CAISL
Carlucci American International School of Lisbon

GRADE 10 THE UNITED STATES IN THE MODERN WORLD FRAMEWORK

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EXPECTATIONS

RESEARCH EXPECTATIONS

At least **one** research paper is to be written per year. 10th Grade Research Papers must:

- Be 2,000 to 2,800 words long
- Have in-text citations
- Have 9 or more sources (correctly cited in MLA format with a complete bibliography)
- Be submitted through turnitin.com to check originality

Further information about research parameters is available on the school website at this link.
https://www.caislisbon.org/uploaded/Curriculum_links/English_and_SS/Research_Essay_Parameters_Grades_1_through_10.pdf

IT EXPECTATIONS

Students will be expected to use a variety of digital tools according to grade level expectations stated in CAISL's IT Integration Scope and Sequence.
See link below:
https://www.caislisbon.org/uploaded/Curriculum_links/2019-2020/IT_Skills_Scope_and_Sequence_by_Grade.pdf

ESSAY EXPECTATIONS

Students will be expected to write a 5-7 paragraph thesis driven essay in a 90-minute class period, with the topic provided beforehand.

THEMES AND PRIMARY SOURCES

The Performance Indicators (shown at the end of this Framework) are developed through the study of the following themes and primary sources.

Democracy - What is American Democracy?
Students explore the roots of democracy in North America, from Native American innovations to the ideas of the 44th US president. They read not only the perspectives of leaders such as Thomas Jefferson, and John F. Kennedy but also the views of critics of the US government, including Frederick Douglass and Susan B. Anthony. Thomas Paine and James Madison will tell students how democracy is supposed to work, and political cartoons about Andrew Jackson may give them a sense of how it has not worked for marginalized groups. Students are exposed to the contemporary political spectrum, from the liberal views of Barack Obama to the conservative outlook of Ronald Reagan.

Primary Source Documents:

- What Does Democracy Mean to You? Various authors, 2015
- Great Law of Peace, Dekanawidah, circa 1500
- *Common Sense,* Thomas Paine, 1776
- Federalist Paper No. 10, James Madison, 1787
- First Inaugural Address, Thomas Jefferson, 1801
- Political Cartoons about Andrew Jackson, various artists, 1830s
- What to the slave is the 4th of July? Frederick Douglass, 1852
- Gettysburg Address, Abraham Lincoln, 1863
- On Women´s Right to Vote, Susan B. Anthony, 1872
- Inaugural Address, John F. Kennedy, 1961
- A City on a Hill, Ronald Reagan, 1974
- A More Perfect Union, Barack Obama, 2008

Equality - What does equality mean?
Students study how have ideas about equality changed over the past two hundred years. They see how the Constitution created a basis both for equality and inequality, leading to a string of Supreme Court cases that

restricted people´s rights based on race or ethnicity: *Dred Scott v. Sandford, Plessy v. Ferguson* and *Fong Yue Ting v. US.* They will consider John Brown´s and Malcom X´s arguments that violence may be necessary to defend groups that have been denied rights. Elizabeth Cady Stanton will argue that women should not only have the right to vote but also have social equality with men. *Brown v. Board of Education* will prompt students to consider the progress the United States has made and how much work is still to be done to create equal opportunities for all.

Primary Source Documents:

- *Obergefell v. Hodges,* Supreme Court, 2015
- U.S: Constitution, 1787
- To the Senate and House of Representatives, John Ross, 1838
- Ain´t I a Woman? Soujourner Truth, 1851
- *Scott v. Sandford,* Supreme Court, 1856
- Address to the Virginia Court, John Brown, 1859
- *Plessy v Ferguson,* Supreme Court, 1896
- The Solitude of the Self, Elizabeth Cady Stanton, 1892
- *Fong Yue Ting, Wong Quan, and Lee Joe v United States,* Supreme Court, 1893
- The Klan´s Fight for Americanism, Hiram W. Evans, 1926
- *Brown v Board of Education,* Supreme Court, 1954
- By Any Means Necessary, Malcolm X, 1964

Foreign Policy - Under what circumstances should the US intervene in World Events?

Students gain an overview of how the US has interacted with the rest of the world. Proponents of isolationism or neutrality, such as George Washington and Woodrow Wilson, are juxtaposed with interventionists, including Franklin D. Roosevelt and Bill Clinton. Eleanor Roosevelt will ask the students to consider the United States´ role in international organizations, and Martin Luther King, Jr. will bring to light the effects of war on US society. Secret documents from the Nixon administration will reveal that the US took covert action to depose leaders in Latin America. The Monroe Doctrine and the Truman Doctrine will reveal the rationale for many of these foreign policy decisions. George Bush´s call to the War on Terror sets the stage for our contemporary era.

Primary Source Documents:

- Statement on Syria, Donald Trump, 2017
- Proclamation of Neutrality, George Washington, 1793
- Monroe Doctrine, James Monroe, 1823
- *American Progress,* John Gast, 1872
- On American Imperialism, Mark Twain, 1898
- Appeal for Neutrality, Woodrow Wilson, 1914
- Day of Infamy, Franklin D. Roosevelt, 1941
- The Struggle for Human Rights, Eleanor Roosevelt, 1948
- Truman Doctrine, Harry Truman, 1947
- Why I am opposed to the Vietnam War, Martin Luther King, Jr., 1967
- Memorandum for the President, National Security Council Meeting, November 6, Chile; Henry Kissinger, 1970
- On Bosnia, Bill Clinton, 1995
- The War on Terror, George W. Bush, 2001

Civil Liberties and Public Safety - Under what conditions, if any, should citizen´s freedoms be restricted?
Students will consider the balance between balance and security. Starting with the Declaration of Independence and the Bill of Rights, they will learn which liberties were promised to Americans. Presidents who have restricted these freedoms, from John Adams to George Bush, will try to explain why, and citizens who have protected these restrictions (Paul Robeson) or sought greater limitations on freedom (Carrie Nation) will challenge their reasoning.

Primary Source Documents:

- Remarks by the President on Common-Sense Gun Safety Reform, Barack Obama, 2016
- Declaration of Independence, Thomas Jefferson, 1776
- Bill of Rights, James Madison, 1791
- Sedition Act, 1798
- Proclamation 104, Abraham Lincoln, 1863
- *The Use and Need of a Carrie A. Nation,* Carrie A. Nation, 1904
- Statement on the Justice Department Investigation of the Bonus Army, Herbert Hoover, 1932
- Executive Order 9066, Franklin D. Roosevelt, 1942
- Testimony of Paul Robeson before the House Committee on Un-American Activities, 1956
- Church Report on COINTELPRO, 1976
- The Ten-Point Program, Huey P. Newton and Bobby Seale, 1966
- Dispelling some of the major myths about the USA PATRIOT Act, US Department of Justice, n.d.

PERFORMANCE INDICATORS

DEVELOPING QUESTIONS AND PLANNING INQUIRY

Define and frame questions, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses. DOK 3, 4 E
Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DOK 3, 4 E

EVALUATING SOURCES AND USING EVIDENCE

Gather and cite evidence (within the text) that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. DOK 3 E
Analyze complex and interacting factors that influence the interpretation and application of disciplinary concepts and ideas. DOK 3 E
Detect possible limitations in various kinds of evidence and differing secondary interpretations. DOK 3 E

COMMUNICATING CONCLUSIONS

Construct arguments using claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. DOK 3, 4 E

Construct clear, concise explanations using sound reasoning, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation. DOK 3, 4 E
Critique the central arguments on related topics in multiple media for credibility recognizing the perspective of the argument's author, the intended audience of the media, and identifying evidence used to support that perspective. DOK 3 E
Critique the use of bias, reasoning, sequencing, and supporting details in explanations. DOK 3 E

APPLYING DISCIPLINARY CONCEPTS AND TOOLS

HISTORY

Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. DOK 3
Analyze multiple and complex causes and effects of events in the past. DOK 4
Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. DOK 3

CIVICS

Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems DOK 2
Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. DOK 3
Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights. DOK 3

ECONOMICS

Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. DOK 3
Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. DOK 2

GEOGRAPHY

Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics. DOK 3
Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns. DOK 3
Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries. DOK 4

TAKING INFORMED ACTION

Demonstrate understanding of the process by which an individual can take informed action within the school, local, and national communities and take opportunities to do so as appropriate.