

## IMPACTS AND OUTCOMES HIGH SCHOOL COURSE OPTION

### Considerations for Curriculum Development

#### **High School Course Contextual Theme: American Studies**

*A modern United States – its government, economy and geography through the lens of history from the 1870s to present.*

#### **Assumptions and Goals of Curriculum Development**

The focus of high school course 3 will be to continue to build upon students' prior contextual knowledge of early American studies and world history, now focusing on the role of modern America within the context of history. Historical studies should include civic mindedness, economic decision making and geographic reasoning, while considering multiple perspectives and viewpoints. Furthermore, students will continue to refine their critical thinking skills around the many cause and effect relationships within the context of history, emphasizing the late 19<sup>th</sup> century to present. Throughout this course, students should be working towards mastery of all Practices of the Inquiry Cycle.

**Summative grade level compelling questions may include, but are not limited to, the following:**

Is America the country it set out to be?  
Is America a land of opportunity?  
Is America still a superpower?  
What does it mean to be an American?

#### **Contextual Inquiries by Disciplinary Core Concept**

##### **Civic Mindedness**

How does the government of the United States embody the purposes, values and principles of a representative democracy?

How has the United States Constitution allowed the government to change over time to meet the changing needs of society?

What are the roles, rights and responsibilities of United States citizens?

What is the role of the United States government in promoting the general welfare of society?

How does civic engagement in a democracy impact the government's effectiveness?

Why are the ongoing functions of a political system necessary for a democratic form of government to be effective?

In what ways does or does not the United States government protect the rights and liberties of its citizens?

How does the United States government respond to contemporary issues and societal problems?

How has the United States' domestic and foreign policy changed over time?

### **Economic Decision Making**

How do scarcity of resources necessitate choices at both the personal and societal levels?

How does the United States government consider revenues, costs and opportunity when planning expenditures?

How do corporations, labor unions, banks, stock markets, cooperatives and partnerships deal with scarcity?

What are the strategies for maximizing profits based on the different roles of producers, entrepreneurs, workers, savers and investors in the free enterprise system?

What are the cause-effect relationships between the level of competition in a market and the number of buyers and sellers?

How do laws and government mandates, such as anti-trust legislation, tariff policy and regulatory policy, affect the United States and the global marketplace?

Why do unions, anti-trust laws, tariff policy, price controls, subsidies and tax incentives affect relationships on production, distribution and consumption in the United States?

How has new knowledge, technological change and investments in capital goods and human capital/resources increased productivity in the United States?

How has the United States responded to issues of interdependence: natural resource dependencies, economic sanctions, environmental and humanitarian issues?

How are international economies affected by and affect American economic policies?

### **Geographical Reasoning**

What are the cultural elements of diverse groups in the United States?

How do belief systems, knowledge, technology and behavior patterns define cultures?

How are various human needs met through interactions with and among family, religion, education, government and the economy in the United States?

Why have conflicts such as violence, difference of opinion, stereotypes, prejudice, and discrimination developed as cultures emerged in the United States?

How have characteristics of compromise and cooperation influenced interactions through peace studies, treaties and conflict resolution in the United States?

How do the cultural elements of beliefs, customs/traditions, languages, skills, literature and the arts of diverse groups compare today to those of the past?

What places and regions serve as meaningful symbols for Americans?

Why have stereotypes developed about places or regions in the United States?

What are the causes of movement and settlement in the United States and their impacts in different places and at different times in history?

How has technology influenced the development of cities, interstate highways, airports, rivers, railroads, computers and telecommunications in the United States?

## **Historical Thinking**

What significant individuals and groups impacted U.S. history?

What are the social, political and economic characteristics of each era in U.S. history?

How has the role of the United States in the global community changed over time?

How have advances in research, science and technology had a significant impact on historical events, American society and the global community?

What is the relationship between the gender, race, region, ethnicity, nationality, age, economic status, religion, politics and geography of people and historical events in U.S. history?

How have significant historical developments and events shaped U.S. history?

How effective were the Reconstruction programs?

How has the rise of big business, factories, mechanized farming and the labor movement impacted the lives of Americans?

What was the impact of massive immigration after the Civil War?

How did the changes in imperialism, industrial capitalism, urbanization, political corruption and initiation of reforms impact the Progressive Movement, World War I and the Twenties?

Why did the Great Depression, New Deal policies and World War II transform America socially and politically at home and reshape its role in world affairs?

How was economic growth impacted in America as a result of World War II, struggles for racial and gender equality, the extension of civil liberties and conflicts over political issues?

How have American policies developed or changed to address the modern day challenges of population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances and the globalization of the economy?

### **\*\*Sample Historical Contexts:**

*May include, but are not limited to the following:* Westward Expansion, Industrialization, Immigration and Migration, Gilded Age, Progressivism, Suffrage Movement, Civil Rights Movements, Imperialism, Roaring 20s, Great Depression, Global Wars, Cold War, Reform Movements, Contemporary Challenges, Globalization, etc.

## **Civic Mindedness**

**HS1.CM.1 Civic and Political Institutions** *Distinguish the powers and responsibilities of local, state, national and international civic and political institutions.*

**HS3.CM.1 Civic and Political Institutions** *Analyze and evaluate the roles of US citizens as compared to the roles of citizens in other countries.*

**HS4.CM.1 Civic and Political Institutions** *Compare and evaluate the effectiveness of domestic and foreign policies of the United States and other countries.*

**HS4.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles**

*Demonstrate deliberative processes by applying democratic principles when making decisions and reaching judgments as an individual and in groups for diverse situations.*

**Key Idea:** The government of the United States was founded to promote the greater good and to allow all eligible citizens to have an equal say in governance.

**Students who demonstrate understanding of these standards, can address the following compelling questions:**

How does the U.S. Constitution limit the powers of government?

How are Americans granted unique rights and freedoms?

Who benefits from American policy?

Can we always do what is best for the general welfare of society?

**Students who demonstrate understanding of these standards, can address the following supporting questions:**

How are powers shared among different levels and branches of government?

What are the roles, rights and responsibilities of American citizens?

How much money is spent on foreign aid?

How do democratic principles relate to the general welfare?

**Fundamental Understandings:**

- The provisions of the U.S. Constitution have allowed the government to change over time to meet the changing needs of society.
- In the United States, the power to govern comes from the people.
- Foreign policy changes over time to reflect the nation's best interest.
- Decision-making in a democracy involves elements of both consensus and majority rule.

**Key Concepts:**

*May include, but are not limited to the following:* campaigns, checks and balances, citizens, citizens' roles, civic institutions, civic participation, consensus, constituents, culture, decision-making, deliberation, democracy, domestic policy, elections, equality, federalism, foreign policy, forms of government, freedom, general welfare, individual human dignity, justice, liberty, local government, majority rule, national government, perspectives, political identity, political institutions, political parties, powers of government, protection of minority rights, responsibilities, responsibilities of government, rights, role of the media, rules of law, separation of powers, societal issues, societal needs, state government, trade, U.S. Constitution, voting, etc.

## **Economic Decision Making**

**HS1.EDM.4 [Economic Decision Making](#)** *Explain and evaluate how incentives influence both individual and group choices and government policies.*

**HS3.EDM.5 [Exchange and Markets](#)** *Evaluate the effectiveness of government policies to regulate markets and analyze the impact of intended and unintended consequences of these policies on market outcomes.*

**HS4.EDM.5 [Exchange and Markets](#)** *Use economic analysis to determine the impact of property rights and the rule of law on a market economy.*

**HS3.EDM.6 [National Economy](#)** *Evaluate government monetary and fiscal policy choices in a variety of economic conditions, both past and present.*

**HS4.EDM.6 [National Economy](#)** *Evaluate and critique the intended and unintended consequences of policies on fluctuations in growth, supply, spending, inflation and employment.*

**Key Idea:** The consideration of social costs is an important component of the economic decision-making process.

**Students who demonstrate understanding of these standards, can address the following compelling questions:**

How do incentives take into consideration scarcity?

Do regulatory agencies act in the public's best interest?

Are property rights afforded to everyone?

Why would a government need monetary and fiscal policies?

What is the relationship between supply and demand and economic policy?

**Students who demonstrate understanding of these standards, can address the following supporting questions:**

What are incentives?

Why are market regulations considered to be involuntary?

What are property rights in a market economy?

What is the difference between monetary and fiscal policy?

How do indicators illustrate how the whole economy functions?

**Fundamental Understandings:**

*Students will understand the following:*

- Incentives are often added to items to increase our influence in buying them.
- Market regulations are intended to control the forces of supply and demand.
- Property rights in market economies create incentives that promote improvements in material well-being.
- Monetary and fiscal policy may be used to influence the short term performance of the economy.
- Economic policy is influenced by the performance, structure, behavior and decision-making of an economy as a whole.

**Key Concepts:**

*May include, but not limited to the following:* buyers, consumption, demand, distribution, economic choices, economic systems, efficiency, employment, equity, factors of production, fiscal policy, growth, incentives, indicators, inflation, institutions, interdependence, investment, markets, monetary policy, opportunity cost, outcomes, production, property rights, regulations, resources, rule of law, scarcity, sellers, social goals, spending, supply, technology, trade, etc.

**Geographical Reasoning**

**HS1.GR.8 [Spatial Views of the World](#)** *Explain the relationship between places, regions and their political, cultural and economic dynamics using maps, satellite images, photographs and other geographical representations*

**HS1.GR.9 [Human-Environment Interaction](#)** *Analyze interactions of human and physical systems to explain the corresponding influences among them.*

**HS2.GR.9 [Human-Environment Interaction](#)** *Evaluate how political and economic decisions influence cultural and environmental characteristics of various places and regions.*

**HS2.GR.10 [Human Populations Spatial Patterns and Movements](#)** *Evaluate the impact of economic activities on geographical arrangements in urban, suburban and rural areas.*

**HS3.GR.10 [Human Populations Spatial Patterns and Movements](#)** *Evaluate the impact of political decisions on spatial patterns in urban, suburban and rural areas.*

**Key Idea:** Decision-making in geography requires a depth of understanding about the reasoning behind and implications of human actions and the consequences for the world.

**Students who demonstrate understanding of these standards, can address the following compelling questions:**

Why do human populations concentrate in certain areas or regions?

How does technology play a role in the impact of human settlement on the environment?

What are the relationships between physical geography, state territories and state power?

What does the spatial organization of economic activity look like in the United States?

How are human activities in different areas of the United States impacted by politics?

**Students who demonstrate understanding of these standards, can address the following supporting questions:**

Why do certain groups of people live in certain places or regions of the United States?

What do the patterns of human settlement look like on a national scale?

What national policies relate to geography?

What are the economic conditions of particular areas in the United States?

What are social institutions?

## Fundamental Understandings:

*Students will understand the following:*

- Maps allow geographers to interpret relationships between different cultures and environments.
- Human settlement in the United States is impacting the environment in diverse ways.
- Political and economic processes both affect and are themselves affected by spatial structures.
- The relationship between the economy and the environment influences the location of human activities.
- Political geography not only encompasses decisions made by government, but is also reflective of everyday life.

## Key Concepts:

*May include, but not limited to the following:* areas, climate, compromise, conflict, cultural characteristics, diffusion, economic geography, economic processes, environmental characteristics, geographic representations, human activities, human geography, human-made disasters, human systems, immigration, locations, migration, natural disasters, physical systems, places, political characteristics, political geography, political processes, pollution, population distribution, regions, settlement, social institutions, spatial patterns, spatial structures, technology, trade, etc.

## Historical Thinking

**HS3.HT.12 [Chronological Reasoning: Causation and Continuity](#)** *Analyze multiple and complex causes and effects of events in the past to identify change and continuity in historic eras and evaluate how historical events, developments and historical periods were shaped by unique circumstances of time and place, as well as broader historical contexts.*

**HS4.HT.12 [Chronological Reasoning: Causation and Continuity](#)** *Analyze multiple and complex causes and effects of events in the past to identify change and continuity in historical eras and assess how the significance of the actions of individuals and groups change over time and are shaped by the historical context.*

**HS3.HT.13 [Historical Understanding: Contextualization and Perspectives](#)** *Analyze the ways in which the perspective of the creators of historical documents shaped the history that they produced and explain how perspectives of people in the present shape interpretations of the past.*

**HS3.HT.14 [Historical Arguments](#)** *Review and critique the main arguments from multiple reliable historical sources to construct a complex rational argument, addressing all major counterclaims and taking into consideration change over time, historical perspectives and relevance of sources.*

**HS4.HT.14 [Historical Arguments](#)** *Synthesize evidence from multiple historical sources and interpretations into a complex logical argument, fairly and thoroughly developing counterclaims, while considering change over time, historical perspectives and relevance of sources.*

**HS3.HT.15 [Interpretation and Synthesis](#)** *Critique the usefulness and appropriateness of historical sources based on sourcing for a specific historical inquiry or use in a secondary interpretation.*

**Key Idea:** Primary sources serve as the evidence a historian uses in developing an interpretation and in building an argument to support that interpretation.

**Students who demonstrate understanding of these standards, can address the following compelling questions:**

When is change considered to be significant?  
Who are agents of change?  
How does historical context affect people's perspectives?  
What makes for a strong argument?  
How do historians' perspectives influence their interpretations?  
How do we make meaning out of a wide variety of sources and perspectives?

**Students who demonstrate understanding of these standards, can address the following supporting questions:**

What is the role of historical context when evaluating the impact of change?  
How does context relate to an individual's historical actions?  
What is the historical context of a certain historical period?  
How can evidence be used effectively?  
How could the value of a historian's interpretation of the past be limited?  
How can we apply insights about the past to other historical contexts or circumstances, including the present?

**Fundamental Understandings:**

*Students will understand the following:*

- Change occurs over time for a variety of reasons and has various impacts.
- The time period, prior events and attitudes of any given time will impact the understanding of historical actions.
- People's perspectives on history shape the understanding of the past and present.
- A complex and logical argument is based on evidence that supports a stated proposition.
- Historical thinking involves the ability to analyze interpretations of the past.
- Historical thinking involves the ability to develop meaningful and persuasive new understandings of the past

**Key Concepts:**

*May include, but not limited to the following:* arguments, cause and effect, change, chronological sequences, compromise, conflict, continuity, cooperation, counterclaims, evidence, historical contexts, historical periods, human activities, interpretations, perceptions, perspectives, points of view, relationships, relevance, significant historical figures and groups, sourcing, etc.