

Southern Cayuga Central School District – Curriculum Map

Subject: SUPA American History 101/102

School Year: 2023-2024

S. Baumes

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
Unit 1: SUPA Intro, New and Old Worlds Collide/Colonial Foundations (1492-1700's)	<p>How did European (Spanish, Portuguese, French, and English) Colonization effect the America's/ treat Native Americans?</p> <p>How do I analyze and understand historical documents?</p> <p>What is bias? Why does it matter?</p> <p><u>Vocabulary:</u> Primary and Secondary Sources Colonization Colonial Geography Culture Columbian Exchange Indentured Servant Chattel Slavery Mercantilism Mayflower Compact Puritan Separatist Religious Tolerance Religious Freedom Native American Transatlantic Slave Trade</p>	<p>Lectures Worlds Old and New Class Discussions Document Analysis Columbus "Letter to the Sovereigns" Las Casas "Destruction of the Indies" John Winthrop: "A Model of Christian Charity" <i>The Barbados Laws: An Exercise on Historical Thinking</i> Nathaniel Bacon, "Manifesto Concerning the Present Troubles in Virginia" The Great Awakening Out of Many: Chapter 4, 5 Readings and Question Outlines <i>Changes in the Land</i> by William Cronon</p>	<p>Colonial Comparisons Activity Short Writing Assignment #1 Unit Exam</p>	<p>September-October 4-5 weeks</p>

<p>Unit 2: The American Revolution and the US Constitution (1763-1789)</p>	<p>Should the government run the people or the people run the government?</p> <p>Does compromise work?</p> <p>Was slavery the basis of freedom in Colonial America?</p> <p>What causes revolution?</p> <p>To what extent did America gain independence and a sense of national identity?</p> <p><u>Vocabulary:</u></p> <p>Tyranny Revolution Republic Articles of Confederation French and Indian War The Great Awakening Albany Plan of Union Loyalists, Patriots House of Burgesses Salutary Neglect New Jersey and Virginia Plans Northwest Ordinance Federalism, Federalists Bicameral Legislature Anti-Federalists Enumerated, Reserved, and Concurrent Powers Elastic Clause Checks and Balances Amendment, Ratification Veto Electoral College</p>	<p>Lectures Class Discussions Document Analysis <i>Changes in the Land</i> by William Cronon Readings Warm-up Questions Graph/chart practice American Revolution Document Project Constitution Living Document Project Federalism Venn Diagrams Constitutional Amendments & Supreme Court Cases Binder Unit Vocabulary Great Awakening Inquiry Out of Many: Select Chapter Readings and Question Outlines</p>	<p>Causes of the American Revolution document analysis Short Writing Assignment #2 Unit Quizzes Unit Test HST 101 Midterm Exam</p>	<p>October-November 4 weeks</p>
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	Iroquois Foreign Policy, Domestic Policy			
Unit 3: Early Politics and Expansion (1789-1850)	<p>What role should the President play in our government? How much power should he/she have?</p> <p>How did the social structure of America begin to change during this era?</p> <p>Was a common American identity formed at the cost of minorities?</p> <p>Is expansion the same as progress?</p> <p><u>Vocabulary:</u> American System Sectionalism Supreme Court Louisiana Purchase Missouri Compromise Trail of Tears Reform Abolition Temperance Women's Rights Republican Motherhood Immigrant Seneca Falls Convention Second Great Awakening Temperance Loose Constructionist Judicial Review Monroe Doctrine Cabinet</p>	<p>Warm-up Questions Primary and Secondary Readings Graph/chart practice Constitutional Amendments & Supreme Court Cases Binder Graphic Organizers Foreign Policy Jigsaw Vocabulary Out of Many: Select Chapter Readings and Question Outlines</p>	<p>Role of the President- Presidential Power Short Writing Assignment #2 Unit Quizzes Unit Exam Research Project HST 101 Midterm Exam</p>	<p>November-December 4 weeks</p>

	Impressment War Hawks Precedent Era of Good Feelings Neutrality Strict Constructionist Sectionalism Missouri Compromise Spoils System Nullification Nativism Temperance Manifest Destiny Abolition			
Unit 4: Sectionalism, the US Civil War, and Reconstruction (1850-1877) Topics Overlap between HST101 and HST102	How did sectionalism change Americans' perception of themselves? Was the Civil War inevitable? To what extent did the Civil War and Reconstruction solve the issues that helped lead to violence in America? Why did Reconstruction fail? <u>Vocabulary:</u> Habeas Corpus Compromise of 1850 Greenbacks Secession Copperheads Popular Sovereignty Fugitive Slave Act Radical Republicans Freedmen's Bureau Conscription	Warm-up Questions Reading assignments/analysis Graph/chart practice Constitutional Amendments & Supreme Court Cases Binder Graphic Organizers Vocabulary Out of Many: Select Chapter Readings and Question Outlines for Civil War and Reconstruction	Reconstruction Debate Civil War Battles and Strategy Timeline assignment Unit Quizzes Unit Exam HST 101 Final Exam	December-January 4 weeks

	Union Confederacy Emancipation Mexican American War US Civil War Immigration Dred Scott 13th, 14th, 15th Amendments Reconstruction Jim Crow Laws Segregation KKK Great Migration			
Unit 5: Modern America (Industrialization, Immigration) and Big Business (1877-1914)	How did industrialization influence the United States both socially and economically? To what extent did America fulfill the dreams of immigrants? How did American exceptionalism influence US foreign policy? <u>Vocabulary:</u> Homestead Act Dawes Act Assimilate Laissez Faire Robber Barons Corporation Monopoly Trust Political Machine Sherman Antitrust Act Tenements Poll Tax Populism	Warm-up Questions Videos Reading assignments Graph/chart practice-document analysis Constitutional Amendments & Supreme Court Cases Binder Populism political cartoon/image analysis Graphic Organizers Vocabulary Out of Many: Select Chapter Readings and Question Outlines Select Non-Fiction Text	Short Writing Assignment #1 Unit Quizzes Unit Exam	Jan.-Feb. 4 weeks

	Cultural Pluralism Melting Pot Nativism Social Darwinism Jim Crow Laws Grandfather Clause Middle Class Urbanization Robber Baron Corruption Political Machine Ellis Island, Angel Island Minorities Gilded Age			
Unit 6: Imperialism and Conflict-WWI (1890's-1928)	Does progress lead to conflict? How did the United States become a world power? Should the United States have entered WWI? How did the United States respond to domestic and global conflicts? <u>Vocabulary:</u> Open-Door Policy Big Stick Diplomacy Roosevelt Corollary Imperialism Dollar Diplomacy Fourteen Points Self-determination Treaty of Versailles League of Nations Reparations	Warm Up Questions Reading assignments Graph/chart practice Constitutional Amendments & Supreme Court Cases Binder 1920s Research Project Graphic Organizers WWI technology research Vocabulary Out of Many: Select Chapter Readings and Question Outlines	Foreign Policy Debate/Discussion 1920's Research Project Unit Quizzes Unit Exam	Feb.-March 3 weeks

	Depression Recession Great Migration Harlem Renaissance Jazz Age Scopes Trial			
Unit 7: Roaring 20's, the Great Depression, Recovery, and WWII (1929-1945) Start of the Cold War (1947-1960)	What role/place does the government have in the economy? Should freedoms be limited during times of conflict? Was the use of the Atomic Bomb justified? <u>Vocabulary:</u> Trickle Down Economics Hoovervilles Bonus Army Great Depression Dust Bowl New Deal Bank Holiday Court-Packing Overproduction Speculation Fascism Totalitarianism Appeasement Lend-Lease Act Manhattan Project Red Scare Communism Iron Curtain Containment Truman Doctrine	Warm-up Questions Vocabulary Reading Assignments Document Analysis Graph/chart Practice Constitutional Amendments & Supreme Court Cases Binder Graphic Organizers Out of Many: Select Chapter Readings and Question Outlines Responses to the Use of the Atomic Bombs on Hiroshima and Nagasaki	Holocaust Remembrance Project Short Writing Assignment #2 Unit Quizzes Unit Exam HST 102 Midterm Exam	March-April 6 weeks

	Marshall Plan NATO Warsaw Pact Berlin Airlift			
Unit 8: 1960s and 1970s-Cold War, Korea, Vietnam, and Civil Rights	Can an ideological war be more dangerous than a physical war? <u>Vocabulary:</u> Domino Theory Brinkmanship Eisenhower Doctrine Suburbanization Civil Disobedience Cuban Missile Crisis Civil Rights Act (1964) ADA (1990) Affirmative Action Great Society Vietnamization Gulf of Tonkin Resolution Détente Watergate Camp David Accords	Warm-up Questions Vocabulary Reading Assignments Document Analysis Graph/Chart Practice Constitutional Amendments & Supreme Court Cases Binder Graphic Organizers and Hyperdocs Out of Many: Select Chapter Readings and Question Outlines Presidential Responses to the Cold War	Annotated Bibliography Project Cold War Policy Research and Timeline Unit Quizzes Unit Exam	April-May 3 weeks
Unit 9: Modern Administrations (1980-present) Includes: *End of the Cold War (1980-1991) *Post-Cold War (1992-present)	Is the world safer since the end of the Cold War? <u>Vocabulary:</u> Supply-Side Economics Inflation and Stagflation Operation Desert Storm NAFTA European Union GATT Swing State Taliban Operation Iraqi Freedom Patriot Act	Warm-up Questions Reading assignments Document Analysis Graph/Chart Practice Constitutional Amendments & Supreme Court Cases Binder Graphic Organizers Vocabulary Out of Many: Select Chapter Readings and Question Outlines	Unit Quizzes Unit Exam HST 102 Final Exam	May 2 weeks

	Homeland Security Act Multinational Corporation Globalization			
Unit 10: Regents Exam Review *Regents Exam-June 18, 2024*	Preparation for the US History and Government Regents Exam	Discussion Kahoot, Jeopardy Labs, and other review games Regents Review Packets Practice US Regents Exam Multiple Choice Practice Short Essay practice Civic Literacy Essay Writing	United States History and Government Regents Exam	June 2 weeks

SUPA US History 101/102 Themes
SUPA US General Requirements of the Courses

HST 101

Four Major themes will define our survey:

Theme 1: Global Convergence

Theme 2: Cosmopolitanism and Enlightenment

Theme 3: Revolutions and Nation-States

Theme 4: Slavery and Free Labor

HST 102

Built around 4 key themes, these help to guide choices in content delivery and assessments. Provides touchstones for conversations about change and continuities over time.

Theme 1: America's Role in the World

Theme 2: The Evolution of the American Economy

Theme 3: Race and Gender in American Life

Theme 4: The Growth and Role of the Federal Government

Relevant Standards

NYS Standards

Common Core Learning Standards: History/Social Studies » Grade 11-12

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>.

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, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships between the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

4. Determine the meanings of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No.10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate author's differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and in words) in order to address a question or solve a problem. Distinguish between fact, opinion, and reasoned judgment in a text.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies between sources.

Range of Reading and Level of Text Complexity:

10. By the end of Grade 12, read and comprehend history/social studies texts in the Grade 11-12 CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes:

1. Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses and varied syntax 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 or supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships between complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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. (See note: not applicable as a separate requirement)

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 in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

7. Conduct short and 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 strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection and research.

Range of Writing:

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

Common Core Standards Speaking and Listening

Comprehension and Collaboration:

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.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence, ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue and resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task.
 - e. Seek to understand other perspectives and cultures and communicate effectively with audiences of individuals from varied backgrounds.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies between the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links between ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:

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.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.