

Lakewood City Schools Social Studies Standards-Based Course of Study – Tenth Grade

Scope and Sequence – United States Studies from 1877 to the Present: Post Reconstruction Through the 20th Century

Tenth grade students continue the chronological study of the history of the United States with emphasis on domestic affairs. This study incorporates each of the seven standards. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods.

History Standard - America and the Impact of Industrialization (Mid 1700’s to late 1800’s)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

9-10 Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>B) Explain the social, political and economic effects of industrialization.</p> <p>C) Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.</p> <p>D) Connect developments related to World War I with the onset of World War II.</p>	<p><u>Industrialization</u></p> <p>1. Explain the effects of industrialization in the United State in the 19th century including:</p> <p>a. changes in work and the workplace</p> <p>b. immigration and child labor and their impact on the labor force</p> <p>c. modernization of agriculture</p> <p>d. urbanization</p> <p>e. the emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture.</p> <p>2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:</p> <p>a. laissez-faire policies</p> <p>b. monopolies</p> <p>c. standard of living.</p>	<p>1. I can identify two negative effects of industrialization on workers.</p> <p>2. I can explain how industrialization led to an increase of immigration.</p> <p>3. I can explain why American workers would oppose immigration.</p> <p>4. I can explain how factory owners hired children to work in their factories.</p> <p>5. I can explain how modernization and new machines led to greater farm output and efficiency.</p> <p>6. I can identify three factors that led to the growth of cities.</p> <p>7. I can explain how industrialization and immigration led to the growth of the middle class.</p> <p>8. I can analyze the relationship between industrialization, urbanization and the growth of new cultural trends.</p> <p>1. identify 2 arguments against Government regulation of business</p> <p>2. identify 2 arguments for Government regulation of business</p> <p>3. define laissez-faire</p> <p>4. analyze how laissez-faire policies led to the growth of monopolies</p> <p>5. identify 2 examples of a monopoly</p> <p>6. explain how monopolies hurt consumers</p> <p>7. explain how monopolies stifle innovation</p> <p>8. explain how monopolies exert great influence over government</p> <p>9. define “standard of living”</p> <p>10. identify 2 ways in which the Industrial Revolution increased standard of living.</p>	<p><u>RESOURCES</u></p> <p><u>America</u> Textbook Ch 6(Industrialization) & Ch 7 (Immigration & Urbanization)</p> <p>History Alive – <u>Rise of Industrial America</u></p> <p>a. Section 1 – Industrializing America</p> <p>b. Section 2 – Immigration</p> <p>Lessons That Work Volume 2 Chapter 2 & Ch 4 <u>Industrialization</u></p> <p><u>Vocabulary/Strategies</u></p> <p>Explain = cause and effect</p> <p>1. <u>Suggested Vocabulary</u>: assembly line, mass production,</p> <p>2. <u>Suggested Vocab</u>: philanthropy, trust</p> <p>2 Standard of living</p> <p>Apply PROP for evaluating evidence.</p>

History Standard - Industrialization (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

9-10 Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>F) Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.</p>	<p>3. Analyze the reasons for the rise and growth of labor organizations in the United States (i.e., Knights of Labor, American Federation of Labor and Congress of Industrial Organizations) including:</p> <ul style="list-style-type: none"> a .unregulated working conditions b .laissez-faire policies toward big business c. violence toward supporters of organized labor. <p>4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:</p> <ul style="list-style-type: none"> a .urban reforms b. conservation c. business regulation and antitrust legislation d. the movement for public schooling e. the regulation of child labor. 	<p>1. define “collective bargaining”</p> <p>2. identify 3 working conditions that led to labor dissatisfaction</p> <p>3. identify 2 advantages workers gain from joining labor unions</p> <p>4. identify governmental policies that helped lead to the creation of unions</p> <p>5. identify two methods used by workers to help achieve their goals</p> <p>6. identify 2 different labor unions and contrast their goals and methods</p> <p>7. identify three methods employers use to discourage unions’ from organizing</p> <p>8. analyze the advantages and disadvantages of union members for laborers.</p> <p>1. define reform and use two examples.</p> <p>2. identify, from knowledge of urbanization, what problems would likely emerge in any rapid urbanization.</p> <p>3. identify two urban problems that led to reform efforts.</p> <p>4. identify two specific reforms that addressed urban problems.</p> <p>5. define “conservation”, and distinguish it from “preservation.”</p> <p>6. identify the goals of conservationists.</p> <p>7. define “trust” and “antitrust.”</p> <p>8. identify two progressive reasons for favoring business regulation.</p> <p>9. analyze the effects of business and antitrust regulation on labor and consumers.</p> <p>10. understand why businesses would want to use children as a labor source.</p> <p>11. analyze the impact of child labor on wage rates.</p> <p>12. list three reasons why Progressives would oppose child labor.</p> <p>13. evaluate the impact of child labor laws on laborers, consumers and business.</p>	<p>Resources Ch 6 sec. 4(Labor) Ch 9 (Progressivism)</p> <p>History Alive – Rise of Industrial America Section 3 – Progressives</p> <p>Vocabulary/Strategies 3. <u>Suggested Vocabulary:</u> blacklist, collective bargaining, labor union, scab, strike</p> <p>3c. <u>Suggested Vocabulary:</u> capitalism, Communism, Social Darwinism, socialism</p> <p>4. Suggested amendments: 16th, 17th, 18th and 19th</p> <p>4. Political cartooning</p>

History Standard - Industrialization (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

9-10 Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>F) Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.</p>	<p><u>Imperialism</u> 5. Trace the development of the United States as a world power with emphasis on: a. the Spanish-American War b. United States imperialism in the Far East, South Pacific, Caribbean and Central America.</p>	<ol style="list-style-type: none"> 1. define imperialism. 2. list three economic reasons for imperialism. 3. explain the social and religious motivations behind imperialism. 4. explain American motivations for going to war with Spain in 1898. 5. trace the events that led to the US declaration of war. 6. identify the reason the US sought to retain possession of and/or influence over the Philippines, Puerto Rico, Guam and Cuba. 7. identify and analyze the impact of US involvement on the native populations of these countries. 8. analyze how the Spanish American War transformed American into a world power. 	<p>Resources Ch 6 sec. 4(Labor) Ch 9 (Progressivism) <u>America</u> Textbook Ch 10 America Claims an Empire <u>History Alive – U.S. Coming of Age</u> Section 3 – Growth Of U.S. Imperialism Section 4 – World War I</p> <p><u>Lessons That Work</u> Volume 2 Chapter 5 U.S. abroad until 1945</p> <p>History Alive – Rise of Industrial America Section 3 – Progressives</p> <p>Vocabulary/Strategies 3. <u>Suggested Vocabulary:</u> blacklist, collective bargaining, labor union, scab, strike</p> <p>3c. <u>Suggested Vocabulary:</u> capitalism, Communism, Social Darwinism, socialism</p> <p>4. Suggested amendments: 16th, 17th, 18th and 19th</p> <p>4. Political cartooning Explain = cause and effect</p> <p><u>Suggested Vocabulary Imperialism:</u> commonwealth, militarism, nationalism, protectorate, spheres of influence, yellow journalism, imperialism</p> <p>Analyze contemporary pieces of yellow journalism: <u>The Star</u>, <u>The Enquirer</u>, etc. ◇</p>

History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

9-10 Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>E. Analyze connections between World War II, the Cold War and contemporary conflicts.</p>	<p><u>20th Century Conflict</u></p> <p>6. Trace the development of the United States as a world power with emphasis on:</p> <p>a. the decision to enter into World War I b. President Wilson’s Fourteen Point c. the Treaty of Versailles d. the decision of the United States not to participate in the League of Nations.</p> <p>7. Analyze the impact of United States participation in World War II, with emphasis on the change from isolationism to international involvement including the reaction to the attack on Pearl Harbor.</p>	<p>1. define “neutrality”, and explain American rationale for neutrality. 2. identify three events that led to US involvement in WWI. 3. explain how the 14 Points would, according to Wilson, establish a lasting peace, and allow the US to take a major role in mediating world disputes. 4. list four stipulations of the Treaty of Versailles in regards to Germany. 5. analyze why the European allies rejected the 14 points in favor of a treaty more punitive toward Germany. 6. explain why the US did not join the League of Nations. 7. evaluate the impact of US failure to join the League on the League’s ability to prevent future wars.</p> <p>1.I can define isolationism and explain how isolationist sentiment kept Americans from wanting to join in WWII.</p> <p>2.I can list events and policies which led the US to shift from isolationism to indirect support of the Allies.</p> <p>3. I can explain how the Japanese attack on Pearl Harbor led America into WWII.</p> <p>4. I can evaluate the impact of American industrial output on the allied victory in WWII.</p> <p>5.I can explain how American soldiers helped the allies win the war.</p> <p>6.I can give three examples of how WWII marked a shift from US isolationism to international involvement.</p>	<p><u>RESOURCES</u> <u>America</u> Textbook Ch 11 First World War Ch 16 World War Looms Ch 17 U.S. in World War II</p> <p><u>History Alive – U.S. Coming of Age</u> Section 4 – World War I <u>History Alive</u> U.S. in World War II Section 1 – Coming of WWII Section 2– U.S. goes to War Section 3– Homefront <u>Lessons That Work</u> Volume 2 Chapter 5 U.S. abroad until 1945</p> <p>Vocabulary/Strategies <u>Suggested Vocabulary:</u> appeasement Nazism collective security neutrality dictator nuclear warfare fascism totalitarian interventionism theatre of war Manhattan Project summit (conferences)</p> <p>Apply PROP for evaluating evidence</p> <p style="text-align: center;">◇</p>

	<p>8. Explain how the Cold War and related conflicts influenced United States foreign policy after 1945 with emphasis on:</p> <ul style="list-style-type: none"> a .the Marshall Plan b .communist containment, including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis c. the Korean War and the Vietnam War 	<p>1. I can explain the ideological differences between the US and the Soviet Union in 1945.</p> <p>2. I can define “containment” in the context of the Cold War.</p> <p>3.I can explain the major elements of the Marshall Plan.</p> <p>4.I can explain the goals of the Marshall plan with respect to America’s policy of containment.</p> <p>5.I can explain American strategy to contain the Soviets, including the use of both military and economic tactics.</p> <p>6.I can evaluate the impact of Truman Doctrine on US foreign policy decisions during the cold war.</p> <p>7.I can analyze the extent to which the US response to the Berlin Blockade and the Cuban Missile Crisis each reflected general US action toward the Soviet Union in the Cold War.</p> <p>8. I can evaluate the effectiveness of these actions in containing communism.</p> <p>9. I can explain “domino theory.”</p> <p>10. I can analyze the extent to which the Korean and Vietnam Wars reflecte foreign policy toward the Soviet Union.</p> <p>11.I can evaluate the US involvement in Korea and Vietnam and their effectiveness in containing communism.</p> <p>12.I can analyze the extent to which Us foreign policy was unduly influence by a Cold War mentality.</p>	
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History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

9-10 Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
	<p><u>The United States in the 20th Century</u></p> <p>9. Analyze the major political, economic and social developments of the 1920s including:</p> <ul style="list-style-type: none"> a. the Red Scare b. women’s right to vote c. African-American migrations from the South to the North d. immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan e. the Roaring Twenties and the Harlem Renaissance f. stock market speculation and the stock market crash of 1929. <p>10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on:</p> <ul style="list-style-type: none"> a. the Great Depression b. the Dust Bowl c. the New Deal. 	<p>1. evaluate and critique the major political, economic and social developments in the 1920s African-American migration from the South to the North;</p> <p>2. identify the importance of the Red Scare;</p> <p>3. equate the importance of women’s suffrage (right to vote) and the 19th amendment</p> <p>4. evaluate and critique the, economic developments of the 1920s stock market speculation and the stock market crash of 1929.</p> <p>5. explain how changing concepts of self and groups have affected the roles of minority group’s social and racial perceptions in the United States.</p> <p>1. understand and explain how government policies can effect the economic policies of the U.S.</p> <p>2. identify how the government’s establishing of legislation can effect the economy</p> <p>3. cite to defend the actions of Roosevelt’s New Deal policy in coping with the Great Depression</p>	<p>RESOURCES</p> <p><u>America</u> Textbook Ch 12 Politics of Roaring Twenties Ch 13 Roaring Life of 1920’s Ch 14 Great depression Begins Ch 15 New Deal</p> <p><u>History Alive</u> – Roaring Twenties Section 1 – Roaring Twenties Section 2 – Coming of the Great Depression Section 3 – Human Impact of Great Depression Section 4 – New Deal</p> <p><u>Lessons That Work</u> Volume 2 Chapter 6 Topic 2: Twenties – A Return to Normalcy?</p> <p>Vocabulary/Strategies</p> <p>Students review the Emergency Quota Act (1921) and the National Origins Act (1924). Student teams rewrite the original policy into a new policy to be enforced. It includes such issues as annual country quotas, occupation preferences, locations for settlements, literacy test, child employment, etc. Each team of students rewrites the policy adapted to the 2002-03 policy (including current data). The teams must justify and support their positions to the class.</p> <p><u>Suggested Vocabulary:</u> quotas, pop culture, prosperity, law of supply & demand, conservative, lynch, buying on margin, moderate, jazz age</p> <p>Apply PROP for evaluating evidence <></p>

	<p>11. Analyze the impact of United States participation in World War II with emphasis on:</p> <ul style="list-style-type: none"> a. events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce b. the internment of Japanese-Americans. 	<p>1. Identify the main players of the Axis powers, the countries in the Axis</p> <p>2 Assess the value or importance of the 9 steps to WWII and why the world stood by and watched Hitler break the treaty of Versailles.</p> <p>3. Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict</p> <p>4. Explain patterns of historical continuity and change in a succession of related events; compare and contrast different cultural perceptions of time</p> <p>5. Evaluate the consequences of government action regarding inconsistencies in minority treatment and demonstrate their understanding by creating a collage of pictures or words.</p>	
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History Standard (continued)

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9-10 Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
	<p>12. Explain major domestic developments after 1945 with emphasis on:</p> <ul style="list-style-type: none"> a. postwar prosperity in the United States b. McCarthyism c. the space race d. immigration patterns. <p>13. Trace social unrest, protest and change in the United States including:</p> <ul style="list-style-type: none"> a. antiwar protest during the Vietnam War b. the counterculture movement c. the women’s liberation movement. <p>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</p> <ul style="list-style-type: none"> a. <i>Brown v. Board of Education</i> b. changes in goals and tactics of leading civil rights advocates and organizations c. the linkages between the civil rights movement and movements to gain justice for other minority groups. 	<p>1. describe prosperity in the United States after 1945</p> <p>2. list and describe 4 facts about McCarthyism</p> <p>3. discuss opportunities and developments that made the space race possible</p> <p>4. describe immigration patterns in the U.S. after 1945</p> <p>1. list anti-war protest during the Vietnam War</p> <p>2. describe the counter culture movement</p> <p>3. explain major changes for the women’s liberation movement</p> <p>1. describe how <i>Brown v. Board of Education</i> changes civil right in America</p> <p>2. list how civil rights groups went about promoting change</p> <p>3. analyze and list how the civil rights movement promoted justice for other minorities</p>	<p>RESOURCES <u>America</u> Textbook Ch 18 Cold War Conflicts</p> <p><u>History Alive</u> The Cold War Section 1 – Early Cold War tensions</p> <p>Vocabulary/Strategies <u>Suggested Vocabulary:</u> arms race brinkmanship demilitarization zone domino theory flexible response Iron Curtain massive retaliation satellite nations</p> <p>Apply PROP for evaluating evidence.</p> <p style="text-align: right;">◇</p>

Lakewood City Schools Social Studies Standards-Based Course of Study – Tenth Grade

People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

9-10 Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>A) Analyze the influence of different cultural perspectives on the actions of groups.</p> <p>B) Analyze the consequences of oppression, discrimination and conflict between cultures.</p> <p>C) Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.</p>	<p><u>Cultures</u></p> <ol style="list-style-type: none"> 1. Describe how the perspectives of cultural groups helped to create political action groups such as: <ol style="list-style-type: none"> a. The National Association for the Advancement of Colored People (NAACP) b. National Organization for Women (NOW) c. American Indian Movement (AIM) d. United Farm Workers. 2. Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States. <p><u>Interaction</u></p> <ol style="list-style-type: none"> 3. Explain how Jim Crow laws legalized discrimination based on race. 4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century. 	<ol style="list-style-type: none"> 1. Identify the important issues of the time for minority groups 2. Make a judgment regarding States Rights as to when the federal government can overturn states laws 3. Assess the value or importance of the civil rights of an individual vs. constitutional protection 4. Supreme courts belief on African Americans <ol style="list-style-type: none"> 1. View three pieces of art from the period and compare three views of the same concept. 2. read written material from, mainstream America, Harlem, Latin America and the native peoples of our country, and notice the comparisons in style, and importance to their respective groups 3. explain how each different group contrast these same views. <ol style="list-style-type: none"> 1. identify the different parts of the Jim Crow Laws that created a racist caste system – rigid anti-black laws 2. identify the consequences for blacks that defied the Jim Crow laws: <ol style="list-style-type: none"> 1. lynching 2. prison 3. harassment to family/friends 4. loss of body parts 5. beatings 6. loss of privileges 	<p><u>RESOURCES</u></p> <p><u>America</u> Textbook Ch 21 Civil Rights Ch 23 Era of Social Change</p> <p><u>History Alive</u> Civil Rights Movement Section 1 – Challenges and Benefits of Am. Pluralism Section 2 – African American Civil Rights Movement Section 3 – Widening Struggle for Equal Rights Section 4 – Civil Rights Today</p> <p>Vocabulary/Strategies Great Society Integration</p> <p>Apply PROP for evaluating evidence.</p> <p style="text-align: center;">◇</p>

People in Societies Standard (continued)

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

9-10 Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
	<p><u>Diffusion</u></p> <p>5. Explain the effects of immigration on society in the United States:</p> <ul style="list-style-type: none">a. housing patternsb. political affiliationc. education systemd. languagee. labor practicesf. religion.		

Lakewood City Schools Social Studies Standards-Based Course of Study – Tenth Grade

Geography Standard

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

9-10 Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>A) Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.</p> <p>B) Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.</p> <p>C) Analyze the patterns and processes of movement of people, products and ideas.</p>	<p><u>Places and Regions</u></p> <p>1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including:</p> <p>a. urban areas b. wilderness c. farmland d. centers of industry and technology.</p> <p><u>Human Environmental Interaction</u></p> <p>2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.</p> <p><u>Movement</u></p> <p>3. Analyze the geographic processes that contributed to changes in American society including:</p> <p>a. industrialization and post-industrialization b. urbanization and suburbanization c. immigration.</p>	<p>1. describe how industrialization created tenements 2. describe how industrialization created unsanitary working conditions 3. describe life in a tenement 4. define tenement 5. define urbanization 6. describe the difference between urban and rural life 7. describe how land usage changed with farmland and wilderness 8. analyze the effects of technology and industrialization on the environment</p> <p>1. I can identify productive resources, such as coal, natural gas, water, wind etc 2. explain the impact of globalization on the environment 3. identify and define natural resources 4. define industrialization 5. describe changes in technology over time 6. describe changes in transportation 7. describe how communication over time 8. I can develop a map to demonstrate the location of various natural resources in different countries 9. I can explain how globalization has led to a greater degree of interdependence 5. explain how changing concepts of self and groups have affected the roles of minority group’s social and racial perceptions in the United States.</p> <p>1. define urbanization 2. define suburbanization 3. identify immigration patterns in the US 4. analyze the effects of industrialization on population 5. explain how urbanization led to suburbanization 6. describe how industrialization led to urbanization 7. explain suburbanization</p>	<p><u>RESOURCES</u> <u>America</u> Textbook Ch 21 Civil Rights Ch 23 Era of Social Change</p> <p><u>History Alive</u> Civil Rights Movement Section 1 – Challenges and Benefits of Am. Pluralism Section 2 – African American Civil Rights Movement Section 3 – Widening Struggle for Equal Rights Section 4 – Civil Rights Today</p> <p>Vocabulary/Strategies Great Society Integration</p> <p>Apply PROP for evaluating evidence</p> <p style="text-align: right;">◇</p>

	<p><u>Government and the Economy</u></p> <p>3. Demonstrate how United States governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses.</p> <p>4. Explain the reasons for the creation of the Federal Reserve System and its importance to the economy.</p> <p>5. Analyze the impact of the Great Depression and World War II on the economy of the United States and the resulting expansion of the role of the federal government.</p>	<p>1.explain how Nixon’s consolidation of 15 federal pollution programs into the environmental protection agency set the path for America’s future pollution legislation.</p> <p>2. Understand the role of money, banking, and financial institutions and how individuals and businesses use them.</p> <p>3. Analyze the role of government as participant in an economy through taxation, spending, and policy setting.</p> <p>4. Provide examples of how groups and individuals faced choices and consider price and personal values, etc., in making choices in present and in historical situations.</p> <p>1 Asses the value or importance of the creation of the Federal Reserve in 1913 by the Federal Reserve Act, to control and stabilize our currency.</p> <p>2. Explain the function of the Federal Reserve board’s role in addressing the problem of banking panics, striking a balance between the private interests of banks and the centralized responsibility of government and facilitate the exchange of payments among regions.</p> <p>1. Identify the traits of responsible citizenship and explain how they contribute to the democratic ideal</p> <p>2.Explain how U.S. citizens govern through representative government and empower representatives to make, interpret, and enforce laws to carry out public policy</p> <p>3.analyze, evaluate and critique the causes and consequences of major political, economic and social developments of the 1930s with emphasis on the Great Depression, the Dust Bowl and the New Deal.</p> <p>4. analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government</p>	
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Lakewood City Schools Social Studies Standards-Based Course of Study – Tenth Grade

Government Standard

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

9-10 Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>A) Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.</p> <p>B) Analyze the differences among various forms of government to determine how power is acquired and used.</p>	<p><u>Rules and Laws</u></p> <ol style="list-style-type: none"> 1. Examine the United States Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including: <ol style="list-style-type: none"> a. <i>Plessy v. Ferguson</i> b. <i>Brown v. Board of Education</i> c. <i>Regents of the University of California v. Bakke</i>. 2. Explain why the 19th and 26th Amendments were enacted and how they affected individuals and groups. 	<ol style="list-style-type: none"> 1. give 3 examples of how the Constitution was amended and changed over time 2. explain the role of the Supreme Court in interpreting the Constitution 3. can explain that the Supreme Court decisions change over time due to the evolving social and political climate of the US 4. explain how Plessy v. Ferguson created the separate but equal doctrine 5. explain how Brown v. Board overturned the separate but equal doctrine in public education 6. I can define affirmative action 7. identify arguments supporting and opposing affirmative action 8. explain how Regents of the University of California v. Bakke challenged affirmative action <ol style="list-style-type: none"> 1. define suffrage 2. identify the 19th amendment 2. identify the 26th amendment 3. describe the causes and effects of the passage of the 19th amendment on women 4. describe the causes and effects of the passage of the 26th amendment on 18 yr old citizens 	<p><u>RESOURCES</u></p> <p><u>America</u> Textbook Ch 25 The conservative tide Ch 26 Issues for the 21st century</p> <p><u>History Alive</u> Contemporary Am. Society Section 3 – Idealism and Dissent in 1960’s</p> <p><u>History Alive</u> Contemporary American society Section 2 – A Case Study of Vietnam War</p> <p>Vocabulary/Strategies <u>Suggested Vocabulary:</u> arms race brinkmanship demilitarization zone domino theory flexible response</p> <p>Apply PROP for evaluating evidence5</p> <p style="text-align: right;">◇</p>

Lakewood City Schools Social Studies Standards-Based Course of Study – Tenth Grade

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

9-10 Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>A) Analyze ways people achieve governmental change, including political action, social protest and revolution.</p> <p>B) Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others and the common good.</p>	<p><u>Participation</u></p> <ol style="list-style-type: none"> 1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on: <ol style="list-style-type: none"> a. Extension of suffrage b. Labor legislation c. Civil rights legislation d. Military policy e. Environmental legislation f. Business regulation g. Educational policy. 2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including: <ol style="list-style-type: none"> a. Women’s suffrage movement of the late 1800s b. Civil rights movement of the 1960s c. Student protests during the Vietnam War. 	<ol style="list-style-type: none"> 1. describe how people have gained suffrage 2. list legislation related to: labor, civil rights environment 3. describe business regulation by the government 4. explain how governmental policy has changed the military and education 5. describe how political parties, interest groups, lobbyists, media, and the people can effect changes in governmental policy and regulation <ol style="list-style-type: none"> 1. Describe the women’s struggle for rights 2. define civil disobedience 3. explain several forms of dissent and the consequences 4. Evaluate the application of various forms of dissent or disagreements 5. analyze the effectiveness and consequences of student protest during the Vietnam era 	<p><u>RESOURCES</u></p> <p><u>America</u> Textbook Ch 21 Civil Rights Ch 23 Era of Social Change</p> <p><u>History Alive</u> Civil Rights Movement Section 1 – Challenges and Benefits of Am. Pluralism Section 2 – African American Civil Rights Movement Section 3 – Widening Struggle for Equal Rights Section 4 – Civil Rights Today</p> <p>Vocabulary/Strategies Great Society Integration</p> <p>Apply PROP for evaluating evidence.</p> <p style="text-align: center;">◇</p>

Citizenship Rights and Responsibilities Standard (continued)

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

9-10 Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
	<p><u>Rights and Responsibilities</u></p> <p>3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:</p> <ul style="list-style-type: none"> a. clear and present danger b. Compelling government interest c. National security d. Libel or slander e. Public safety f. Equal opportunity. <p>4. Analyze instances in which the rights of individuals were restricted including:</p> <ul style="list-style-type: none"> a. Conscientious objectors in World War I b. Immigrants during the Red Scare c. Intellectuals and artists during the McCarthy Era d. African-Americans during the civil rights movement. 	<p>1. Explain specific rights guaranteed by the Constitution and how these rights are related to responsibilities</p> <p>2. Explain key democratic ideals of the U.S. government and discuss their application in specific situations</p> <p>3. describe situations when the government must limit citizens rights</p> <p>4. define the terms liable, slander and public safety</p> <p>1. list examples in the 20th century when citizens rights were restricted</p> <p>2. Describe and explain how national interests affect personal rights</p> <p>3. Describe the red scare and how it affected immigrants</p> <p>4. List three intellectuals and artists during the McCarthy era that were restricted from practicing their craft</p> <p>5. Define Conscientious objector.</p> <p>6. Explain how rights of African Americans rights were restricted during the civil rights era</p>	<p><u>RESOURCES</u></p> <p><u>America</u> Textbook Ch 24 An Age of Limits Ch 25 Conservative Tide Ch 26 U.S. and Today's World</p> <p><u>History Alive</u> Contemporary Am. Society Section 4 – Reaction from Political Right</p> <p>Vocabulary/Strategies</p> <p>12. <u>Suggested Vocabulary</u>: consumerism, inflation, trickle down, stagflation, supply side, impeachment, resignation</p> <p>Apply PROP for evaluating evidence.</p> <p style="text-align: center;">◇</p>

Lakewood City Schools Social Studies Standards-Based Course of Study – Tenth Grade

Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

9-10 Benchmarks	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<p>A) Evaluate the reliability and credibility of sources.</p> <p>B) Use data and evidence to support or refute a thesis.</p>	<p><u>Thinking and Organizing</u></p> <ol style="list-style-type: none"> 1. Determine the credibility of sources by considering the following: <ol style="list-style-type: none"> a. The qualifications and reputation of the writer b. Agreement with other credible sources c. Recognition of stereotypes d. Accuracy and consistency of sources e. The circumstances in which the author prepared the source. 2. Critique evidence used to support a thesis. <p><u>Communicating Information</u></p> <ol style="list-style-type: none"> 3. Analyze one or more issues and present a persuasive argument to defend a position. 		<p>◇</p>