

Southern Cayuga Central School District – Curriculum Map

Subject: United States History and Government

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: Intro to US History and Historical Thinking Skills	<p>How does geography impact the development of culture?</p> <p>How do I analyze and understand historical documents?</p> <p>What is bias? Why does it matter?</p> <p><u>Vocabulary:</u> Culture Fossil Fuels Renewable Resources Nonrenewable Resources Delta Plains Primary Source Secondary Source Latitude Longitude</p>	<p>Map practice -Physical and Political Maps of the United States</p> <p>Short Answer Questions</p> <p>Historical Perspective/Point of View/Bias</p> <p>Discussion</p> <p>Unit Vocabulary</p>	<p>Primary and Secondary Source Analyses</p> <p>Perspectives</p> <p>Baseline Assessment</p>	<p>September</p> <p>1 weeks</p>
Unit 2: Colonization, the American Revolution, and the US Constitution	<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>Document Analysis-SPY</p> <p>Warm-up Questions</p> <p>Graph/chart practice</p> <p>American Revolution Document Project</p> <p>Constitution Living Document Project</p> <p>Federalism Venn Diagrams</p> <p>Constitutional Amendments & Supreme Court Cases Binder</p> <p>Short Essay Question Writing</p> <p>Unit Vocabulary</p>	<p>Class discussions</p> <p>Amendment Project</p> <p>Unit Quizzes</p> <p>Unit Exam</p> <p>Marking Period Exam</p> <p>Colonial Region Project</p> <p>Causes of the American Revolution document analysis</p> <p>Declaration of Independence blackout poem</p> <p>Short Essay Questions-tasks 1 and 2</p>	<p>Sept.-Oct.</p> <p>6 weeks</p>

	<p><u>Vocabulary:</u> Columbian Exchange, Indentured Servant, Mercantilism, Republic, Albany Plan of Union, Mayflower Compact, Loyalist, House of Burgesses, Triangular Trade, Salutary Neglect, Patriot, Articles of Confederation, New Jersey Plan, Northwest Ordinance, Federalism, Virginia Plan, Federalists, Bicameral Legislature, Anti-federalists, Enumerated Powers, Reserved Powers, Concurrent Powers, Elastic Clause, Checks and Balances, Amendment, Veto, Ratify, Electoral College</p>			
Unit 3: Early Politics and Expansion	<p>What role should the President play in our government? How much power should he/she have?</p> <p><u>Vocabulary:</u> Loose Constructionist, Judicial Review, Monroe Doctrine, Cabinet, Impressment, War Hawks, Precedent, Era of Good Feelings, Neutrality, Strict Constructionist, Sectionalism. Missouri Compromise, Spoils System, Nullification, Nativism, Temperance, Manifest Destiny, Abolition</p>	<p>Warm-up Questions Reading assignments Graph/chart practice Constitutional Amendments & Supreme Court Cases Binder Graphic Organizers Foreign Policy Jigsaw Vocabulary</p>	<p>First Presidents Presentations Role of the President Debate/Current events Social Issues One Pager Unit Quizzes Unit Exam Short Essay Questions Civic Literacy Essay- Presidential Power</p>	<p>Oct.-Nov. 8 weeks</p>

Unit 4: Sectionalism, Civil War and Reconstruction	<p>To what extent did the Civil War and Reconstruction solve the issues that helped lead to violence in America?</p> <p><u>Vocabulary:</u> Habeas Corpus, Compromise of 1850, Greenbacks, Secession, Copperheads, Popular Sovereignty, Fugitive Slave Act, Radical Republicans, Freedmen's Bureau, Conscription</p>	<p>Warm-up Questions Reading assignments/analysis Graph/chart practice Constitutional Amendments & Supreme Court Cases Binder Graphic Organizers and Hyperdoc Civic Literacy Essay writing/outlines Vocabulary</p>	<p>Reconstruction Debate Civil War Battles and Strategy Timeline assignment Civic Literacy Essay- Abolition of Slavery Unit Quizzes Unit Exam <i>Midterm Exam</i></p>	<p>December-January 4 weeks</p>
Unit 5: Modern America and Big Business	<p>What role should the government play in the economy?</p> <p><u>Vocabulary:</u> Homestead Act, Dawes Act, Assimilate, Laissez Faire, Robber Barons, Corporation, Monopoly, Trust, Political Machine, Sherman Antitrust Act, Tenements, Poll Tax, Populism, Cultural Pluralism, Melting Pot, Gilded Age, Nativism, Social Darwinism, Jim Crow Laws, Grandfather Clause</p>	<p>Warm-up Questions Videos Reading assignments Graph/chart practice-document analysis Constitutional Amendments & Supreme Court Cases Binder Populism political cartoon/image analysis-political platform Graphic Organizers Research projects Vocabulary</p>	<p>Progressive Era Research Project Big Business Presentations Quizzes Short Essay Questions Marking Period Exam Progressive Era Amendments presentation and Quiz Civic Literacy Essay Unit Quizzes Unit Exam</p>	<p>Jan.-Feb. 4 weeks</p>
Unit 6: Imperialism and Conflict-WWI	<p>Does progress lead to conflict?</p> <p><u>Vocabulary:</u> Open-door Policy, Big Stick Diplomacy, Roosevelt Corollary, Imperialism, Dollar Diplomacy, Fourteen Points, Self-determination, Treaty of Versailles, League of Nations,</p>	<p>Warm Up Questions Unit Hyperdoc Reading assignments Graph/chart practice Constitutional Amendments & Supreme Court Cases Binder 1920s research project Graphic Organizers</p>	<p>Foreign Policy Debate/Discussion Map Activity/project Civic Literacy essay 1920s Research Project and presentation WWI technology Unit Quizzes Unit Exam</p>	<p>Feb.-March 3 weeks</p>

	Reparations, Depression, Recession, Great Migration, Harlem Renaissance, Jazz Age, Scopes Trial	WWI technology research Vocabulary		
Unit 7: Depression, Recovery and WWII	<p>How can fear lead to obedience?</p> <p>What role/ place does the government have in the economy?</p> <p><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, Marshall Plan, NATO, Warsaw Pact, Berlin Airlift</p>	<p>Warm-up Questions</p> <p>Vocabulary-Quizlet</p> <p>Reading Assignments</p> <p>Document Analysis</p> <p>Graph/chart Practice</p> <p>Constitutional Amendments & Supreme Court Cases Binder</p> <p>Graphic Organizers</p> <p>Hyperdocs</p>	<p>New Deal One Pager Project</p> <p>WWII Timeline</p> <p>Holocaust remembrance monument project</p> <p>Civic Literacy Essay</p> <p>Unit Quizzes</p> <p>Unit Exam</p>	March-April 6 weeks
Unit 8: 1960s and 1970s-Cold War, Vietnam and Civil Rights	<p>Can an ideological war be more dangerous than a physical war?</p> <p><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,</p>	<p>Warm-up Questions</p> <p>Vocabulary</p> <p>Reading Assignments</p> <p>Document Analysis</p> <p>Graph/Chart Practice</p> <p>Constitutional Amendments & Supreme Court Cases Binder</p> <p>Graphic Organizers and Hyperdocs</p>	<p>Civil Rights Hyperdoc</p> <p>Cold War Policy Research and Timeline</p> <p>Presidential Responses to the Cold War Project</p> <p>Kennedy and the Cold War Timeline</p> <p>America's Century Video Guides</p> <p>Unit Quizzes</p> <p>Unit Exam</p>	April-May 3 weeks

	Détente, Watergate, Camp David Accords			
Unit 9: Modern Administrations- 1980-present	<p>Is the world safer since the end of the Cold War?</p> <p><u>Vocabulary:</u> Supply-Side Economics Inflation Stagflation Operation Desert Storm NAFTA European Union GATT Swing State Taliban Operation Iraqi Freedom Patriot Act Homeland Security Act Multinational Corporation Globalization</p>	Warm-up Questions Hyperdoc Notes Reading assignments Document Analysis Graph/Chart Practice Constitutional Amendments & Supreme Court Cases Binder Graphic Organizers Vocabulary	Civic Literacy Essay: Presidential Power Social Reform Movements Jigsaw assignment and presentation Unit Quizzes Unit Exam	May 2 weeks
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 Practice US Regents Exam Multiple Choice Practice Short Essay practice Essay Writing	United States History and Government Regents Exam	June 2 weeks

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.