

High School US History



Prioritized Standards and Instructional Units 2021-2022

Unit/Bundle 1: Gilded Age

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 1-2 weeks

Length	3-4 weeks 1-2 weeks	Potential Compelling Questions: Does development mean progress? Is greed good? How did the Industrial Revolution move people? How does innovation affect a nation's identity?
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Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts. HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	
HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.	<u>Priority Standard</u>
HS.UH.CH.2 Analyze changes to economic policies, the size of government and the power of government between 1890-1945.	Supporting Standard
HS.UH.CH.3 Analyze the impact of economic institutions, including the Federal Reserve, property rights, legal systems and corporations on the development of the United States from an agrarian to an industrial state from 1877-present.	Supporting Standard
HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.	<u>Priority Standard</u>
HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.	<u>Priority Standard</u>

HS.UH.CE.1 Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.	Supporting Standard
HS.UH.CE.2 Analyze the events that caused the United States to emerge as a global power between 1890-1991.	Priority Standard
HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.	Supporting Standard
HS.UH.CE.4 Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.	Supporting Standard
HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.	Priority Standard
HS.UH.CO.2 Evaluate domestic responses to migration and immigration in the United States from 1877-present.	Supporting Standard
HS.C.PR.1 Analyze the role of the three branches of government in the lawmaking process.	Supporting Standard
HS.C.PR.2 Analyze the role of the three branches of government in the lawmaking process. Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.	Supporting Standard
HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally.	Supporting Standard
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history. HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history. HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or	

supporting questions in civics, economics, geography, U.S.history and world history. -

HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.

HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.

Unit/Bundle 2: Progressive Era

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 1-2 weeks

Length	3-4 weeks 1-2 weeks	Potential Compelling Questions: What can we do about society's problems? What did reformers want from government? How does reform affect a nation's identity?
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Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts. HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	
HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.	<u>Priority Standard</u>
HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.	Supporting Standard
HS.UH.CH.3 Analyze the impact of economic institutions, including the Federal Reserve, property rights, legal systems and corporations on the development of the United States from an agrarian to an industrial state from 1877-present.	Supporting Standard
HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present	<u>Priority Standard</u>
HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.	<u>Priority Standard</u>

HS.UH.CE.1 Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.	Supporting Standard
HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.	Supporting Standard
HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.	<u>Priority Standard</u>
HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.	Supporting Standard
<p>Using Evidence</p> <p>HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.</p> <p>HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.</p> <p>HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.</p>	
<p>Communicating Conclusions</p> <p>HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -</p> <p>HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.</p> <p>HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.</p>	

Unit/Bundle 3: Imperialism/WWI

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 1-2 weeks

Length	3-4 weeks 1-2 weeks	Potential Compelling Questions: What was the cost of American expansion? Was American expansion considered justified? How can world conflict redefine how a nation identifies itself?
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Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts. HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	
HS.UH.CE.2 Analyze the events that caused the United States to emerge as a global power between 1890-1991.	<u>Priority Standard</u>
HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945	Supporting Standard
HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890- present.	Supporting Standard
HS.UH.CO.1 Explain the impact of U.S. expansion at home and abroad between 1877-1929.	Supporting Standard
HS.UH.CO.3 Analyze the role of the United States in global compromises and conflicts between 1890-1945 in the Spanish American War, World War I, the Interwar years and World War II.	<u>Priority Standard</u>
Using Evidence HS (C, E, G, UH, WH) I.U.E.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history. HS (C, E, G, UH, WH) I.U.E.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or	

supporting questions in civics, economics, geography, U.S. history, and world history.

HS (C, E, G, UH, WH) I.U.E.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

Communicating Conclusions

HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history. -

HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.

HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.

Unit/Bundle 4: Great Depression/New Deal

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 1-2 weeks

Length	3-4 weeks 1-2 weeks	Potential Compelling Questions: Are there two different Americas? Does the government have the duty to help the needy? Was the New Deal a good deal?
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Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts. HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	
HS.UH.CH.2 Analyze changes to economic policies, the size of government and the power of government between 1890-1945.	Supporting Standard
HS.UH.CH.3 Analyze the impact of economic institutions, including the Federal Reserve, property rights, legal systems and corporations on the development of the United States from an agrarian to an industrial state from 1877-present.	Supporting Standard
HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.	<u>Priority Standard</u>
HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.	<u>Priority Standard</u>
HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.	Supporting Standard
HS.UH.CE.4 Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.	Supporting Standard

HS.E.MI.1 Compare perfect competition, monopolistic competition, oligopoly and monopoly and how the extent of competition within various markets affects price, quantity and variety in production.	Supporting Standard
HS.E.MA.3 Describe the externalities of government attempts to remedy market failure and improve market outcomes through fiscal policy.	Supporting Standard
HS.E.MA.5 Assess how interest rates influence borrowing and investing.	Supporting Standard
HS.E.MA.2 Analyze ways in which competition and government regulation influence what is produced and allocated in an economy.	Supporting Standard
HS.E.MA.7 Explain how the Federal Reserve uses monetary policy to promote price stability, employment and economic growth.	Supporting Standard

Using Evidence

HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

Communicating Conclusions

HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history. -

HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.

HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.

Unit/Bundle 5: WWII

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 1-2 weeks

Length	3-4 weeks 1-2 weeks	Potential Compelling Questions: How did World War II change America? What was the role of war in nation building?
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Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts. HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	
HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.	<u>Priority Standard</u>
HS.UH.CH.2 Analyze changes to economic policies, the size of government and the power of government between 1890-1945.	Supporting Standard
HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.	<u>Priority Standard</u>
HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.	<u>Priority Standard</u>
HS.UH.CE.2 Analyze the events that caused the United States to emerge as a global power between 1890-1991.	<u>Priority Standard</u>
HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.	<u>Priority Standard</u>
HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890- present.	Supporting Standard

HS.UH.CO.2 Evaluate domestic responses to migration and immigration in the United States from 1877-present.	Supporting Standard
HS.UH.CO.3 Analyze the role of the United States in global compromises and conflicts between 1890-1945 in the Spanish American War, World War I, the Interwar years and World War II.	Supporting Standard
HS.C.CP.2 Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.	Supporting Standards
HS.C.PR.4 Compare the domestic and foreign policies of the United States and other countries.	Supporting Standard

Using Evidence

HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

Communicating Conclusions

HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history. -

HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.

HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.

Unit/Bundle 6: 50s & 60s

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 2 weeks

Length	3-4 weeks 1-2 weeks	Potential Compelling Questions: Are freedom and equality the same thing? What is the biggest dividing line in America? Is it ever too late for justice?
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Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts. HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	
HS.UH.C.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present	<u>Priority Standard</u>
HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.	<u>Priority Standard</u>
HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.	<u>Priority Standard</u>
HS.UH.CE.2 Analyze the events that caused the United States to emerge as a global power between 1890-1991.	<u>Priority Standard</u>
HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present	<u>Priority Standard</u>
HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890- present.	Supporting Standard

HS.UH.CO.4 Analyze the conflicting ideologies and policies of the United States and Soviet Union and their impact, both domestically and globally, during the Cold War Era between 1945-1991	Supporting Standard
HS.C.CP.4 Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process and inalienable rights.	Supporting Standard
HS.C.CP.1 Explain how the U.S. Constitution embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote the general welfare.	Supporting Standard
HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.	Supporting Standard
HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.	Supporting Standard
HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.	Supporting Standard

Using Evidence

HS (C, E, G, UH, WH) I.U.E.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS (C, E, G, UH, WH) I.U.E.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS (C, E, G, UH, WH) I.U.E.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

Communicating Conclusions

HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history. -

HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.

HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.

Unit/Bundle 7: 70s & 80s

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 2 weeks

Length	3-4 weeks 1-2 weeks	Potential Compelling Questions: What affects the credibility of a nation? Why were the 1970s a period of uneasiness for many Americans? Why were the 1980s a period of conservatism in the United States?
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Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts. HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	
HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.	<u>Priority Standard</u>
HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.	<u>Priority Standard</u>
HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.	<u>Priority Standard</u>
HS.UH.CE.4 Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.	Supporting Standard
HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present	<u>Priority Standard</u>
HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890- present.	Supporting Standard

HS.UH.CO.4 Analyze the conflicting ideologies and policies of the United States and Soviet Union and their impact, both domestically and globally, during the Cold War Era between 1945-1991.	Supporting Standard
HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.	Supporting Standard
HS.UH.KH.1 Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.	Supporting Standard

Using Evidence

HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

Communicating Conclusions

HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history. -

HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.

HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.

Unit/Bundle 8: 90s-Present

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 1-2 weeks

Length	3-4 weeks 1-2 weeks	Potential Compelling Questions: Why is it difficult to be a united nation? Where is the United States headed?
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Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts. HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	
HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.	<u>Priority Standard</u>
HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.	<u>Priority Standard</u>
HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.	<u>Priority Standard</u>
HS.UH.CE.4 Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.	Supporting Standard
HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.	<u>Priority Standard</u>
HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890- present.	Supporting Standard

HS.UH.CO.5 Analyze examples of conflict and compromise between the United States and other nations, groups and individuals in the post-Cold War Era from 1991-present.

Supporting Standard

Using Evidence

HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

Communicating Conclusions

HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history. -

HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.

HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.