



HUDSONVILLE HIGH SCHOOL COURSE FRAMEWORK



COURSE / SUBJECT

US History A

OVERARCHING/ESSENTIAL SKILLS	UNIT PACING	UNIT LEARNING TARGETS (By the end of the unit, students will be able to. . .)	STANDARD
Collaborating with others --Developing written and oral communication skills --Identifying cause and effect relationships --Making connections between different events that have occurred at different times --Evaluating key decisions made regarding significant events and considering alternatives to those made	Industrialization of America 7 days	...identify and describe the economic policies of government and industrial leaders ...describe the economic, social, and political impact brought upon by the increase in labor through immigration and migration ...identify the effect technological advances	6.1.1 Factors in the American Industrial Revolution 6.1.3 Urbanization – Analyze the changing urban and rural landscape
	Progressive Movement/Response to Industrialization 7 days	...describe the major changes to the Constitution caused by Progressivism, including the 16th, 17th, 18th, and 19th Amendments ...identify, describe, and evaluate new regulatory legislation ...analyze the successes and failures of efforts to expand women’s rights, and the eventual ratification of the 19th Amendment.	6.3.1 Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 6.3.2 Causes and Consequences of Progressive Reform 6.3.3 Women’s Suffrage
	Imperialism 7 days	...locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America’s global influence and redefining its foreign policy.	6.2.1 Growth of U.S. Global Power

OVERARCHING/ESSENTIAL SKILLS	UNIT PACING	UNIT LEARNING TARGETS (By the end of the unit, students will be able to . . .)	STANDARD
	WWI 8 days	<p>...explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.</p> <p>...analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women’s suffrage.</p> <p>...explain how Wilson’s “Fourteen Points” differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe.</p>	<p>6.2.2 WWI</p> <p>6.2.3 Domestic Impact of WWI</p> <p>6.2.4 Wilson and His Opponents</p>
	1920s 8 days	<p>...identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including cultural movements, such as the Harlem Renaissance and the “lost generation”, and the struggle between “traditional” and “modern” America</p>	<p>7.1.1 The Twenties</p> <p>6.1.4 Population Changes--Great Migration</p>

	UNIT PACING	UNIT LEARNING TARGETS	STANDARD
	<p>Great Depression</p> <p>8 days</p>	<p>...explain and evaluate the multiple causes and consequences of the Great Depression by analyzing the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl</p> <p>...describe the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families;</p> <p>...differentiate between Hoover's and FDR's policies and their impact</p> <p>...explain and evaluate Roosevelt's New Deal Policies including expanding the federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly</p> <p>...describe the opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws</p> <p>...identify the consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation</p>	<p>7.1.2 Causes and Consequences of the Great Depression</p> <p>7.1.3 The New Deal</p>

	UNIT PACING	UNIT LEARNING TARGETS	STANDARD
	<p>WWII</p> <p>12 days</p>	<p>...analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war including the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan, United States neutrality, and the bombing of Pearl Harbor</p> <p>...evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world</p> <p>...analyze the changes in American life brought about by U.S. participation in World War II including mobilization of economic, military, and social resources, the role of women and minorities in the war effort, the role of the home front in supporting the war effort (e.g., rationing, work hours, taxes), and the internment of Japanese-Americans</p>	<p>7.2.1 Causes of WWII</p> <p>7.2.2 U.S. and the Course of WWII</p> <p>7.2.3 Impact of WWII on American Life</p>



HUDSONVILLE HIGH SCHOOL COURSE FRAMEWORK



COURSE / SUBJECT

US History B

OVERARCHING/ESSENTIAL SKILLS	UNIT PACING	UNIT LEARNING TARGETS (By the end of the unit, students will be able to...)	STANDARD
<p>--Collaborating with others --Developing written and oral communication skills --Identifying cause and effect relationships --Making connections between different events that have occurred at different times --Evaluating key decisions made regarding significant events and considering alternatives to those made</p>	<p>The Holocaust 5 days</p>	<p>...understand and explain the origins of Hitler’s “Final Solution,” its objectives/strategies, the Allied response to it, and its long-term effects. ...make connections between the Holocaust and more contemporary events involving genocide.</p>	<p>7.2.4</p>
	<p>Communism and the Cold War 10 days</p>	<p>...contrast the philosophies of communism and capitalism and explain how their opposing values served as a source of tension between the US and USSR. ...identify and explain major events between the US and USSR from 1945-1961 and their impact on Cold War tensions ...identify the different policies the American government devised in response to the threat of Communist expansion ...identify and evaluate the impact the Cold War had on American society</p>	<p>8.1.1, 8.1.2, 8.2.2 (McCarthyism)</p>
	<p>1950s and Civil Rights Movement 16 days</p>	<p>...describe the predominant values and priorities of Americans in the years following WWII, most notably an emphasis on conservatism and conformity and identify/explain the factors that contributed to it ...describe and differentiate between the social expectations placed on men, women, and American youth ...describe the origins of the civil rights movement and identify/explain the key events of the 1950s that triggered it ...compare/contrast the different organizations and methods used to achieve their goals ...trace the events that would lead to the passage of the Civil Rights Act of 1964 and Voting Rights Act of 1965 ...compare and contrast MLK Jr.s philosophy of nonviolent resistance to Malcolm X’s emphasis on black nationalism</p>	<p>8.2.1--baby boom, suburbanization 8.2.2--GI Bill of Rights, Federal Highways Act, National Defense Act 8.3.1-- 8.3.2--connecting ideas of MLK’s speech with CDV 8.3.5--Selma, Birmingham, Detroit</p>

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	JFK/LBJ 9 days	...compare and contrast the goals/objectives of JFK and LBJ and successfully they fulfilled them ...evaluate JFK's responses to Cold War events in Cuba and Germany ...describe the events surrounding the JFK assassination and evaluate the conclusions made by the Warren Commission	8.1.2--Cuba, Germany, and Vietnam 8.2.3--New Frontier and Great Society
	Vietnam War 7 days	...describe the origins of America's involvement in Vietnam and compare/contrast the policies of Eisenhower, Kennedy, Johnson, and Nixon regarding the conflict there ...describe and evaluate America's military strategy in Vietnam, Americans' response to it, and its political impact	8.1.2-- 8.2.4--anti-war/counterculture movements
	1970s: Nixon/ Watergate, Ford, Carter 7 days	...compare, contrast, and evaluate the policies of presidents Nixon, Ford, and Carter regarding their economic, social, and foreign policies ...trace the events surrounding the Watergate scandal and identify the political impact on Nixon's and Ford's presidencies and America's trust in government	8.2.4--Watergate, anti-war mvt. 8.1.3--Detente
	Reagan '80s 3 days	...differentiate between Reagan's conservative foreign and domestic policies and those of his immediate Democratic predecessors ...compare Reagan's Cold War policies to those of previous presidents and trace the events that led to the end of the Cold War	8.1.3--end of cold war 8.2.4--Reagan's domestic policies 9.1.2--growth of conservative mvt.