

SOCIAL STUDIES
RHINEBECK PRIORITIZED CURRICULUM
U.S. HISTORY
Unit 1: Introduction

<i>Topic</i>	<i>Essential Knowledge and Skills</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Connections and Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
Geography	<p>A. The physical/cultural setting in the Americas</p> <ol style="list-style-type: none"> 1. Size and location 2. Major zones/areas <ol style="list-style-type: none"> a. Climate zones b. Vegetation zones c. Agricultural areas d. Natural resources 3. Factors that shaped the identity of the United States <ol style="list-style-type: none"> a. Major mountain ranges b. Major river systems c. Great Plains d. Atlantic/Pacific oceans e. Coastlines f. Climate g. Abundance of natural resources 4. Barriers to expansion/development <ol style="list-style-type: none"> a. Climate b. Mountain ranges c. Arid lands d. Great Plains <p>B. Role/ influence of geography on historical /cultural development</p> <ol style="list-style-type: none"> 1. Influences on early Native American Indians 2. Influence on colonization patterns and colonial development 3. Territorial expansion 4. Impact during wartime 5. Effect of location on United States foreign policy 	<p>Places and Regions</p> <p>Physical Systems</p> <p>Environment</p> <p>Human Systems</p> <p>Science and Technology</p> <p>Human Systems</p> <p>Change</p> <p>Immigration and Migration</p> <p>Diversity</p>	<p>See vocabulary addendum</p>	<p>TEACHER'S NOTES: Sections A-1 to A-3 are suggested as a combination review and overview of United States geography that should introduce this course of study. Sections A-4 to D-5 are incorporated into the content outline of this core curriculum at the appropriate historical points. The connection column suggests where these geographic concepts and themes can be integrated into the study of United States history and government.</p> <p>TEACHER'S NOTES: Chronology may be suspended in order to create thematic essays and document-based questions.</p> <ul style="list-style-type: none"> - What is the influence of geography on historical developments, such as acquisition and settlement of new territories, demographic patterns, foreign policy decisions, economic and social changes associated with industrialization and transportation needs? <p>TEACHER'S NOTES: Discuss the influence of geography on settlement/ demographic patterns in the United States, e.g.,</p> <ul style="list-style-type: none"> - the fact that the Great Plains area was settled in the period after the Civil War (UNIT THREE); - lack of settlement in the arid lands of the Mexican Cession (UNIT TWO and UNIT THREE); - influence of the mountain ranges such as Appalachians and Rocky Mountains on the westward travel and settlement (UNIT TWO and UNIT THREE); - midwestern: effect of the dust Bowl on agriculture (UNIT FIVE); 	<ul style="list-style-type: none"> • Use climate and physical features maps to illustrate physical settings, regions, and feature of different places in the United States. • Geography map exercises • Worksheets • Vocabulary • Use maps showing the stages of the expansion of the United States to demonstrate the importance of strategic location and to explain economic need to secure the port of New Orleans in the Louisiana a natural boundary to the west such as the Mississippi River in the treaty of Paris (1783). (Study in the greater detail in UNIT TWO.) 	<ul style="list-style-type: none"> • Nation and geophysical features (topography) • Tests 	2-3 Days

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Geography Con't.	<p>C. Geographic issues today</p> <ol style="list-style-type: none"> 1. Waste disposal 2. Water/air pollution 3. Shifting populations 4. Energy usage 5. Urban problems/challenges <p>D. Demographics</p> <ol style="list-style-type: none"> 1. Characteristics <ol style="list-style-type: none"> a. Gender b. Age c. Ethnicity d. Religion e. Economics variables f. Nature of households g. Marital status 2. Immigration 3. Migration 4. Population relationship/ trends since 1865 <ol style="list-style-type: none"> a. Population growth b. Distribution c. Density 5. Current issues <ol style="list-style-type: none"> a. Graying of America b. Effects of the baby boom generation c. Changing composition of populations 			<ul style="list-style-type: none"> - impact of the energy crisis of the 1970s on the development and demographic growth of the South east and Southwest (UNIT SEVEN); - lure of the so-called sun belt states for the increasing numbers of retired people (UNIT SEVEN). <p>TEACHER'S NOTES: Illustrate the importance of strategic location in foreign policy discussions, e.g.,</p> <ul style="list-style-type: none"> - interest in protecting the Western Hemisphere with Monroe Doctrine (UNIT TWO) and Roosevelt Corollary (UNIT FOUR); - interest in building the Panama Canal to link the Atlantic and Pacific trade (UNIT FOUR); - annexation of Hawaii as a potential naval base (UNIT FOUR); - acquisition of the Philippines in relation to China trade (UNIT FOUR); - Gulf war in terms of protecting oil resource of the Persian Gulf region (UNIT SEVEN). <p>TEACHER'S NOTES: Discuss these geographic issues as they relate to the United States' adjustment to industrial and demographic change (UNIT THREE-SEVEN). Consider demographic change in discussing stages of settlement and impacts of new waves of immigrants (UNITS THREE_SEVEN). Consider the impact of demographic change and political, economic, and social life, for example:</p> <ul style="list-style-type: none"> - implication of baby boom generation at the early stages of their life cycle (increased demands for housing after WWII); - pressure on educational resources of the 1950s, 1960s, and 1970s; - graying of the population and its effects on Social Security and Medicare (UNIT SIX and UNIT SEVEN). 			1-2 days

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Unit 2: Constitutional Foundations for the United States Democratic Republic

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The Constitution: The Foundation of American Society	<p>A. Historical foundations</p> <ol style="list-style-type: none"> 1. 17th and 18th century Enlightenment thought <ol style="list-style-type: none"> a. European intellectuals (Locke, Montesquieu, Voltaire, Rousseau) b. Key events (Magna Carta, habeas corpus, English Bill of Rights, Glorious Revolution) 2. The peoples and peopling of the American colonies (voluntary and involuntary) <ol style="list-style-type: none"> a. Native Americans Indians (relations between colonists and Native American Indians, trade, alliances, forced labor, warfare) b. Slave trade c. Varieties of immigrants motivation, ethnicity, and experiences 3. Colonial experience: political rights and mercantile relationships <ol style="list-style-type: none"> a. Colonial charters and self-government: Mayflower Compact, town meetings, House of Burgesses, local government, property rights, enforceable contracts, Albany Plan of Union b. Native American governmental systems c. Freedom of the press: the Zenger case d. Salutary neglect, rights of English citizens in America 4. The Revolutionary War and Declaration of Independence 	<p>Citizenship Civic Values</p> <p>Civic Values</p> <p>Government</p>	1, 3	<p>TEACHER'S NOTES: Students should understand that American political rights and institutions are derived from (1) British political traditions, (2) 18th century Enlightenment thought, and (3) developments during the colonial period.</p> <p><u>Suggested Documents:</u> Mayflower Compact, Albany Plan of Union, Declaration of Independence, New York State Constitution, Iroquois Confederation, English Bill of Rights</p> <ul style="list-style-type: none"> - How did pre-constitutional governments influence the creation of Constitution? - Why did regional differences develop among the colonies? - How did salutary neglect encourage discontent among the colonists? 	<ul style="list-style-type: none"> • Compare the Declaration of Independence to the writings of the enlightenment. • Use an attribute web to dissect the 3 components of the Declaration of Independence. • Identify sources of grievances in the Declaration of Independence. • See U.S. History and Government website Resource guide 	<ul style="list-style-type: none"> • DBQ: Governments are the results of peoples past and personal experiences. To what extent does this statement hold true to the founding of United States government? (NYS DBQ rubric) • Comparative Thematic essay on Historical documents 	

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The Constitution: The Foundation of American Society Con't.	a. Protecting liberty against abuses or power b. Power separated and balanced c. The Constitution, slavery, and fear of tyrannical powers of government 3. The document: structure of government	Government		<ul style="list-style-type: none"> - Upon what principles of government did the authors agree? Disagree? - What were the important compromises reached? - How was the national government under the Constitution different from that under the Articles? 			
	4. Ratification <ul style="list-style-type: none"> a. The Federalist papers- a New York activity with widespread influence b. The debates: Federalist and Anti-Federalist arguments C. The Bill of Rights Amendment I Amendment II Amendment III Amendment IV Amendment V Amendment VI Amendment VII Amendment VIII D. Basic structure and functions: three branches and their operation	Civic Values	1	TEACHER'S NOTES: Students should understand the major arguments expressed in the Federalist Papers to gain support for the proposed Constitution. Students should understand why the Bill of Rights was added to the Constitution, what the contents of the various amendments are, and how the Supreme Court has interpreted and applied the wording in specify cases. (Note: Teachers might consider discussing Bill of Rights cases listed later in the vote curriculum while studying the Bill of Rights provisions.) <ul style="list-style-type: none"> - How did the Bill of Rights satisfy the Anti-Federalist argument? - What specific provisions have been interpreted by the Supreme Court? 	<ul style="list-style-type: none"> • Students could examine Federalist papers 51 and 78 and write a paper in support of ratification. • Using a current topic, respond from either a Federalist or anti-Federalist perspective. • Hold a debate-Federalist vs. anti-Federalist. • Write a class constitution based on principles of the US Constitution and hold a ratification convention. 	<ul style="list-style-type: none"> • Unit Tests • DBQ: The Bill of Rights 	2 weeks
	E. Basic constitutional principles <ul style="list-style-type: none"> • national power-limits and potentials • federalism-balance between nation and state • the judiciary-interpreter of the Constitution or shaper of public policy • civil liberties-protecting individual liberties from governmental abuses: the balance between government and the individual • criminal procedures-the balance between the rights of the accused and protection of the community and victims 	Government		TEACHER'S NOTES: Students should understand the powers of each of the three branches of government as well as the system of checks and balances. TEACHER'S NOTES: Students should understand basic constitutional principles and monitor their application throughout the course. <u>Suggested Documents:</u> Federalist Papers, United States Constitution, Bill of Rights	<ul style="list-style-type: none"> • Students could list the powers of each branch and explain current examples of checks and balances. • Using a set of Supreme Court cases and given the circumstances, have students create a decision referring specifically to the Constitution. Then, compare to actual decisions. • Use an attribute web to illustrate the three branches of government and roles of each. • After completing work in sections A-E, students could prepare chart of several specifics ideas expressed in the original 		

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The Constitution: The Foundation of American Society Con't.	<ul style="list-style-type: none"> d. The failure of Republican diplomacy: War of 1812 (significance of the war for Native American Indians, Spain, the growth of industry) e. Monroe Doctrine 			<p>periods? (1) Federalist Era: 1789-1800; 1801-1812; (2) Post War of 1812; Monroe Doctrine, Manifest Destiny</p> <ul style="list-style-type: none"> - How did the debate over foreign policy influence the development of political parties? - How did geography contribute to each if these foreign policy decisions? - How did Jefferson, a strict constructionist and a devotee of limited government and frugality in terms of government spending, justify the purchase of Louisiana? <p><u>Suggested Documents:</u> Washington's Farewell Address, Monroe Doctrine</p> <ul style="list-style-type: none"> - Was the War of 1812 a "second war for independence" a war of expansion, or a war for maritime rights? - To what extent did Monroe Doctrine reflect isolationist/neutralty sentiment? United States national concerns? The concerns of the new Latin American republics? - To what extent was Manifest Destiny a philosophical justification for other, more complex social, political, and economic motives? - What regional tensions are evident in the debate over such issues as the Louisiana Purchase, Embargo Act of 1807, War of 1812, and Manifest Destiny? - In attempts to obtain more secure national boundaries, what areas were acquired by war? By treaty and purchase? - What geographic factors were involved in acquisition and settlement of new territories? 		<ul style="list-style-type: none"> • Thematic essay on compromise. (NYS Thematic Essay rubric) • DBQ: How did early decisions influence the power of the government? (NYS DBQ rubric) • DBQ on isolationism (NYS DBQ rubric) 	

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The Constitution Tested: Nationalism and Sectionalism	<p>A. Factors unifying the United States, 1789-1861</p> <ol style="list-style-type: none"> 1. The first and second two-party systems 2. The market economy and interstate commerce 3. The Marshall Court <p>B. Constitutional stress and crisis</p> <ol style="list-style-type: none"> 1. Developing sectional differences and philosophies of government <ol style="list-style-type: none"> a. The growth of urban and industrial patterns of life in the North <ol style="list-style-type: none"> 1. the transportation revolution (Erie Canal, rise of the port of New York City's rise as a trade and manufacturing center) 2. the introduction of the factory system 3. working conditions 4. women and work 5. urban problems b. Middle-class and working-class life in the pre-Civil War North (families, gender roles, schooling, childhood, living conditions, status of free blacks) c. Foreign immigration and novelist reactions (Jews; Irish mass starvation, 1845-1850; Germans; 1848 refugees; Know Nothings) d. Patterns of Southern development (growth of cotton cultivation, movement into the Old Southwest, women on plantations) 	Diversity	1, 3, 4	<p>TEACHER'S NOTES: Students should understand that there were forces contributing to national unity as well as sectionalism.</p> <ul style="list-style-type: none"> - What factors contribute to the growing economic interdependence of the United States at this time? - How did the further development of political parties reflect the growing economic and regional differences? - How did the ruling of the Marshall Court help to strengthen the national government and thereby help to unite the country? <p>- What geographic and economic factors contribute to sectional differences?</p> <p>- How did the questions of admission of new territories such as Missouri and later the Mexican Cession threaten national unity?</p> <p>- How was the character of America altered by conquest and annexation of the (1) Louisiana Purchase and (2) Mexican Cession?</p> <p>- What compromises were reached in 1820, 1833, and 1850 to resolve these sectional differences and avert constitutional crisis?</p> <p>- What characterized the early immigrant experience?</p> <p>- What roles did these immigrant groups play in pre-Civil War American society-Irish, German, Scandinavian, and Chinese?</p> <p>- Where did these immigrant groups settle and why?</p> <p>- How did new arrivals change the composition of a region?</p> <p>TEACHER'S NOTES: Students should understand the causes (push and pull factors) of Irish immigration to the United States during this period and the impacts of that migration on both Ireland and the United States.</p>	<ul style="list-style-type: none"> • Compare/contrast the War of 1812 to Mexican American War including the perspective of northerners vs. southerners and the growth of sectionalism. • Chart North, South and West and where they stand on key issues. • Oral Presentations comparing and contrasting the living /working conditions between southern slaves and northern factory workers. 	<ul style="list-style-type: none"> • DBQ on sectionalism: How did various perspectives eventually lead to Civil War? (NYS DBQ rubric) • Unit test 	1 week
The Constitution Tested: Nationalism and Sectionalism Con't.		Government					
		Factors of Production					
		Immigration And Migration	1, 3, 4				
		Diversity			<ul style="list-style-type: none"> • Use maps to illustrate various migration patterns. 	<ul style="list-style-type: none"> • DBQ: -Pros and Cons of Northern vs Southern viewpoint on the issue of slavery. 	

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Tested: Nationalism and Sectionalism Con't.	toll b. Impact of war on home front (civil liberties during the Civil War, women's roles) c. Government policy during the war (wartime finances, creating a national currency, transcontinental railroad, Homestead Act) d. Lincoln and Emancipation (the Emancipation Proclamation, the Gettysburg Address, African-American participation in the Civil War, the 13 th Amendment)					<ul style="list-style-type: none"> • DBQ: -The Gettysburg Address • M/C Unit Test 	

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Unit 3: Industrialization of the United States

<i>Topic</i>	<i>Essential Knowledge and Skills</i>	<i>Concept/Theme</i>	<i>Standards Key Ideas</i>	<i>Connections and Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Time</i>
The Reconstructed Nation	A. Reconstruction plans 1. Lincoln's plans 2. Congressional Reconstruction 3. Post-Civil War amendments (13 th , 14 th , and 15 th) 4. Impeachment of Andrew Johnson 5. The reconstructed nation and shifting relationships between the federal government, states governments, and individual citizens	Change Constitutional Principles Citizenship	1	<ul style="list-style-type: none"> - In what ways were the Congressional Republican plans for reconstruction more "radical" than those of Abraham Lincoln and Andrew Johnson? - What were their views on secession, amnesty, and pardon, and procedures for readmission of the Confederate states? - How might the debate over reconstruction have been seen as an attempt to restore the balance of power between Congress and President that had been eroded by Lincoln's wartime measures? - Why did the Radical Republicans want to impeach Andrew Johnson? What are the constitutional grounds for impeachment? Had Johnson been removed from office, how might our government system have changed? - What are the specific provisions of the 13th, 14th, and 15th amendments? In spite of the passage of these amendments, how did the Southern states deprive African-Americans of these rights for over 100 years? - What impact did the withdrawal of federal support for enforcement of these amendments have upon the status of freedom? - In what ways did the North benefit economically from the Civil War? 	<ul style="list-style-type: none"> • Role-play simulation of impeachment of Johnson. • Compare philosophy of 13th, 14th, and 15th amendments to reality. • Compare before and after shots of the North and South (pre & post Civil War). • Compare Johnson's impeachment to efforts to impeach Clinton. 	<ul style="list-style-type: none"> • Thematic essay on limitations of presidential powers: How is the office of the president limited by constitutional checks and balances? (NYS Thematic Essay rubric) 	2 weeks
	B. The North 1. Economic and technological impacts of the Civil War 2. Expanding world markets 3. Developing labor needs	Factors of Production	1, 3, 4	TEACHER'S NOTES: Students should understand what economic changes were brought about in the South in the years after the Civil War. <ul style="list-style-type: none"> - What new forms of economic and political discrimination developed in the years following the Civil War? - In what ways did the Freedmen's Bureau benefit freed slaves? 			
	C. The New South 1. Agriculture: land and labor (sharecropping)	Places and Regions					

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The Rise of American Business, Industry, and Labor, 1865-1920 Con't.	<p>national ICC.</p> <p>3. Competition and absorption; mergers and trust; Sherman Antitrust Act, 1890 (<i>United States v. E.C Knight</i>, 1895)</p> <p>E. Labor's response to economic change: Organize</p> <p>1. Efforts at national labor unions: Knights of Labor (1869); AF of L (1881-1886); ILGWU (1900)</p> <p>a. "Bread and butter" objectives</p> <p>b. Unions and social issues (education)</p> <p>c. Attitudes towards immigrants, African-Americans, women</p> <p>d. Union leadership (<i>Gompers</i>, <i>Debs</i>)</p> <p>2. Struggle and conflict</p> <p>a. Major strike: gains and losses- Homestead, Pullman (<i>In Re Debs</i>, 1895), Lawrence</p> <p>b. Management's position</p> <p>c. Weapons or tactics employed in disputes between labor and management</p> <p>d. Attitude and role of government</p> <p>F. Agrarian response to economic change:</p> <p>1. Organize and protest</p> <p>a. The Grange movement as agrarian protect</p> <p>b. Populism: a political response-William Jennings Bryan and the election of 1896</p> <p>(1) Case study: The Populists as a grassroots political party</p> <p>c. National government response: Interstate Commerce Act, 1887</p>	<p>Factors of Production Human Systems</p> <p>Diversity</p> <p>Government</p>	1, 4	<p>immigration policies</p> <ul style="list-style-type: none"> - aid the development if business and industry? - How did Supreme Court rulings affect efforts to regulate business? - To what extent was the Sherman Antitrust Act effective in protecting competition? - How did groups such as farmers, consumers, workers, and company stockholders react to railroad practices during the time period? - How effective was government regulation if railroads at the state level? National level? <p>TEACHER'S NOTES: Students should understand that poor working conditions led to the formation of labor unions.</p> <ul style="list-style-type: none"> - How did the AF of L and Knights of Labor differ in terms of types of workers organized; their views of immigrants, African-Americans, Chinese and women workers; union leadership; their positions on strike and reform agendas? - How do the goals of labor unions on the late 19th century compare with goals today? <p>TEACHER'S NOTES: Students should understand the problems faced by farmers in an expanding industrial economy and assess various efforts to resolve these problems.</p> <ul style="list-style-type: none"> - What were the problems experienced by small farmers? - What economic solutions were proposed by the Granger? - To what extent was the Populist party successful in resolving the problems of 	<p>trust act to current issues (i.e.: Microsoft).</p> <ul style="list-style-type: none"> • Create a timeline of growth of the labor movement and political spectrum. • Review capitalism vs. communism. <ul style="list-style-type: none"> • For the following three strikes, chart (a) conditions that led to the strike (b) tactics used by both sides, (c) union leadership, (d) role of state or federal government, and (e) outcome of the strike: <ul style="list-style-type: none"> (1) Homestead (2) Pullman (3) Lawrence • Compare the problems of farmers in the 1890s, 1920s, 1950s, and 1980s. • Use the "Wizard of Oz" to illustrate populism. • Illustrate role of "third" parties 	<ul style="list-style-type: none"> • Thematic essay: How were the growth of labor unions and other reform movements a reaction to the abuses of capitalism? (NYS Thematic Essay rubric) • M/C Unit Test 	1 week

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Adjusting Society to Industrialism: American People and Places Con't.	<ul style="list-style-type: none"> c. The Indians wars: 1850-1900 d. Legislating Indian life: reservations; Dawes Act (1887) e. Indians civil rights laws-legal status of Native American Indians, 1887-1970: citizenship, 1924: self-government, 1934: self-determination, 1970 	Human Systems Citizenship			<ul style="list-style-type: none"> • Evaluate the federal government's attempts to address Native American Indian rights from 1887 to the present. 		

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The Rise of American Power Con't.	<p>stick")</p> <p>c. Panama Canal: acquisition and construction; Canal retrocession treaty</p> <p>d. Taft and dollar diplomacy</p> <p>B. Restraint and involvement: 1914-1920</p> <p>1. United States involvement</p> <p>a. Efforts at neutrality and "preparedness"</p> <p>b. Causes of United States entry into World War I</p> <p>c. United States role in the war</p> <p>d. United States reaction to the Russian Revolution</p> <p>C. Wartime Constitution issues</p> <p>1. War opposition and patriotism: the draft issue</p> <p>2. Espionage and Sedition acts</p> <p>3. <i>Schenck v. United States</i>, 1919; clear and present danger doctrine</p> <p>4. Red Scare, 1918-1919</p> <p>D. The search for peace and arms control:1914-1930</p> <p>1. The peace movement: Women International League for Peace and Freedom</p> <p>2. War aims : The Fourteen Points</p> <p>3. Treaty of Versailles: Wilson's role</p> <p>4. League of Nations: Henry Cabot Lodge and the United States Senate rejection</p> <p>5. Washington Naval Disarmament Conference (1920s)</p> <p>6. Reparations and war debts (United States as a world banker)</p> <p>7. Kellogg -Briand Pact(1928)</p> <p>8. 8. Establishment of the World Court</p>	<p>Change</p> <p>Government</p> <p>Citizenship</p> <p>Human Rights</p> <p>Civic Values</p>	<p>1, 2</p>	<p>TEACHER'S NOTES: Students should understand how the rights of citizens are limited during wartime.</p> <p>– Why weren't the provisions of the Treaty of Versailles based more fully on Wilson's Fourteen Points?</p> <p>– What factors contributed to the Senate's failure to ratify the Treaty of Versailles?</p> <p>– To what extent did the Treaty of Versailles and subsequent diplomacy from 1920 to 1933 reflect Wilsonian principles?</p>	<p>from the National Archives www.nara.gov on the Zimmerman telegraph.</p> <ul style="list-style-type: none"> Analyze Hamilton Fish letter (primary source letters from WWI). Debate who was responsible for the July crisis. <ul style="list-style-type: none"> How did World War I restrictions on civil liberties compare with those imposed during the Civil War? World War II? (see <i>Schenck v. United States</i>, 1919 and <i>Debs v. United States</i>, 1919) Ask students to nominate individuals for the Nobel Peace Prize for actions taken during the period 1914-1930. More recently? Debate Ideas <ul style="list-style-type: none"> Entry into WWI Entry into the League of Nations Have students create children's books about various wars. Create a comparison chart of the Fourteen points to provisions of the Treaty of Versailles. 	<ul style="list-style-type: none"> Debate rubric M/C Unit Test <ul style="list-style-type: none"> Dimensions of Learning Decision-making rubric Debate rubric Thematic essay on Pacifism and isolationism: What shaped US relations after WWI? (NYS Thematic Essay rubric) M/C Unit Test 	<p>1 week</p>

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Unit 5: At Home And Abroad: Prosperity and Depression, 1917-1940

<i>Topic</i>	<i>Essential Knowledge and Skills</i>	<i>Concept/ Theme</i>	<i>Standards/ Key Ideas</i>	<i>Connections and Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Time</i>
War and Prosperity: 1917-1929	<p>A. Impact of war</p> <ol style="list-style-type: none"> 1. War's effects on gender roles, on African-Americans, and other minority groups 2. Case study: Movement of African-Americans from the South to northern cities 3. Return to "normalcy" : 1918-1921 <p>B. The twenties: Business boom or false prosperity?</p> <ol style="list-style-type: none"> 1. Post-World War I recession 2. Avarice and scandal: Teapot Dome 3. Coolidge prosperity; not for everyone 4. Problems on the farm <ol style="list-style-type: none"> a. Expansion, mortgages, and advancing technology b. Farmers and minorities fail to share in economic benefit 5. Speculative boom: the "big bull market" <p>C. Mass consumption and the clash of cultural values</p> <ol style="list-style-type: none"> 1. Mass consumption <ol style="list-style-type: none"> a. The automobiles: new industries, products, and services b. Installment buying: consumer durable goods (appliances) c. Real estate boom and surban development; its economic and geographic implications: decline of trolleys and trains, improvements of roads <ol style="list-style-type: none"> 1) The emergence of new regional , political, and economic units d. Entertainment: radio; motion pictures; advertising and cultural homogenization 	Diversity	1, 2, 4	<ul style="list-style-type: none"> - What important social changes took place both during and after World War I? - What did the American public perceive "normalcy" to mean? (Apply the concept to both foreign domestic affairs) - How did the economic policies of the 1920s contribute to the Great Depression? - What scandals arose during the Harding administration? - What scandals have plagued subsequent administrations? - How did the growth of the automobile industry stimulate the growth of other industries? - How did it influence United States politics and lifestyles? 	<ul style="list-style-type: none"> • Look at a Sears-Roebuck catalog from the 1920's: identify and examine examples of consumerism, transportation, durable goods, and supply- side economics, ect. • Investigate the cause and effects of the South to North migration during this time period. • Using photocopies of product advertisements from the 1920's, compare products of today to those of that time era. • Review civil rights infringements from various time periods through an essay, chart, etc. • Inter-disciplinary unit using <u>The Great Gatsby</u> • Show the movie "Birth of a Nation" and discuss. • Conduct a responsive lecture on past immigration policies and compare to those of the 1920's. • Use a graphic organizer to help teach immigration legislation of the early 1920's. 	<ul style="list-style-type: none"> • Thematic essay on how things changed from pre-1920's to the 1920's in regards to immigration, religion and morality, role of women, civil rights, entertainment, growth of suburbia, transportation, consumerism. (NYS Thematic Essay rubric) 	1 week

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The Great Depression Con't.	<ul style="list-style-type: none"> b. 1936 election "mandate" c. Roosevelt's "Court-Packing" proposal: Failure and success d. 1940: third-term controversy (the unwritten constitution) e. Passage of the 22nd Amendment (1951) 6. The human factor <ul style="list-style-type: none"> a. FDR as communicator and his efforts to restore public confidence; press conferences, "fireside chats", and effective use of the radio b. Eleanor Roosevelt as the President's eyes and ears c. The Dust Bowl and the Okies d. The New Deal and minorities (shift in African-American vote) : discriminatory results e. Indian Reorganization Act (1934) 7. Culture of the Depression <ul style="list-style-type: none"> a. Literature: John Steinbeck and Langston Hughes b. Music: jazz, swing (big bands) c. Art: WPA, fine arts, Hollywood, comic books 8. Opposition to the New Deal: Al Smith, Norman Thomas, Huey Long, Father Coughlin, Dr. Townsend 	<p>Culture and Intellectual Life</p> <p>Diversity</p> <p>Culture and Intellectual Life</p>	<p>1, 4</p>	<p><i>United States v. Butler</i>, 1936)</p> <ul style="list-style-type: none"> - Why did Eleanor Roosevelt play such a substantive role as First Lady? - How do her actions as a First Lady compare with the actions of more recent first ladies? - Why did African-American voters increasingly change political allegiance from the Republican Party to the Demarcate Party after 1934? - How did the Depression and New Deal program affect women and the nuclear family? - - What geographic/environmental conditions contributed to the migration from the Dust Bowl to the West? - How do the problems of farmers in the 1920s and 1930 compare with those of the 1880s, 1950s and 1980s? - How did the Indians Reorganization Act of 1934 compare with the Dawes Act of 1887 in terms of <ul style="list-style-type: none"> 1) goals and 2) Native American Indian reactions? - How did the New Deal support the fine arts? - What New Deal projects were completed in your own community? - Why did "escapist" movies become popular at this time? - What are the themes of the Literature of John Steinbeck and the photographs of Margaret Bourke-White? 	<ul style="list-style-type: none"> • Have students analyze the political impact of the "Court Packing" proposal by comparing the anti-new deal decision in <i>United States v. Bulter</i>, 1936 with the pro-New Deal decision in <i>National Labor Relations Board v. Jones & Laughlin Steel Corp.</i>, 1937. 	<ul style="list-style-type: none"> • DBQ on opponents of the New Deal (NYS DBQ rubric) Resource: Wesson-Welsh: <u>Document Based, Assessment, Activities for US History.</u> 	

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Unit 6: The United States In An Age Of Global Crisis: Responsibility And Cooperation

<i>Topic</i>	<i>Essential Knowledge and Skills</i>	<i>Concept/ Theme</i>	<i>Standards/ Key Ideas</i>	<i>Connections and Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Time</i>
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<i>Topic</i>	<i>Essential Knowledge and Skills</i>	<i>Concept/ Theme</i>	<i>Standards/ Key Ideas</i>	<i>Connections and Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Time</i>
Peace In Peril: 1933-1950 Con't.	<p>refugees)</p> <p>b. Truman's decision to use the atomic bomb against Japan: Hiroshima and Nagasaki</p> <p>c. United States occupation of Japan; the "MacArthur Constitution"</p> <p>d. Japanese war crime trials</p> <p>5. The war's impact on minorities</p> <p>a. Incarceration of West Coast Japanese Americans; Executive Order 9066; <i>Korematsu v. United States</i> (1944)</p> <p>b. Extent of racially integrated units in the military</p> <p>c. The Nazi Holocaust: United States and world reactions</p> <p>d. The Nuremberg war crimes trials; later trials of other Nazi criminals, e.g., Eichmann, Barbie</p> <p>6. Demobilization</p> <p>a. Inflation and strikes</p> <p>b. The G.I. Bill; impact on education and housing</p> <p>c. Truman's Fair Deal</p> <p>d. Partisan problems with Congress</p> <p>e. Minorities continued to find it difficult to obtain fair practices in housing, employment, education</p> <p>f. Upset election of 1948; Truman versus Dewey</p> <p>g. Truman and civil rights</p>	<p>Diversity</p> <p>Civic Values Constitutional Principles</p> <p>Change</p> <p>Diversity</p>		<p>TEACHER'S NOTES: Students should study the origins of these concerns and the ways in which they have been addressed in the post war period.</p> <ul style="list-style-type: none"> - The Nuremberg trials established the concept of "crimes against humanity". What are some more current examples? <p><u>Suggested Documents: Dr. Seuss Goes to War, Hiroshima by John Hersey, Night by Elie Wiesel, Man's Search for Meaning by Victor Frankel, Diary of Anne Frank</u></p> <ul style="list-style-type: none"> - How did the economic, social, and political problems of adjusting to the end of World War II compare with those after World War I? Consider inflation, strikes, Presidential policies, and political control of Congress, ways of dealing with communist threats, immigration policies, and opportunities for veterans, civil rights, role of women - How did Truman enhance the civil rights of African-Americans? Why did he use executive power rather than Congressional Legislation? 	<p>to come in, i.e.. Helen Spierling.</p> <ul style="list-style-type: none"> • Have students create a T-chart on aftermath of both wars. • Connect the Holocaust and Nuremberg trials to current day atrocities & trials • View and relate "Tuskegee Airman" to Booker T. Washington. 		

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	Alger Hiss case (1950); the Rosenberg trial (1950) 2. Loyalty and dissent: the case of Robert Oppenheimer 3. McCarthyism 4. Politics of the Cold War a. Loss of China b. Stalemate in Korea c. Truman's falling popularity			at the end of the war? – How did the United States respond to the communist threat at home? – What constitutional values were sacrificed in responding to the communist threat? – How did the second Red Scare compare with the first Red Scare? – What has "McCarthyism" come to mean? – How has the term "McCarthyism" been applied in more recent history?			

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UNIT 7: World In Uncertain Times: 1950-Present

<i>Topic</i>	<i>Essential Knowledge and Skills</i>	<i>Concept/Theme</i>	<i>Standards/Key Ideas</i>	<i>Connections and Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Time</i>
Toward a Postindustrial World: Living in a Global Age	A. Changes within the United States 1. Energy sources (nuclear power) 2. Materials (plastic, light metal) 3. Technology (computers) 4. Corporate structures (multinational corporations) 5. Nature of employment (agriculture to industry to service) 6. Problems (waste disposal, air/water pollution, growing energy usage, depleting resources, e.g., domestic oil supply)	Science and Technology Environment	1, 4				3 days
Containment and Consensus: 1945-1960	A. Review postwar events 1. Emerging power relationships: East/ West; North/ South; (haves/ have-nots; , developed/ developing nations) B. Eisenhower foreign policies 1. The end of the Korean War 2. John Foster Dulles, the domino theory and massive retaliation; brinkmanship posture 3. The H-bomb; atoms for peace 4. Summits and U-2s 5. Establishment of SEATO 6. Controversy: Aswan Dam and Suez Canal 7. Polish and Hungarian uprisings 8. Eisenhower Doctrine: intervention in Lebanon 9. Sputnik: initiating the space race C. Domestic politics and constitutional issues 1. The Eisenhower peace a. Returning the United States to a peacetime economy b. Interstate Highway Act (1956) c. Suburbanization d. The Warren Court 2. Civil Rights a. Jackie Robinson breaks the color barrier	Places and Regions Inter-dependence Places and Regions Civic Values	1, 2, 3, 4	<ul style="list-style-type: none"> - How did each of the post-World War II presidents build on and extend the policy of containment? - How did Truman, Eisenhower, Kennedy, and Johnson carry forth the programs of the New Deal? - How did Presidents Eisenhower, Kennedy, and Johnson further the Civil Rights initiatives begun by Truman? <p>TEACHER'S NOTES: Students should understand that in spite of the victory of the forces of</p>	<ul style="list-style-type: none"> • Give a guided lecture on Eisenhower's foreign policies. • Case study on Jackie Robinson using primary source documents. 	<ul style="list-style-type: none"> • Thematic essays on technological innovations (NYS Thematic Essay rubric) • M/C Unit Test • Thematic essay on Civil Rights legislation: How did actions of individuals lead to civil rights legislation? OR How were individuals denied civil liberties 	1 week

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Decade of Change: 1960s Con't.	<ul style="list-style-type: none"> c. Cuban missile crisis d. Laos and Vietnam e. Latin American and the Alliance for Progress f. Peace Corps g. Launching the race to the Moon h. Nuclear Test Ban treaty 1963, 1967; Hot Line established 3. Movement for right of disabled citizens <ul style="list-style-type: none"> a. Backgrounds <ul style="list-style-type: none"> 1) Historic attitude that disabled were defective 2) Emergence of humanitarian view in 19th century, development of large institutions 3) Development of the concept of normalization; early 20th century programs of education and training b. Kennedy administration, 1961-1963; beginning awareness, changing attitudes <ul style="list-style-type: none"> 1) President's Council on Mental Retardation 2) Special Olympics c. Litigation and legislation; 1960-present <ul style="list-style-type: none"> 1) Education of the Handicapped Act, 1966 2) Education for all Handicapped Children Act, 1971 3) Rehabilitation Act of 1973, Section 504 4) Citizen with Disabilities Act, 1990 d. Dependence to independence <ul style="list-style-type: none"> 1) Activism by disabled veterans 2) De-institutionalization 3) Mainstreaming 4. Assassination in Dallas 	<ul style="list-style-type: none"> Places and Regions Citizenship Diversity 	1, 4	<ul style="list-style-type: none"> - In what ways were your school district facilities and programs changed as a result of State and federal programs regarding the handicapped and disabled? 			

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Decade of Change: 1960s Con't.	<p>B. Johnson and the Great Society</p> <ol style="list-style-type: none"> 1. Expanding on the Kennedy social programs <ol style="list-style-type: none"> a. War on poverty; VISTA b. Medicare c. Federal aid to education d. Environmental issues and concerns 2. The Moon landing: the challenge of space exploration 3. Continued demands for equality: civil rights movement <ol style="list-style-type: none"> a. Black protest, pride, and power <ol style="list-style-type: none"> 1) NAACP (National Association for the Advancement of Colored People): legal judicial leadership, Urban League b. Case studies <ol style="list-style-type: none"> 1) SNCC (Students Nonviolent Coordinating Committee): sit-in movement among college students 2) SCLC (Southern Christian Leadership Conference): promote non-violent resistance, sit-ins, boycotts 3) CORE (Congress of Racial Equality): "Freedom Riders" 4) Testing of segregation laws 5) Others: Black Muslims; prominence of Malcolm X: Advocating separation of races, separate state in the United States 6) Civil unrest: Watts riot, 1965, as example; Kerner Commission 7) Assassination of Malcolm X (February 1965) c. Legislative impact <ol style="list-style-type: none"> 1) Civil Rights Act of 1964 (<i>Heart of Atlanta Motel, Inc. v. United States</i>, 1964), modifications 	<p>Presidential Decisions and Actions</p> <p>Civic Values</p> <p>Diversity</p> <p>Civic Values</p> <p>Citizenship</p>	<p>1, 4</p>	<ul style="list-style-type: none"> - In what ways did Johnson's social programs build upon the Kennedy legacy? - Why was Johnson more successful than Kennedy in translating social programs into legislation? <p>TEACHER 'S NOTES: Students should understand that the 1960s witnessed protest movements of peoples of diverse backgrounds (African-Americans, women, Hispanic-Americans, Native American Indians).</p> <ul style="list-style-type: none"> - To what extent did the civil rights movement influence the demands for equality on the part of Hispanic-Americans and Native American Indians? How successful were their efforts? - How were the reactions of state governments to civil rights protests different than those of the Federal government? 	<ul style="list-style-type: none"> • Brainstorm what would have happened if Kennedy had not been assassinated. • Research policies and organizations of Kennedy and Johnson: where are they now? Are they successful? • Compare and contrast the civil rights movement after 1965 with the earlier phase (1955-1965) in terms of <ol style="list-style-type: none"> (1) goals, (2) leadership, (3) strategies, and (4) achievements. • Compare the feminist movement of the 1960s with the suffragist movement in terms of <ol style="list-style-type: none"> (1) goals, (2) leadership, (3) strategies, and (4) achievements. • Assign students various case studies and have them present these including short and long term effects. • Compare Malcolm X to Martin Luther King Jr. • Review various civil rights cases. Assign cases and have students write a brief summary. Resource for format: US Supreme <u>Court Decisions: 1999 Edition</u>, NYSBA: Lyc@nysba.org (518) 474-1460 • Investigate image of women in the 1960's as depicted on TV. • Conduct a wage comparison of men vs. women in the 1960's and now. • Revisit the amendment process. 	<ul style="list-style-type: none"> • Evaluative essay: Why was Johnson more successful than Kennedy in translating social programs into legislation? (Essay rubric) • Thematic essay on militancy vs. civil disobedience: How have different organizations sought social reform? (NYS Thematic Essay rubric) • DBQ on 1960's, A decade of change (NYS DBQ rubric) • M/C Unit Test 	1 week

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The Trend Toward Conservatism: 1972-1985	<p>A. Nixon as President, 1969-1974</p> <ol style="list-style-type: none"> 1. Domestic policies and events <ol style="list-style-type: none"> a. Modifications to Great Society programs (OSHA, Federal Energy Office, DEA, Clean Air Act, food stamps, revenue sharing) b. The Moon landing c. Environment Protection Agency (1970) d. Self-determination for American Indians (1970) e. Ratification of the 26th Amendment (1971) f. Title IX- equal education access (1972) 2. Nixon's internationalism <ol style="list-style-type: none"> a. Henry Kissinger and realpolitik <ol style="list-style-type: none"> 1) Withdrawal from Vietnam and Cambodia; peace talks and signing of Paris Peace Accords (Pentagon papers, <i>New York Times v. United States</i>, 1971) 2) Nixon Doctrine 3) Opening to China 4) Détente: SALT and grain 3. The Presidency in crisis <ol style="list-style-type: none"> a. Resignation of Spiro Agnew b. Watergate affair and its constitutional implications c. <i>United States v. Nixon</i>, 1974 d. The impeachment process and resignation <p>B. The Ford and Carter Presidencies</p> <ol style="list-style-type: none"> 1. The appointive presidency: Ford and Rockefeller (the constitutional aspects) 2. Domestic policy issues <ol style="list-style-type: none"> a. Pardon for Nixon and amnesty for draft evaders b. Oil crisis: shifting energy priorities c. Environmental concerns 	<p>Change</p> <p>Presidential Decisions and Actions</p> <p>Choice</p> <p>Environment</p>	<p>1</p> <p>1, 4</p>	<ul style="list-style-type: none"> - In what specific ways did Nixon depart from Johnson's Great Society? - Identify and evaluate Nixon foreign policy initiatives. - What factors contributed to the weakening of the "Imperial Presidency" under Nixon, Ford, and Carter? <p>TEACHER'S NOTES: This core curriculum has been developed to place emphasis on content and understanding prior to 1980. Study of events of the post-1980 period should, therefore, focus on drawing parallels to and/ or distinctions from specific events and trends prior to 1980.</p>	<ul style="list-style-type: none"> • Compare domestic programs to one another. • Revisit the policies involved with the impeachment process. • Evaluate the impeachment of Johnson vs. Nixon vs. Clinton. • Locate periodical articles dealing with Watergate and summarize the who, what, where, when, why and how. • Have students compare the attitudes of the 1920s with those of the 1950s (and 1980's) relative to: <ol style="list-style-type: none"> (1) restrictions on immigration, (2) anti-Communist hysteria, (3) religion and morality, (4) role of women, (5) civil rights, (6) new form of entertainment, (7) growth of suburbia, (8) transportation improvements, and consumer attitudes <p>• Debate the pardon of Nixon by Ford.</p>		<p>1 week</p> <p>1 week</p>

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Toward Conservatism: 1972-1985 Con't.	<p>Salvadorians</p> <p>2. Middle East: war and hostages</p> <p>F. Trade imbalance and divesting</p> <p>1. Japan: trade imbalance</p> <p>2. United States and South Africa</p> <p>G. United States-Soviet relations</p> <p>1. Gorbachev and Soviet relations</p> <p>2. "Star Wars" and arms limitation efforts</p> <p>3. Cuts in defense spending and the fall of the Soviet Union</p>	<p>Inter-dependence</p> <p>Foreign Policy</p>		represent a return to traditional themes of Cold War and power politics?		<ul style="list-style-type: none"> M/C Unit Test 	
Approaching the Next Century: 1986-1999	<p>A. The Bush Presidency</p> <p>1. Case study: The election of 1988</p> <p>a. Effects of demographics</p> <p>b. Rise of a third party (H. Ross Perot)</p> <p>c. Increasing influence of political action committees</p> <p>2. Domestic issues</p> <p>a. Environmental concerns</p> <p>b. Immigration issues</p> <p>c. Savings and loan scandal</p> <p>d. Social concerns (<i>Cruzan v. Director, Missouri Department of Health, 1990</i> and <i>Planned Parenthood of Southeastern Pennsylvania, et. Al. V. Casey, 1992</i>)</p> <p>3. Foreign policy issues</p> <p>a. Dissolution of the Soviet Union</p> <p>b. Fall of the Berlin Wall and German reunification (1990)</p> <p>c. Crisis in Bosnia</p> <p>d. Persian Gulf Crisis</p> <p>B. The Clinton Presidency</p> <p>1. Domestic issues</p> <p>a. Social concerns</p> <p>1) Health care</p> <p>2) Education</p> <p>3) Welfare reform</p> <p>4) Stability of the Social Security</p>	<p>Presidential Decisions and Actions</p> <p>Environment</p> <p>Inter-dependence</p> <p>Foreign Policy</p> <p>Presidential Decisions and Actions</p>	1, 2	<p>TEACHER'S NOTES: Students should study these elections to deepen their understandings of prior developments in the United States history. Some examples are</p> <p>(1) third-party candidacy of Perot in 1992 compared to Theodore Roosevelt in 1912,</p> <p>(2)</p>	<ul style="list-style-type: none"> Compare various presidential scandals: Harding, Grant, Nixon, Bush, Reagan and Clinton. Using case studies on NYS, show how its changed through the years. Evaluate the effectiveness of the foreign policies of Presidents Reagan and Bush. Compare rise of Ross Perot to third parties throughout US History. Illustrate the change in party control of Congress in midterm elections (1994 compared with 1918, 1930, and 1946) and its impact on the working relationship between the President and Congress. Have students locate 20 items in your 	<p>1 week</p> <p>1 week</p>	

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Approaching the Next Century: 1986-1999 Con't	<p>system</p> <p>b. Economic concerns</p> <ol style="list-style-type: none"> 1) Role of technologies 2) Impact of the baby boom generation 3) Balanced budget amendments (debate) 4) Market trends: The bull market if the 1990s <p>c. Political concerns</p> <ol style="list-style-type: none"> 1) Senate White water investigation 2) Gun Control 3) Campaign finance reform (debate) <p>d. Impeachment and acquittal</p> <p>2. Foreign policy issues</p> <p>a. United States-Middle East relations: Israeli-PLO agreement (Rabin-Arafat)</p> <p>b. United States in the global economy</p> <ol style="list-style-type: none"> 1) NAFTA 2) GATT 3) Economic aid to Russia 4) United States trade with China, Japan, and Latin American <p>c. Intervention in Somalia, Haiti, Bosnia, and Yugoslavia</p> <p>d. United States-Russian relations; 1990 to the present</p> <p>e. United States- European relations: European Union (EU), NATO</p>	<p>Foreign Policy</p> <p>Places and Regions</p> <p>Foreign Policy Inter-dependence</p>	1, 2, 3, 4	<p><u>Suggested Documents:</u> <i>Reno v. American Civil Liberties Union, 1997</i></p> <p>TEACHER'S NOTES: Students should examine the foreign policy of Bush and Clinton to understand the complexities of post-Cold War issues and realities.</p>	<p>house from various countries. Graph item origin. Discuss implications.</p> <ul style="list-style-type: none"> • Why do nations trade? • Why limit trade? • How is geography a factor? <ul style="list-style-type: none"> • Have students create political cartoons to illustrate foreign policy issues. • Course Review: Regents Review Packets <p>-Constitutional Foundations -New Nation -America After the Civil War -The 20th Century -Famous Americans -Supreme Court Cases</p>	<ul style="list-style-type: none"> • M/C Unit Test 	