

Lafayette Parish School System

Social Studies

Instructional Framework

(Revised 2015)

9th-12th Grades – United States History

Focus is on nineteenth-century industrialization and urbanization of America concluding with contemporary issues and challenges in the United States.

Louisiana Comprehension Curriculum: <http://www.louisianaschools.net/lde/saa/2108.html>

LAFAYETTE PARISH SCHOOL SYSTEM
2015-16 INSTRUCTIONAL FRAMEWORK
FOR THE SOCIAL STUDIES

The **2015-16 Social Studies Instructional Framework for the Lafayette Parish School System** provides a comprehensive guide for Social Studies teachers. The success of this framework depends on the **exercise of high standards** in instruction that will result in the achievement of instructional outcomes and an increase in student performance on various assessments throughout the school year.

This **instructional framework** addresses Louisiana Standards for Social Studies and Common Core Standards. It is **teacher friendly** and is organized into logical **blocks** of study to help teachers plan and deliver instruction. To achieve instructional outcomes, teachers are encouraged to consider an “**end in mind, backward design**” approach as they utilize this framework; the “**end**” being higher student achievement through **rigorous** planning and instruction.

Effective August 2015, **ACTIVE CLASSROOM**, can be used in coordination with existing textbook. This program provides teachers with virtually unlimited resources to be used by teachers on a regular basis. Some features of **ACTIVE CLASSROOM** include:

- Toolkits to help teachers customize instruction
- Activities for differentiation in the classroom
- Video clips, primary sources, music, maps, and project-based activities

In 2016, elementary and middle school Social Studies disciplines **will no longer** be assessed by **ILEAP**. The new end of year assessment will be a **field test** which is aligned to the 2011 Louisiana Standards for Social Studies and Common Core State Standards. As of the publication of this document, no specific information regarding the content breakdown of the test is available. Once the assessment data has been released, recommended adjustments will be included in subsequent curriculum maps.

2015-16 Curriculum Maps are outlined below:

BLOCKS

Lafayette Parish School System uses the Louisiana Standards for Social Studies and Common Core Standards as the basis for this framework. *Blocks* reduce the number of assessments necessary throughout the school year.

FOCUS

The FOCUS indicates the topic of study for the block.

SUGGESTED TIME

The suggested time noted for each block of study is **estimated**. Flexibility is at the discretion of each individual teacher, HOWEVER teachers must bear in mind that all information from ALL BLOCKS may be included in the new field test this year.

DISTRICT COMMON ASSESSMENTS

Block assessments, now called common assessments, previously found in DATA DIRECTOR will be administered via **ACTIVE CLASSROOM**. Only 3 of these assessments will be required in grades 6-8. These include:

- A pretest given by August 18, 2015 to establish SLTs.
- Effective with the 2015-2016 school year, a **MID-TERM** test will be given in grades 6-8. See curriculum map for timeline.
- A posttest given between April 6 and May 1, 2016 to measure achievement of SLTs.

Data from these assessments will be reviewed at the district level.

INSTRUCTIONAL OUTCOMES/STUDENT LEARNING TARGETS (SLT)

Instructional Outcomes/Student Learning Targets (SLT) refers to the behavioral expectations that are established during planning. They state what the learner will be able to accomplish during the course of instruction. The *standards* are stated in terms of what students will be able to do or learn at the end of study (**TLW** -the learner will).

ESSENTIAL STANDARDS AND EXPECTATIONS

As of 2011, the number of grade level expectations has been reduced in most disciplines and are now called **expectations**. The new **expectations** are stated in general terms and many of them can be used for multiple topics. A copy of the **standards** and **expectations** for the appropriate grade level is attached to this guide.

COMMON CORE LITERACY STRATEGIES TO ENGAGE STUDENTS refers to the use of literacy strategies that encourage student driven instruction. **Lesson plans must include the strategies listed on the Curriculum Map at some point during block study.** These strategies address reading and/or writing skills that are outlined in the Common Core standards. The selected strategies assure that students will be fully engaged individually or collaboratively. Again, these activities can be used at teacher discretion.

RESOURCES

Each **block** includes a sampling of resources for teachers to refer to for information, activities, videos, worksheets, PowerPoint presentations and other media to enhance instruction. There are unlimited resources and teachers are encouraged to utilize as many innovative resources as possible. As always, **review** of these sources should precede use in the classroom.

COMPASS RUBRIC

The language of the 2015-16 framework and curriculum maps addresses several components of the **Compass Rubric**.

Instructional outcomes: see the *Compass Rubric* for further clarification *Planning and Instruction: Domain 1c*

Engage learners: see the *Compass Rubric* for further clarification *Domain 3c*

1ST NINE WEEKS

**STANDARD 2 - WESTERN EXPANSION TO PROGRESSIVISM
(1865 - 1930)**

SUGGESTED TIME: TWO WEEKS (AUGUST 17 – AUGUST 31)

TEXTBOOK ALIGNMENT: CHAPTER 5

INSTRUCTIONAL OUTCOMES:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. TLW compare and/or contrast historical periods in terms of both change and continuity. 2. TLW use and evaluate multiple primary or secondary source materials to interpret historical facts, ideas, or issues. 3. TLW interpret or analyze historical data found in multiple sources to explain historical trends. 4. TLW explain how the migration of settlers to the West impacted Native Americans and their way of life. | <ol style="list-style-type: none"> 5. TLW describe how the settlement of the West transformed the nation's identity. 6. TLW explain how the completion of the Transcontinental Railroad transformed the economy of the United States. 7. TLW describe the social, economic, and political effects of the Chinese Exclusion Act. 8. TLW explain how the Populist Movement platform represented the interests of farmers. |
|--|---|

**CONTENT
(MAJOR CONCEPTS, FIGURES, & FIGURES)**

RESOURCES

2.1 Evaluate the social, political, and economic antagonism that occurred between ethnic and cultural groups as a result of westward expansion.

- assimilation
- Chinese Exclusion Act
- Exodusters
- battles with Plains Indians
- Dawes Act
- dispersal of the Plains Indians
- Ghost Dance

2.2 Describe the economic changes that came about on the western frontier as a result of the expansion of the railroad, cattle kingdoms, and farming.

- boom and bust nature of mining towns
- effects of the Homestead Act
- end of the open range
- transcontinental trade from the railroad

2.3 Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement.

- agrarian movement
- Patrons of Husbandry/the Grange
- Populism
- People's Party/Populist Party
- bimetallism
- free silver
- William Jennings Bryan
- "Cross of Gold" speech

Active Classroom

<http://active.socialstudies.com>

Social Studies Google Site

www.tinyurl.com/lpssk12ss

- Teacher Resources
- Suggested Activities
- Instructional Videos
- Website Resources

CCSS Strategies:

- "Reading Strategies for Social Studies"
 - "Writing Strategies for Social Studies"
- (See SS Department Head for campus copy of resources)

Comprehensive Curriculum

2012-Suggested Activities website: (these resources are designed by the state to help deliver material for EOC preparation)
<https://www.louisianabelieves.com/resources/library/academic-curriculum>

1ST NINE WEEKS

STANDARD 2 - WESTERN EXPANSION TO PROGRESSIVISM
AN EMERGING INDUSTRIAL GIANT (1870–1920)

SUGGESTED TIME: THREE WEEKS (SEPTEMBER 1 – SEPTEMBER 22)
TEXTBOOK ALIGNMENT: CHAP 5 & 6

INSTRUCTIONAL OUTCOMES:

1. TLW explain the effects of the government’s laissez-faire policy in the late 19th century and early 20th century.
2. TLW describe the innovations in technology and transportation that occurred at this time.
3. TLW identify and explain the changes in business organization that led to the growth of an industrial economy.

4. TLW illustrate the phases, geographic origins, and motivations behind mass immigration and explain how these factors accelerated urbanization in the United States.
5. TLW describe the challenges associated with immigration, urbanization, and rapid industrialization and evaluate the government’s response to these challenges.
6. TLW explain the government response to rapid urbanization and mass immigration.

CONTENT
MAJOR CONCEPTS, FIGURES AND EVENTS

RESOURCES

2.4 Examine the effect of the government’s laissez-faire policy, innovations in technology and transportation, and changes in business organization that led to the growth of an industrial economy.

- Bessemer process
- telephone
- mass production
- corporations
- vertical integration
- trusts
- robber barons vs. captains of industry
- John D. Rockefeller
- Standard Oil Company
- electricity
- expansion of railroads
- assembly line
- horizontal integration
- monopolies
- Andrew Carnegie
- J. P. Morgan
- Carnegie Steel

2.5 Illustrate the phases, geographic origins, and motivations behind mass immigration and explain how these factors accelerated urbanization.

- “new” immigrants of the late nineteenth century and early twentieth century
- eastern and southern European immigrants
- push and pull factors of immigration
- Angel Island
- Ellis Island

2.6 Describe the challenges associated with immigration, urbanization, and rapid industrialization and evaluate the government’s response.

- assimilation
- settlement houses (Hull House)
- political machines (Boss William Tweed, Tammany Hall)
- Sherman Anti-Trust Act
- Clayton Anti-Trust Act
- Federal Reserve Act
- Social Darwinism
- ghettos
- tenement housing

Active Classroom

<http://active.socialstudies.com>

Social Studies Google Site

www.tinyurl.com/lpssk12ss

- Teacher Resources
- Suggested Activities
- Instructional Videos
- Website Resources

CCSS Strategies:

- “Reading Strategies for Social Studies”
 - “Writing Strategies for Social Studies”
- (See SS Department Head for campus copy of resources)

Comprehensive Curriculum

2012-Suggested Activities website: (these resources are designed by the state to help deliver material for EOC preparation)
<https://www.louisianabelieves.com/resources/library/academic-curriculum>

LPB Cyber Channel Videos on Demand

- *America in the 20th Century: The Progressive Era (20:00 minutes)*
- *American History: Urban Growth in America (55:22 minutes)*

1ST NINE WEEKS

**STANDARD 2 - WESTERN EXPANSION TO PROGRESSIVISM
THE PROGRESSIVE ERA (1897-1920)**

**SUGGESTED TIME: THREE WEEKS (SEPTEMBER 23 – OCTOBER 14)
TEXTBOOK ALIGNMENT: CHAPTERS 5 & 6**

INSTRUCTIONAL OUTCOMES:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. TLW explain how labor unions attempted to improve working conditions. 2. TLW describe how big business and the government responded to labor unions. | <ol style="list-style-type: none"> 3. TLW explain how the Muckrakers sought to redress the exploitation of workers by big business. 4. TLW explain the accomplishments of the Progressive Movement. 5. TLW describe how the government tried to regulate business and industry. |
|--|--|

**CONTENT
(MAJOR CONCEPTS, FIGURES & EVENTS)**

RESOURCES

2.7 Examine the social, political, and economic struggles of a growing labor force that resulted in the formation of labor unions and evaluate their attempts to improve working conditions.

- labor leaders (Terence V. Powderly, Samuel Gompers, Eugene Debs)
- labor unions (Knights of Labor, American Federation of Labor, Industrial Workers of the World)
- major labor strikes (Great Railroad Strike of 1877, Homestead Strike, Pullman Strike)
- Haymarket Square Riot
- child labor
- working conditions
- Triangle Shirtwaist factory fire
- Socialist Party

Active Classroom
<http://active.socialstudies.com>

Social Studies Google Site
www.tinyurl.com/lpssk12ss

- Teacher Resources
- Suggested Activities
- Instructional Videos
- Website Resources

2.8 Identify the goals of Progressivism; describe the influence of the muckrakers, political leaders, and intellectuals; and evaluate the movement’s successes and failures

- social reformers (Mother Jones, Florence Kelley)
- muckrakers (Ida Tarbell, Upton Sinclair)
- voting reforms (direct primary, initiative, referendum, recall)
- women’s suffrage movement (Alice Paul, Carrie Chapman Catt)
- legislation (Meat Inspection Act, Pure Food and Drug Act)
- amendments (Sixteenth, Seventeenth, Eighteenth, & Nineteenth Amendments)
- trust busting
- municipal reforms
- Theodore Roosevelt
- Woodrow Wilson
- Progressive Party/Bull Moose Party
- conservation
- W. E. B. Du Bois
- William Howard Taft
- election of 1912

CCSS Strategies:

- “Reading Strategies for Social Studies”
- “Writing Strategies for Social Studies”

(See SS Department Head for campus copy of resources)

Comprehensive Curriculum
2012-Suggested Activities website: (these resources are designed by the state to help deliver material for EOC preparation)
<https://www.louisianabelieves.com/resources/library/academic-curriculum>

BOOK

- *The Jungle* by Upton Sinclair

2ND NINE WEEKS

**STANDARD 3 - ISOLATIONISM THROUGH THE GREAT WAR
U.S. FOREIGN POLICY THROUGH THE GREAT WAR
(1870 – 1920)**

**SUGGESTED TIME: THREE WEEKS (OCT. 15 – NOVEMBER 11)
TEXTBOOK ALIGNMENT: CHAPTERS 7 – 8**

INSTRUCTIONAL OUTCOMES:

1. TLW explain the consequences of United States imperialistic policies on newly acquired territories.
2. TLW explain how the United States exerted its influence in Latin America and the Pacific region.
3. TLW explain why the United States entered World War I and describe the consequences of its involvement.

4. TLW explain the socio-economic and geopolitical effects of World War I on European powers and their allies.
5. TLW explain the short-term and long-term consequences of the decisions made at the Paris Peace Conference in 1919.

**CONTENT
(MAJOR CONCEPTS, FIGURES & EVENTS)**

RESOURCES

3.1 Analyze the causes of U.S. imperialistic policies and describe both the immediate and long-term consequences upon newly acquired territories.

- economic causes
- military expansion
- yellow journalism
- Spanish-American War
- Guam
- Puerto Rico
- map of territories acquired
- Anti-Imperialist League
- jingoism
- Social Darwinism
- annexation of Hawaii
- Cuba
- Philippines
- Panama Canal
- Great White Fleet

3.2 Describe the influence of U.S. imperialistic foreign policies upon Latin America and the Pacific region.

- Open Door policy
- moral diplomacy
- Philippines Insurrection
- Mexican Revolution and Pancho Villa
- Roosevelt Corollary/Big Stick policy
- dollar diplomacy
- banana republics
- Boxer Rebellion

3.3 Describe the root causes of World War I and evaluate the reasons for U.S. entry into the war.

- alliances
- nationalism
- sinking of the Lusitania
- Zimmermann Telegram
- assassination of Archduke Franz Ferdinand
- unrestricted submarine warfare
- imperialism
- militarism
- Sussex Pledge

3.4 Explain how the U.S. government financed WWI, managed the economy, and directed public support for the war effort.

- Great Migration
- liberty bonds
- Committee on Public Information
- Espionage Act of 1917
- Sedition Act of 1918
- voluntary policies of the Food Administration
- victory gardens
- propaganda
- Selective Service Act
- War Industries Board
- *Schenk v. United States*

Active Classroom

<http://active.socialstudies.com>

Social Studies Google Site

www.tinyurl.com/lpssk12ss

- Teacher Resources
- Suggested Activities
- Instructional Videos
- Website Resources

CCSS Strategies:

- “Reading Strategies for Social Studies”
 - “Writing Strategies for Social Studies”
- (See SS Department Head for campus copy of resources)

Comprehensive Curriculum

2012-Suggested Activities website: (these resources are designed by the state to help deliver material for EOC preparation)

<https://www.louisianabelieves.com/resources/library/academic-curriculum>

LPB Cyber Channel Videos on Demand

- *Discovering History 20th Century Biographies: World Statesmen* (30:00 minutes)
- *America in the 20th Century: World War I: On the Homefront* (28:00 minutes)

2ND NINE WEEKS

STANDARD 4 - BECOMING A WORLD POWER THROUGH WWII
THE ROARING TWENTIES (1919 - 1929)

SUGGESTED TIME: Two Weeks (November 12 – December 3)
TEXTBOOK ALIGNMENT: CHAPTER 9-10

INSTRUCTIONAL OUTCOMES:

1. TLW explain how the anxieties and disillusionment of the postwar era were reflected in American society.
2. TLW describe the impact of major technological innovations and scientific theories of the 1920s on American society.
3. TLW explain and describe ways in which the Red Scare and the Sacco and Vanzetti Trial marked a return to isolationism.

4. TLW explain and describe the effects of Prohibition on the United States.
5. TLW explain factors that influenced the Great Migration of the 1920s.
6. TLW explain how the Harlem Renaissance influenced American culture in the 1920s.
7. TLW explain and describe cultural and social changes that occurred in the 1920s.
8. TLW describe the presidential administrations of the 1920s and explain how each reflected a return to isolationism.

**CONTENT
(MAJOR CONCEPTS, FIGURES & EVENTS)**

RESOURCES

4.1 Use examples to show how population shifts, artistic movements, Prohibition, and the women’s movement of the Roaring Twenties were a reflection of and a reaction to changes in American society.

- Great Migration
- Harlem Renaissance
- Jazz Age
- women’s changing roles
- Equal Rights Amendment
- flappers
- bootlegging
- organized crime

4.2 Examine the economic policies, attacks on civil liberties, and the presidential administrations of the 1920s and explain how each reflected a return to isolationism.

- the First Red Scare
- immigration quotas
- nativism
- Palmer Raids
- Sacco and Vanzetti case
- anti-lynching campaign
- Jim Crow laws
- Ku Klux Klan
- Marcus Garvey
- Warren Harding and “normalcy”
- Calvin Coolidge
- laissez-faire

4.3 Describe the impact of major technological innovations and scientific theories of the 1920s on American society.

- Scopes Trial
- Henry Ford
- effects of automobiles on society
- growth of national culture
- electrical appliances (refrigerators, vacuum cleaners, washing machines)
- growth of consumer economy (advertising, buying on credit)
- assembly line
- radio
- airplane
- motion pictures

Active Classroom

<http://active.socialstudies.com>

Social Studies Google Site

www.tinyurl.com/lpssk12ss

- Teacher Resources
- Suggested Activities
- Instructional Videos
- Website Resources

CCSS Strategies:

- “Reading Strategies for Social Studies”
 - “Writing Strategies for Social Studies”
- (See SS Department Head for campus copy of resources)

Comprehensive Curriculum

2012-Suggested Activities website: (these resources are designed by the state to help deliver material for EOC preparation)

<https://www.louisianabelieves.com/resources/library/academic-curriculum>

LPB Cyber Channel Videos on Demand

- *America in the 20th Century: The Roaring Twenties* (30:00 minutes)

2ND NINE WEEKS

**STANDARD 4 - BECOMING A WORLD POWER THROUGH WWII
THE GREAT DEPRESSION AND THE NEW DEAL (1929-1939)**

SUGGESTED TIME: TWO WEEKS (DECEMBER 4 – DECEMBER 17)
TEXTBOOK ALIGNMENT: CHAPTERS 11-12

District mid-term assessment will follow this standard.

INSTRUCTIONAL OUTCOMES:

1. TLW explain the causes and consequences of global depression in the 1920s and 1930s.
2. TLW summarize the causes of the Great Depression in the United States.
3. TLW differentiate the responses of the Hoover and Roosevelt administrations to the Great Depression.

4. TLW classify New Deal programs as relief, recovery, and reform.
5. TLA explain how the New Deal programs led to the growth of the federal government.
6. TLW explain how the New Deal impacted the political structure of the United States.
7. TLW describe the effects of New Deal programs and legislation.
8. TLW summarize the social effects of the Great Depression.

**CONTENT
(MAJOR CONCEPTS, FIGURES & EVENTS)**

RESOURCES

4.4 Examine the causes of the Great Depression and its effects on the American people and evaluate how the Hoover administration responded to this crisis.

- overproduction
- speculation
- stock market crash
- unemployment
- Hawley-Smoot Tariff
- psychological effects
- Hoovervilles
- Reconstruction Finance Corporation
- unequal distribution of wealth
- weaknesses in agricultural sector
- consumer debt
- buying on margin
- bank failures
- underconsumption
- dust bowl
- Bonus Army

4.5 Classify the key New Deal programs according to Relief, Recovery, and Reform programs and describe their impact on the social, economic, and political structure of the United States.

- Civilian Conservation Corps
- Agricultural Adjustment Administration
- Tennessee Valley Authority
- Federal Deposit Insurance Corporation
- Securities and Exchange Commission
- Black Cabinet
- Works Progress Administration
- National Labor Relations Act/Wagner Act
- Social Security Act
- Supreme Court packing plan
- critics of New Deal (Father Coughlin, Huey Long)
- limitations of New Deal

Active Classroom

<http://active.socialstudies.com>

Social Studies Google Site

www.tinyurl.com/lpssk12ss

- Teacher Resources
- Suggested Activities
- Instructional Videos
- Website Resources

CCSS Strategies:

- “Reading Strategies for Social Studies”
 - “Writing Strategies for Social Studies”
- (See SS Department Head for campus copy of resources)

Comprehensive Curriculum

- 2012-Suggested Activities website: (these resources are designed by the state to help deliver material for EOC preparation)
<https://www.louisianabelieves.com/resources/library/academic-curriculum>

LPB Cyber Channel Videos on Demand

- *American History: From the Great War to the Great Depression (56:00 minutes)*
- *America in the 20th Century: The Great Depression (30:00 minutes)*

3RD NINE WEEKS

**STANDARD 4 - BECOMING A WORLD POWER THROUGH WWII
WORLD WAR II (1939 - 1945)**

SUGGESTED TIME: FOUR WEEKS (JANUARY 4 – FEBRUARY 1)

TEXTBOOK ALIGNMENT: CHAPTERS 13-14

INSTRUCTIONAL OUTCOMES:

1. TLW describe the conditions that led to the outbreak of war in Europe and Asia in the 1930s?
2. TLW explain why the United States entered the war and describe how this event affected the course of the war?
3. TLW describe how the American public contributed to the war effort?

4. TLW describe the actions of key Allied political and military leaders and explain how their strategies affected the outcome of the war.
5. TLW explain how the outcome of the war led to two spheres of political ideologies and influence.
6. TLW describe the roles of minority groups on the home front and in the military.
7. TLW explain how the societal status of minority groups changed as a result of World War II.

**CONTENT
(MAJOR CONCEPTS, FIGURES & EVENTS)**

CONTENT/RESOURCES

Highlighted Section is prescriptive/ order of teaching timeline

Causes of WWII
-Militarism (U.S. 4.6)
-Invasion of Poland (U.S. 4.6)
U.S. foreign policy prior to WWII (U.S. 4.6)
-Isolation, neutrality, involvement (U.S. 4.6)
-Neutrality Acts (U.S. 4.6)
-Lend-Lease/ Cash & Carry (U.S. 4.6)

Events that led US to war
-Pearl Harbor (U.S. 4.6)
-Selective Service (U.S. 4.6)
-Office of War Mobilization (U.S. 4.6)
-Munich Conference (U.S. 4.6)
-Appeasement (U.S. 4.6)
-Non-Aggression Pact (U.S. 4.6)
-Axis Power Aggression/ Axis Agreement (4.6)

Financing the war/ Rationing/ Black Market (4.7)
-Role of women/ Rosie the Riveter (U.S. 4.8)
-Propaganda Posters (patriotic activities i.e. Victory Gardens) (U.S. 4.7)

-Office of War Mobilization (U.S. 4.7)
-Office of Price Administration (U.S. 4.7)
-Four Freedoms Speech (U.S. 4.6)

European Theater Historical Figures
-Harry Truman (U.S. 4.10)
-Winston Churchill (U.S. 4.10)
-Joseph Stalin (U.S. 4.10)
-Adolf Hitler (U.S. 4.10)
-Benito Mussolini (U.S. 4.10)
-Dwight D. Eisenhower (U.S. 4.10)
-Douglas MacArthur (U.S. 4.10)
-Chester Nimitz (U.S. 4.10)

-“Big Three” (FDR, Churchill, Stalin) (U.S. 4.10)
-Atlantic Charter (U.S. 4.10)
-Axis Powers/ Allied Powers

Results of WWII/ Treaty of Versailles
-Formation of the United Nations (U.S. 4.10)
-Nuremberg trials (U.S. 4.9)
-Japanese war trials
-Yalta Conference/Tehran, Potsdam, Casablanca Conference (U.S. 4.9)

Role of minority groups (All are 4.8)
-Rosie the Riveter
-Double V Campaign
-Executive Order 8802
-Congress of Racial Equality
-A. Philip Randolph
-Tuskegee Airmen
-code talkers
-1943 repeal of Chinese Exclusion Act
-Zoot-Suit Riots of 1943
-Japanese internment
-anti-Japanese v. 9/11 Anti-Muslim sentiment
-Korematsu v. United States

Pacific Theater
-Manhattan Project (U.S. 4.9)
-Island Hopping (U.S. 4.9)
-Kamikaze (U.S. 4.9)
-Atomic warfare/ Atomic Bomb/ Manhattan Project (U.S. 4.9)
-Battle of Midway (U.S. 4.9)
-Battle of Okinawa (U.S. 4.9)

Rise of totalitarianism (U.S. 4.6)
-Communism (U.S. 4.6)
-Fascism (U.S. 4.6)
-Nazism (U.S. 4.6)

4.6 Examine the causes of World War II and explain the reasons for U.S. entry into the war.

- fascism
- totalitarianism
- appeasement
- Axis power aggression
- U.S. isolationism
- “Four Freedoms” speech
- Pearl Harbor
- Nazism
- Treaty of Versailles
- Munich Conference
- Non-Aggression Pact
- Neutrality Acts
- Lend-Lease Act

4.7 Explain how the U.S. government financed World War II, managed the economy, and encouraged public support for the war effort.

- Office of War Mobilization
- deficit spending
- propaganda
- victory gardens
- Office of Price Administration
- patriotic activities
- rationing
- war bond drives

4.8 Examine the role of minority groups, including women, on the home front and in the military and describe how it changed their status in society.

- Rosie the Riveter
- Executive Order 8802
- A. Philip Randolph
- code talkers
- Zoot-Suit Riots of 1943
- *Korematsu v. United States*
- Double V Campaign
- Congress of Racial Equality
- Tuskegee Airmen
- 1943 repeal of Chinese Exclusion Act
- Japanese internment

4.9 Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war.

- Battle of the Atlantic
- Battle of Stalingrad
- Battle of Midway
- dropping of atomic bombs on Japan
- war conferences (Tehran, Yalta, Potsdam)
- Battle of Okinawa
- North Africa Campaign
- kamikaze pilots
- island hopping
- D-Day
- Manhattan Project
- Holocaust
- Nuremberg Trials

4.10 Describe how key political and military leaders affected the outcome of World War II and led to the beginning of the Cold War.

- Atlantic Charter
- the Big Three (Roosevelt, Churchill, Stalin)
- Gen. Dwight D. Eisenhower
- Gen. Douglas MacArthur
- Adm. Chester Nimitz
- Harry S. Truman
- founding of the United Nations

RESOURCES

- **LPB Cyber Channel Videos on Demand (United Streaming)**
 - *World War II (56:00 minutes)*
 - *America in the 20th Century: World War II: The World at War (38:13 minutes)*

Active Classroom
<http://active.socialstudies.com>

Social Studies Google Site
www.tinyurl.com/lpssk12ss

- Teacher Resources
- Suggested Activities
- Instructional Videos
- Website Resources

CCSS Strategies:

- “Reading Strategies for Social Studies”
 - “Writing Strategies for Social Studies”
- (See SS Department Head for campus copy of resources)

3RD NINE WEEKS

STANDARD 5 - THE COLD WAR (1945 – PRESENT)

SUGGESTED TIME: THREE WEEKS (FEBRUARY 2 – MARCH 2)

TEXTBOOK ALIGNMENT: CHAPTERS 15-22

INSTRUCTIONAL OUTCOMES:

1. TLW describe the conditions that led to the outbreak of war in Europe and Asia in the 1930s.
2. TLW describe how the American public contributed to the war effort.
3. TLW describe the actions of key Allied political and military leaders and explain how their strategies affected the outcome of the Vietnam conflict led to two spheres of political ideologies and influence.

4. TLW describe how key leaders and events led to legislative achievements for civil rights.
5. TLW explain how the Civil Rights movement expanded opportunities for African Americans.
6. TLW explain how American society was transformed in the years following WWII.
7. TLW explain how political events in the 1960s created anti-war and countercultural movements.

**CONTENT
(MAJOR CONCEPTS, FIGURES & EVENTS)**

RESOURCES

5.1 Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of Communism.

- containment
- domino theory
- Truman Doctrine
- Berlin airlift
- Warsaw Pact
- Korean War
- Sputnik
- House Un-American Activities Committee
- Taft-Hartley Act of 1947
- McCarthyism
- military-industrial complex
- deterrence
- “Iron Curtain” speech
- Marshall Plan
- North Atlantic Treaty Organization
- China (Chang Kai-shek/Mao Zedong)
- Suez Crisis
- the Second Red Scare
- Hollywood Ten
- Fair Deal

5.2 Cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions.

- foreign policies of Kennedy, Johnson, Nixon, and Carter
- space race
- U-2 incident
- Bay of Pigs invasion
- brinkmanship
- Cuban Missile Crisis
- Berlin Wall
- Limited Test Ban Treaty
- domino theory
- Vietnam War (Gulf of Tonkin Resolution, Tet Offensive, My Lai Massacre, Vietnamization, Cambodia, War Powers Act)
- silent majority
- President Nixon travels to China
- détente
- Soviet invasion of Afghanistan
- cultural and athletic competitions

Active Classroom

<http://active.socialstudies.com>

Social Studies Google Site

www.tinyurl.com/lpssk12ss

- Teacher Resources
- Suggested Activities
- Instructional Videos
- Website Resources

CCSS Strategies:

- “Reading Strategies for Social Studies”
 - “Writing Strategies for Social Studies”
- (See SS Department Head for campus copy of resources)

Comprehensive Curriculum

2012-Suggested Activities website: (these resources are designed by the state to help deliver material for EOC preparation)

<https://www.louisianabelieves.com/resources/library/academic-curriculum>

3RD - 4TH NINE WEEKS

STANDARD 5 - COLD WAR ERA

SUGGESTED TIME: FOUR WEEKS (MARCH 3 – APRIL 8)

TEXTBOOK ALIGNMENT: CHAPTERS 15-22

INSTRUCTIONAL OUTCOMES:

1. TLW explain how the Supreme Court decision in *Brown v. Board of Education* (1954) provided the legal foundation for the Civil Rights Movement.
2. TLW describe how key leaders and events led to legislative achievements for civil rights.

3. TLW explain how the Civil Rights movement expanded opportunities for African Americans.
4. TLW explain how American society was transformed in the years following the end of World War II.
5. TLW identify and describe the social achievements of government policies of the 1960s.
6. TLW explain how political events in the 1960s created anti-war and countercultural movements.

**CONTENT
(MAJOR CONCEPTS, FIGURES & EVENTS)**

RESOURCES

5.3 Explain how the post-war social movements caused change by analyzing the methods used by the leaders, the effectiveness of legislation, and the impact of key events.

- Great Society programs (War on Poverty, Medicaid, Medicare, education, Dept. of Housing and Urban Development)
- women’s rights movement (Betty Friedan, Equal Rights Amendment, National Organization for Women, opposition to the women’s rights movement)
- GI Bill
- Students for a Democratic Society
- anti-war protests (Kent State, Jackson State)
- American Indian movement

- baby boomers
- counterculture
- Democratic Party Convention of 1968
- environmental movement
- Cesar Chavez

5.4 Describe the role and importance of the civil rights movement in the expansion of opportunities for African Americans in the United States.

- NAACP
- massive resistance
- Montgomery Bus Boycott
- SCLC
- lunch counter sit-ins
- Freedom Summer
- Selma Marches
- Malcolm X
- Black Panther Party
- *de jure* vs. *de facto* segregation
- affirmative action
- New Orleans school integration crisis
- integration of the University of Mississippi (James Meredith)
- March on Washington of 1963

- *Brown v. Board of Education*
- Rosa Parks
- Dr. Martin Luther King, Jr.
- Little Rock Nine
- Freedom Rides
- Civil Rights Act of 1964
- Voting Rights Act of 1965
- black power
- race riots (Harlem, Watts)
- desegregation busing
- Student Nonviolent Coordinating Committee
- Twenty-Fourth Amendment
- “Letter from Birmingham Jail”

5.5 Explain how the leaders’ personalities, events, and policies of the 1980s combined to bring about an end to the Cold War.

- Mikhail Gorbachev
- Poland’s Solidarity movement
- Strategic Defense Initiative
- Intermediate-Range Nuclear Forces Treaty
- German reunification
- dissolution of the Soviet Union

- Ronald Reagan
- glasnost
- perestroika
- Strategic Arms Reduction Treaties
- Tiananmen Square protests of 1989

Active Classroom

<http://active.socialstudies.com>

Social Studies Google Site

www.tinyurl.com/lpsk12ss

- Teacher Resources
- Suggested Activities
- Instructional Videos
- Website Resources

CCSS Strategies:

- “Reading Strategies for Social Studies”
 - “Writing Strategies for Social Studies”
- (See SS Department Head for campus copy of resources)

Comprehensive Curriculum

2012-Suggested Activities website: (these resources are designed by the state to help deliver material for EOC preparation)

<https://www.louisianabelieves.com/resources/library/academic-curriculum>

4TH NINE WEEKS

**STANDARD 6- THE MODERN AGE
CHALLENGES AND ADVANCES OF THE U.S. (1974 – PRESENT)**

SUGGESTED TIME: FOUR WEEKS (APRIL 11 – MAY 9)

TEXTBOOK ALIGNMENT: CHAPTERS 22-23

INSTRUCTIONAL OUTCOMES:

1. The learner will evaluate the effects of the mass media on American society.
2. The learner will describe the impact of technology on American society.
3. The learner will analyze contemporary issues in American society and suggest alternative solutions.
4. The learner will identify recent Supreme Court decisions and describe how they impact political and social institutions.

5. The learner will describe the relationship of the United States and nations of the world in the post- Cold War era.
6. The learner will identify recent trends in the U.S. economy and explain shifts in government policy designed to address them.
7. The learner will identify and explain domestic issues and reform movements.
8. The learner will evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues.

**CONTENT
(MAJOR CONCEPTS, FIGURES & EVENTS)**

6.1 Compare and contrast the domestic policies of the post-Cold War presidencies.

- George H.S. Bush
- Bill Clinton
- George W. Bush
- Barack Obama
- the Religious Right
- 1988 “read my lips” campaign promise
- effects of the North American Free Trade Agreement
- 1993 failure of health care vs. 2010 passage of health care
- Contract with America of 1994
- federal government shutdown of 1995–1996
- Clinton impeachment
- election of 2000
- Bush tax cuts of 2001 and 2003
- election of 2008

6.2 Describe advances in media during the modern era and explain how these advances have altered society.

- AIDS research
- breakthroughs in genetic research (Human Genome Project)
- cancer research
- stem cell research
- genetically modified food
- personal computer
- the Internet
- cell phone and smart phone
- digital divide
- social media

6.3 Trace the evolution of the United States relationships with Middle East countries and explain how these interactions have defined our image in the region.

- Afghanistan
- Egypt
- Iran
- Iraq
- Israel
- Palestinian Liberation Organization
- Organization of Petroleum Exporting Countries
- Arab-Israeli Conflict
- oil embargo of 1973
- Camp David Accords
- war in Afghanistan
- war in Iraq
- Axis of Evil
- Arab Spring
- weapons of mass destruction
- oil crisis of 1979
- Iran hostage crisis
- Persian Gulf War

6.4 Describe events that changed American people’s perceptions of government over time.

- Vietnam War
- Pentagon Papers
- Watergate scandal
- Love Canal
- Iran-Contra Affair
- Clarence Thomas Supreme Court nomination hearing
- “Don’t Ask, Don’t Tell” policy
- Clinton impeachment
- presidential election of 2000
- response to 9/11 attacks
- wars in Iraq and Afghanistan
- response to Hurricane Katrina
- federal debt

6.5 Identify landmark Supreme Court decisions from the Warren Court to the present, categorize the ideology of the decisions, and assess the impact of political and social instructions.

- *Engel v. Vitale*
- *Gideon v. Wainwright*
- *Escobedo v. Illinois*
- *New York Times Co. v. Sullivan*
- *Reynolds v. Sims*
- *Griswold v. Connecticut*
- *Miranda v. Arizona*
- *Roe v. Wade*

6.6. Trace the rise in domestic and foreign terrorism and analyze its effect on America’s way of life.

- Oklahoma City bombing
- USS *Cole* bombing
- September 11, 2001
- al-Qaeda
- Osama bin Laden
- Taliban
- weapons of mass destruction
- Department of Homeland Security
- Transportation Security Administration
- Patriot Act
- Guantánamo Bay, Cuba, detention camp

RESOURCES

Active Classroom

<http://active.socialstudies.com>

Social Studies Google Site

www.tinyurl.com/lpsk12ss

- Teacher Resources
- Suggested Activities
- Instructional Videos
- Website Resources

CCSS Strategies:

- “Reading Strategies for Social Studies”
- “Writing Strategies for Social Studies”

(See SS Department Head for campus copy of resources)

LOUISIANA STRANDS, STANDARDS, AND EXPECTATIONS

United States History

SOC.9-12.US.1 - [Standard] - Students use facts and concepts to solve problems, interpret, analyze, and draw conclusions from historical events and to relate historical events to contemporary events.

SOC.9-12.US.1.1 - [Expectation] - Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- 1.1.a - conducting short and sustained research
- 1.1.b - evaluating conclusions from evidence (broad variety, primary and secondary sources)
- 1.1.c - evaluating varied explanations for actions/events
- 1.1.d - determining the meaning of words and phrases from historical texts
- 1.1.e - analyzing historians' points of view

SOC.9-12.US.1.2 - [Expectation] - Compare and/or contrast historical periods in terms of:

- 1.2.a - differing political, social, religious, or economic contexts
- 1.2.b - similar issues, actions, and trends
- 1.2.c - both change and continuity

SOC.9-12.US.1.3 - [Expectation] - Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position

SOC.9-12.US.1.4 - [Expectation] - Discriminate between types of propaganda and draw conclusions concerning their intent

SOC.9-12.US.1.5 - [Expectation] - Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources

SOC.9-12.US.2 - [Standard] - Students understand the social, political, and economic changes that developed between the periods of the United States' westward expansion, industrial growth, and the Progressive Era.

SOC.9-12.US.2.1 - [Expectation] - Evaluate the social, political, and economic antagonism that occurred between ethnic and cultural groups as a result of westward expansion

SOC.9-12.US.2.2 - [Expectation] - Describe the economic changes that came about on the western frontier as a result of the expansion of railroads, cattle kingdoms, and farming

SOC.9-12.US.2.3 - [Expectation] - Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement

SOC.9-12.US.2.4 - [Expectation] - Examine the effect of the government's laissez-faire policy, innovations in technology and transportation, and changes in business organization that led to the growth of an industrial economy

SOC.9-12.US.2.5 - [Expectation] - Illustrate the phases, geographic origins, and motivations behind mass immigration and explain how these factors accelerated urbanization

SOC.9-12.US.2.6 - [Expectation] - Describe the challenges associated with immigration, urbanization, and rapid industrialization and evaluate the government's response

SOC.9-12.US.2.7 - [Expectation] - Examine the social, political, and economic struggles of a growing labor force that resulted in the formation of labor unions and evaluate their attempts to improve working conditions

SOC.9-12.US.2.8 - [Expectation] - Identify the goals of Progressivism; describe the influence of the Muckrakers, political leaders, and intellectuals; and evaluate the movement's successes and failures

SOC.9-12.US.3 - [Standard] - Students trace the transition in U.S. foreign policy from isolationism to internationalism from the late nineteenth century until the end of World War I.

SOC.9-12.US.3.1 - [Expectation] - Analyze the causes of U.S. imperialistic policies and describe both the immediate and long term consequences upon newly acquired territories

SOC.9-12.US.3.2 - [Expectation] - Describe the influence of U.S. imperialistic foreign policies upon Latin America and the Pacific region

SOC.9-12.US.3.3 - [Expectation] - Describe the root causes of World War I and evaluate the reasons for U.S. entry into the war

SOC.9-12.US.3.4 - [Expectation] - Explain how the U.S. government financed WWI, managed the economy, and directed public support for the war effort

SOC.9-12.US.3.5 - [Expectation] - Analyze how key military leaders, innovations in military technology, and major events affected the outcome of WWI

SOC.9-12.US.3.6 - [Expectation] - Describe the goals of political leaders at the Paris Peace Conference and analyze the consequences of the Treaty of Versailles

SOC.9-12.US.4 - [Standard] - Students examine the social, economic, and political struggles and achievements that led to the U.S. becoming a world power from the 1920s until the end of World War II.

SOC.9-12.US.4.1 - [Expectation] - Use examples to show how population shifts, artistic movements, Prohibition, and the women's movement of the Roaring Twenties were a reflection of and a reaction to changes in American society

SOC.9-12.US.4.2 - [Expectation] - Examine the economic policies, attacks on civil liberties, and the presidential administrations of the 1920s and explain how each reflected a return to isolationism

SOC.9-12.US.4.3 - [Expectation] - Describe the impact of major technological innovations and scientific theories of the 1920s on American society

SOC.9-12.US.4.4 - [Expectation] - Examine the causes of the Great Depression and its effects on the American people, and evaluate how the Hoover administration responded to this crisis

SOC.9-12.US.4.5 - [Expectation] - Classify the key New Deal programs according to Relief, Recovery, and Reform programs and describe their impact on the social, economic, and political structure of the United States

SOC.9-12.US.4.6 - [Expectation] - Examine the causes of World War II and explain the reasons for U.S. entry into the war

SOC.9-12.US.4.7 - [Expectation] - Explain how the U.S. government financed World War II, managed the economy, and encouraged public support for the war effort

SOC.9-12.US.4.8 - [Expectation] - Examine the role of minority groups, including women, on the home front and in the military and describe how it changed their status in society

SOC.9-12.US.4.9 - [Expectation] - Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war

SOC.9-12.US.4.10 - [Expectation] - Describe how key political and military leaders affected the outcome of World War II and led to the beginning of the Cold War

SOC.9-12.US.5 - [Standard] - Students examine the Cold War era and how it influenced U.S. foreign policy decisions, domestic programs, and major social movements.

SOC.9-12.US.5.1 - [Expectation] - Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism

SOC.9-12.US.5.2 - [Expectation] - Cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions

SOC.9-12.US.5.3 - [Expectation] - Explain how the post-war social movements caused change by analyzing the methods used by the leaders, the effectiveness of legislation, and the impact of key events

SOC.9-12.US.5.4 - [Expectation] - Describe the role and importance of the Civil Rights movement in the expansion of opportunities for African Americans in the United States

SOC.9-12.US.5.5 - [Expectation] - Explain how the leaders' personalities, events, and policies of the 1980s combined to bring about an end to the Cold War

SOC.9-12.US.6 - [Standard] - Students understand the shift in American government and society from a Cold War identity to a culture of global interdependence.

SOC.9-12.US.6.1 - [Expectation] - Compare and contrast the domestic policies of the post-Cold War presidencies

SOC.9-12.US.6.2 - [Expectation] - Describe advances in medicine, technology, and the media during the modern era and explain how these advances have altered society

SOC.9-12.US.6.3 - [Expectation] - Trace the evolution of United States relationships with Middle East countries and explain how these interactions have defined our image in the region

SOC.9-12.US.6.4 - [Expectation] - Describe events that changed American people's perceptions of government over time

SOC.9-12.US.6.5 - [Expectation] - Identify landmark Supreme Court decisions from the Warren Court to the present, categorize the ideology of the decisions, and assess the impact on political and social institutions

SOC.9-12.US.6.6 - [Expectation] - Trace the rise in domestic and foreign terrorism and analyze its effect on America's way of life

LOUISIANA COMMON CORE STANDARDS

English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

Reading Standards for Literacy in History/Social Studies

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrations of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
- b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ACKNOWLEDGEMENTS

Matthew Musumeche
Lafayette High School
mjmusumeche@lpssonline.com

Misti Darby
Carencro High School
mcdarby@lpssonline.com