In general, certain competencies in American History are taught throughout the semester and are therefore not linked to specific topics but rather stated here to emphasize their continuing coverage in class. Students are able to

- assess the credibility of primary and secondary sources and draw sound conclusions from them.
- construct various time lines of key events, people, and periods of the historical era they are studying.
- detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).
- distinguish fact from opinion in historical narratives and stories.
- distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- explain how major events are related to one another in time.
- explain the central issues and problems from the past, placing people and events in a matrix of time and place.
- explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
- frame questions that can be answered by historical study and research.
- interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.
- recognize that interpretations of history are subject to change as new information is uncovered.
- recognize the role of chance, oversight, and error in history.
- understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
- use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

**School Program:** The school program is tied to the curricula through methods and study skills applied inside and outside the classroom:

**Differentiated:** A multimedia approach fosters alternative avenues through which diverse students can access historical content and context. History is explored through text, video, images, statistics, music, skits and student-directed creative projects. Group work also allows students to learn from each other.

**Global:** Use of internet, global classroom and fieldtrips to reach beyond the classroom and textbooks.
T: Extensive use of group work; reflection on personal connection to historical events; group-based project and field trip planning; shared documents; cross-curricular work.
Grade Level (7): 2 periods per week
Students in grade seven study the development of the nation up to 1787, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that the United States of America is a nation that has a constitution that derives its power from the people, which has gone through a revolution, which once sanctioned slavery, and that experienced conflict over land with the original inhabitants. Studying the cause, course, and consequences of the early explorations through the War for Independence is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

<table>
<thead>
<tr>
<th>Content</th>
<th>Competencies (Students are able to ...)</th>
<th>Methods/Media/Study Skills</th>
<th>Cross-curricular References</th>
<th>References to School Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Columbian America</td>
<td>• know the location of the current 50 states and the names of their capitals.</td>
<td>• organize historic events into a timeline.</td>
<td></td>
<td>Geography History Differentiated (1.4, 1.5, 1.7, 1.8, 1.9) Global (2.10)</td>
</tr>
<tr>
<td></td>
<td>• describe the major pre-Columbian settlements.</td>
<td>• apply map legends/keys.</td>
<td></td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>• describe the Pre-Columbian Americans' varied customs and folklore traditions.</td>
<td>• interpret pictures and archaeological examples (petroglyphs, artifacts).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• identify connections between lifestyles and geography/climate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• differentiate between Native American and European cultures of the time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• compare the different political structures of Native Americans.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Europeans’ Exploration of the “New World / Africans In America</td>
<td>• locate oceans and continents.</td>
<td>• use a compass rose.</td>
<td></td>
<td>History Geography French Spanish Differentiated (1.4, 1.5, 1.7, 1.8, 1.9) Global (2.10)</td>
</tr>
<tr>
<td></td>
<td>• describe spatial relationships on a map / globe.</td>
<td>• create tables to organize information (explorers, countries, dates,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• describe the entrepreneurial characteristics of early explorers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• identify and compare various motivations for exploration.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• trace routes of explorers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| The Colonial Era / The British settle in North America | • describe differences between different explorers (countries).  
• evaluate and explain consequences of exploration / cultural interaction.  
• evaluate the economic and social (moral) foundations of the slave trade. | • organize causes and effects of historical events graphically.  
• compare historical maps. | Differentiated (1.4, 1.5, 1.7, 1.8, 1.9)  
Global (2.10) |
|---|---|---|---|
| Pre-Revolutionary Era (1763-1775) | • examine the conflicts before the Revolutionary War.  
• understand how different political, religious, and economic ideas and interests led to the Revolution.  
• discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.  
• know the significance of the first and second | • detect the different historical points of view on historical events.  
• determine the context in which the historical statements were made (the School Program Differentiated (1.4, 1.5, 1.7, 1.8, 1.9)  
Global (2.10) |
Grade Level (8): 2 periods per week

Students in grade eight study the development of the nation up to 1850, with an emphasis on the recognition that the United States of America is a nation that has a constitution that derives its power from the people, that it once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. They gain a fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured. Students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War.
<table>
<thead>
<tr>
<th>curricular References</th>
<th>School Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>The American Constitution and the Bill of Rights</td>
<td>English</td>
</tr>
<tr>
<td>• know the location of the current 50 states and the names of their capitals.</td>
<td>Differentiated (1.4, 1.5, 1.7, 1.8, 1.9) Global (2.10)</td>
</tr>
<tr>
<td>• enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.</td>
<td></td>
</tr>
<tr>
<td>• describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government.</td>
<td></td>
</tr>
<tr>
<td>• understand the functions and responsibilities of a free press.</td>
<td></td>
</tr>
<tr>
<td>The Start of a New Nation</td>
<td>Film Analysis</td>
</tr>
<tr>
<td>• understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties.</td>
<td>Differentiated (1.4, 1.5, 1.7, 1.8, 1.9) Global (2.10)</td>
</tr>
<tr>
<td>• know the significance of domestic resistance movements (e.g., Shays' Rebellion, the Whiskey Rebellion).</td>
<td></td>
</tr>
<tr>
<td>• discuss daily life, including traditions in art, music, and literature, of early national America.</td>
<td></td>
</tr>
<tr>
<td>The New Nation Grows and Changes</td>
<td>-</td>
</tr>
<tr>
<td>• understand the causes and consequences of the War of 1812.</td>
<td>Differentiated (1.4, 1.5, 1.7, 1.8, 1.9) Global (2.10)</td>
</tr>
<tr>
<td>• demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase.</td>
<td></td>
</tr>
<tr>
<td>• describe the purpose, challenges, and economic incentives associated with westward expansion.</td>
<td></td>
</tr>
<tr>
<td>• discuss the experiences of settlers on the overland trails to the West.</td>
<td></td>
</tr>
</tbody>
</table>
### Growth and Reform Movements
- trace the development of the American education system from its earliest roots.
- examine the women's suffrage movement.
- describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

### The Eve of the Civil War
- describe the development of the agrarian economy in the South.
- analyze the early and steady attempts to abolish slavery and describe the leaders of the movement.
- discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
- analyze the significance of the Missouri Compromise (1820), the Compromise of 1850, the Kansas-Nebraska Act (1854), and the Dred Scott v. Sandford decision (1857).

### The Civil War
- compare the conflicting interpretations of state and federal authority.
- trace the boundaries constituting the North and the South, and the differences between agrarians and industrialists.
- discuss Abraham Lincoln's presidency and his significant writings and speeches.
- describe critical developments and events in the war.
- explain how the war affected the daily life.
**Grade Level (9): 1 period per week**

Students in grade nine study the ideas, issues, and events from the end of the Civil War and the beginning of the Reconstruction up to World War I, with an emphasis on America's expansion, imperialism and its role in the war. They make connections between the rise of industrialization and contemporary social and economic conditions.

<table>
<thead>
<tr>
<th>Content</th>
<th>Competencies (Students are able to …)</th>
<th>Methods/Media/Study Skills</th>
<th>Cross-curricular References</th>
<th>References to School Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Reconstruction Period</td>
<td>• list the original aims of Reconstruction and describe its effects on the political and social structures of different regions.</td>
<td></td>
<td></td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>• identify the push-pull factors in the movement of former slaves to the cities in the North and to the West (e.g., the experiences of Buffalo Soldiers).</td>
<td></td>
<td></td>
<td>Differentiated (1.4, 1.5, 1.7, 1.8, 1.9)</td>
</tr>
<tr>
<td></td>
<td>• understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and &quot;Jim Crow&quot; laws.</td>
<td></td>
<td></td>
<td>Global (2.10)</td>
</tr>
<tr>
<td></td>
<td>• trace the rise of the Ku Klux Klan and describe the Klan's effects.</td>
<td></td>
<td></td>
<td>Linguistically Competent</td>
</tr>
<tr>
<td></td>
<td>• understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</td>
<td></td>
<td></td>
<td>Culturally Aware Problem Solvers</td>
</tr>
<tr>
<td>Industrialization and Labor Movement in the USA</td>
<td>• discuss the influence of industrialization and technological developments on the region and the individuals.</td>
<td>• Analysis of Statistics and Tables/Diagrams</td>
<td>History Geography</td>
<td>Differentiated (1.4, 1.5, 1.7, 1.8, 1.9)</td>
</tr>
<tr>
<td></td>
<td>• trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.</td>
<td>• Interpretation of Maps</td>
<td></td>
<td>Global (2.10)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Well-Rounded</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Linguistically Competent</td>
</tr>
</tbody>
</table>


- explain how states and the federal government encouraged business expansion.
- discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
- examine the location and effects of urbanization, renewed immigration, and industrialization.
- discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement.
- list the reasons for the wave of immigration from Northern Europe to the United States and identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy.
- explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity.
- name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).
- know the effects of industrialization on living and working conditions.

| The United States as a World Power | • describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine. | History | Culturally Aware Problem Solvers | Differentiated (1.4, 1.5, 1.7, 1.8, 1.9) Global (2.10) |
- examine the effects of the Civil War and Reconstruction and of the industrial revolution on the emergence in the late nineteenth century of the United States as a world power.
- list the purpose and the effects of the Open Door policy.
- describe the Spanish-American War and U.S. expansion in the South Pacific.
- discuss America's role in the Panama Revolution and the building of the Panama Canal.
- analyze the political, economic, and social ramifications of World War I abroad and on the home front.

| Prepar-ration for field trip to Washington, D.C. | • prepare and organize a politically themed week-long fieldtrip to our nation's capital | • Global Class Room
• Teamwork with a German partner school
• Project work
• Presentation |

Socially Responsible
Socially Adept
Well-Rounded
Linguistically Competent
Culturally Aware
Problem Solvers

English
History
Art

Together (3.10)
Socially Adept
Well-Rounded
Linguistically Competent
Culturally Aware
Problem Solvers

In addition to the competencies mentioned before, students in grade 10 and 11 are also able to:
compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

relate current events to the physical and human characteristics of places and regions.

distinguish valid arguments from fallacious arguments in historical interpretations.

identify bias and prejudice in historical interpretations.

evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

analyze human modifications of landscapes and examine the resulting environmental policy issues.

conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

apply critical thinking and healthy skepticism in their approach to historical sources and texts.

consider alternative views of history and alternative history itself, i.e., what if ABC had happened? What if XYZ had not happened?

analyze the causes and consequences of historical events.

find and interpret primary sources.

distinguish between political, social, cultural, and economic facets of history and recognize the relationship between each.
• pose their own questions about history, propose a hypothesis, create a research plan and do original research to support or refute the hypothesis
• make an argument on an historical topic in the form of a 5 paragraph essay with introduction and thesis, supporting paragraphs and conclusion
• present original research on a historical topic as a written document, multimedia presentation, and oral presentation
• distinguish between qualitative and quantitative history, objective and subjective interpretation
• assess the quality of primary and secondary sources for purposes of research and analysis and justify their use or rejection of specific sources
• relate historical knowledge and events to current affairs
• research for, prepare and deliver a 10-minute presentation on a specific historical event.

**School Program:** The school program is tied to the curricula through methods and study skills applied inside and outside the classroom:
- **Differentiated:** A multimedia approach fosters alternative access to historical content and context. History is explored through text, video, images, statistics, music, skits and student-directed creative projects.
- **Global:** Use of internet, global classroom and fieldtrips to reach beyond the classroom and textbooks
- **Together:** Extensive use of group work; reflection on personal connection to historical events; group-based project and field trip planning; shared documents
Grade Level (10): 1 period per week

Students in grade ten study socio-economic developments and foreign policies of the USA from the late 19th Century to the 1920s, with an emphasis on industrialization, immigration, imperialism, religion, WWI, and 1920s America.

<table>
<thead>
<tr>
<th>Content</th>
<th>Competencies (Students are able to …)</th>
<th>Methods/Media/Study Skills</th>
<th>Cross-curricular References</th>
<th>References to School Program / WASC</th>
</tr>
</thead>
</table>
| Field Trip to Washington, D.C. | • prepare, organize and execute a politically themed week-long fieldtrip to our nation’s capital | • Global Class Room  
• Teamwork with a German partner school  
• Project work  
• Presentation | English History  
Art | Together (3.10)  
Socially Adept  
Socially Responsible  
Well-Rounded  
Linguistically Competent  
Culturally Aware  
Problem Solvers |
| Post-Reconstruction Era: Socio-economic Themes | • analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.  
• know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair’s *The Jungle*.  
• describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.  
• trace the effect of the Americanization | • Powerpoint  
• Internet Research  
• You-tube  
• Photos  
• Primary documents  
• Shared documents  
• Field trips | Art  
English | Socially Adept  
Socially Responsible  
Well-Rounded  
Linguistically Competent  
Culturally Aware  
Problem Solvers  
Differentiated (1.4, 1.5, 1.7, 1.8, 1.9)  
Global (2.10) |
<table>
<thead>
<tr>
<th>Religion in 19th Century America</th>
</tr>
</thead>
<tbody>
<tr>
<td>• analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.</td>
</tr>
<tr>
<td>• describe the contributions of various religious groups to American civic principles and social reform movements.</td>
</tr>
<tr>
<td>• analyze the great religious revivals and the leaders involved in them, including the First</td>
</tr>
</tbody>
</table>
| Early 20th Century and WWI | Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.  
- cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).  
- discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.  
- describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state. | Competent Culturally Aware Problem Solvers | Differentiated (1.4, 1.5, 1.7, 1.8, 1.9)  
Socially Adept  
Socially Responsible  
Well-Rounded  
Linguistically Competent  
Culturally Aware  
Problem Solvers |
<table>
<thead>
<tr>
<th>Post-WWI and the 1920's</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- analyze the major political, social, economic, technological, and cultural developments of the 1920s.</td>
<td></td>
</tr>
<tr>
<td>- discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.</td>
<td></td>
</tr>
<tr>
<td>- analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's &quot;back-to-Africa&quot; movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.</td>
<td></td>
</tr>
<tr>
<td>- examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).</td>
<td></td>
</tr>
<tr>
<td>- analyze the passage of the Nineteenth Amendment and the changing role of women in society.</td>
<td></td>
</tr>
<tr>
<td>- describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers</td>
<td></td>
</tr>
<tr>
<td>- discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and</td>
<td></td>
</tr>
</tbody>
</table>

Differentiated (1.4, 1.5, 1.7, 1.8, 1.9)
Global (2.10)
Socially Adept
Well-Rounded
Linguistically Competent
Culturally Aware
Problem Solvers
Great Depression and New Deal

- describe the weaknesses in key sectors of the economy in the late 1920s.
- understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Hoover and Roosevelt to combat the economic crisis.
- discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl / California
- analyze the effects of New Deal economic policies and the expanded role of the federal government in the 1930s
- trace the advances and retreats of organized labor

World War II

- examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
- explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
| Post-WWII - Domestic | • understand the origins of the Cold War and the origins and impacts of the Containment Policy  
• evaluate and critique McCarthyism and the Red Scare  
• analyze the impact of returning WWII soldiers on US society (Baby Boom)  
• examine Truman’s labor policy and congressional reaction to it.  
• analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education  
• describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.  
• discuss the establishment of the United Nations and International Declaration of | Differentiated  
(1.4, 1.5, 1.7, 1.8, 1.9)  
Global (2.10) |
Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping the US relationship with Europe and maintaining peace and international order.

| 1950s – 1960's Foreign Relations | • understand the role of military alliances, including NATO and SEATO, in the context of the Cold War.  
• list the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).  
• understand the course and controversies of the Vietnam War within the context of the Cold War, Domino theory and domestic protest  
• understand the Bay of Pigs invasion and Cuban Missile Crisis | Differentiated (1.4, 1.5, 1.7, 1.8, 1.9)  
Global (2.10) |
| Domestic Highlights, Great Society, and Civil Rights | • explain the origins of the Civil Rights movement  
• examine and analyze the key events, policies, and court cases in the evolution of civil rights  
• examine the roles of civil rights advocates, with emphasis on Martin Luther King and Malcom X  
• examine the successes and failures of Lyndon Johnson’s Great Society initiative  
• analyze the Counterculture Movement with regard to generational differences, Vietnam, music and drugs | Differentiated (1.4, 1.5, 1.7, 1.8, 1.9)  
Global (2.10) |
| Contempoary US – 1970's to present | • explain the constitutional crisis originating from the Watergate scandal and the impact on attitudes toward government  
• examine the increasing role of oil and Middle | Differentiated (1.4, 1.5, 1.7, 1.8, 1.9)  
Global (2.10) |
East relations in American foreign and domestic policies and discourse
- examine the rise of conservatism and the polarization of American political culture from the 1980s to 2000s
- understand the events that culminated in the end of the Cold War and the US role in the post-Cold War world
- examine the War on Terror and its impact on US foreign and domestic policy

American Government (Grade 12)

<table>
<thead>
<tr>
<th>Content</th>
<th>Competencies</th>
<th>Methods/Media/Study Skills</th>
<th>Cross-curricular References</th>
<th>References to School Program / WASC</th>
</tr>
</thead>
</table>
| Origins of the US Political System | • understand the theoretical and historical origins of the US Political system  
• understand the key characteristics of the US political system, including the system of checks and balances, balance of power, federalism | • Powerpoint  
• Internet Research  
• You-tube  
• Photos  
• Statistics / Charts/ Graphs  
• Primary documents  
• Blog  
• Shared documents  
• Field trips  
• Expert Witnesses | History | Differentiated (1.4, 1.5, 1.7, 1.8, 1.9)  
Global (2.10)  
Socially Adept  
Socially Responsible  
Well-Rounded  
Linguistically Competent  
Culturally Aware  
Problem Solvers |
| The US Constitution              | • examine and interpret the Constitution  
• examine and interpret the Bill of | | History, Art | Differentiated (1.4, 1.5, 1.7, 1.8, 1.9)  
Global (2.10) |
| Rights                                      |  |  |
|---------------------------------------------|  |  |
| • connect the Bill of Rights to contemporary US politics and political discourse  |  |  |
| • understand the origin and impact of key Constitutional Amendments  |  |  |
|  |  |  |
| Campaigns and Elections                     |  |  |
| • understand the process by which Americans run for office and elect their leaders  | History | Differentiated (1.4, 1.5, 1.7, 1.8, 1.9) Global (2.10) |
| • examine the current political situation in the Legislative and Executive branches  |  |  |
| • examine current campaigns and polling  |  |  |
|  |  |  |
| Role of the Judiciary                       |  |  |
| • understand contemporary judicial cases and their impact on US politics  | History | Global (2.10) |