

Groton Public Schools Curriculum Map

INTRODUCTION

Course Title: US History 9-10

Curriculum Area and Grade: Social Studies, Gr. 9 & 10

Course Purpose:

This course uses adaptive curriculum for World History, Civics and US History to meet the learning needs of adolescents with cognitive impairments. The content literacy skills and strategies presented and practiced in the lessons will allow students a more meaningful literacy based experience. The Reading Essentials in Social Studies supports the national standards: culture; time, continuity and change; people, places, and environments; individual development and identity; individuals, groups and institutions; power, authority, and governance; production, distribution, and consumption; global connections; civic ideals and practice.

Major Learning Goals and Understandings:

Student Learning Expectation(s):

It will be expected that students will establish a fundamental base of knowledge in US History topics.

It will be expected that students will analyze a variety of viewpoints and perspectives on topics studied in the course of the year.

It will be expected that students will engage in activities that promote the development of research, reading, writing, speaking and listening skills as part of the inquiry in the social studies classroom.

21st Century Learning Expectation(s): Identify Main Ideas and Details; Support Ideas with Evidence; Analyze Cause and Effect; Compare and Contrast; Compare Viewpoints; Distinguish between Fact and Opinion; Read Charts, Graphs, and Tables; Read Physical and Political Maps; Evidence and Trends; Participate in a Discussion or Debate; Being an informed Citizen; Develop Cultural Awareness; Give and Effective Presentation; Analyze primary and secondary sources.

Units/Theme/Concept and # of Weeks

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks, a=Year 1, b=Year 2

1a.Early Americas (1 week)	2a. Early Europe, Africa and Asian (1 week)
3a.European Exploration in Americas (2 weeks)	4a.European Colonization of North America (1 week)
5a.New England Colonies (2 weeks)	6a.Middle Colonies and Southern Colonies (2 weeks)
7a.Colonial Society, Trade and Government (2 weeks)	8a.Revolutionary Era (1 week)
1b.French and Indian War (1 week)	2b.Tensions with Britain, Taking Up Arms, Declaring Independence, Winning Independence (3 weeks)
3b.Early Republic-Washington, Adam’s, Jefferson Presidency (3 weeks)	4b.Monroe’s Presidency and War of 1812 (2 week)
5b.Westward Expansion and Jackson Presidency (3 weeks)	6b.Society and Culture Before the Civil War (2 weeks)
7b.Civil War (3 weeks)	8b.Reconstruction Era (3 weeks)

Mappers/Authors:

Date Approved:

Part 1 - Unit/Theme/Concept

Grade: 9-10	Subject: Early Americas	Course: US History	Length of Unit: (# of weeks)
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Common Core State Standards
<p>CCSS.ELA-LITERACY.RH.9-10.2-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>CCSS.ELA-LITERACY.RH.9-10.10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded.</p> <p>CCSS.ELA-LITEARCT.RH.9-10.4-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 science.</p> <p>CCSS.ELA-LITEARCY.RH.9-10.7-Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6-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.</p>
Supporting Standards
<p>WHST 9-10.5 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.</p> <p>WHST 9-10.8 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.</p> <p>WHST 9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>RHST 9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RHST 9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RHST 9-10.8 Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
Connecticut State Standards

INQ 9–12.1 Explain how a question reflects an enduring issue in the field. INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

Part 2 – Standards Unit 1		
Key (GLE) Content Knowledge and Concepts/Skills		Bloom’s Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <ol style="list-style-type: none"> 1. Understand physical characteristics of regions in early Americas 2. Describe how physical characteristics helped shape population and settlement of early Native Americans 3. Understand the beliefs, values and government of the early Americans 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and label the United States and Europe on a map; Identify the climate regions and available resources in regions of North America 2. Understand seasons and climates in different regions of Northern America; locate the major early American tribes on a map; identify natural resources available in the region and describe their use(s). 3. Explain and compare the beliefs and values of the early Americans: religion, government, environment, economy, societal structure. 	<ol style="list-style-type: none"> 1.

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Big Idea and Essential Questions

- **Big Ideas: Early Americans**
- **Essential Questions: What were the beliefs of the early Americans and how do these beliefs compare to your own? What beliefs/structures are evident in the United States today?**

Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment
 Concept maps
 Formative assessments
 Portfolio / rubric
 Self-assessment
 Peer assessment

Summative assessments
 Oral presentations/rubric
 Written report/rubric
 Performance assessment/rubric
 Case study/ seminar/ mathematical thinking/ rubric

Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.