

CURRICULUM

GUIDE

U.S. History
Grade II

Providence
Schools

QUARTER I

Content students have to learn

Processes students will learn and use

Unit I.1 - What It Means to Be an American

(9 days)

- Understand the ideas outlined in the Declaration of Independence.
 - Understand the issues involved in the creation and ratification of the U.S. Constitution.
 - Understand what rights and responsibilities define what it means to be an American.
- » Demonstrate an understanding of how political authority is obtained and legitimized with the Declaration of Independence as a starting point.
 - » Explain democratic values and principles underlying the U.S. government by interpreting and analyzing the sources of the U.S. democratic tradition in the Declaration of Independence and Constitution.
 - » Demonstrate an appreciation of citizens' rights and responsibilities by comparing and contrasting different perspectives on provisions found in the Bill of Rights.

Purpose

The purpose of the unit is to review the origins of American democracy through the writings of the founding fathers, in particular the principles and theories of government embodied in the Declaration of Independence. The unit will also discuss American ideals and their impact on various political economic, social, and cultural groups.

Essential questions students should be able to answer by end of unit

- What does it mean to be an American?
- What are the major ideas expressed in the Declaration of Independence?
- In what ways were the key principles in the Declaration of Independence unifying ideas of democracy?
- What are the major elements of the Constitution and the Bill of Rights?

QUARTER I

Content students have to learn

Processes students will learn and use

Unit 1.2 - Progressivism

(9 days)

- Explain how the Progressives drew upon the American past.
 - Assess Progressive efforts to regulate big business and protect the rights of workers and consumers.
 - Evaluate Progressive attempts at social and moral reform.
 - Evaluate the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.
 - Describe how the 16th, 17th, and 18th Amendments reflect the ideals and goals of the Progressive Era.
 - Recognize the roles of African Americans and women during the Progressive Era.
- » Explain patterns of historical continuity and change that characterized the Progressive movement.
 - » Evaluate the different courses of action proposed by the Progressives.
 - » Identify issues and problems faced by the Progressives.
 - » Compare and contrast differing sets of presidential ideas, values, personalities, and behaviors during the Progressive Era.
 - » Evaluate the implementation of the decisions embodied in the 16th, 17th, and 18th Amendments.
 - » Consider the interests, hopes, and fears of various women and African Americans who had different perspectives during the Progressive Era.

Purpose

The Progressive Era, from 1890 to the early 1920s, witnessed the rise of reform in response to problems of industrial capitalism, urbanization, immigration, and political corruption. At a time when the United States was emerging as a global power, Progressivism was notable for an all-encompassing agenda including radical labor movements, the plight of African Americans, female equality, and economic opportunity. The issue that the Progressives addressed was how to maintain democracy and national identity in an atmosphere of dramatic change.

Essential questions students should be able to answer by end of unit

- In what ways did Progressive reforms expand democracy and remedy corrupt political practices in American society?
- What were the contradictions in American society during the “age of progress”?
- How did Progressive programs aid in the assimilation of immigrants before World War I?
- How did Progressives attempt to regulate corporate interests and offer protection to both workers and consumers?
- How was the Progressive agenda affected by Supreme Court decisions during the administrations of William Howard Taft, Theodore Roosevelt, and Woodrow Wilson?
- How important were women and African Americans in the Progressive movement?

QUARTER I

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Unit 1.3 - The United States Becomes a Global Power

(11 days)

- Compare William Howard Taft's dollar diplomacy with Theodore Roosevelt's big stick diplomacy and Woodrow Wilson's moral diplomacy.
 - Explain the causes of World War I.
 - Evaluate Woodrow Wilson's leadership during the period of neutrality and his reasons for intervention.
 - Assess the impact of Woodrow Wilson's Fourteen Points.
- » Compare and contrast different sets of ideas and measure the role of the individual in history by comparing the diplomatic initiatives of the three Progressive Era presidents.
 - » Identify issues and problems of the past that led to the outbreak of World War I.
 - » Formulate historical questions related to Wilson's leadership during the period of World War I neutrality and his reasons for intervention.
 - » Identify and assess the highlights and outcome of Wilson's Fourteen Points.

Purpose

The emergence of the United States as a world power, hastened by the Spanish American War at the end of the nineteenth century, led to increasing levels of intervention in world affairs. The struggles of intervention versus neutrality and isolation in U.S. foreign policy affected the fervent desire to export democracy and capitalism around the world, while the debate over the League of Nations demonstrated how conflicted the nation was about assuming global responsibilities.

Essential questions students should be able to answer by end of unit

- How did policy stances, such as the Open Door Policy, the Gentleman's Agreement, dollar diplomacy, and Wilson's moral diplomacy, demonstrate the emergence of the United States as a world power?
- In what ways did the U.S. declaration of neutrality affect the early course of World War I?
- How did democracy, civil liberties, and public opinion influence Wilson's evolving foreign policy from 1914 to 1917?
- In what ways did Wilson's Fourteen Points, the creation of the League of Nations, and the resulting national debate over treaty ratification change the direction of U.S. foreign policy?
- Does a country have the right to dictate moral diplomacy to another sovereign state?

QUARTER I

Content students have to learn

Processes students will learn and use

Unit I.4 - The 1920s

(9 days)

- Examine the clash between traditional moral values and changing ideas in areas such as religious fundamentalism and prohibition.
 - Analyze immigration restriction that abruptly closed the nation's doors to immigrants.
 - Explain how principles of scientific management and technology transformed daily life.
 - Evaluate changes in the modern corporation, including labor policies and the advent of mass advertising and sales techniques.
 - Examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity.
 - Evaluate the waning of Progressivism and the "return to normalcy."
 - Assess the effects of women's suffrage on politics.
- » Compare and contrast different sets of ideas by describing and analyzing multiple perspectives on cultural clashes in the 1920s.
 - » Identify and explain the influence of science and technology in transforming American day-to-day life.
 - » Evaluate the implementation of the immigration restriction laws of the 1920s.
 - » Draw upon visual, literary, and musical sources to assess the importance of the Harlem Renaissance.
 - » Explain historical continuity and change in the waning of Progressivism.
 - » Synthesize information from multiple sources to formulate an historical interpretation of the women's suffrage movement.
 - » Compare alternative courses of action in changing the modern American corporation.

Purpose

This unit discusses the brief period from the end of World War I to the eve of the Great Depression, sometimes known as the Roaring Twenties or the jazz age. Students will learn about the maturing of a corporate, capitalist economy, fueled in part by the mass production of automobiles that brought a higher standard of living to broad swaths of American society while keeping some groups still submerged. They will also learn about the social and cultural tensions that erupted in the 1920s amidst unprecedented immigration restriction, the migration of southern African Americans northward, the rise of Protestant fundamentalism, and the resurgence of the Ku Klux Klan.

Essential questions students should be able to answer by end of unit

- How did the economic boom in the 1920s affect urban and rural America?
- What factors led to the maturation of a modern capitalist economy and consumer culture after the end of World War I?
- Why did the U.S. break with the tradition of an "open door" immigration policy in the 1920s?
- Why did racial and cultural tensions, such as the resurgence of the Ku Klux Klan, the emergence of Garveyism, the rise of religious fundamentalism, and the controversy over Prohibition, divide American society so deeply in the 1920s?
- What explains the exhaustion of the Progressive Movement, yet the ratification of the 19th Amendment to the Constitution?

QUARTER 2

Content students have to learn

Processes students will learn and use

Unit 2.1 - The Great Depression

(10 days)

- Identify the causes of the Great Depression and how the depression affected American society.
 - Recognize the causes of the 1929 stock market crash that led to the Great Depression.
 - Understand state and federal governments' responses to the Great Depression.
 - Comprehend how the events of the Great Depression affected the nation's workers and businesses.
- » Synthesize information from multiple sources to understand the financial, economic, and social causes of the Great Depression and why it spread to most parts of the world.
 - » Connect events with multiple cause–effect relationships in evaluating the causes of the Great Depression.
 - » Consider various explanations for the deepening crisis of the Great Depression and the Hoover administration's responses.
 - » Connect the past with the present by analyzing the impact of the Great Depression on the American family and on ethnic and racial minorities.

Purpose

Students will come to understand the causes and global consequences of the greatest economic crisis in American history and how the Great Depression had different effects on various sectors of American society. They will also see how today's problems and choices are connected to the past as they comprehend how local, state, and federal officials acted to combat the crash of 1929 and how the economic and social crises wrought deep changes in people's attitudes toward government's responsibilities. Students should also learn how Americans, in all their diversity, coped with the numbing, bleak years of the Great Depression.

Essential questions students should be able to answer by end of unit

- What were the causes of the Great Depression?
- What were the roles of local, state, and federal governments in attempting to end the Great Depression?
- What was the impact of the Great Depression on businesses?
- How did the Great Depression affect individuals and families?

QUARTER 2

Content students have to learn

Processes students will learn and use

Unit 2.2 - The New Deal

(13 days)

- Understand the leadership abilities of Herbert Hoover and Franklin D. Roosevelt.
 - Recognize the successes and failures of the first and second New Deals in regard to relief, recovery, and reform.
 - Recognize how New Deal policies affected American workers, minorities, and women.
 - Identify opposing viewpoints of the New Deal policies.
 - Evaluate the significance and legacy of the New Deal.
- » Compare and contrast competing ideas about the purposes and functions of government in relation to Hoover's and Roosevelt's administrations.
 - » Evaluate multiple interpretations of the significance of New Deal legislation.
 - » Identify how actions of the government affected individual groups during the 1930s.
 - » Analyze multiple perspectives on historical controversial issues related to the New Deal.
 - » Identify key ideas and concepts of the New Deal era and their enduring implications.

Purpose

Students will learn how the New Deal put in place legislation that reshaped modern American capitalism by bringing about changes in the regulatory power of the federal government and developing a mild form of welfare-state capitalism such as had appeared earlier in industrial European nations. It is essential for students to learn about alternative formulas put forth for ending the Great Depression and the ways in which the New Deal affected women, racial minorities, labor, children, and other groups. The three Rs—relief, recovery, and reform—tie together the attempts to bring the nation out of the Great Depression.

Essential questions students should be able to answer by end of unit

- What major issues did the New Deal address?
- How effective were the New Deal attempts to combat the problems of the Great Depression?
- Which alternative programs pushed by the political right and left might have hastened the end of the Great Depression?
- How does the legacy of the New Deal affect the way that we live today?

Content students have to learn

Processes students will learn and use

Unit 2.3 - World War II

(15 days)

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| <ul style="list-style-type: none"> • Evaluate the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. • Explain the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. • Assess the reasons for the growing tensions with Japan in East Asia, culminating with the bombing of Pearl Harbor. • Investigate Hitler’s “final solution” and the Allies’ response to the Holocaust and war crimes. • Make observations about the decision to employ nuclear weapons against Japan and assess later controversies over the decision. • Explain how the United States mobilized its economic and military resources during World War II. • Evaluate the internment of Japanese Americans during the war and assess the implications for civil liberties. | <ul style="list-style-type: none"> » Analyze multiple causation in tracing the rise of fascism, national socialism, and communism in the interwar period. » Explore cause-and-effect relationships in explaining American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. » Develop an argument from multiple sources to formulate an historical interpretation of the growing tensions with Japan in East Asia, culminating with the bombing of Pearl Harbor. » Compare issues and problems from the past by evaluating Hitler’s “final solution” and the Allies’ response to the Holocaust and war crimes. » Compare and contrast the different ideas about the decision to employ nuclear weapons against Japan and assess later controversies over the decision. » Use visual and quantitative data in explaining American mobilization during World War II. » Evaluate the decision to intern Japanese Americans during the war and its implications for civil liberties. |
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Purpose

This unit explores the rise of totalitarian governments in both Europe and Japan in the 1930s that set the stage for the most destructive war in human history. The Pearl Harbor attack in December of 1941 transformed the U.S. from an isolationist nation to a fully mobilized superpower. Students also learn of the horrors of the Holocaust. They acquire core knowledge about the social changes in the U.S. that established reform agendas that focused public discourse for the remainder of the twentieth century. The use of the atomic bomb on Japan both ended the war and raised serious moral questions. Students also learn about the denial of the civil liberties of interned Japanese Americans and the irony of racial minorities fighting for democratic principles overseas that were still denied to them at home.

Essential questions students should be able to answer by end of unit

- What effects did American isolationist views have on U.S. diplomacy in the interwar period?
- What were the major causes and issues of World War II, and how did major events in both European and Pacific theaters become turning points that led to victory for the Allies?
- What was the response of the U.S. and its allies to the Holocaust as a war crime against humanity?
- How did Japanese Americans cope with their internment?
- How did the mobilization of economic and military resources at home require reform policies that would continue to affect postwar American society?
- What were the effects of America’s decision to use the atomic bomb to end the war in the Pacific on postwar world politics?

Curriculum Guides

To bring about dramatic positive improvements in student outcomes, the Providence School Board adopted a Strategic Direction Policy that articulates an organized, coherent framework for an Aligned Instruction System that articulates the connections between curriculum, assessment, and professional development. As a first step in creating an aligned instruction system, Providence Public School teachers, coaches, and Central Office staff worked collaboratively with the Charles A. Dana Center at the University of Texas at Austin to create district wide core curriculum based on the state's GLEs/GSEs. The curriculum framework that was developed through this process identifies which standards are taught, when, and for how long.

Copies of the Curriculum Guides are available online at www.providenceschools.org/guides



The screenshot shows the Providence Schools website homepage. At the top, there is a navigation bar with "HOME" and "CONTACT US" links, a "Quicklinks" dropdown menu, and a search box. Below the navigation bar is a large banner image showing students and staff in a classroom setting. Underneath the banner is a horizontal menu with links for "Learn About PPSD", "Inside PPSD", "Schools", "Students & Alumni", "For Parents", "For Employees", and "For Community".

The main content area is divided into several sections:

- ARE YOU LOOKING FOR...:** A vertical list of links including "En Español", "Central Office Registration", "School Board", "Superintendent", "Transportation", "Tutoring", "Call Center", and "Special Education".
- SCHOOL YEAR 2009-2010:** A list of links for "Academic Calendar", "Elementary School Profiles", "Middle School Profiles", "High School Profiles", "Elementary Schools Datasheets", "Middle Schools Datasheets", "High Schools Datasheets", "Health History Form", "Child Outreach Screenings", and "School Lunch Menu".
- CAREER OPPORTUNITIES:** A link to "jobs real your career".
- SCHOOLS:** A link to "View the Curriculum Guides page".
- Schools Data Dashboard:** A link to "Click here" to get current information on student achievement, student absences and student demographics.
- Registration Information:** A list of links for "Kindergarten Registration Information", "First Grade Registration Information", "Open Elementary Schools List", "Middle School Lottery Information", "Request for Transfer", "Change of Address Form", "New Student Registration for School Year 2010-2011", and "Break Grade Appeal Waiting List Form".
- Curriculum Guides:** A link to "View the Curriculum Guides page".
- Schools Data Dashboard:** A link to "Click here" to get current information on student achievement, student absences and student demographics.
- PPSD in the news:** A link to "PPSD in the news".
- H1N1 (Swine) Flu Latest Information:** A link to "H1N1 (Swine) Flu Latest Information".
- Resources for Parents:** A link to "Parent Call Center (401) 456-0688" and "You have questions? We have answers.".
- Supernitendents Recommendation to the School Board:** A link to "View Supernitendents Recommendation to the School Board".
- Final Recommendations from Fanning Howey:** A link to "View Final Recommendations from Fanning Howey".
- School Facility Profiles - information from Fanning Howey:** A link to "View School Facility Profiles - information from Fanning Howey".
- complete information regarding the Facilities Master Plan Process:** A link to "View complete information regarding the Facilities Master Plan Process".
- For your Information:** A link to "View School Improvement Intervention Plan" and "View Choosing a Reform Model".

Providence
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www.providenceschools.org/guides