

**Portales Municipal Schools
Social Studies Curriculum Map-2018
Grade 9-12 US History**

ESSENTIAL QUESTIONS: How did the 13th, 14th, and 15th Amendment change the United States after the Civil War?					
STRAND: History		BENCHMARK: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction			
STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
1	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
1	<p>1). Analyze the impact and changes that Reconstruction had on the historical, political, and social developments of the United States RH 2, 4,9</p> <p>WHST 1</p> <p>6). Analyze the development of voting and civil rights for all groups in the United States following Reconstruction to include:</p> <p>Intent and impact of the 13th, 14th, and 15th Amendments to the Constitution; segregation as enforced by Jim Crow laws following Reconstruction.</p>	<p>Review/Extend previously introduced skill unless noted</p> <p>I= Introduce R=Review and Extend * M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies Reconstruction</p> <p>13th, 14th, 15th amendments Black Codes Reconstruction Act of 1867 Election of 1876 Freedman’s Bureau Plessy v Ferguson Voting in the South End of Reconstruction</p>	<p>8-10 Class Periods</p> <p>Define Key Terms Discussion of concepts Introduction of Amendments 13-15, Jim Crow Laws, Plessy v Ferguson</p> <p>With a partner, create a chart describing the 13th-15th Amendments and the effect they had on the nation</p> <p>Define key terms by writing definition and providing an illustration to demonstrate understanding</p> <p>Evaluate whether Reconstruction was a success or a failure by writing an essay.</p> <p>Complete Module Review Assessment</p>	<p>Illustrated Key Terms</p> <p>Written assessment</p> <p>Chart Creation</p>	<p>Textbook Module 19: Lesonnns 1-3</p> <p>www.youtube.com/watch?v=0VMg9C1zGuY</p> <p>US Constitution</p> <p>www.history.com</p> <p>Posterboard</p> <p>Refer to primary source documents for evidence</p>

1 * At the high school level, all competencies are to be mastered.

Portales Municipal Schools
Social Studies Curriculum Map-2018
Grade__9-12__US History_

ESSENTIAL QUESTIONS: How did the Industrial Revolution transform the American economy and change the social and political conditions in the United States?					
STRAND: History		BENCHMARK: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction			
STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
1 s t 9 we e k s	PEFORMANCE STANDARD 2). Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution WHST 6,7,8	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) 8-10 Class Periods Define key terms and people that played an important role during the Industrial Revolution Discussion over the rise of business leaders such as Carnegie and Rockefeller Evaluate how Vertical/Horizontal Integration and Trusts work to build monopolies Electricity Log Video over Industrial Revolution (inventions and innovations) Political cartoons The student will be able to: Demonstrate dependence on electricity by logging electricity use for a 24-hour time period Explain the impact of big business on the economy and society of the U.S. after viewing and interpreting political cartoons from the appropriate time period and providing a written summary	ASSESSMENTS Written exam Completed log Written interpretation of cartoons PowerPoint with rubric Discussion during simulation	STUDENT MATERIALS AND RESOURCES Industrial Revolution Video Textbook Module 20 & 21 http://www.history.com/topics/industrial-revolution/videos Paper History Channel DVD: How America was Made Political Cartoons Internet; Encyclopedias and Almanacs
		Industrial Revolution Impact of innovation and technology on big business Impact of big business on corruption and social change Innovations in technology Rockefeller and Carnegie Monopoly Growth of Cities Labor Unions and Strikes Reform movements			

2 * At the high school level, all competencies are to be mastered.

Portales Municipal Schools
Social Studies Curriculum Map-2018
Grade__9-12__US History_

ESSENTIAL QUESTIONS: How did the reform movements that took place in the late 1800s and early 1900s change American society?					
STRAND: History		BENCHMARK: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction			
STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
<p>2 n d 2). Analyze the 9 transformation of the w American economy and e the changing social and k political conditions in s the United States in response to the Industrial Revolution WHST 6,7,8</p>	<p>PEFORMANCE STANDARD</p>	<p>CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies</p>	<p>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) 10-12 Class Periods Define key terms and people that played an important role during the Progressive Movement</p> <p>Analyze how the 16th, 17th, 18th, and 19th Amendment changed American Society</p> <p>Use Political Cartoons to evaluate the political landscape of the late 1800s and early 1900s (Thomas Nast)</p> <p>Develop a chart that details the differences between capitalism and socialism</p> <p>Explain the different views of how prominent African-Americans thought that they should take to become prominent in the United States</p> <p>Detail how the book, The Jungle changed the way that Americans looked at their food and ways of preparing it for the pulic</p>	<p>ASSESSMENTS Final Module Assessment</p> <p>Compare and contrast Chart</p> <p>Written essays</p> <p>Discussions</p>	<p>STUDENT MATERIALS AND RESOURCES Textbook Module 22</p> <p>The Jungle</p> <p>www.history.com</p> <p>Documents- primary and secondary Thomas Nast political cartoons</p> <p>U.S. Constitution</p>
		<p>The Progressive Movement</p> <p>National Income Tax (16th Amendment) Direct Election of Senators (17th Amendment) Prohibition (18th Amendment) Women’s Suffrage (19th Amendment)</p> <p>Reform movements</p>			

3 * At the high school level, all competencies are to be mastered.

ESSENTIAL QUESTIONS: In what ways did the United States begin to move from isolationism to imperialism?					
STRAND: History			BENCHMARK: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction		
STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
2 n d 9 w e e k s	PEFORMANCE STANDARD 3). Analyze the United States' expanding role in the world during the late 19th and 20th centuries to include: Causes for a change in foreign policy from isolationism to interventionism; causes and consequences of the Spanish American War; expanding influence in the Western Hemisphere RH-1 WHST 1	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) 8-10 Class Periods Define key terms and people that played an important role during the U.S. Imperialism Movement Battleship Maine activity- sensationalized headlines White paper activities Video about the building of the Panama Canal Political cartoons Use of primary source documents Map activity Key Term Definitions Discussion	ASSESSMENTS Module Assessment Discussion with rubric Completed Map Discussion/Debate	STUDENT MATERIALS AND RESOURCES Textbook Module 23 Panama Canal Video Political Cartoons Textbook and accompanying resources www.history.com www.youtube.com/watch?v=N4hV10BeC4g www.youtube.com/watch?v=zjv-SS8FXNE Documents- primary and secondary Headlines Map Primary Source Documents
		Spanish American War			
		America's movement from isolationism to interventionism			
		Imperialism			
		Yellow journalism			
U.S.S. Maine					
Philippines					
Teddy Roosevelt/Rough Riders					
Platt Amendment					
Panama Canal					
Big Stick Policy					
Dollar Diplomacy					
		The student will be able to: Analyze arguments for and against U.S. expansion by writing a paragraph. Decide if expansion was justified. Evaluate the effects of sensational reporting by analyzing headlines and predicting how each headline would affect public opinion in a small group discussion. Label a map of United States territorial expansion in the late 19 th and early 20 th ti			

4 * At the high school level, all competencies are to be mastered.

Portales Municipal Schools
Social Studies Curriculum Map-2018
Grade__9-12__US History_

ESSENTIAL QUESTIONS: How did World War I impact the United States and transform Europe?					
STRAND: History		BENCHMARK: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction			
STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
2 n d 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	3). Analyze the United States' expanding role in the world during the late 19 th and 20 th centuries, to include: Events that led to the United States' involvement in WWI; United States' rationale for entry into WWI and impact on military process, public opinion and policy; United States mobilization in WWI; United States' impact on the outcome of WWI; United States' role in settling the peace. WHST 2 RH 3	Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies WWI Nationalism, militarism, alliances, imperialism Sussex Pledge Zimmerman Unrestricted submarine warfare Selective Service New technology (poison gas, airplane, tank, machine gun) Woodrow Wilson 14 Points League of Nations Henry Cabot Lodge Treaty of Versailles Reparations Influenza Pandemic	8-10 Class Periods Define key terms and people that played an important role during the U.S. involvement in the war WWI Video Discussion The student will be able to: List Central Powers and Allies as well as underlying causes of WWI. Sequence events leading to American involvement in WWI by producing a timeline. List specific battles and tactics used by American troops to change the course of WWI and bring about peace negotiations. Design a poster that illustrates one form of technology new to WWI and tell how it impacted the course of the war. Draw maps detailing both the Eastern and Western fronts of WWI	Module Assessment Timeline List Poster with rubric Labeled maps	Textbook Module 24 WWI Video www.history.com Timeline Template Posterboard/Internet Map templates Text/Paper

Portales Municipal Schools
Social Studies Curriculum Map-2018
Grade__9-12__US History_

ESSENTIAL QUESTIONS: How did the United States' society change during the roaring twenties?					
STRAND: History		BENCHMARK: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction			
STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
3 r d 9 w e e k s	PEFORMANCE STANDARD 4). Analyze the major political, economic, and social developments that occurred between WWI and WWII to include: Social liberation and conservative reaction during the 1920s; development of mass/popular culture; rise of youth culture in the "Jazz Age." WHST 2, 4, 7, 8	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) 5-6 Class Periods Define key terms and people that played an important role during the roaring twenties in the U.S. Poster Project White paper activity- heroes of the 20s The student will be able to: Create a poster illustrating the social, political, economic, and cultural effects of a specific person, place, or event in the 1920s. Draw an activity that a hero in the 20's was well-known for. Write an essay explaining why Prohibition was a failure and detailing the negative consequences of the law.	ASSESSMENTS Module Assessment Poster with rubric Completed illustration Essay with rubric	STUDENT MATERIALS AND RESOURCES Textbook Module 25 www.history.com
		1920's Social liberation v. traditional family values Women's Suffrage Heroes Prohibition Organized crime (Capone) Flappers Radio, Movies, Literature Scopes Trial (Darwinism) Red Scare-Sacco and Vanzetti KKK Economic boom to bust			www.youtube.com/watch?v=ddce6KWpcGg Posterboard/Internet/Encyclopedias Biographies/paper Textbook and paper

6 * At the high school level, all competencies are to be mastered.

Portales Municipal Schools
Social Studies Curriculum Map-2018
Grade__9-12__US History_

ESSENTIAL QUESTIONS: Was the Great Depression inevitable in the United States?					
STRAND: History			BENCHMARK: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction		
STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
3 r d 9 w e e k s	PEFORMANCE STANDARD 4). Analyze the major political, economic, and social developments that occurred between WWI and WWII to include: Causes of the Great Depression; human and natural crises of the Great Depression; changes in policies, role of government, and issues that emerged from the New Deal. RH 4 WHST 2,8,9	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies Great Depression	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) 8-10 Class Periods Define key terms and people that played an important role during the Great Depression in the U.S. Videos: Cinderella Man, The Great Crash, Dust Bowl The student will be able to: Identify major causes of the Great Depression by listing specific mistakes made by individuals and business institutions. Compare and contrast Hoover's response to the Great Depression with FDR's by completing a Venn Diagram. Define New Deal Programs and provide and illustration of the definition to prove understanding. Identify and orally report on local examples of New Deal era architecture, art, and public works projects. Write two paragraphs about the agricultural practices that helped contribute to the Dust Bowl and how modern agricultural	ASSESSMENTS Module Assessment Completed Venn Diagram Key Terms Oral report with rubric Written work Written work	STUDENT MATERIALS AND RESOURCES Textbook Module 26 www.youtube.com/watch?v=HupNDQwLN08 www.youtube.com/watch?v=hsw4B1PWZLQ www.history.com Textbook and Venn Diagram Template Textbook and paper Community resources USDA Resources Map, text "Migrant Mother" picture and information.
		Stock Market Crash Overproduction Underconsumption Overspeculation Buying on Margin Impact on people Hoover v. FDR (Election of 1932) New Deal and Programs Repeal of 18 th Amendment Dust Bowl Migration Supreme Court Critics of the New Deal (Huey Long and Father Coughlin) Lasting impact of New Deal Effectiveness of New Deal			

7 * At the high school level, all competencies are to be mastered.

Portales Municipal Schools
Social Studies Curriculum Map-2018
Grade__9-12__US History_

ESSENTIAL QUESTIONS: How did World War II impact the lives of Americans and the nation's role in the world?					
STRAND: History			BENCHMARK: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction		
STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
3 r d 9 w e e k s	PEFORMANCE STANDARD 5). Analyze the role of the United States in WWII to include: Reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor; events on the home front to support the war effort; major turning points of the war. RH 1,2,3 WHST 2	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies WWII	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) 12-15 Class Periods Define key terms and people that played an important role during World War II for the U.S. Map activities Discussion The student will be able to:	ASSESSMENTS Module Assessment Cause and effect chart with rubric Completed essay in Shaffer format Labeled map Written summary Completed timeline Completed plus/delta	STUDENT MATERIALS AND RESOURCES Textbook Module 27 www.history.com www.youtube.com/watch?v=I1Zymw3BpEU www.youtube.com/watch?v=mT3q8tbaIw&t=660s (1 st 10 minutes) www.youtube.com/watch?v=sHcJtU9dr6I www.youtube.com/watch?v=jvYhQKn5hIE www.youtube.com/watch?v=HofnGQwPgqs History Channel video, The World Wars In-focus projector Cause and effect timeline Maps and blank maps Paper Video about the Holocaust
		Rise of Fascism in Europe Axis and Allies Lend-Lease Neutrality Japanese Expansion/Pearl Harbor War in Europe (Battle of Britain) War in Pacific Major Battles and Turning Points Home front Atomic Bomb Holocaust	Explain how reparations and treaty terms following WWI contributed to the beginning of WWII by creating a cause and effect graphic organizer. Write a paragraph explaining how mobilization (Lend-lease) ended the Great Depression and provided opportunities for women and minorities. Identify major battles of WWII by labeling maps of Europe and the Pacific (Midway and D-day) Demonstrate comprehension of Hitler's "Final Solution" by summarizing key points of a video about the Holocaust.		

8 * At the high school level, all competencies are to be mastered.

Portales Municipal Schools
Social Studies Curriculum Map-2018
Grade__9-12__US History_

ESSENTIAL QUESTIONS: How might the Cold War been prevented?				
STRAND: History		BENCHMARK: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction		
STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.				
3 r d 9 w e e k s	PERFORMANCE STANDARD 7). Analyze the impact of WWII and the Cold War on U.S. foreign and domestic policy to include: Origins, dynamics, and consequences of Cold War tensions between the U.S. and U.S.S.R.; new role of the U.S. as a world leader; United Nations; implementation of the policy of containment; Red Scare; external confrontations with communism; space race; 1950s affluent society. RH 2,3,9 WHST 1,10	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend *M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) 8-10 Class Periods Define key terms and people that played an important role during the Cold War for the U.S. The student will be able to: Compare and contrast the United States' policy of liberation with the Soviets' policy of domination by writing a paragraph.	ASSESSMENTS Module Assessment Paragraph with rubric Discussion Completed Map Completed Chart Poster or PowerPoint with rubric Written Summary
		Cold War Marshall Plan Berlin Airlift U.S. v. U.S.S.R. NATO/Warsaw Pact Containment Korean War McCarthyism Arms Race Sputnik and Space Race 1950s Society Cuban Missile Crisis	Discuss in a large group ways the Marshall Plan helped Europe recover from WWII and prevented Communism from gaining a stronghold in war-torn countries. Label a map with the location of the Berlin Airlift, NATO countries, and Warsaw Pact countries. Create a cause and effect chart demonstrating how Truman's policy of containment led the U.S. into the Korean War. Produce a PowerPoint/Google Slides or a Poster that shows effects of the Cold War on Americans at home. Include McCarthyism,	STUDENT MATERIALS AND RESOURCES Textbook Module 28 www.history.com www.youtube.com/watch?v=HpomAWW284&t=109s In-focus Projector Textbook maps Information about elements of the Marshall Plan. Blank maps, reference materials Textbook and definitions Internet and Posterboard

9 * At the high school level, all competencies are to be mastered.

Portales Municipal Schools
Social Studies Curriculum Map-2018
Grade__9-12__US History_

ESSENTIAL QUESTIONS: Why did some Americans oppose the Vietnam War?					
STRAND: History		BENCHMARK: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction			
STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
4 t h 9 w e e k s	PEFORMANCE STANDARD 7). Analyze the impact of WWII and the Cold War on U.S. foreign and domestic policy to include: external conflicts with communism; political protests of Vietnam Conflict; Counter culture in the 1960s. RH 3, 9 WHST 1	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies Vietnam	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) 8-10 Class Periods Define key terms and people that played an important role during the Vietnam War for the U.S. Analyze songs of the era to determine how they affected the U.S. during the war The student will be able to: Create a timeline detailing American involvement in Vietnam from the 1950s to 1975 after researching the conflict on the Internet. List 10 mistakes made by the U.S. during the course of the conflict after viewing “Lessons of a Lost War.” Compare and contrast topics of protest during the 1960s with topics of protest today by constructing a Venn Diagram	ASSESSMENTS Module Assessment Timeline List Venn Diagram Song Review Essays	STUDENT MATERIALS AND RESOURCES Textbook Module 29 www.history.com
		Containment Gulf of Tonkin Mistakes of war (type of war, protests at home, military strategy)			History Channel video, The Vietnam War Timeline template; internet Video “Lessons of a Lost War”

10 * At the high school level, all competencies are to be mastered.

Portales Municipal Schools
Social Studies Curriculum Map-2018
Grade__9-12__US History_

ESSENTIAL QUESTIONS: How successful was the Civil Rights movement in the United States?					
STRAND: History			BENCHMARK: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction		
STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
4 t h 9 w e e k s	PEFORMANCE STANDARD 6). Analyze the development of voting and civil rights for all groups in the U.S. following Reconstruction to include: Key court cases; roles and methods of civil rights advocates; the passage and effect of the voting rights legislation on minorities; impact and reaction to the efforts to pass the Equal Rights Amendment; rise of Black Power, Brown Power, American Indian Movement, United Farm Workers. RH 2,3,4 WHST 6,8	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend *M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) 8-10 Class Periods Define key terms and people that played an important role during the Civil Rights movement in the U.S. The student will be able to: Define key terms and draw a picture proving comprehension of each term. Create a chart depicting civil rights leaders, strategies, and results after viewing the video "MLK." Research in small groups non-African American civil rights movements and present findings in a PowerPoint/Google Slide presentation. Create a timeline that covers Civil Rights issues that spans from the Reconstruction era through the 1960s (90 yrs)	ASSESSMENTS Module Assessment Definitions and pictures Completed chart PowerPoint/Google Slide with rubric	STUDENT MATERIALS AND RESOURCES Textbook Module 30 www.history.com
		Civil Rights <i>Brown v. Board of Education; Plessy v. Ferguson; Roe v. Wade</i> Martin Luther King, Jr. Malcolm X Rosa Parks Russell Means Cesar Chavez Non-violent protest Black Power Civil Rights Act of 1964 Voting Rights Act of 1965			Glossary Video "MLK" and chart template Infocus projector

11 * At the high school level, all competencies are to be mastered.

**Portales Municipal Schools
Social Studies Curriculum Map-2018
Grade__9-12__US History_**

ESSENTIAL QUESTIONS: Did the U.S. mainly experience progress or decline in the late 20th century?					
STRAND: History		BENCHMARK: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction			
STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
4 t h 9 w e e k s	PEFORMANCE STANDARD 8). Analyze the impact of the post-Cold War era on United States foreign policy to include: role of the United States in supporting democracy in Eastern Europe following the collapse of the Berlin Wall; new allegiances in defining the new world order; role of technology in the information age. RH 3,9 WHST 1,2,4,9	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) 8-10 Class Periods Define key terms and people that played an important role during the time after the end of the Cold War in the U.S. The student will be able to: Describe the factors that led to the collapse of the Soviet Union and the end of the Cold War Explain how the fall of the Berlin Wall was symbolic of the collapse of communism in the Soviet Union by writing a Shaffer paragraph. Differentiate between available technology in 1990 and available technology in 2017 by creating a T chart. Explain in a paragraph how America has changed since 2001 after viewing a video about 9/11. Formulate a written plan to ensure the security of the U.S. without infringing on the constitutional rights of individuals.	ASSESSMENTS Module Assessment Paragraph T Chart Written plan	STUDENT MATERIALS AND RESOURCES Textbook Module 31 www.history.com
		New World Order Collapse of Berlin Wall End of communism in Russia Technology Terrorism			History Channel Video, America: The Story of US Copy of Constitution Internet

12 * At the high school level, all competencies are to be mastered.

ESSENTIAL QUESTIONS: How is the United States different today than in 1776?					
STRAND: History			BENCHMARK: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction		
STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.					
2 8 9 w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	8). Analyze the impact of the post-Cold War era on United States foreign policy to include: role of the United States in supporting democracy in Eastern Europe following the collapse of the Berlin Wall; new allegiances in defining the new world order; role of technology in the information age. RH 3,9 WHST 1,2,4,9	Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master CC= Reading and Writing Standards for Literacy in History/Social Studies New World Order Technology Terrorism	5-6 Class Periods Define key terms and people that played an important role during the time after the end of the Cold War in the U.S. Explain how the United States changed after the terrorist attack on the World Trade Center in 2001 Analyze how the U.S. economy changed at the beginning of the 21st century Use of primary source documents Map activity Discuss and expand on the foreign challenges that both President Bush and President Obama had to deal with at the turn of the century. Analyze what the future holds for the U.S. and the challenges that must be overcome for the U.S. to continue to prosper	Module Assessment Paragraph Discussion with rubric Completed Map Discussion/Debate	Textbook Module 32 www.history.com Political Cartoons Documents- primary and secondary Headlines Map Primary Source Documents History Channel Video, 9/11 attacks

13 * At the high school level, all competencies are to be mastered.