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UNITED STATES ERA 3: REVOLUTIONS AND THE NEW NATION 1754 – 1820’s

| Content Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Performance Standards                                                                                                                                                                                                                                                                                     | Benchmarks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Instructional Strategies | Resources                                                                                                                                                                                                                                                | Evidence of Learning                                                                                                                                                                                                             |
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| <p><u>Standard 3</u><br/>The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.</p> <p>3A The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.</p> <p>3B The student understands the guarantees of the Bill of Rights and its continuing significance.</p> <p>3C The student understands the development of the Supreme Court’s power and its significance from 1789 to 1820.</p> <p>3D The student understands the development of the first American party system.</p> | <ul style="list-style-type: none"> <li>• Assess the importance of the individual.</li> <li>• Reconstruct patterns of historical succession.</li> <li>• Analyze multiple causation.</li> <li>• Compare and contrast differing sets of ideas.</li> <li>• Analyze cause-and-effect relationships.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution.</li> <li>• Analyze the fundamental ideas behind the distribution of powers and the system of checks and balances established by the constitution.</li> <li>• Compare the arguments of Federalists and Anti-Federalists during the ratification debates and assess their relevance.</li> <li>• Evaluate the arguments over the necessity of the Bill of Rights and explain Madison’s role in securing its adoption by the First Congress.</li> <li>• Analyze the significance on the Bill of Rights and its specific guarantees.</li> <li>• Discuss whether the Alien and Sedition Acts of 1798 threatened First Amendment rights.</li> <li>• Appraise how John Marshall’s precedent-setting decisions interpreted the Constitution and established the Supreme Court as an independent and equal branch of the government.</li> </ul> |                          | <p>Federalist Papers</p> <p>Constitution</p> <p>The papers of Thomas Jefferson<br/>(<a href="http://www.memoryloc.gov/ammen">www.memoryloc.gov/ammen</a>)</p> <p>Bill of Rights</p> <p>“Thomas Jefferson Slavery”<br/>(library of congress web page)</p> | <ul style="list-style-type: none"> <li>• Graphic Organizer</li> <li>• Role Playing</li> <li>• Scavenger Hunt</li> <li>• Flow Chart</li> <li>• Essay: Compare and Contrast</li> <li>• D.B.Q. Questions</li> <li>• Test</li> </ul> |

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UNITED STATES ERA 3: REVOLUTIONS AND THE NEW NATION 1754 – 1820's

| Content Standards | Performance Standards | Benchmarks                                                                                                                                                                                                                           | Instructional Strategies | Resources                                  | Evidence of Learning |
|-------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------|----------------------|
|                   |                       | <ul style="list-style-type: none"><li>• Explain the principles and issues that prompted Thomas Jefferson to organize an opposition party.</li><li>• Compare the leaders and social and economic composition of each party.</li></ul> |                          | Matrix comparing Federalists & Republicans |                      |

GRADE 10

UNITED STATES ERA 4: EXPANSION AND REFORM 1801 - 1861

| Content Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Performance Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Benchmarks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Instructional Strategies | Resources              | Evidence of Learning |
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| <p><u>Standard 1</u><br/>United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.</p> <p>1A The Student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.</p> <p>1B The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.</p> <p>1C The student understands the ideology of Manifest Destiny, the nation’s expansion to the Northwest, and the Mexican-American War.</p> | <ul style="list-style-type: none"> <li>• Draw upon the data in historical maps. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions. Evaluate the implementation of a decision.</li> <li>• Consider multiple perspectives.</li> <li>• Reconstruct patterns of historical succession and duration.</li> <li>• Evidence historical perspectives. Analyze cause-and-effect relationships.</li> <li>• Examine the influence of ideas. Interpret data presented in time lines.</li> <li>• Analyze multiple causation.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze Napoleon’s reasons for selling Louisiana to the United States and American’s political reactions.</li> <li>• Assess how the Louisiana Purchase affected relations with Native Americans and the lives of various inhabitants of the Louisiana territory.</li> <li>• Explain President Madison’s reasons for declaring war in 1812 and analyze the sectional divisions over the war.</li> <li>• Assess why many Native Americans supported the British in the War of 1812 and the consequences of this policy.</li> <li>• Identify the origins and provisions of the Monroe Doctrine and how it influenced hemispheric relations.</li> <li>• Compare the policies toward Native Americans pursued by presidential administration through the Jacksonian Era, and analyze those policies affects of the Native population.</li> <li>• Explain the economic, political, racial, and religious roots of Manifest Destiny and analyze how the concept influenced the westward expansion of the nation, and nation’s foreign policy.</li> <li>• Explain the causes of the Texas War for Independence and the different political perspectives on the Mexican-American War.</li> </ul> |                          | <p>Monroe Doctrine</p> |                      |

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UNITED STATES ERA 4: EXPANSION AND REFORM 1801 - 1861

| Content Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Performance Standards                                                                                                                                                                                                                                                                                                                                 | Benchmarks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Instructional Strategies | Resources                                                                                                                             | Evidence of Learning |
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| <p><u>Standard 2</u><br/>How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.</p> <p>2A The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.</p> <p>2C The student understands how antebellum immigration changed American Society.</p> <p>2D The student understands the rapid growth of “the peculiar institution” after 1800 and the varied experiences of African Americans under slavery.</p> | <ul style="list-style-type: none"> <li>• Analyze the cause-and-effect relationships. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</li> <li>• Assess the importance of the individual in history. Identify issues and problems in the past.</li> <li>• Consider multiple perspectives.</li> </ul> | <ul style="list-style-type: none"> <li>• Explain how the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets, and affected the environment.</li> <li>• Compare how patterns of economic growth and recession affected territorial expansion, community life, and labor in the North, South, and West.</li> <li>• Analyze the push-pull factors which led to increased immigration, for the first time from China but especially from Ireland and Germany.</li> <li>• Assess the ways immigration adapted to life in the United States and to the hostility sometimes directed at them by the nativist movement and the Know Nothing party.</li> <li>• Explain how cotton gin and the opening of new lands in the South and West led to the increased demand for slaves.</li> <li>• Describe the plantation system and the roles of their owners, their families, hired</li> </ul> |                          | <p>Excerpts from <u>Uncle Toms Cabin</u>, Harriet Beecher Stowe</p> <p>Slavery Narrations from <u>To Be A Slave</u>, Julias Luter</p> |                      |

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UNITED STATES ERA 4: EXPANSION AND REFORM 1801 - 1861

| Content Standards                                                                                                                                                                                                                                                                                                                       | Performance Standards                                                                                                                                                                                                                                                                                                                                     | Benchmarks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Instructional Strategies | Resources                                   | Evidence of Learning |
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| <p><u>Standard 3</u><br/>The extension, restriction, and reorganization of political democracy after 1800.</p> <p>3A The student understands the changing character of American political life in “the age of the common man.”</p> <p>3B The student understands how the debates over slavery influenced politics and sectionalism.</p> | <ul style="list-style-type: none"> <li>• Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</li> <li>• Assess the importance of individual history.</li> <li>• Compare and contrast differing sets of ideas. Analyze cause-and-effect relationships. Evaluate the implementation of a decision.</li> </ul> | <p>white workers, and enslaved African Americans.</p> <ul style="list-style-type: none"> <li>• Identify the various ways in which African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings.</li> <li>• Explain the contradictions between the movement for universal white male suffrage and the disenfranchisement of free African Americans and women.</li> <li>• Discuss the importance of sectional issues and the rise of special interest-groups.</li> <li>• Explain why the election of Andrew Jackson was considered a victory for the “common man.”</li> <li>• Analyze how the issue of slavery strained national cohesiveness and fostered rising sectionalism.</li> </ul> |                          | <p>“Self Reliance,” Ralph Waldo Emerson</p> |                      |

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UNITED STATES ERA 4: EXPANSION AND REFORM 1801 - 1861

| Content Standards                                                                                                                                                                                                                                                                                          | Performance Standards                                                                                                                                                                                                                              | Benchmarks                                                                                                                                                                                                                                                                                                                                                                      | Instructional Strategies | Resources | Evidence of Learning |
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| <p><u>Standard 4</u><br/>The sources and character of cultural, religious, and social reform movements in the antebellum period.</p> <p>4A The student understands the abolitionist movement.</p> <p>4C The student understands changing gender roles and the ideas and activities of women reformers.</p> | <ul style="list-style-type: none"> <li>• Consider multiple perspectives. Formulate a position or course of action on an issue.</li> <br/> <li>• Examine the importance of the individual. Marshal evidence of antecedent circumstances.</li> </ul> | <ul style="list-style-type: none"> <li>• Explain the fundamental beliefs of abolitionism and compare the antislavery positions of the “immediasts” and “gradualists” within the movement.</li> <br/> <li>• Analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women’s suffrage.</li> </ul> |                          |           |                      |

GRADE 10

UNITED STATES ERA 5: CIVIL WAR AND RECONSTRUCTION 1850 - 1877

| Content Standards                                                                                                                                                                                                                                                                                     | Performance Standards                                                                                                                                                                                                                                                  | Benchmarks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Instructional Strategies | Resources                                                                                                                                                                      | Evidence of Learning |
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| <p><u>Standard 1</u><br/>The Causes of the Civil War.</p> <p>1A The student understands how the North and South differed and how politics and ideologies led to the Civil War.</p>                                                                                                                    | <ul style="list-style-type: none"> <li>• Identify in historical narratives the temporal structure of a historical narrative or story. Evaluate the implementation of a decision. Obtain historical data.</li> <li>• Analyze cause-and-effect relationships.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and analyze the causes of the Civil War and evaluate the importance of slavery as a principle cause of conflict.</li> <li>• Chart the secession of the southern states and explain the process and reasons for secession.</li> </ul>                                                                                                                                                                                                                        |                          | <p>“Civil Disobedience” &amp; “Reconciliation,” Walt Whitman</p> <p>Abraham Lincoln’s Gettysburg Address<br/>2<sup>nd</sup> European Address<br/>Emancipation Proclamation</p> |                      |
| <p><u>Standard 2</u><br/>The course and character of the Civil War and its effects on the American people.</p> <p>2A The student understands how the resources of the Union and Confederacy affected the course of the war.</p> <p>2B The student understands the social experience of the war on</p> | <ul style="list-style-type: none"> <li>• Identify in historical narratives the temporal structure of a historical narrative or story. Evaluate the implementation of a decision. Obtain historical data.</li> <li>• Analyze cause-and-effect relationships.</li> </ul> | <ul style="list-style-type: none"> <li>• Compare the resources of the Union and the Confederacy at the beginning of the Civil War and assess the tactical advantages of each side.</li> <li>• Identify the turning points of the war and evaluate how political, military, and diplomatic leadership affected the outcome of the war.</li> <li>• Evaluate provisions of the Getty</li> <li>• Compare daily life experiences of Confederate soldiers to African Americans Union soldiers, and women</li> </ul> |                          |                                                                                                                                                                                |                      |

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UNITED STATES ERA 5: CIVIL WAR AND RECONSTRUCTION 1850 - 1877

| Content Standards                                                                                                                                                                                                                                                                                                                                                                                                                  | Performance Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Benchmarks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Instructional Strategies | Resources | Evidence of Learning |
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| <p>the battlefield and home front.</p> <p><u>Standard 3</u><br/>How various reconstruction plans succeeded or failed.</p> <p>3A The student understands the political controversy over Reconstruction.</p> <p>3B The student understands the Reconstruction programs to transform social relations in the South.</p> <p>3C The student understands the successes and failures of Reconstruction in the South, North, and West.</p> | <ul style="list-style-type: none"> <li>• Evidence historical perspectives.</li> <li>• Consider multiple perspectives.</li> <li>• Examine historical perspectives.</li> <li>• Compare and contrast differing sets of ideas.</li> <li>• Consider multiple perspectives.</li> <li>• Analyze cause-and-effect relationships.</li> <li>• Interrogating historical data.</li> <li>• Examine historical perspectives. Hypothesize the influence of the past. .</li> <li>• Analyze multiple causation.</li> </ul> | <ul style="list-style-type: none"> <li>• during the Civil War.</li> <li>• Evaluate the Union’s reasons for curbing wartime civil liberties.</li> <li>• Compare the human and material costs of war in the North and South and assess the degree to which war reunited the nation.</li> <li>• Contrast the Reconstruction policies advocated by Lincoln, Andrew Johnson, and sharply divided Congressional leaders, while assessing these policies as responses to changing events.</li> <li>• Analyze the escalating conflict between the president and Congress and explain the reasons for and consequences of Johnson’s impeachment and trial.</li> <li>• Explain the provisions of the 14<sup>th</sup> and 15<sup>th</sup> amendments and the political forces supporting and opposing each.</li> <li>• Analyze how shared values of North and South limited support for social and racial democratization, as reflected in the Compromise of 1877.</li> <li>• Analyze the role of violence and the tactics of the “redeemers” in regaining control over the southern state governments.</li> <li>• Explain the economic and social problems facing the South, America’s response, and the impact of those responses on different social groups.</li> <li>• Evaluate why corruption increased in the postwar period.</li> </ul> |                          |           |                      |

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UNITED STATES ERA 5: CIVIL WAR AND RECONSTRUCTION 1850 - 1877

| Content Standards | Performance Standards                                                                                                                                                             | Benchmarks                                                                                                                                                                                       | Instructional Strategies | Resources | Evidence of Learning |
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|                   | <ul style="list-style-type: none"><li>Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.</li></ul> | <ul style="list-style-type: none"><li>Identify and analyze the effects of Reconstruction, culturally, politically, economically, militarily, and socially in the South, North and West</li></ul> |                          |           |                      |

GRADE 10

UNITED STATES ERA 6: THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES 1870 - 1900

| Content Standards                                                                                                                                                                                                                                                                                                                                                                                                                                               | Performance Standards                                                                                                                                                                                                                                                                                                                   | Benchmarks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Instructional Strategies | Resources | Evidence of Learning |
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| <p><u>Standard 1</u><br/>How the rise of corporations, heavy industry, and mechanized farming transformed the American people.</p> <p>1A The student understands the connections among industrialization, the advent of the Modern Corporation, and material well-being.</p> <p>1B The student understands the rapid growth of cities and how urban life changed.</p> <p>1C The student understands how agriculture, mining, and ranching were transformed.</p> | <ul style="list-style-type: none"> <li>• Utilize quantitative data.</li> <li>• Examine the influence of ideas. Utilize quantitative data.</li> <li>• Draw upon data in historical maps.</li> <li>• Consider multiple perspectives.</li> <li>• Analyze cause-and-effect relationships.</li> <li>• Analyze multiple causation.</li> </ul> | <ul style="list-style-type: none"> <li>• Explain how organized industrial research led to new innovations which transformed the economy, work processes, and domestic life.</li> <li>• Explain how prominent business leaders sought to limit competition and maximize profits in the late 19<sup>th</sup> century.</li> <li>• Examine how industrialization made consumer goods more available, increased the standard of living for most Americans, and redistributed wealth.</li> <li>• Explain how geographic factors, rapid industrialization, and immigration of people from farm to city effected urban life.</li> <li>• Analyze how urban political machines gained power and how they were viewed by immigrants and middle-class reformers.</li> <li>• Explain the conflicts that arose during the settlement of the “last frontier” among farmers, ranchers, and miners.</li> <li>• Analyze the role of the federal government and major geographical and technical influences in the economic transformation of the West.</li> <li>• Explain the significance of farm organizations.</li> </ul> |                          |           |                      |



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UNITED STATES ERA 6: THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES 1870 - 1900

| Content Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Performance Standards                                                                                                                         | Benchmarks                                                                                                                                                                                                                                                                                              | Instructional Strategies | Resources | Evidence of Learning |
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| <p><u>Standard 3</u><br/>The rise of the American labor movement and how political issues reflected social and economic changes.</p> <p>3A The student understands how the “second industrial revolution” changed the nature and conditions of work.</p> <p>3B The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts.</p> <p>3C The student understands how Americans grappled with social, economic, and political issues.</p> | <ul style="list-style-type: none"> <li>Formulate historical questions.</li> <li>Reconstruct patterns of historical succession.</li> </ul>     | <ul style="list-style-type: none"> <li>Account for employment in different regions of the country as affected by gender, race, ethnicity, age, and skill.</li> <li>Analyze how working conditions changed and how the workers, responded to new industrial conditions.</li> </ul>                       |                          |           |                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Analyze cause-and-effect relationships.</li> <li>Compare competing historical narratives.</li> </ul>   | <ul style="list-style-type: none"> <li>Analyze the causes and effects of escalating labor conflicts.</li> <li>Explain the responses of management unionists and government at different levels to labor strife in different regions of the country.</li> </ul>                                          |                          |           |                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Consider multiple perspectives.</li> <li>Examine the influence of ideas.</li> </ul>                    | <ul style="list-style-type: none"> <li>Explain how Democrats and Republicans responded to civil service reform, monetary policy, tariffs, and business regulation.</li> <li>Explain the political, social, and economic roots of Populism and Populism’s impact on future American politics.</li> </ul> |                          |           |                      |
| <p><u>Standard 4</u><br/>Federal Indian policy and United States foreign policy after the Civil War.</p>                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Interrogate historical data.</li> <li>Formulate a position or course of action on an issue.</li> </ul> | <p>Identify and compare the attitudes and policies toward Native Americans by government officials, the U.S. Army, missionaries, and settlers.</p>                                                                                                                                                      |                          |           |                      |

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UNITED STATES ERA 6: THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES 1870 - 1900

| Content Standards                                                                                                                                                                                                                                                           | Performance Standards                                                                     | Benchmarks                                                                                                                                                                                                                                                                                                                                                                                        | Instructional Strategies | Resources | Evidence of Learning |
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| <p>4A The student understands various perspectives on federal Indian policy, westward expansion, and resulting struggles.</p> <p>4B The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War.</p> | <ul style="list-style-type: none"> <li>Analyze cause-and-effect relationships.</li> </ul> | <ul style="list-style-type: none"> <li>Evaluate the legacy of 19<sup>th</sup> century federal Indian policy.</li> <li>Describe how geopolitics, economic interests, racial ideology, missionary zeal, nationalism, and domestic tensions combined to create expansionist foreign policy.</li> <li>Evaluate the causes, objectives, character, and outcome of the Spanish-American War.</li> </ul> |                          |           |                      |

GRADE 10

UNITED STATES ERA 7: THE EMERGENCE OF MODERN AMERICA 1890 - 1930

| Content Standards                                                                                                                                                                                                                                                                                                                                                           | Performance Standards                                                                                                                                                                                                                                                                                               | Benchmarks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Instructional Strategies | Resources | Evidence of Learning |
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| <p><u>Standard 1</u><br/>How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.</p> <p>1A The student understands the origin of the Progressives and the coalitions they formed to deal with the issues at the local and state levels.</p> <p>1B The student understands Progressivism at the national level.</p> | <ul style="list-style-type: none"> <li>• Formulate a position or course of action on an issue.</li> <li>• Assess the importance of the individual.</li> <li>• Evaluate alternative courses of action/<br/>Analyze cause-and-effect relationships.</li> <br/> <li>• Compare and contrast differing ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• Examine the social origins of the Progressives.</li> <li>• Explain how intellectuals and religious leaders laid the groundwork and publicists spread the word for Progressive plans to reform American society.</li> <li>• Assess Progressive efforts to regulate big business, curb labor militancy, and protect the rights of workers and consumers.</li> <br/> <li>• Evaluate the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in term of their effectiveness in obtaining passage of reform measures, including constitution amendments.</li> <li>• Compare the New Nationalism, New Freedom, and Socialist agendas for change.</li> </ul> |                          |           |                      |

GRADE 10

WORLD ERA 7: AN AGE OF EVOLUTIONS 1750 - 1914

| Content Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Performance Standards                                                                                                                                                                                                                                                                                                                                                                                                             | Benchmarks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Instructional Strategies | Resources | Evidence of Learning |
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| <p><u>Standard 3</u><br/>The transformation of Eurasian societies in an era of global trade and rising European power, 1750 – 1870.</p> <p>3D The student understands how China’s Qing dynasty responded to economic and political</p> <p>3E The student understands how Japan was transformed from feudal shogunate to modern nation-state in the 19<sup>th</sup> century.</p> <p><u>Standard 4</u><br/>Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914.</p> <p>4 A The student understands how modern nationalism affected European politics and society.</p> <p>4B The student understands the Impact of new social movements and ideologies on 19<sup>th</sup> century Europe.</p> | <ul style="list-style-type: none"> <li>• Consider multiple perspectives</li> <br/> <li>• Reconstruct patterns of historical succession and duration.</li> <br/> <li>• Analyze multiple causation.</li> <li>• Analyze cause and effect relationships. Identify issues and problems in the past.</li> <br/> <li>• Consider multiple perspectives.</li> <li>• Reconstruct patterns of historical succession and duration.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze why China resisted political contact and trade with Europe and how the opium trade contributed to European penetration of Chinese markets.</li> <br/> <li>• Explain changes in Japan’s relations with China and the Western powers from the 1850’s to the 1890’s.</li> <br/> <li>• Describe the unification of Germany and Italy and analyze why these movements succeeded.</li> <li>• Assess the importance of nationalism as a source of tension and conflict in Austro-Hungarian and Ottoman empires.</li> <li>• Explain the leading ideas of Karl Marx and analyze the impact of Marxist beliefs and programs on politics, industry, and labor relations in later 19<sup>th</sup> century Europe.</li> <li>• Describe the changing legal and social status of European Jews and the rise of new forms of anti-Semitism.</li> <li>• Analyze ways in which trends in philosophy and the new social sciences challenged and shaped dominant social values.</li> </ul> |                          |           |                      |

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WORLD ERA 7: AN AGE OF EVOLUTIONS 1750 - 1914

| Content Standards                                                                                                                                                                                                                                                                                                                                                                               | Performance Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Benchmarks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Instructional Strategies | Resources | Evidence of Learning |
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| <p><u>Standard 5</u><br/>Patterns of global change in the era of Western military and economic dominance 1800-1914.</p> <p>5C the student understands how the state and peoples of European descent became dominant in the Americas between the 16<sup>th</sup> and 18<sup>th</sup> centuries.</p> <p><u>Standard 6</u><br/>The student understands the major global trends from 1750-1914.</p> | <ul style="list-style-type: none"> <li>• Identify issues and problems of the past.</li> <li>• Evaluate the implementation of a decision.</li> <li>• Evidence historical perspectives.</li> <li>• Analyze cause and effect relationships. Interrogate historical data.</li> </ul><br><ul style="list-style-type: none"> <li>• Analyze cause and effect relationships.</li> <li>• Identify issues and problems in the past.</li> <li>• Interrogate historical facts.</li> </ul> | <ul style="list-style-type: none"> <li>• The student understands the causes of European, American, and Japanese imperial expansion.</li> <li>• Analyze the motives that impelled several European powers to undertake imperial expansion against peoples of Africa, Southeast Asia, and China.</li> <li>• Relate the Spanish-American War to United States participation in Western imperial expansion in the late 19<sup>th</sup> century.</li> <li>• Assess the effects of the Sino-Japanese and Russo-Japanese wars and colonization of Korea on the world-power status of Japan.</li> </ul><br><ul style="list-style-type: none"> <li>• Explain major changes in world boundaries during this era and analyze why a relatively few European states achieved such extensive military, political, and economic power in the world.</li> </ul><br><ul style="list-style-type: none"> <li>• Assess the importance of ideas associated with nationalism, republicanism, liberalism, and constitutionalism on 19<sup>th</sup> century political life in such states as Great Britain, France, the United States, Germany, Russia, Mexico, Argentina, the Ottoman Empire, China and Japan.</li> </ul><br><ul style="list-style-type: none"> <li>• Identify regions where Christianity and Islam were growing in this era and analyze causes of 19<sup>th</sup> century movements of reform or renewal in Buddhism, Christianity, Buddhism, Christianity, Hinduism, Islam and Judaism.</li> </ul> |                          |           |                      |

GRADE 10

WORLD ERA 8: A Half-Century of Crisis and Achievement 1900-1945

| Content Standards                                                                                                                                                                                                                                                                                                                                                            | Performance Standards                                                                                                                                                                                                             | Benchmarks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Instructional Strategies | Resources | Evidence of Learning |
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| <p><u>Standard 1</u><br/>Reform, revolution, and social exchange in the world economy of the early century.</p> <p>1A The student understands the world industrial economy of the early 20<sup>th</sup> century.</p> <p>1B The student understands the causes and consequences of important resistance and revolutionary movements of the early 20<sup>th</sup> century.</p> | <ul style="list-style-type: none"> <li>• Utilize visual and mathematical data.</li> <li>• Examine the influence of ideas/formulate a position or course of action on an issue.</li> <li>• Interrogate historical data.</li> </ul> | <ul style="list-style-type: none"> <li>• Compare the industrial power to Great Britain, France, Germany, Japan and the United States on the early 20<sup>th</sup> century.</li> <li>• Explain leading ideas of liberalism, social reformism, conservatism, and socialism as competing ideologies in the early 20<sup>th</sup> century world.</li> <li>• Analyze the degree to which the South African (Anglo-Boer) War was an example of “total war”.</li> <li>• Analyze the efforts of the revolutionary government of the Young Turks to reform Ottoman government and society.</li> </ul> |                          |           |                      |