strand</b>	<b>Governmental Systems and Principles            (American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the effectiveness of organizations, groups, agreements, and treaties to promote cooperation and maintain international order.	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify significant organizations, groups, agreements, and treaties of the modern era. Students will investigate the evolution of efforts to maintain international order to determine change and continuity over time and measure their effectiveness.</p> <ul style="list-style-type: none"> <li>• Groups/organizations-United Nations, NATO, World Health Organization, Olympics, World Trade Organization</li> <li>• Agreements/treaties-Iran nuclear agreement, NAFTA and other trade treaties</li> </ul>		<p style="text-align: center;"><b><u>DOK Ceiling</u></b></p> <p style="text-align: center;">3</p> <p style="text-align: center;"><b><u>Item Format</u></b></p> <p>Selected Response            Constructed Response            Technology Enhanced</p>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Content may include, but is not limited to, explaining the significance of efforts to promote cooperation and international order and Identifying how the actions of these groups attempted to address the challenges of the modern era.</p>		<p style="text-align: center;"><b><u>Sample Stems</u></b></p>
<p style="text-align: center;"><b><u>Stimulus Materials</u></b></p> <p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>		

## Grades 9-12 American History

American History		9-12.AH.6.GS.B
<b>Theme</b>	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
<b>Strand</b>	<b>Governmental Systems and Principles            (American History post c. 1870)</b>	
<b>MLS</b>	Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will analyze primary and secondary sources, including but not limited to, maps, charts, graphs, and political cartoons, to define the concepts of government principles and apply them to modern America.		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
Separation of Powers	Discuss the separate roles of the branches of government in regards to current events	
Checks and balances	Impeachment of Clinton, confirmation hearings	
Rule of Law	Patriot Act	
Judicial Review	Affirmative action, <i>Bush v. Gore</i> , <i>Snyder v. Phelps</i> (Westboro Baptist Church)	
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, applying principles of government to events of modern America and predicting their impact on American history. Students should be able to draw conclusions about the impact of the following: <ul style="list-style-type: none"> <li>• Role of checks and balances and the separation of powers in maintaining limited government</li> <li>• Judicial review on the constitutionality of government actions and legislation</li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.6.GS.C
<b>Theme</b>	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
<b>Strand</b>	<b>Governmental Systems and Principles            (American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe the evolution of political parties (including fringe and minority parties) and interest groups in the modern era. Students will critique the role that political parties and interest groups have played in influencing government decisions and policies in this period. <ul style="list-style-type: none"> <li>• Major political parties- competition between Republicans and Democrats</li> <li>• Interest groups-unions, corporations, single-interest parties (NRA, NAACP, Sierra Club, U.S. Chamber of Commerce)</li> <li>• Minority parties-Green Party, Libertarian Party, Constitutional Party</li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Differentiating between the purposes and goals of political parties and interest groups</li> <li>• Describing the costs and benefits of political parties and interest groups to connect these influences with specific government policies</li> <li>• Analyzing primary and secondary source accounts of the time period, in addition to analyzing maps, charts, and graphs, to make inferences about the varying viewpoints of Americans on political parties and interest groups of the period</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.2.G.A
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand</b>	<b>Geographical Study</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain the push-pull factors that led people to move from rural to urban areas. This study will enable students to categorize the costs and benefits of migration on people and places.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Description of the following:               <ul style="list-style-type: none"> <li>○ Push factors—mechanization on farms, lack of economic opportunities in rural areas</li> <li>○ Pull factors-increase of jobs in cities</li> </ul> </li> <li>• Description of outcomes of migrations on cities</li> <li>• Living conditions of people living in crowded cities</li> <li>• Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs, to draw conclusions about relevant patterns of internal migrations of the period</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.2.G.B
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand</b>	<b>Geographical Study</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the effects of Westward expansion on the production, distribution, and allocation of resources, and on the environment.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will evaluate primary and secondary sources, including but not limited to, maps, charts, graphs, and political cartoons, to identify the effects of westward expansion on the economy (production, distribution, and allocation of resources), and its impact on the environment. Students should be able to identify how people adapted to and altered the environment of the West.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Evaluation of how production, distribution, and allocation of resources was impacted by the following groups in relation to westward expansion:               <ul style="list-style-type: none"> <li>○ Mining—gold and silver</li> <li>○ Farming—crops and new technology (dry farming)</li> <li>○ Ranchers—cattle kingdom and new technology</li> <li>○ Railroads</li> </ul> </li> <li>• Cause-and-effect relationships between these industries and the environment</li> <li>• Evaluation of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs</li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.3.G.A
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand</b>	<b>Geographical Study</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Describe how the expansion of transportation and technological developments influenced acquisition of new territories.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe the relationship between transportation and technological developments and overseas expansion. Topics could include the Panama Canal, steam-powered ships (Great White Fleet), military advances (weapons), and railroads.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, explaining the cause-and-effect relationship between transportation and technology and overseas expansion including the following: <ul style="list-style-type: none"> <li>Use of maps, graphs, primary documents, and charts to draw conclusions about the impact of transportation and technology on the acquisition of new territory</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.4.G.A								
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.									
<b>Strand</b>	<b>Geographical Study</b> (American History post c. 1870)									
<b>MLS</b>	Describe the consequences, both intended and unintended, of environmental decisions such as conservation movements, dam construction, and the Dust Bowl.									
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>								
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify the cause-and-effect relationships between environmental decisions and their impacts on different regions of the United States.		3								
		<b><u>Item Format</u></b>								
		Selected Response Constructed Response Technology Enhanced								
	<table border="1"> <thead> <tr> <th><b><u>Environmental Decision</u></b></th> <th><b><u>Consequences</u></b></th> </tr> </thead> <tbody> <tr> <td>Dry Farming</td> <td>                             1. Increase food production for World War I – led to destruction of land, allowed for the Dust Bowl                              2. People migrated away from western plains (Okies)                         </td> </tr> <tr> <td>Conservation Movements</td> <td>                             1. Restoration of western lands – planting trees for wind breaks - CCC                              2. AAA paid farmers not to farm                         </td> </tr> <tr> <td>Dams</td> <td>                             1. TVA – electrification of the South                              2. PWA                         </td> </tr> </tbody> </table>	<b><u>Environmental Decision</u></b>	<b><u>Consequences</u></b>	Dry Farming	1. Increase food production for World War I – led to destruction of land, allowed for the Dust Bowl 2. People migrated away from western plains (Okies)	Conservation Movements	1. Restoration of western lands – planting trees for wind breaks - CCC 2. AAA paid farmers not to farm	Dams	1. TVA – electrification of the South 2. PWA	
<b><u>Environmental Decision</u></b>	<b><u>Consequences</u></b>									
Dry Farming	1. Increase food production for World War I – led to destruction of land, allowed for the Dust Bowl 2. People migrated away from western plains (Okies)									
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Dams	1. TVA – electrification of the South 2. PWA									

## Grades 9-12 American History

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p>Content may include, but is not limited to, describing cause-and-effect relationships from environmental decisions of the period including the following:</p> <ul style="list-style-type: none"><li>• Evaluating the success of certain environmental decisions</li><li>• Evaluating the success of certain conservation movements</li><li>• Describing the lasting impact of environmental decisions on the United States</li></ul>	
<p><u>Stimulus Materials</u></p> <p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>	

## Grades 9-12 American History

American History		9-12.AH.4.G.B
<b>Theme</b>	<p><b>Great Depression and WWII</b>            The roaring twenties ended with the collapse of the American economy. The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.</p>	
<b>Strand</b>	<p><b>Geographical Study</b>  <b>(American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Analyze the geography of the European and Pacific theaters of WWII to compare war efforts and strategies.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will analyze primary and secondary sources, including, but not limited to, maps, charts, and graphs, to describe the relationship between geography and military strategies (movement of troops, priorities, methods of attack/planning, effect on soldiers).</p> <ul style="list-style-type: none"> <li>• Pacific theater               <ul style="list-style-type: none"> <li>○ Island hopping-strategic importance of specific islands</li> <li>○ Importance of location of naval fleets</li> <li>○ Geographic challenges of fighting on the Pacific islands</li> </ul> </li> <li>• European theater               <ul style="list-style-type: none"> <li>○ Submarine warfare-Battle of the Atlantic</li> <li>○ Motivations behind specific campaigns (Northern Africa, Italy, D-Day)</li> <li>○ Geographic challenges of fighting in Africa and Europe</li> </ul> </li> </ul>		3
		<b><u>Item Format</u></b>
		<p>Selected Response            Constructed Response            Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, comparing and contrasting the strategies and experiences in fighting in the European and Pacific theaters. Items could include the following:</p> <ul style="list-style-type: none"> <li>• Comparison of maps to draw conclusions about strategies based on geography</li> <li>• Comparison of personal accounts from various battles in Europe and the Pacific</li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.5.G.A
<b>Theme</b>	<p><b>The American Stage</b>            Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.</p>	
<b>Strand</b>	<p><b>Geographical Study</b>  <b>(American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Evaluate the causes and consequences of demographic shifts and internal migrations.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain what led people to move from rural to urban and suburban areas. This study will enable students to categorize the costs and benefits of migration on people and places. Topics should include:</p> <ul style="list-style-type: none"> <li>• Growth of suburbs –               <ul style="list-style-type: none"> <li>○ Causes–GI Bill, end of war and peacetime economy, baby boom, consumerism, American dream</li> <li>○ Effects–urban decay, increased infrastructure, urban sprawl</li> </ul> </li> <li>• Movement south and west               <ul style="list-style-type: none"> <li>○ Causes–movement to the Sunbelt due to industry and climate</li> <li>○ Effects–declining economy of the Northeast and Midwest Industry (Rustbelt)</li> </ul> </li> </ul>		3
		<b><u>Item Format</u></b>
		<p>Selected Response            Constructed Response            Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Description of the growth of suburbs and movement south and west</li> <li>• Description of outcomes of migrations away from cities to suburbs and between regions</li> <li>• Description of the role of transportation and technology in the movement of people</li> <li>• Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs to draw conclusions about relevant patterns of internal migrations of the period</li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.5.G.B
<b>Theme</b>	<p><b>The American Stage</b>            Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.</p>	
<b>Strand</b>	<p><b>Geographical Study</b>  <b>(American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Explain how the physical and human characteristics of places determined their influence on or importance to Cold War events.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will analyze primary and secondary sources, including, but not limited to, maps, charts, and graphs, to describe the importance of places significant to events of the Cold War period. Students will distinguish between the physical and human characteristics to explain their relevance to Cold War conflicts. Topics may include the following:</p> <ul style="list-style-type: none"> <li>• Cuba-proximity to the United States</li> <li>• Korea-perceived as a bulwark against communism in Asia</li> <li>• Vietnam-challenges of fighting within a civil war- challenges of guerrilla warfare perceived as a bulwark against communism in Asia</li> <li>• Suez-access to transportation and trade routes</li> <li>• Berlin-enclave of democracy in Eastern Europe</li> <li>• China-proximity to Korea and Vietnam, population</li> <li>• Western Europe-cultural and political allies against communism</li> </ul>		<p><b><u>Item Format</u></b></p> <p>Selected Response            Constructed Response            Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, summarizing the significance of places to the events of the Cold War. Explain how human and physical characteristics of these places influenced the outcome of the events of this period.</p> <p>Use maps, graphs, and charts to make inferences about how Cold War events were affected by the unique human and physical characteristics of places such as Cuba, Korea, Vietnam, Suez, Berlin, China, and Western Europe.</p>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.6.G.A
<b>Theme</b>	<p><b>Contemporary America</b>            During the last decade of the 20th century and the beginning of the 21<sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.</p>	
<b>Strand</b>	<p><b>Geographical Study</b>  <b>(American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Analyze physical geography to understand the availability and movement of resources <a href="#">in this era</a>.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will analyze primary and secondary sources, including, but not limited to, maps, charts, and graphs, to describe the relationship between the geographical characteristics of places and the movement of resources. Students will use sources to make inferences about how these characteristics make places significant and explain how and why products are traded. Students will make connections between resource supply and demand and increasing world trade.</p>		3
		<b><u>Item Format</u></b>
		<p>Selected Response            Constructed Response            Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, explaining the significance of physical geography and location on the availability of resources:</p> <ul style="list-style-type: none"> <li>• Availability of food and specific products in specific places</li> <li>• Competition for scarce resources               <ul style="list-style-type: none"> <li>○ Energy resources</li> <li>○ Rare earth metals used in technology</li> </ul> </li> </ul>		
<b><u>Stimulus Materials</u></b>		
<p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>		

## Grades 9-12 American History

American History		9-12.AH.6.G.B
<b>Theme</b>	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
<b>Strand</b>	<b>Geographical Study</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the relationship between technological and scientific advancements and increasing global interaction in this era.	
<b><u>Expectation Unwrapped</u></b>  The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe how the technological and scientific advancements of the modern era impacted communication, transportation, production, and increasing global interaction. <ul style="list-style-type: none"> <li>• Communication-internet, cell phones, social media, 24-hour news, satellite communication</li> <li>• Transportation- improved ocean-going vessels, hybrid and electric vehicles, drones</li> <li>• Production- robotic production, high-tech advancements (3D printing, green technologies)</li> </ul>		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>  Content may include, but is not limited to, summarizing the significance of technological and scientific developments on increasing global interaction. Content may include advancements in instant communication, more-efficient transportation, and automated production.		<b><u>Sample Stems</u></b>
<b><u>Stimulus Materials</u></b>  Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.6.G.C
<b>Theme</b>	<p><b>Tools of Social Science Inquiry</b>            In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> <li>• Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?)</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand</b>	<p><b>Geographical Study</b>  <b>(American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Locate major cities of Missouri, the United States, and the world; states of the United States and many of the world nations; the world’s continents, and oceans; and major topographical features of the United States.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>In reference to content, students will locate places significant to historical events and developments in the modern era.</p>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>The item specification team does not believe that this standard should be assessed, but it is complementary to student learning about specific topics.</p>		
<b><u>Stimulus Materials</u></b>		
<p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>		

## Grades 9-12 American History

American History		9-12.AH.2.EC.A
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand</b>	<b>Economic Concepts</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate how the goals of Reconstruction impacted the economic recovery and growth of regions.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to evaluate how the goals of Reconstruction impacted the economic recovery of the North and the South. Students should be able to explain to what extent the North and the South actually recovered from the war (economy, infrastructure, individuals)		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Compare and contrast economic trends of the Reconstruction period, specifically in the following areas:               <ul style="list-style-type: none"> <li>○ Physical building and rebuilding</li> <li>○ North–industrialization</li> <li>○ South–sharecropping, “new” South attempt to industrialize</li> </ul> </li> <li>• Analyze of primary and secondary source accounts of the time period, in addition to analyzing maps, charts, and graphs, to make assess the extent of economic recovery in the nation during the period of Reconstruction. Students should be able to compare the different regions and distinguish differences between them.</li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.2.EC.B
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand</b>	<b>Economic Concepts</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will evaluate primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain how the growth of industry (factories, mass production, labor), transportation (railroads), and technology (steel–Bessemer Process) influenced different regions. Students should be able to explain how these developments created regionalization and, at the same time, interdependence.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Explain how the following developments impacted regions:               <ul style="list-style-type: none"> <li>○ Factors of production</li> <li>○ Technology developments</li> <li>○ Regional specialization–farming, ranching, industry, banking, mining</li> <li>○ Urban vs. Rural</li> </ul> </li> <li>• Analyze maps, charts, and graphs to make inferences about regional developments and trends.</li> <li>• Analyze primary and secondary source accounts of the time period.</li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.2.EC.C
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand</b>	<b>Economic Concepts</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Apply the concepts of natural resources, capital, labor, investment, profit, and <i>laissez-faire</i> policies to explain the growth of American industry.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
Students will first define the concepts of natural resources, capital, labor, investment, profit, and laissez-faire. Students will use this knowledge to draw conclusions about the role of these concepts in a market economy. The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to draw conclusions about the impact of these concepts on American economic growth of the industrial period.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Description of cause-and-effect relationships- impact of specific economic concepts</li> <li>• Develop a logical argument about the significance of specific economic concepts (natural resources, capital, labor, investment, profit, and laissez-faire policies)</li> <li>• Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs</li> <li>• Inferences about the purposes, challenges, economic incentives, and expansion trends of the time period</li> </ul>		AH.IV.P.2

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.2.EC.D
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand</b>	<b>Economic Concepts</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Analyze the developing interconnectedness among people, big business, labor unions and governments to determine their effect on individuals, society, and public policy.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will evaluate primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to discuss how labor unions, big business, and government policy participate in the economy. The student will explain the relationship between big business, labor unions, and government in addition to government's influence on society and public policy.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Explain the goals and purposes of the following groups:               <ul style="list-style-type: none"> <li>○ Big business                   <ul style="list-style-type: none"> <li>▪ Monopolies, trusts, corporations</li> </ul> </li> <li>○ Labor unions-unify workers' push for higher wages, and better working conditions</li> <li>○ Government policy-stimulate economic growth, protect American businesses (tariffs)</li> </ul> </li> <li>• Describe how the efforts of the above-mentioned groups and policies affected the individual (urban workers).</li> <li>• Analyze primary and secondary source accounts of the time period, in addition to analyzing maps, charts, and graphs, to make inferences about the interconnectedness of individuals, groups, and government practices and policies.</li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.3.EC.A
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand</b>	<b>Economic Concepts</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain the progression of America’s increasing connection to other countries through global trade. Students should recognize the shift in American political decisions made as a result of protecting the country’s political and economic interests.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, explaining the significance of individuals and institutions of the period including the following: <ul style="list-style-type: none"> <li>• Spheres of Influence–Open Door</li> <li>• World War I–trade with nations involved in World War I</li> <li>• Growing isolationist policies</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.3.EC.B
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand</b>	<b>Economic Concepts</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Apply the economic concepts of natural resources, markets, supply and demand, labor, and capital to explain the costs and benefits of imperialism.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the benefits and drawbacks of imperialism. Students must be able to define and apply the economic concepts of natural resources, markets, supply and demand, labor, and capital as they relate to the age of imperialism. Students need to recognize that economic decisions had political consequences (Panama, Hawaii, Philippines, proximity to markets and resources).		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, evaluating the arguments of proponents and opponents of imperialism with regard to the economy. <ul style="list-style-type: none"> <li>• Natural resources—access to resources not available in America (sugar, rubber)</li> <li>• Markets—access to markets to sell American goods</li> <li>• Supply and Demand—impact of scarcity and abundance on prices</li> <li>• Labor—impact of Imperialism on domestic and foreign workers</li> <li>• Capital—money and foreign investments</li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.3.EC.C
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand</b>	<b>Economic Concepts</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Trace the changing relationship between government and business through economic regulation and deregulation.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to examine the changing relationship between the laissez faire government and big business. Students should identify the reasons for economic reform and then pinpoint specific regulations that occurred as a result. Students should then summarize how these changes impacted the relationship between government and big business.</p>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, explaining the significance of individuals and institutions of the period including the following:</p> <ul style="list-style-type: none"> <li>• Events leading to change               <ul style="list-style-type: none"> <li>○ Triangle Shirtwaist Factory</li> <li>○ Muckrakers (Upton Sinclair’s <i>the Jungle</i>, Jacob Riis’s <i>How the Other Half Lives</i>, Ida Tarbell’s <i>The History of Standard Oil Company</i>)</li> </ul> </li> <li>• Reforms               <ul style="list-style-type: none"> <li>○ Pendleton Act–Civil service</li> <li>○ Sherman Antitrust</li> <li>○ Clayton Antitrust Act</li> <li>○ Interstate Commerce Commission (ICC)</li> <li>○ Food and Drug Administration (FDA)</li> <li>○ Income tax</li> </ul> </li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.4.EC.A
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America’s involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>Economic Concepts</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to define the following concepts and apply them to the causes of the Great Depression: <ul style="list-style-type: none"> <li>• Innovation–increased mechanization leads to unemployment</li> <li>• Supply and demand–overproduction of goods leads to surpluses, deflation, and unemployment</li> <li>• Barriers to trade–tariffs on foreign imports leads to decreased world trade</li> <li>• Labor – increased unemployment, lost gains made during Progressive Era and World War I</li> <li>• Business cycle–recessions and depression were a normal part of American economics</li> <li>• Credit–consumer practices (debt, buying stock on margin, over speculation, banking practices)</li> <li>• Wage gap–average worker lived in poverty</li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, applying the major economic concepts of the period, including the following: <ul style="list-style-type: none"> <li>• Description of cause-and-effect relationships–impact of specific economic concepts</li> <li>• Development a logical argument about the significance of specific economic concepts (innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap)</li> <li>• Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs, to make inferences about the interrelation of individual economic practices and their effect on the national economy as a whole</li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.4.EC.B
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>Economic Concepts</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to evaluate the intended and unintended consequences that resulted from government policies with regard to the economy during the New Deal and World War II. Topics could include the following:		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
Policy–New Deal	Consequence	
Government Reforms	<ul style="list-style-type: none"> <li>• Bank holiday–Federal oversight of banking practices and protection of deposits (FDIC)</li> <li>• Stock market regulation–Securities and Exchange Commission (SEC)</li> </ul>	
Social Security Administration	<ul style="list-style-type: none"> <li>• Assistance for the elderly and disabled to participate in the economy</li> </ul>	
Job Programs	<ul style="list-style-type: none"> <li>• Relief and recovery for unemployed workers (WPA, PWA, CCC)</li> </ul>	
Policy–WWII	Consequence	
War Mobilization	<ul style="list-style-type: none"> <li>• War Production Board–increased government control and participation in economy</li> <li>• Rationing</li> <li>• War bonds</li> </ul>	

## Grades 9-12 American History

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p>Content may include, but is not limited to, explaining the significance of government policies on increasing economic prosperity, including the following:</p> <ul style="list-style-type: none"><li>• Make observations about increased government involvement.</li><li>• Appraise the positive and negative impact of government involvement in the economy.</li><li>• Draw conclusions about government fundraising and its effect on public opinion.</li></ul>	
<p style="text-align: center;"><u>Stimulus Materials</u></p> <p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>	

## Grades 9-12 American History

American History		9-12.AH.5.EC.A
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>Economic Concepts</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Trace the developing complexities of the American economy in the second half of the twentieth century.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to identify the new economic trends created in postwar America and the Cold War. Items can include, but not limited to, the following: <ul style="list-style-type: none"> <li>• Consumerism               <ul style="list-style-type: none"> <li>○ Advertising, “Keeping up with the Joneses”, new products and innovation, cars, status symbols</li> </ul> </li> <li>• Growth of service industries</li> <li>• Outsourcing-international trade</li> <li>• Defense spending-military-industrial complex and arms race</li> </ul>		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, explaining how American economic policies became increasingly complex over the second half of the 20th century. <ul style="list-style-type: none"> <li>• Investigate changing habits of individual consumers.</li> <li>• Draw conclusions about changing business practices and their impact on the growth of industry and international trade.</li> <li>• Make connections between increased government defense spending and its impact on the American economy.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.5.EC.B
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>Economic Concepts</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Compare the role of government in various economic systems to explain competing world views.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to define and contrast the role of government in market (capitalist) and command (communist) economies. Students will make inferences regarding goals and actions of competing economic systems to explain the Cold War competition of the U.S. and USSR. <ul style="list-style-type: none"> <li>• Market economic systems (capitalism)-limited government control; in theory, values competition and the role of the market to make decisions regarding supply and demand</li> <li>• Command economic systems (communism)-significant government control of means of production; connected with authoritarian governments; in theory, values the protection and equality of members of society</li> </ul>		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, summarizing the significance of economic competition to the tensions of the Cold War and distinguishing characteristics unique to command and market economies.		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.5.EC.C
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>Economic Concepts</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the various perspectives on government efforts to improve individual and societal conditions. <ul style="list-style-type: none"> <li>• Great Society-Medicaid and Medicare, Department of Education, HUD</li> <li>• Environmental legislation- Clean Water and Clean Air Acts</li> <li>• Deregulation under Reagan</li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, evaluating the significance of government policies that attempted to improve individual and societal conditions in this time period. Students will investigate the significance of individual presidential programs and reform legislation to determine the effects of these developments on society. Topics should include the following: <ul style="list-style-type: none"> <li>• Great Society</li> <li>• Environmental concerns</li> <li>• Deregulation</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.6.EC.A
<b>Theme</b>	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
<b>Strand</b>	<b>Economic Concepts</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to define the following concepts and apply them to modern era: <ul style="list-style-type: none"> <li>• Innovation—increased mechanization and increase in technology leads to different industries and employment opportunities. New technologies make old industries obsolete.</li> <li>• Supply and demand—increased global interdependence, housing bubble, abundance of cheap goods</li> <li>• Barriers to trade—trend of reduced barriers to trade (NAFTA)</li> <li>• Labor – outsourcing, changing modes of labor, new industries</li> <li>• Business cycle—Recessions continue to be a normal part of American economics. The Federal Reserve works to manage the economy.</li> <li>• Credit—consumer practices (debt, student loans)</li> <li>• Security challenges- balance of individual liberties and national security, post-9/11 world</li> <li>• Unequal benefits of the new economy</li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced

## Grades 9-12 American History

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p>Content may include, but is not limited to, applying the major economic concepts of the period including the following:</p> <ul style="list-style-type: none"><li>• Description of cause-and-effect relationships—impact of specific economic concepts</li><li>• Development of a logical argument about the significance of specific economic concepts (innovation, supply and demand, international trade, labor, business cycle, credit, and economic and political challenges)</li><li>• Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs to make inferences about the interrelation between national economic policies and business practices and their effect on individuals in society</li></ul>	
<p style="text-align: center;"><u>Stimulus Materials</u></p> <p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>	

## Grades 9-12 American History

American History		9-12.AH.2.PC.A
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Analyze patterns of immigration to determine their effects on economic, cultural, and political development.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain the push-pull factors that led people to immigrate to the United States (urban centers and rural areas). This investigation will enable students to categorize the economic, cultural, and political effects of immigration. Students should understand not only the positive results of immigration, but also the negative response to the influx of immigrants (nativism, “new” versus “old” immigrants, Chinese Exclusion Act, Gentlemen’s Agreement, and immigration quotas 1920s).		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Description of push-pull factors               <ul style="list-style-type: none"> <li>○ Push factors (war, famine, poverty, persecution) as they relate to immigration, industrialization, and urbanization</li> <li>○ Pull factors (opportunity, land, money, religious freedom) as they relate to immigration, industrialization, and urbanization</li> </ul> </li> <li>• Description of outcomes of immigration (ethnic clustering, immigration policies)</li> <li>• Living conditions of people living in crowded cities</li> <li>• Analysis of primary and secondary source accounts of time period, in addition to analysis of maps, charts, and graphs to draw conclusions about relevant patterns of immigration of the period</li> </ul>		

## Grades 9-12 American History

- Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs, to make inferences about the various perspectives of people in groups on immigration

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.2.PC.B
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the short and long-term impact of western expansion on Native American and other minority populations.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to evaluate the short-term and long-term ramifications of westward expansion on political, economic, religious, sociocultural, and intellectual structures, and of geographic changes on native populations. Students need to describe how Native American ways of life changed as a result of the reservation system and the systematic attempts of the government to assimilate natives into white culture. Students will evaluate the contributions of other minority groups in the West (Exodusters, Chinese, Irish)		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• Investigation of Native American attempts to resist westward expansion (Indian Wars)</li> <li>• Evaluation of the short-term and long-term impacts of westward expansion on Native American populations               <ul style="list-style-type: none"> <li>○ Removal from traditional lands—reservation system</li> <li>○ Political and social attempts to assimilate-Dawes Act</li> <li>○ Sociocultural changes—loss of identity, traditional way of life, customs, religious practices</li> <li>○ Analysis of primary and secondary source accounts of the time period, in addition to analysis of maps, charts, and graphs to make inferences about the impact of westward expansion on minority groups</li> </ul> </li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.2.PC.C
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the various perspectives on the promise of the American dream, and compare the extent to which various groups and individuals actually experienced this ideal. Students must differentiate between different groups of people (former slaves, minority groups, immigrants, women, businessmen, factory workers, small farmers, plantation farmers, ranchers, miners), and compare and contrast their interpretations of the American dream and how attainable it was for them. Students need to identify the challenges these groups faced participating in and realizing this promise.		4
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, developing and defending a claim using stimuli representing multiple perspectives. The claim should address the extent to which various groups improved their social, economic, and political status in the United States. Cite and use evidence to support their claim. Make connections and categorize between various groups and their political, social, and economic status in this period.		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.2.PC.D
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Explain the varying impact of industrialization on culture, work, education and other social institutions.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to make conclusions on how industrialization impacted culture (leisure, entertainment, sports, separate spheres for men and women), work (child labor, skilled versus unskilled, mechanization, working conditions, factory towns), education (mandatory school, beginning of kindergartens), and social institutions (YMCA, Salvation Army, Gospel of Wealth, social Darwinism).		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, analyzing primary and secondary source accounts of the time period, in addition to analyzing of maps, charts, and graphs, to determine the impact industrialization had on everyday life in the areas of culture, work, education, and other social institutions.		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.2.PC.E
<b>Theme</b>	<b>Re-Emerging America</b> The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures. The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain the push-pull factors that led people to immigrate to the United States (urban centers and rural areas). This investigation will enable students to recognize that the patterns of immigration shifted in the late 1800s and early 1900s from northern and western Europe (“old” immigrants) to southern and eastern Europe (“new” immigrants). Students should understand the backlash to the influx of immigrants (nativism, Chinese Exclusion Act, Gentlemen’s Agreement, immigration quotas, American Protective Association, anti-Catholicism, fundamentalism, and social Darwinism).		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, the following: <ul style="list-style-type: none"> <li>Analyzing primary and secondary source accounts of the time period, in addition to analyzing of maps, charts, and graphs, to make observations about immigration patterns in the United States and the response to the new immigrants.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.3.PC.A
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe motivations behind the need for social and political reforms and then summarize how these changes impacted individuals and groups and their ability to participate fully in the promise of American ideals. Specific groups should include immigrants, working poor, women, and minority groups. Specific individuals would include Jane Addams, Jacob Riis, W. E. B. Du Bois, Booker T. Washington, Elizabeth Cady Stanton, and Alice Paul.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, explaining the motivations behind various reform movements of the time. Students will assess the success of social and political reforms and explain the extent to which the reforms benefited different groups. <ul style="list-style-type: none"> <li>• Settlement houses for teaching skills and assimilation of immigrants</li> <li>• NAACP, Du Bois, and Carver—rights, education, and equality of African Americans</li> <li>• Women’s rights—push for women’s suffrage, Stanton and Paul</li> <li>• Working poor and urban issues—labor unions, Jacob Riis</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.3.PC.B
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Analyze the changing relationship between individuals and their place in society including women, minorities, and children.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe the changing relationships between individuals and their places in society. Topics should include events from the Progressive Era, the age of imperialism, World War I, and the Roaring Twenties. Students should identify ways in which these events changed how people participated in and were affected by society. Information should include women’s rights, minority rights and opportunities, and expanding rights and protection for children (education reform).		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, explaining how the status of individuals differed as a result of political and social reforms of the period.  Reference related standards for possible assessed topics.		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.3.PC.C
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20 <sup>th</sup> century to determine their effects on individuals and groups.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe how the technological (military, industrial), artistic (Harlem Renaissance, Jazz), intellectual (Lost Generation), economic (industrial, imperial growth), and cultural (Roaring Twenties and flappers and Marcus Garvey and Back to Africa) changes of the first three decades of the 20th century impacted individuals and groups.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, explaining the significance of individuals and institutions of the period and analyzing the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effects on individuals and groups.  Reference related standards for possible assessed topics.		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.3.PC.D
<b>Theme</b>	<b>Emerging Globally</b> The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories. Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions. Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century. The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”. Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Assess the impact of WWI related events, on the formation of “patriotic” groups, pacifist organizations, and the struggles for and against racial equality, and diverging women’s roles in the United States.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain how different groups during and after World War I worked to achieve change in the United States (race riots, labor rights, women’s rights, anti-communist, KKK, temperance, and nativism). Students will evaluate the successes of these organization in achieving their goals.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, explaining the significance of groups of the period, including the following: <ul style="list-style-type: none"> <li>• Race riots-effect of the Great Migration, increased conflicts in major cities led to mass riots</li> <li>• Labor rights-removal of gains made during the Progressive Era</li> <li>• Woman’s rights-removed from the workforce gained the right to vote</li> <li>• Anti-communist-Red Scare</li> <li>• Temperance-Prohibition</li> <li>• Nativism-Immigration quotas, anti-immigrant, and KKK</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.4.PC.A
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Analyze the artistic and intellectual achievements of the 1930s to understand the human costs of the Great Depression.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, artwork, music, movies, literature, and photographs to describe how of the events of the 1930s and Great Depression impacted individuals and society. Students will make connections between the context of the Great Depression and the themes, content and messages communicated by artistic and intellectual developments. <ul style="list-style-type: none"> <li>• Escape from problems of the Depression-entertainment, fantasy</li> <li>• Hope for the future</li> <li>• Capture the suffering of people during this period-photographs, narratives, literature, artwork</li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, identifying artistic, intellectual, literary, and cultural changes of the 1930s. Analyze developments such as the following: <ul style="list-style-type: none"> <li>• Artistic developments WPA-sponsored artwork, photographs (Dorothea Lange), movies, music, radio, games</li> <li>• Intellectual developments-WPA writer's projects, oral histories, literature, science</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.4.PC.B
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Assess the impact of war-related events on women's roles, family structures, religious identity, education, commerce, entertainment, agriculture and other elements of the home front.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, personal accounts, and political cartoons, to draw conclusions about how the war impacted the American home front.		3
<b><u>Item Format</u></b>		Selected Response Constructed Response Technology Enhanced
Women's roles	<ul style="list-style-type: none"> <li>○ Increased involvement in the workforce sometimes in traditionally male-held occupations</li> <li>○ Increased independence and autonomy</li> <li>○ Effect of changing roles on family structure                             <ul style="list-style-type: none"> <li>○ Children in daycare</li> </ul> </li> </ul>	
Social effects	<ul style="list-style-type: none"> <li>○ Education                             <ul style="list-style-type: none"> <li>○ Increased attendance for longer periods of time</li> </ul> </li> <li>○ Religion                             <ul style="list-style-type: none"> <li>○ Exclusion of Jewish refugees</li> </ul> </li> <li>○ Entertainment                             <ul style="list-style-type: none"> <li>○ News reels</li> <li>○ Hollywood supports of war effort</li> </ul> </li> </ul>	
Economic	<ul style="list-style-type: none"> <li>○ Agriculture                             <ul style="list-style-type: none"> <li>○ Government regulations and rationing</li> </ul> </li> <li>○ Commerce                             <ul style="list-style-type: none"> <li>○ Rising incomes</li> <li>○ Increase in international trade</li> </ul> </li> </ul>	

## Grades 9-12 American History

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p>Content may include, but is not limited to, drawing conclusions about the impact of war-related events on the American home front. Items should include the following:</p> <ul style="list-style-type: none"><li>• Make observations about how the role of woman changed as a result of the war.</li><li>• Identify the effect of wartime decisions on social structures and groups.</li><li>• Identify the effect of wartime decisions on the economy.</li></ul>	
<p><u>Stimulus Materials</u></p> <p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>	

## Grades 9-12 American History

American History		9-12.AH.4.PC.C
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the effects of the <b>Great Depression and WWII</b> at home on women, families, and minorities.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, personal accounts, and political cartoons, to draw conclusions on how the war impacted the American home front with regard to women, families, and minorities.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
Women's roles	<ul style="list-style-type: none"> <li>○ Increased involvement in the workforce sometimes in traditionally male-held occupations</li> <li>○ Increased independence and autonomy</li> <li>○ Effect of changing roles on family structure               <ul style="list-style-type: none"> <li>○ Children in daycare</li> </ul> </li> </ul>	
Families	<ul style="list-style-type: none"> <li>○ Education               <ul style="list-style-type: none"> <li>○ Increased attendance for longer periods of time</li> </ul> </li> <li>○ Changing structure</li> </ul>	
Minorities	<ul style="list-style-type: none"> <li>○ African Americans               <ul style="list-style-type: none"> <li>○ Double V Campaign</li> <li>○ Migration</li> <li>○ Increased employment</li> <li>○ Segregation</li> </ul> </li> <li>○ Mexican Americans               <ul style="list-style-type: none"> <li>○ Bracero- work program</li> <li>○ Zoot Suit riots</li> </ul> </li> <li>○ Japanese Americans               <ul style="list-style-type: none"> <li>○ Internment-Loss of personal property and freedom</li> </ul> </li> </ul>	

## Grades 9-12 American History

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p>Content may include, but is not limited to, drawing conclusions about the impact of war at home on women, families, and minorities. Items should include the following:</p> <ul style="list-style-type: none"><li>• Make observations about how the role of women changed as a result of the war.</li><li>• Identify the effect of wartime decisions on social structures and groups.</li><li>• Identify the effect of wartime decisions on minority groups.</li></ul>	
<p style="text-align: center;"><u>Stimulus Materials</u></p> <p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>	

## Grades 9-12 American History

American History		9-12.AH.4.PC.D
<b>Theme</b>	<b>Great Depression and WWII</b> The roaring twenties ended with the collapse of the American economy. The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation. The effectiveness of the policies passed to decrease the severity of the depression are still debated today. As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors. This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes. America's involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Analyze the impact of the Great Depression and World War II on the arts and culture.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, artwork, music, movies, literature, and photographs to describe how of the events of the 1930s and World War II impacted individuals and society. Students will make connections between the context of the Great Depression and World War II and the themes, content, and messages communicated by artistic and cultural developments. <ul style="list-style-type: none"> <li>• Great Depression               <ul style="list-style-type: none"> <li>○ Escape from problems of the Depression-entertainment, fantasy</li> <li>○ Hope for the future</li> <li>○ Capture the suffering of people during this period-photographs, narratives, literature, artwork</li> </ul> </li> <li>• World War II               <ul style="list-style-type: none"> <li>○ Propaganda to promote the war-Dr. Seuss, Warner Brothers, Walt Disney, patriotic movies</li> </ul> </li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, identifying artistic and cultural changes of the 1930s and World War II era. Students will analyze developments such as the following: <ul style="list-style-type: none"> <li>• Artistic developments-WPA sponsored artwork, photographs (Dorothea Lange), movies, music, radio, games</li> <li>• Cultural developments-propaganda</li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.5.PC.A
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain causes of Cold War tensions and their impact on various groups in the United States. Internal tensions of the period include the following: <ul style="list-style-type: none"> <li>• Fears of communism within the United States               <ul style="list-style-type: none"> <li>○ Red Scare</li> <li>○ McCarthyism and HUAC</li> <li>○ Bomb shelters and air raid drills</li> </ul> </li> <li>• Responses to intervention abroad               <ul style="list-style-type: none"> <li>○ Antiwar protests</li> <li>○ Counterculture movements</li> <li>○ Demands for transparency of governmental decisions</li> <li>○ Connections to civil rights movement (unequal representation in drafted soldiers)</li> </ul> </li> </ul>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, explaining the extent to which various groups were affected by the fears and tensions resulting from Cold War events and making connections between specific events and the responses of groups to these events. Major internal tensions include: <ul style="list-style-type: none"> <li>• Responses and protests related to intervention abroad</li> <li>• Fears of the spread of communism within the United States</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.5.PC.B
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Analyze the scientific, technological, artistic, intellectual, economic, political, and cultural changes of the post-WWII period to determine their effect on individuals and groups.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe how the technological, artistic, intellectual, economic, political, and cultural changes of the postwar period impacted the lives of individuals and groups. <ul style="list-style-type: none"> <li>• Science and technology- space race and arms race, medicine (polio vaccine, antibiotics, legislation of the birth control pill)</li> <li>• Artistic, cultural, and intellectual-Beats, counterculture and antiwar movements, American Indian Movement, Chicano Movement, rock and roll, literature (<i>The Feminine Mystique</i>, works from the civil rights movement, environmental concerns)</li> <li>• Economic and political-Red Scare, the Great Society, Reaganomics, civil rights</li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, drawing conclusions about the various scientific, technological, artistic, intellectual, economic, political, and cultural changes of the postwar period to determine their effect on individuals and groups. Items should include: <ul style="list-style-type: none"> <li>• Compare new science and technology and how it contributed to change in the U.S.</li> <li>• Discuss how the artistic, cultural, and intellectual movements changed the way individuals and groups participated in society.</li> <li>• Determine to what extent relationships between economic and political programs actually effect social and cultural norms.</li> </ul>		

## Grades 9-12 American History

### Stimulus Materials

Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories

## Grades 9-12 American History

American History		9-12.AH.5.PC.C
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the various perspectives on the promise of the American dream, and compare the extent to which various groups and individuals actually experienced this ideal. <ul style="list-style-type: none"> <li>• Fair Deal- GI Bill, expansion of social security and housing programs</li> <li>• New Frontier- proposal of civil rights legislation</li> <li>• Great Society-Medicaid and Medicare, Department of Education, HUD</li> <li>• Civil rights legislation and court cases</li> <li>• Environmental legislation-Clean Water and Clean Air Acts</li> </ul>		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, evaluating the significance of social reform movements that are related to this time period. Students will investigate the significance of individual developments to the larger context of these movements and determine the effects of these developments on society. Topics should include the following: <ul style="list-style-type: none"> <li>• Social welfare</li> <li>• Environmental concerns</li> <li>• Equal rights</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.5.PC.D
<b>Theme</b>	<p><b>The American Stage</b>            Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.</p>	
<b>Strand</b>	<p><b>People, Groups, and Cultures</b>  <b>(American History post c. 1870)</b></p>	
<b>MLS</b>	<p>Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain the push-pull factors that led people to immigrate to the United States. This investigation will enable students to recognize how the patterns of immigration evolved over time to include people from different regions of the world (Latin America, Asia, the Middle East).</p>		3
		<b><u>Item Format</u></b>
		<p>Selected Response            Constructed Response            Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Content may include, but is not limited to, drawing conclusions about shifting immigration patterns from various regions of the world to the United States, and explaining the significance of the changing immigration patterns on American society.</p>		
<b><u>Stimulus Materials</u></b>		
<p>Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories</p>		

## Grades 9-12 American History

American History		9-12.AH.5.PC.E
<b>Theme</b>	<b>The American Stage</b> Following World War II, the United States emerged as a military, political, and economic super power. These great shifts taking place changed the nation, but also challenged many norms of the previous half-century. American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad. Civic activism challenged previous held beliefs, and paved the way for legal and social changes.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the significance of individuals' actions when attempting to address problems in the United States. Students must first identify significant issues in American history during this time and then investigate the contributions of significant individuals to solving those problems. Students will make connections between the actions of historic figures and the ability of citizens today to participate in American politics and society.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, explaining the significance of individuals in American history following World War II including those involved in the following movements: <ul style="list-style-type: none"> <li>• Civil rights movement</li> <li>• Women's rights</li> <li>• Minority rights</li> <li>• Environmental protection</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.6.PC.A
<b>Theme</b>	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes during this era to determine their effects on individuals, groups and society.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to describe how the technological, artistic, intellectual, economic, political, and cultural changes of the modern era impacted the lives of individuals and groups. <ul style="list-style-type: none"> <li>• Science and technology-computers, internet, medicine and genetics, robotics, drones, WMDs</li> <li>• Artistic, cultural, and intellectual-modern day protest movements, social media</li> <li>• Economic and political-Occupy Wall Street, Tea Party, dot-com bubble, globalization, NAFTA, War on Terror</li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, drawing conclusions about the various scientific, technological, artistic, intellectual, economic, political, and cultural changes of the modern era to determine their effect on individuals and groups. Items should include the following: <ul style="list-style-type: none"> <li>• Compare new science and technology and how they contributed to change in the U.S.</li> <li>• Discuss how artistic, cultural, and intellectual movements changed the way individuals and groups participated in society.</li> <li>• Determine to what extent relationships between economic and political programs actually affected social and cultural norms.</li> </ul>		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.6.PC.B
<b>Theme</b>	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to explain the push-pull factors that led people to immigrate to the United States. This investigation will enable students to recognize how the patterns of immigration evolved over time to include people from different regions of the world (Latin America, Asia, the Middle East). Students should investigate the more recent challenge of political refugees to determine its impact on the United States.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Content may include, but is not limited to, drawing conclusions about shifting immigration patterns from various regions of the world to the United States and explaining the significance of the changing immigration patterns on American society.		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		

## Grades 9-12 American History

American History		9-12.AH.6.PC.C
<b>Theme</b>	<b>Contemporary America</b> During the last decade of the 20th century and the beginning of the 21 <sup>st</sup> century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking. The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation. Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events.	
<b>Strand</b>	<b>People, Groups, and Cultures</b> <b>(American History post c. 1870)</b>	
<b>MLS</b>	Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will analyze primary and secondary sources, including, but not limited to, maps, charts, graphs, and political cartoons, to determine the significance of individuals, groups, and the government to address contemporary problems in the United States. Students must first identify significant societal challenges in America in this time period and then evaluate the responses to those problems. Students should be able to explain how these developments impacted individuals, groups, and society over time. <ul style="list-style-type: none"> <li>• Continued movement for equal rights–Affirmative action, LGBTQ</li> <li>• Social welfare-Affordable Care Act (Obamacare), FMLA, ADA</li> <li>• Environment-recycling, restoration, climate change debate, regulations</li> </ul>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stem</u></b>
Content may include, but is not limited to, comparing the different societal challenges to previous time periods and explaining similarities and differences between both the challenges and the responses.		
<b><u>Stimulus Materials</u></b>		
Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories		