

# SYRACUSE CITY SCHOOL DISTRICT ACTIVE CITIZENSHIP 1.0

## United States History and Government

First Quarter (IA Cycle 1): Forming a Union: Colonial and Constitutional Foundations (1607-ca. 1800)	
<b>Key Ideas</b>	<p><b>11.11 THE UNITED STATES IN A GLOBALIZING WORLD (1990 – present)</b> The United States' political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world. (Standards: 1, 2, 4, 5; Themes: TCC, GOV, CIV, TECH, EXCH)</p> <p><b>11.1 COLONIAL FOUNDATIONS (1607– 1763):</b> European colonization in North America prompted cultural contact and exchange among diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America. (Standards: 1, 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, EXCH)</p> <p><b>11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824):</b> Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. (Standards: 1, 5; Themes: TCC, GOV, CIV, ECO)</p>
Common Core Targeted Anchor Standards	Social Studies Targeted Skills & Practices
<p><i>Reading Informational Text:</i></p> <ul style="list-style-type: none"> <li>▪ Close Reading, Cite Evidence (RI.1, RI.4, RI.9)</li> <li>▪ Secondary Source Synthesis (RI.2, RI.3)</li> <li>▪ Primary Source Point of View, Rhetoric, and Reasoning (RI.6, RI.8, RI.9)</li> <li>▪ Integration of Knowledge (RI.7)</li> </ul> <p><i>Speaking &amp; Listening</i></p> <ul style="list-style-type: none"> <li>▪ Comprehension &amp; Collaboration (SL.1, SL.2, SL.3)</li> <li>▪ Presentation of Ideas (SL.4)</li> </ul> <p><i>Writing and Research</i></p> <ul style="list-style-type: none"> <li>▪ Thematic</li> <li>▪ Argumentative (DBQ)</li> <li>▪ Research (W2, W7, W8, W9)</li> </ul>	<p>Gathering, Using, and Interpreting Evidence</p> <ul style="list-style-type: none"> <li>➤ Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.</li> <li>➤ Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</li> <li>➤ Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.</li> <li>➤ Describe, analyze, and evaluate arguments of others.</li> </ul> <p>Chronological Reasoning and Causation</p> <ul style="list-style-type: none"> <li>➤ Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</li> <li>➤ Identify, analyze, and evaluate the relationship between multiple causes and effects</li> <li>➤ Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</li> </ul> <p>Civic Participation</p> <ul style="list-style-type: none"> <li>➤ Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</li> </ul>

## SYRACUSE CITY SCHOOL DISTRICT ACTIVE CITIZENSHIP 1.0

Second Quarter (IA Cycle 2): Expansion, Nationalism, Sectionalism, and Reconstruction 1800-1900	
<b>Key Ideas</b>	<p><b>11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865):</b> As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)</p> <p><b>11.4 POST-CIVIL WAR ERA (1865 – 1900):</b> Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. (Standards: 1, 4, 5; Themes: ID, TCC, CIV, ECO)</p>
Common Core Targeted Anchor Standards	Social Studies Targeted Skills & Practices
<p><i>Reading Informational Text:</i></p> <ul style="list-style-type: none"> <li>▪ Close Reading, Cite Evidence (RI.1, RI.4, RI.9)</li> <li>▪ Secondary Source Synthesis (RI.2, RI.3)</li> <li>▪ Primary Source Point of View, Rhetoric, and Reasoning (RI.6, RI.8, RI.9)</li> <li>▪ Integration of Knowledge (RI.7)</li> </ul> <p><i>Speaking &amp; Listening</i></p> <ul style="list-style-type: none"> <li>▪ Comprehension &amp; Collaboration (SL.1, SL.2, SL.3)</li> <li>▪ Presentation of Ideas (SL.4)</li> </ul> <p><i>Writing and Research</i></p> <ul style="list-style-type: none"> <li>▪ <i>Thematic Essay</i></li> <li>▪ <i>Argumentative (DBQ)</i></li> <li>▪ <i>Research (W2, W7, W8, W9)</i></li> </ul>	<p>Gathering, Using, and Interpreting Evidence</p> <ul style="list-style-type: none"> <li>➤ Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.</li> <li>➤ Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</li> <li>➤ Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.</li> <li>➤ Describe, analyze, and evaluate arguments of others.</li> </ul> <p>Chronological Reasoning and Causation</p> <ul style="list-style-type: none"> <li>➤ Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</li> <li>➤ Identify, analyze, and evaluate the relationship between multiple causes and effects</li> <li>➤ Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</li> </ul> <p>Civic Participation</p> <ul style="list-style-type: none"> <li>➤ Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</li> </ul> <p>Comparison and Contextualization</p> <ul style="list-style-type: none"> <li>➤ Identify, compare, and evaluate multiple perspectives on a given historical experience.</li> <li>➤ Identify and compare similarities and differences among historical developments over time and in different geographical and cultural contexts.</li> </ul>

## SYRACUSE CITY SCHOOL DISTRICT ACTIVE CITIZENSHIP 1.0

Third Quarter (IA Cycle 3): Industrialization, Imperialism, Prosperity and Depression 1870-1939	
<b>Key Ideas</b>	<p><b>11.5 INDUSTRIALIZATION AND URBANIZATION (1870 – 1920):</b> The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)</p> <p><b>11.6 THE RISE OF AMERICAN POWER (1890 – 1920):</b> Numerous factors contributed to the rise of the United States as a world power. Debates over the United States' role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. (Standards: 1, 2, 3, 4; Themes: GEO, SOC, GOV, ECO)</p> <p><b>11.7 PROSPERITY AND DEPRESSION (1920 – 1939):</b> The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period the nation faced significant domestic challenges including the Great Depression. (Standards: 1, 4; Themes: ID, TCC, SOC, CIV)</p>
Common Core Targeted Anchor Standards	Social Studies Targeted Skills & Practices
<p><i>Reading Informational Text:</i></p> <ul style="list-style-type: none"> <li>▪ Close Reading, Cite Evidence (RI.1, RI.4, RI.9)</li> <li>▪ Secondary Source Synthesis (RI.2, RI.3)</li> <li>▪ Primary Source Point of View, Rhetoric, and Reasoning (RI.6, RI.8, RI.9)</li> <li>▪ Integration of Knowledge (RI.7)</li> </ul> <p><i>Speaking &amp; Listening</i></p> <ul style="list-style-type: none"> <li>▪ Comprehension &amp; Collaboration (SL.1, SL.2, SL.3)</li> <li>▪ Presentation of Ideas (SL.4)</li> </ul> <p><i>Writing and Research</i></p> <ul style="list-style-type: none"> <li>▪ Thematic Essay</li> <li>▪ Argumentative (DBQ)</li> <li>▪ Research (W2, W7, W8, W9)</li> </ul>	<p>Gathering, Using, and Interpreting Evidence</p> <ul style="list-style-type: none"> <li>➤ Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.</li> <li>➤ Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</li> <li>➤ Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.</li> <li>➤ Describe, analyze, and evaluate arguments of others.</li> </ul> <p>Chronological Reasoning and Causation</p> <ul style="list-style-type: none"> <li>➤ Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</li> <li>➤ Identify, analyze, and evaluate the relationship between multiple causes and effects</li> <li>➤ Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</li> </ul> <p>Civic Participation</p> <ul style="list-style-type: none"> <li>➤ Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</li> </ul> <p>Comparison and Contextualization</p> <ul style="list-style-type: none"> <li>➤ Identify, compare, and evaluate multiple perspectives on a given historical experience.</li> <li>➤ Identify and compare similarities and differences among historical developments over time and in different geographical and cultural contexts.</li> </ul>

## SYRACUSE CITY SCHOOL DISTRICT ACTIVE CITIZENSHIP 1.0

Fourth Quarter (IA Cycle 4): 1935-1990	
<b>Key Ideas</b>	<p><b>11.8. WORLD WAR II (1935 – 1945):</b> The participation of the United States in World War II was a transformative event for the nation and its role in the world. (Standards: 1, 2; Themes: TCC, GOV, CIV, TECH)</p> <p><b>11.9 COLD WAR (1945 – 1990):</b> In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. (Standards: 1, 2, 3; Themes: TCC, GOV, ECON)</p> <p><b>11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present):</b> Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. (Standards: 1, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, ECO)</p>
Common Core Targeted Anchor Standards	Social Studies Targeted Skills & Practices
<p><i>Reading Informational Text:</i></p> <ul style="list-style-type: none"> <li>▪ Close Reading, Cite Evidence (RI.1, RI.4, RI.9)</li> <li>▪ Secondary Source Synthesis (RI.2, RI.3)</li> <li>▪ Primary Source Point of View, Rhetoric, and Reasoning (RI.6, RI.8, RI.9)</li> <li>▪ Integration of Knowledge (RI.7)</li> </ul> <p><i>Speaking &amp; Listening</i></p> <ul style="list-style-type: none"> <li>▪ Comprehension &amp; Collaboration (SL.1, SL.2, SL.3)</li> <li>▪ Presentation of Ideas (SL.4)</li> </ul> <p><i>Writing and Research</i></p> <ul style="list-style-type: none"> <li>▪ <i>Thematic Essay</i></li> <li>▪ Argumentative (DBQ)</li> <li>▪ Research (W2, W7, W8, W9)</li> </ul>	<p>Gathering, Using, and Interpreting Evidence</p> <ul style="list-style-type: none"> <li>➤ Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.</li> <li>➤ Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</li> <li>➤ Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.</li> <li>➤ Describe, analyze, and evaluate arguments of others.</li> </ul> <p>Chronological Reasoning and Causation</p> <ul style="list-style-type: none"> <li>➤ Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</li> <li>➤ Identify, analyze, and evaluate the relationship between multiple causes and effects</li> <li>➤ Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</li> </ul> <p>Civic Participation</p> <ul style="list-style-type: none"> <li>➤ Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</li> </ul> <p>Comparison and Contextualization</p> <ul style="list-style-type: none"> <li>➤ Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.</li> <li>➤ Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).</li> </ul>