

Appendix: *Implementing Common Core Standards*

In correlation with the Common Core Standards (the new overarching curriculum being used by the majority of states nationwide for their educational focus) and the North Carolina Standard Course of Study for United States History, this curriculum unit will individually meet the needs of honors, standard and inclusion students, based upon their instructional needs using a series of differentiation techniques. Since North Carolina has just recently adapted the Essential Standards for Common Core within the last two years, the ability to fully connect the specific content to the required Essential Standard is much more difficult than it was to the previous Competency Goal and Objective, according to the Standard Course of Study.

Below are the Common Core Essential Standards (via the North Carolina Department of Public Instruction: www.ncpublicschools.org/docs/acre/standards/new-standards/social-studies/american-history-2.pdf) that would effectively correspond to the content discussed within this particular unit:

Essential Standard

AH2.H.4 (The student will be able to) analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Clarifying Objective(s)

AH2.H.4.1 (The student will be to) analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, Civil Rights Movement, Anti-War protests, Watergate, etc.).

AH2.H.4.3 (The student will be to) analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results (e.g., Prohibition, Social Darwinism, Eugenics, civil rights, anti-war protest, etc.).

AH2.H.4.4 (The student will be to) analyze the cultural conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., nativism, Back to Africa movement, modernism, fundamentalism, black power movement, women's movement, counterculture, Wilmington Race Riots, etc.).

Essential Standard

AH2.H.5 (The student will be to) understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

Clarifying Objective(s)

AH2.H.5.1 (The student will be to) summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., "separate but equal", Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).

AH2.H.5.2 (The student will be to) explain how judicial, legislative and executive actions have affected the distribution of power between levels of government since Reconstruction (e.g., New Deal, Great Society, Civil Rights, etc.).

As for the connection points to the North Carolina Standard Course of Study, the appropriate goals that are addressed and examined are as follows:

Goal 7: The Progressive Movement in the United States (1890-1914) -The learner will analyze the economic, political, and social reforms of the Progressive Period.

Goal 11: Recovery, Prosperity, and Turmoil (1945-1980) - The learner will trace economic, political, and social developments and assess their significance for the lives of Americans during this time period.