United States History
Since 1890

Social Studies Curriculum
Framework

Revised 2014

Course Title: United States History Since 1890
Course/Unit Credit: 1
Course Number: 470000
Teacher Licensure: Please refer to the Course Code Management System (https://adedata.arkansas.gov/ccms/) for the most current licensure codes.
Grades: 9-12
Prerequisites: None

United States History Since 1890

Course Focus and Content
In Grades 5-8, students receive a strong foundation in United States History from pre-colonialism through the Progressive Era, allowing United States History Since 1890 to focus in greater depth on the effects of changing culture, technology, world economy, and environment, as well as the impact of global conflicts on contemporary society in the United States. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in the United States within an interconnected world. United States History Since 1890 examines the emergence of the United States as a world power to the present. Students will examine the political, economic, geographic, social, and cultural development of the United States of America from the late nineteenth century into the twenty-first century. United States History Since 1890 references the eras and time periods from The National Center for History in the Schools.

Skills and Application
Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. United States History Since 1890 is required by the Standards for Accreditation and does not need Arkansas Department of Education approval.

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in Dimensions 1, 3, and 4 of The College, Career, & Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills. Dimension 2 sets forth the conceptual content, and the alignment to this dimension is embedded in the student learning expectations (SLEs).

Dimension 1 – Questions	Dimension 3 – Sources and Evidence	Dimension 4 – Communicating Ideas
1. Construct compelling questions that promote inquiry around key ideas and issues	4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use	6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies
2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations	7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others
3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view		8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, proposing solutions or assessing strategies and options for action while applying deliberative processes
Engage in disciplinary thinking across the social sciences in Grades K-12		

Strand	Content Standard
Era 7: Emergence of Modern America 1890-1930	
	1. Students will evaluate the territorial expansion and foreign policy of the United States between 1890 and 1930.
	2. Students will evaluate social, economic, and political changes in the United States between 1890 and 1930.
Era 8: The Great Depression and World War II 1929-1945	
	3. Students will evaluate social, economic, and political changes in the United States during and following the Great Depression.
	4. Students will evaluate social, economic, and political changes in the United States during World War II.
Era 9: Post-war United States 1945 to Early 1970s	
	5. Students will analyze international events and trends resulting in the emergence of the United States as a superpower.
	6. Students will analyze social, economic, and political changes in the United States between 1945 and 1970.
Era 10: Contemporary United States 1968 to Present	
	7. Students will analyze domestic and foreign policies of the United States since 1968.
	8. Students will analyze social and economic trends of the United States since 1968.

Notes:
1. Words that appear in italics within this document are defined in the glossary.
2. The examples given (e.g.,) are suggestions to guide the instructor.
3. Common Core State Standards (CCSS ELA-Literacy alignment) key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1
4. College, Career, & Civic Life C3 Framework for Social Studies State Standards (C3 alignment) key, D2.His.1.9-12 = Dimension 2.History.1st K-12 Pathway.Grades 9-12
5. The course strands, content standards, and the SLEs are meant to be taught in an integrated manner.
6. The Arkansas Department of Education course curriculum framework is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught; these decisions are left to local districts.

Strand: Era 7: Emergence of Modern America 1890-1930
  Content Standard 1: Students will evaluate the territorial expansion and foreign policy of the United States between 1890 and 1930.

		CCSS ELA-Literacy Alignment	C3 Alignment
Era7.1.USH.1	Analyze social, economic, political, and geographic effects of acquiring new territories on the development of the United States (e.g., Spanish-American War, annexation of Hawaii)	CCRA.R.1, 4, 7 CCRA.SL.1, 3	D2.Eco.8.9-12 D2.Geo.11.9-12 D2.His.14.9-12
Era7.1.USH.2	Evaluate social, economic, and political motives for and impact of the involvement of the United States in World War I using multiple *primary* and *secondary sources*	CCRA.R.1, 4, 7 CCRA.SL.1, 3	D2.His.1, 7, 14, 15, 16.9-12
Era7.1.USH.3	Analyze the historical significance of battles, events, and people during WWI	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.Civ.10.9-12 D2.Geo.2.9-12 D2.His.1, 7, 11.9-12
Era7.1.USH.4	Investigate social, economic, and technological effects of World War I on American society (e.g., women's right to vote, new weapons, isolationism, *nativism*, Dawe's Plan, buying on credit)	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.Civ.13,14.9-12 D2.Geo.2.9-12 D2.His.2, 3, 6, 7.9-12
Era7.1.USH.5	Examine political implications of World War I (e.g., Wilson's Fourteen Points, Treaty of Versailles, ratification debate)	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.His.9, 10, 11, 12, 13, 17.9-12
Era7.1.USH.6	Evaluate credibility and limitations of *primary* and *secondary sources* representing multiple perspectives about the changing role of the United States in the world from 1890-1930	CCRA.R.1, 7, 8 CCRA.W.8 CCRA.SL.2	D2.Civ.11, 13.9-12 D2.His.14.9-12
Era7.1.USH.7	Construct explanations about the changing role of the United States in the world from 1890-1930 and the effects on future eras	CCRA.R.1, 4, 7 CCRA.W.1, 2, 4, 5, 7, 8, 9 CCRA.SL.1, 3	D1.5.9-12 D2.His.3, 9, 10, 11, 12, 13.9-12 D3.1, 3, 4.9-12 D4.1, 2.9-12

Key: Era7.1.USH.1 = Era 7.Content Standard 1.United States History Since 1890.1st Student Learning Expectation

Strand: Era 7: Emergence of Modern America 1890-1930
Content Standard 2: Students will evaluate social, economic, and political changes in the United States between 1890 and 1930.

		CCSS ELA-Literacy Alignment	C3 Alignment
Era7.2.USH.1	Analyze the relationship between industrialization and immigration/migration in the United States	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.Civ.13.9-12 D2.His.1, 3, 6.9-12
Era7.2.USH.2	Investigate the impact of the Progressive Era using a variety of sources and multiple perspectives	CCRA.R.1, 4, 7, 9 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.Civ.5.9-12 D2.His.3, 4, 5.9-12 D4.3.9-12
Era7.2.USH.3	Analyze short- and long-term social, economic, political, educational, and environmental effects of *progressivism* at the local, state, and national levels	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.Civ.5, 12, 13, 14.9-12 D2.Eco.6-9.9-12 D2.His.1, 2, 7, 14.9-12
Era7.2.USH.4	Evaluate the effects of the political issues of the 1920s (e.g., *xenophobia*, *nativism*, racism, communism, Open Door Policy, labor movements, equality)	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.Civ.10.9-12 D2.His.1, 2, 3, 14, 15.9-12
Era7.2.USH.5	Examine reasons for and effects of social, economic, political, and cultural changes during the 1920s (e.g., *Harlem Renaissance, Lost Generation*, prohibition, Stock Market, medical)	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.His.1, 2, 3, 14, 15.9-12
Era7.2.USH.6	Construct *historical arguments* and explanations about the long-term impact of social, economic, political, and cultural changes that occurred during the 1920s utilizing evidence from a variety of *primary* and *secondary sources*	CCRA.R.1, 4, 7 CCRA.W.1, 2, 4, 5, 7, 8, 9 CCRA.SL.1, 3	D1.5.9-12 D2.His.3, 9, 10, 11, 12, 13.9-12 D3.1, 3, 4.9-12 D4.1, 2.9-12

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Key: Era7.2.USH.1 = Era 7.Content Standard 2.United States History Since 1890.1st Student Learning Expectation

Strand: Era 8: The Great Depression and World War II 1929-1945
Content Standard 3: Students will evaluate social, economic, and political changes in the United States during and following the Great Depression.

		CCSS ELA-Literacy Alignment	C3 Alignment
Era8.3.USH.1	Analyze national and international causes of the Great Depression (e.g., political decisions, protectionism, speculation, world gold standard, tariffs, unemployment, environment)	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.Eco.12.9-12 D2.His.1.9-12
Era8.3.USH.2	Analyze the federal government's fiscal responses to the Great Depression (e.g., Tennessee Valley Authority, social security, minimum wage, construction projects)	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.His.1, 2, 3, 14, 15.9-12
Era8.3.USH.3	Construct *historical arguments* and explanations about social, economic, political, geographical, and environmental effects of the Great Depression on various regions from multiple perspectives	CCRA.R.1, 4, 7, 9 CCRA.W.1, 2, 4, 5, 7, 8, 9 CCRA.SL.1, 3	D2.Eco.8.9-12 D2.Geo.7.9-12 D2.His.14, 16, 17.9-12 D3.1, 3, 4.9-12 D4.1, 2, 6.9-12
Era8.3.USH.4	Evaluate the changing role of the federal government between 1929 and 1945 and the changing views of Americans toward the role of government from multiple perspectives using *primary* and *secondary sources*	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.Civ.13.9-12 D2.His.2, 16.9-12

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Strand: Era 8: The Great Depression and World War II 1929-1945
    Content Standard 4: Students will evaluate social, economic, and political changes in the United States during World War II.

		CCSS ELA-Literacy Alignment	C3 Alignment
Era8.4.USH.1	Evaluate motives for and impact of the involvement of the United States in World War II (e.g., financial, material, human costs)	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.Civ.13.9-12 D2.His.15.9-12
Era8.4.USH.2	Examine the roles of national and foreign leaders during World War II using a variety of *primary* and *secondary sources*	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 2, 3	D2.His.2, 14.9-12
Era8.4.USH.3	Analyze the historical significance of battles, events, and people during World War II using a multiple sources	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 2, 3	D2.His.1, 2, 14.9-12
Era8.4.USH.4	Investigate social, economic, and political effects of World War II on the American people from multiple perspectives using a variety of *primary* and *secondary sources* (e.g., rationing, internment camps, contributions of women and minorities, defense industry towns, African-American migration, farmer prosperity, G.I. Bill of Rights, employment of women)	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 2, 3	D2.Civ.10.9-12 D2.His.1, 2, 14.9-12
Era8.4.USH.5	Analyze the impact of advances in science and technology during World War II (e.g., Office of Scientific Research and Development, Manhattan Project, blood plasma, penicillin, radar, semiconductors, synthetic materials)	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 2, 3	D2.Eco.13.9-12 D2.His.14.9-12
Era8.4.USH.6	Evaluate the credibility and limitations of *primary* and *secondary sources* representing multiple perspectives on the social and economic effects of World War II on the American people	CCRA.R.1, 3, 6, 7, 8 CCRA.W.7, 8, 9 CCRA.SL.2, 3	D2.His.10, 11, 12, 13.9-12 D3.1, 2.9-12

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Strand: Era 9: Post-war United States 1945 to Early 1970s
    Content Standard 5: Students will analyze international events and trends resulting in the emergence of the United States as a
        superpower.

		CCSS ELA-Literacy Alignment	C3 Alignment
Era9.5.USH.1	Examine the results and implications of World War II nationally and globally (e.g., Yalta Conference, Marshall Plan, international alliances and treaties, nuclear age)	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.Civ.3.9-12 D2.Geo.2, 5, 7.9-12 D2.His.1, 14.9-12
Era9.5.USH.2	Analyze the origins, developments, and effects of Soviet-American rivalry in the *Cold War* (e.g., Yalta Conference, Marshall Plan, Berlin Crisis, international alliances and treaties, nuclear weapons, Cuban Missile Crisis, space race, technological advances, McCarthyism)	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.His.1, 2, 3, 4, 14.9-12
Era9.5.USH.3	Analyze sources of conflict and confrontation during the post-World War II era (e.g., atomic bomb, Truman Doctrine, Korea, Vietnam, China, Berlin, Afghanistan, Cuba)	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.His.1, 2, 3, 14.9-12
Era9.5.USH.4	Discuss the effects of changes in U.S. foreign policy following World War II from multiple perspectives (e.g., Africa, Asia, Latin America, Middle East, Soviet Union)	CCRA.R.1, 4, 7, 9 CCRA.W.7, 8, 9 CCRA.SL.1, 3, 4	D2.His.1, 2, 3, 14.9-12 D4.2.9-12
Era9.5.USH.5	Construct *historical arguments* or explanations of the effectiveness of *international organizations* in preventing or resolving conflicts from multiple perspectives	CCRA.R.1, 6, 7, 9 CCRA.W.1, 2, 7, 8, 9 CCRA.SL.1, 3, 4	D2.Civ.3, 5.9-12 D2.His.1, 2, 4, 6.9-12
Era9.5.USH.6	Construct explanations on reasons for the emergence of the United States as a superpower by the mid-1970s using a variety of sources	CCRA.R.1, 7, 9 CCRA.W.2, 7, 9 CCRA.SL.1, 2, 4	D1.5.9-12 D2.His.3, 9, 10, 11, 12, 13, 14.9-12 D3.1, 3.9-12 D4.2, 6.9-12

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Key: Era9.5.USH.1 = Era 9.Content Standard 5.United States History Since 1890.1st Student Learning Expectation

Strand: Era 9: Post-war United States 1945 to Early 1970s
   Content Standard 6: Students will analyze social, economic, and political changes in the United States between 1945 and 1970.

		CCSS ELA-Literacy Alignment	C3 Alignment
Era9.6.USH.1	Analyze the roles of individuals, groups, and the government in securing civil rights during the mid-20th century using a variety of *primary* and *secondary sources* (e.g., minorities, women, NAACP, federal court cases, legislation, Twenty-fourth Amendment)	CCRA.R.1, 3, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 2, 3	D2.Civ.5, 12, 14.9-12 D2.His.1, 2, 3, 14.9-12
Era9.6.USH.2	Analyze causes and effects of cultural changes on society in the United States (e.g., changing roles of women, forces of change on the nuclear family, suburbanization)	CCRA.R.1, 3, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.Geo.7.9-12 D2.His.1, 2, 3, 14.9-12
Era9.6.USH.3	Analyze the technological transformation of post-World War II America (e.g., communication, information processing, transportation, energy production, medical technology)	CCRA.R.1, 3, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.Eco.13.9-12 D2.Geo.8.9-12 D2.His.1, 2, 14.9-12
Era9.6.USH.4	Examine domestic policies of the federal government between 1945 and 1970 and the outcomes from multiple perspectives (e.g., New Frontier, Great Society, civil rights, social issues)	CCRA.R.1, 3, 6, 7, 9 CCRA.W.7, 8, 9 CCRA.SL.1, 2, 3	D2.His.1, 2, 3, 14.9-12
Era9.6.USH.5	Construct *historical arguments* of long-term effects of social and economic changes occurring during the mid-20th century using available data and multiple sources	CCRA.R.1, 3, 7 CCRA.W.1, 7, 8, 9 CCRA.SL.2, 4	D2.His.14.9-12 D4.1, 6.9-12

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Key: Era9.6.USH.1 = Era 9.Content Standard 6.United States History Since 1890.1st Student Learning Expectation

Strand: Era 10: Contemporary United States 1968 to Present
Content Standard 7: Students will analyze domestic and foreign policies of the United States since 1968.

		CCSS ELA-Literacy Alignment	C3 Alignment
Era10.7.USH.1	Examine continuity and change in domestic policies over multiple administrations since 1968 using a variety of *primary* and *secondary sources*	CCRA.R.1, 3, 6, 7, 9 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.His.1, 2, 3, 14.9-12
Era10.7.USH.2	Analyze effects of domestic policies on Americans in various social and economic groups (e.g., inflation, recession, taxes, unemployment, deficits, national debt, financial crisis, economic stimulus)	CCRA.R.1, 3, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 2, 3	D2.His.1, 2, 3, 14.9-12
Era10.7.USH.3	Examine continuity and change in foreign policies over multiple administrations since 1968 using a variety of *primary* and *secondary sources* (e.g., policies that resulted from Strategic Arms Limitation Talks/Treaty I [SALT I], Camp David Accords, Organization of the Petroleum Exporting Countries [OPEC], Strategic Defense Initiative, Iran-Contra Affair, North American Free Trade Agreement [NAFTA], Japanese markets, Dayton Accords)	CCRA.R.1, 3, 6, 7, 9 CCRA.W.7, 8, 9 CCRA.SL.1, 2, 3	D2.Civ.6.9-12 D2.His.1, 2, 3, 14.9-12
Era10.7.USH.4	Examine reasons for and consequences of United States involvement in foreign conflicts from 1968 to the present using a variety of sources from multiple perspectives	CCRA.R.1, 4, 6, 7, 9 CCRA.W.7, 8, 9 CCRA.SL.1, 2, 3	D2.His.1, 2, 3, 4, 14, 16.9-12
Era10.7.USH.5	Construct explanations of *change and continuity* in foreign policy since the emergence of modern America	CCRA.R.1, 3 CCRA.W.2, 7 CCRA.SL.2, 4	D1.5.9-12 D2.His.3, 9, 10, 11, 12, 13, 14.9-12 D3.1, 3.9-12 D4.2, 6.9-12

Key: Era10.7.USH.1 = Era 10.Content Standard 7.United States History Since 1890.1st Student Learning Expectation

Strand: Era 10: Contemporary United States 1968 to Present
Content Standard 8: Students will analyze social and economic trends of the United States since 1968.

		CCSS ELA-Literacy Alignment	C3 Alignment
Era10.8.USH.1	Examine the effects of *globalization* on the United States (e.g., regional trade blocks, European Union [EU], NAFTA, *international organizations*, multinational corporations)	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.Eco.15.9-12 D2.His.1, 2, 4.9-12
Era10.8.USH.2	Analyze the effectiveness of citizens, institutions, and the government in addressing social and economic issues at the local, state, and national levels since 1968 (e.g., environmental concerns, deregulation, unemployment, homelessness, medical care, food insecurity)	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3	D2.Civ.5.9-12 D2.His.1, 3, 14.9-12
Era10.8.USH.3	Evaluate the impact of social, economic, technological, and cultural transformations in the United States from 1968 to the present (e.g., digital technology, Youth Movement, Equal Rights Movement, economic fluctuations, national debt crisis)	CCRA.R.1, 4, 7 CCRA.W.7, 8, 9 CCRA.SL.1, 3 CCRA.L.6	D2.Civ.6,10,14.9-12 D2.Eco.8.9-12 D2.Geo.12.9-12 D2.His.1, 2, 14.9-12
Era10.8.USH.4	Critique the historical accuracy of a variety of *secondary sources* on social and economic trends since 1968 (e.g., websites, documentaries, movies, newspaper articles, biographies)	CCRA.R.1, 3, 6, 8 CCRA.W.7, 8 CCRA.SL.1, 2, 3	D2.His.10, 13, 17.9-12

Key: Era10.8.USH.1 = Era 10.Content Standard 8.United States History Since 1890.1st Student Learning Expectation

Change and continuity	Comparison of different points in time – either two points in time from the past with each other, or one from the past with the present, to evaluate how some things changed and some things stayed the same
Cold War	Conflict over ideological differences carried on by methods short of sustained, overt military action and usually without breaking off diplomatic relations; specifically the rivalry between the United States and its allies and the Soviet bloc between 1945 and 1991
Globalization	Increasing interconnectedness of different parts of the world resulting from common worldwide cultural, economic, and political activities, and the impact of technological advances in communication and transportation
Historical argument	Claim or collection of claims supported by appropriate historical evidence
International organization	Organization with two or more supporting or member nations having a regional or global scope, mission, or presence, generally divided into intergovernmental (e.g., United Nations, North Atlantic Treaty Organization) and nongovernmental (e.g., International Committee of the Red Cross, Amnesty International) types
Progressivism	Period of social activism and political reform in the United States that flourished from the 1890s to the 1920s
Primary source	First-hand account, document, or physical object that was written or created during the time under study (e.g., speeches, pamphlets, government documents, memoirs, letters, artifacts, pieces of art, data results or analysis)
Secondary source	Interpretation, analysis, critique, or restructuring of data contained in primary sources that may contain pictures, quotes or graphics from primary sources (e.g., newspaper articles, magazine articles, reviews of books, reference materials, biographies)
Xenophobia	Fear of that which is foreign
Nativism	Policy of favoring native inhabitants as opposed to immigrants
Harlem Renaissance	Cultural movement that spanned the 1920s; it was also known as the "New Negro Movement" and fostered a new black cultural identity
Lost Generation	Generation of men and women who came of age during or immediately following World War I. As a result of their war experiences and the social upheaval of the time, they were viewed, as cynical, disillusioned, and without cultural or emotional stability; but specifically, a group of U.S. writers who came of age during the war and established their literary reputations in the 1920s

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