

APPENDIX V – 159

TUSD Social Studies Curriculum Map: American History (US History)

<p>QUARTER 1</p> <p>Themes:</p> <p>I. CULTURE</p> <ul style="list-style-type: none"> Indigenous people of Africa, America, and Europe were distinct peoples with cultures reflective of the geography of the region inhabited. (S2.C5.PO 1) <p>III. PEOPLE, PLACES, AND ENVIRONMENTS</p> <ul style="list-style-type: none"> Economic difficulties in Europe, the desire to acquire raw materials, and religious tensions all caused Europeans to become interested in the Americas. (S1.C3.PO 2) The development of Indigenous Americans varied based on geography and available resources. (S1.C2.PO 1) <p>IV. INDIVIDUAL DEVELOPMENT AND IDENTITY</p> <ul style="list-style-type: none"> Early Americans settled themselves by religion, region, nationality, family and social class. (S1.C3.PO 3) <p>V. INDIVIDUALS, GROUPS, AND INSTITUTIONS</p> <ul style="list-style-type: none"> The rule of monarchy was replaced with the colonial elite while maintaining the status quo of limited citizenship based upon property, gender and race. (S1.C4.PO 6) <p>VI. POWER, AUTHORITY, AND GOVERNANCE</p> <ul style="list-style-type: none"> Conflict between Great Britain and the American colonies grew over issues of taxation, representation and liberty. (S1.C4.PO 1) Continued popular support of the war and victory at Yorktown enabled the Americans to defeat the British. (S1.C4. PO 3) The Constitution is ratified as a result of a series of compromises. (S1.C4.PO 4) <p>** National Curriculum Standards for Social Studies: The Themes of Social Studies</p>	<p>UNIFYING CONCEPT: CONVERGING CULTURES, REVOLUTION, AND CREATING A CONSTITUTION</p> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What push and pull factors motivate people to migrate to new lands? How do exploration and colonization lead to change? Why do people rebel against those who rule? What fundamental rights should be granted to all people? How does compromise affect the process of building a government? How does the distribution of power affect an organization? <p>ANTI-BIAS FRAMEWORK</p> <p>ID.9-12.1 – I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.</p> <p>ID.9-12.2 – I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.</p> <p>DI.9-12.6 - I interact comfortably and respectfully with all people, whether they are similar to or different from me.</p> <p>JU.9-12.11 - I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.</p> <p>AC.9-12.16 - I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.</p> <p>** Anti-Bias Framework</p>
<p>CONTENT STANDARDS</p>	
<p>Strand 1: American History</p> <p>Concept 2: Early Civilizations</p> <p>PO 1. Describe Prehistoric Cultures of the North American continent: a. Paleo-Indians, including Clovis, Folsom, and Plano b. Moundbuilders, including Adena, Hopewell, and Mississippian c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)</p> <p>Strand 2: World History</p> <p>Concept 5: Encounters and Exchange</p> <p>PO 1. Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration: a. reasons for European exploration b. impact of expansion and colonization on Europe c. impact of expansion and colonization on Africa, the Americas d. role of disease in conquest e. role of trade g. impact and ramifications of slavery and international slave trade h. contrasting motivations and methods for colonization</p> <p>Strand 1: American History</p> <p>Concept 3: Exploration and Colonization – 1500s-1700s</p> <p>PO1. Review the reciprocal impact resulting from early European contact with indigenous peoples: a. religious (e.g., conversion attempts) b. economic (e.g., land disputes, trade) c. social (e.g., spread of disease, partnerships) d. food (e.g., corn) e. government (e.g., Iroquois Confederacy, matriarchal leadership, democratic influence)</p> <p>PO 2. Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life).</p>	

TUSD Social Studies Curriculum Map: American History (US History)

CONTENT STANDARDS (Cont.)		
<p>PO 3. Compare the characteristics of the New England, Middle, and Southern colonies: a. colonial governments b. geographic influences, resources, and economic systems c. religious beliefs and social patterns</p> <p>PO 4. Describe the impact of key colonial figures (e.g., John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop).</p> <p>Concept 4: Revolution & a New Nation</p> <p>PO 1. Assess the economic, political, and social reasons for the American Revolution: a. British attempts to tax and regulate colonial trade as a result of the French and Indian War b. Colonists' reaction to British policy ideas expressed in the Declaration of Independence</p> <p>PO 2. Analyze the effects of European involvement in the American Revolution on the outcome of the war.</p> <p>PO 3. Describe the significance of major events in the Revolutionary War: a. Lexington and Concord b. Bunker Hill c. Saratoga d. Writing and ratification of the Declaration of Independence e. Yorktown</p> <p>PO 4. Analyze how the new national government was created: a. Albany Plan of Union influenced by the Iroquois Confederation b. Articles of Confederation c. Constitutional</p> <p>PO 5. Examine the significance of the following in the formation of a new nation: a. presidency of George Washington b. economic policies of Alexander Hamilton c. creation of political parties under Thomas Jefferson and Alexander Hamilton d. the establishment of the Supreme Court as a co-equal third branch of government under John Marshall with cases such as Marbury v. Madison.</p> <p>PO 6. Examine the experiences and perspectives of the following groups in the new nation: property owners, African Americans, Women, Native Americans, indentured servants</p>		
RESEARCH SKILLS FOR HISTORY		
<p>Strand 1: American History Concept 1: Research Skills for History</p> <p>PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.</p> <p>PO 2. Distinguish among dating methods yielding calendar ages: dendrochronology, radiocarbon, volcanic ash, and geologic time.</p> <p>PO 3. Formulate questions that can be answered by historical study and research.</p> <p>PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data.</p> <p>PO 5. Evaluate primary and secondary sources for: a. authors' main points b. purpose and perspective c. facts vs. opinions d. different points of view on the same historical event (e.g., Geography)</p> <p>PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.</p> <p>PO 7. Compare present events with past events: a. cause and effect b. change over time c. different points of view</p> <p>** Red Font Denotes Standards for AZ Civics Test</p> <p>** Source. Arizona Department of Education: High School Social Studies Standards</p>		
LITERACY STANDARDS		
<p>Reading</p> <p>11-12.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>11-12.RH.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.</p> <p>11-12.RH.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.</p> <p>11-12.RH.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	<p>Writing</p> <p>11-12.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purposes, and audience.</p> <p>11-12.WHST.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>11-12.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Speaking and Listening Standards for Literacy</p> <p>11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

TUSD Social Studies Curriculum Map: American History (US History)

SUGGESTED ACTIVITIES	SELECTED READINGS OF COMPLEX TEXTS
<ul style="list-style-type: none"> • Speed Dating: Role play a member of an Indigenous society to support the idea that all societies are inherently valuable and equal. • Group activity using primary and secondary sources to analyze contact between Native Americans and the first wave of European explorers.(Free Registration) • "What if?" the events leading to the American Revolution never happened. • Quizlet comparing characteristics of the New England, Middle, and Southern colonies. • Compare the experiences of property owners, indentured servants, women, African Americans and Native Americans. • Reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life). • Explain how the Doctrine of Discovery was used as a justification for European colonization of the Americas and its effect on Indigenous People worldwide. • Create a timeline to record the major battles of the American Revolution and their outcomes. • Taking Up Arms and the Challenge of Slavery in the Revolutionary Era • Experiencing a stratified society (Simulation) 	<p>Adopted: The American Vision (2008) - Glencoe</p> <p>Suggested Supplemental: "A Different Mirror", Ronald Takaki A People's History of the United States, Howard Zinn <i>Us and Them</i>, Jim Carnes "American Indians" , Elliot West</p> <p>Primary Sources: Articles of Confederation Bill of Rights The Constitution "Virginia Statute of Religious Freedom", Thomas Jefferson</p> <p>Multicultural Literature: A Place at the Table (Southern Poverty Law Center) "Apostles of Liberty" <i>Blasphemy</i>, Alexie Sherman <i>American Indians and African Americans of the American Revolution – Through Primary Sources</i>, John Micklos <i>The Kingdom on the Waves</i>, M.T. Anderson</p>
INSTRUCTIONAL RESOURCES	ASSESSMENT RESOURCES
<p>National Museum of the American Indian The Map Of Native American Tribes You've Never Seen Before Trans-Atlantic Slave Voyages Race: The Power of an Illusion – Documentary Film (Supporting Website) KHAN Academy (US History) National Archives: American Originals National Archives: African American Heritage The Rise and Fall of Jim Crow - PBS</p>	<p>Descriptors of DOK Levels for Social Studies DOK Question Stems HESS Cognitive Rigor Matrix (Social Studies/Humanities) Document Based Questions (US History) Socratic Seminar "WHAT HAVE I LEARNED TODAY?: FORMATIVE ASSESSMENT IN SOCIAL STUDIES," D.C. Everest School District Dr. Paula's Prescriptions for Professional Development Wiki, "FORMATIVE ASSESSMENT STRATEGIES, DEFINITIONS, EXAMPLES," Cardinal Consulting Group, Inc. Beyond the Bubble A new generation of history assessments RUBRICS AND RUBRIC MAKERS</p>