

US History Social Studies

Key Instructional Activities

The high school United States History course provides students with a survey of major events and themes in United States history. The course begins with English settlement and concludes with significant developments in the early 21st Century. Map and Globe and Informational Processing Skills Matrices are utilized as a foundation for students to locate, analyze, and synthesize information related to social studies topics.



The C3 Framework emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. The Four Dimensions center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to enable students to become active and engaged citizens in the 21st century.



Along with content knowledge, students will be introduced to the following skills through a broad range of topics:

- identify issues and/or problems and alternative solutions
- identify and use primary and secondary sources
- construct charts and tables
- analyze artifacts
- draw conclusions and make generalizations
- formulate appropriate research questions
- check for consistency of information
- interpret political cartoons
- compare and contrast the categories of natural, cultural, and political features found on maps
- use a map to explain impact of geography on historical and current events
- compare maps of the same place at different points in time and from different perspectives to determine

changes, identify trends, and
generalize about human activities
*(More information on the skills matrices can be
found as an appendix to the GSE at
Georgiastandards.org)*

The C3 Social Studies Classroom

Inquiry-based approaches...provide students with opportunities to authentically engage in social studies with intellectual, student-centered learning activities. Through inquiry, students can be motivated to explore their curiosities and build their knowledge using approaches beyond simple recitation and memorization of facts (Dague, 2020).

Inquiry Based Practices

1. Teachers and students balance their thoughts, beliefs, and practices.

- Teachers strike a balance between their expertise by allowing students to learn and do on their own with support from the teacher.
- Students actively construct knowledge rather than passively receive it.
- Students engage with featured sources to construct their arguments with support from the teacher.
- Students construct content knowledge and make arguments independently and collaboratively.

2. Teachers and students balance assessment needs.

- Teachers develop assessments through formative and summative performance tasks that give students opportunities to learn by doing.
- Teachers create a variety of performance tasks (e.g., T-charts, debates, structured discussions, claim-making, arguments).
- Teachers focus on process and product when supporting students' arguments.
- Students are independent in their work with supporting scaffolding.
- Students develop ideas freely and provide support for all of their ideas.

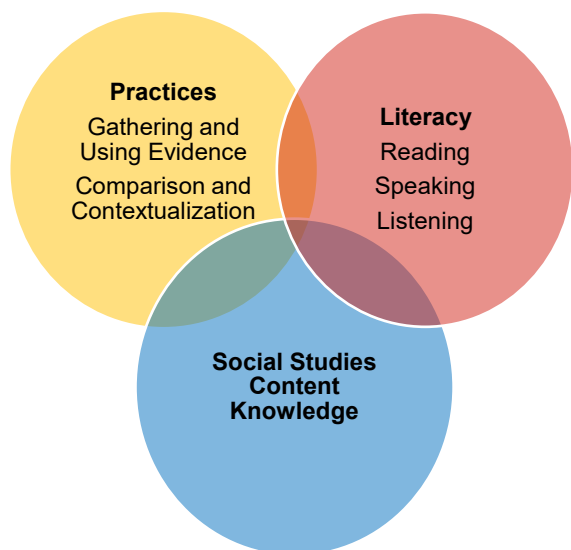
3. Teachers provide students with scaffolding to complete the complex academic work of inquiry.

- Teachers provide constant feedback and support students' learning as they navigate questions, tasks, and sources.
- Students consider multiple perspectives to deepen their knowledge.

4. Teachers develop practices that are considerate of students' interest and skills.

- Teachers to stage the compelling question to promote students' interest.
- Teachers to encourage students to take their ideas beyond the classroom.
- Students to work with sources that spark their curiosity and interest in the topic.

Content and Skills Integration



FROM A Social Studies Classroom Where...	TO A Social Studies Classroom Where...
Students experience an additional nonfiction reading class or textbook-focused instruction.	Students learn to read, discuss, and write like social scientists.
Students develop literacy skills and social studies practices separately.	Students develop disciplinary literacy skills and social science practices in tandem.
Students learn content knowledge.	Students integrate and apply concepts, skills, and content knowledge.

US History System Pacing Overview



Unit 1 Expected Dates: Early August

Connecting Themes and Enduring Understandings

This unit will provide students with the building blocks and vocabulary to be successful in US History. Students will examine the following concepts as they relate to United States History: Beliefs and Ideals; Conflict and Change; Culture; Distribution of Power; Individuals, Groups, and Institutions; Location; Movement and Migration; Production, Distribution, and Consumption; Rule of Law; Technological Innovation in relation to United States History.

Unit 2 Expected Dates: Late August

Colonialism

This unit examines the colonization and settlement of the American colonies. Students will learn about the economic influences on the American colonies, the reasons why these colonies were founded, and why their locations were chosen. Emphasis is placed on how the American colonies were built on a variety of cultural and religious traditions, which impacted their governmental structure. Students will also examine the impact of colonial development on American Indians and African Americans or Blacks.

Unit 3 Expected Dates: September

Revolution and Constitution

This unit focuses on the American Revolution and the establishment of the government of the United States. The unit begins with the causes of the French and Indian War. Students will investigate how British debt from the French and Indian War led to the taxation of the American colonies and ultimately to the American Revolution. Students will examine the Declaration of Independence, its structure, and importance as a foundational document in American history. Students will also examine the key factors in the American Revolution including alliances with other nations, the leadership of George Washington, and the impact of the war on the common soldier, women, American Indians, and enslaved and free Blacks. The new nation established its first government under the Articles of Confederation. Students will analyze how this initial governmental framework's failure paved the way for the US Constitution and the Bill of Rights.

Unit 4 Expected Dates: October

Early Republic, Expansion, and Reform

In Unit 4, students will study the key events in the presidencies of George Washington, John Adams, Thomas Jefferson, James Madison, and James Monroe. The unit includes relationships with other nations, expansion, and the development of a national identity. Students will also study the key events of Andrew Jackson's presidency, Manifest Destiny, and the social reforms of the early 19th Century. The information in this unit will help students understand the causes of the Civil War to be studied in the next unit.

Unit 5 Expected Dates: November

Sectionalism, Civil War, and Reconstruction

The growth of the United States through war and the admission of new states led to sectionalism as the balance of free and slave states in the Union and the issue of slavery became increasingly important. The Election of 1860 led to the secession of seven Southern states, which prompted the Union and Confederacy to begin preparing for war. Students will study the key elements of the Civil War including the economic advantages of the North, Lincoln's use of Presidential power during the war, and the key people and battles of the Civil War. Students will also examine the key elements of the Reconstruction period by comparing and contrasting Presidential and Congressional Reconstruction, aid to Freedmen, resistance to Reconstruction, and how the effort abruptly ended.

cont.

Unit 6 Expected Dates: December**Expansion and Reform**

Unit 6 covers a period of expansion and change in US History. Students will study the rise of big business, including the major people and inventions of the period. Students will examine the impact of the railroad on business and American Indians. The Progressives brought reform to the United States and the nation expanded through its involvement in the Spanish American War.

Unit 7 Expected Dates: January**World War I and the 1920's**

Unit 7 focuses on change at the beginning of the 20th Century when America was influenced by World War I and the political, economic, and cultural changes of the 1920s. Students will examine why the United States abandoned its neutrality proclamation and ultimately engaged in World War I. President Woodrow Wilson took his Fourteen Points to Europe where he helped write the Treaty of Versailles to end the war. Students will study the controversial provisions of this treaty, including the reasons why the United States did not ratify it. Students will analyze how World War I led to a fear of Communism and what prompted the Eighteenth and Nineteenth Amendments to be added to the US Constitution. Mass production and advertising changed the economy in the early 1920s. Students will investigate how these changes both helped and hurt the US economy. The 1920s was a period of cultural Renaissance and students will examine the impact of the radio, movies, and the Great Migration on American culture.

Unit 8 Expected Dates: Late February**Great Depression and World War II**

In this unit, students will examine the causes of the Great Depression and how Presidents Hoover and Roosevelt dealt with the crisis. Students will also investigate how the Dust Bowl and Hoovervilles made the situation worse. They will also examine how the situation was improved by the New Deal and the actions of Franklin and Eleanor Roosevelt. Finally, students will analyze how World War II ended the Great Depression. They will focus on how the United States influenced World War II, including the economic, military, and scientific impact of the war. Emphasis will also be placed on how Americans of all genders and races aided in the war effort.

Unit 9 Expected Dates: March**Cold War and Civil Rights**

In this unit, students will examine the Post-World War II period, including the Cold War and the Civil Rights Movement. Students will analyze postwar policies intended to ensure peace and stability internationally and domestically. US involvement in the Korean and Vietnam Wars will be investigated along with social changes that occurred in the United States during the 1950s and 1960s. President Johnson's Great Society program will be examined including the actions of Civil Rights Movement members and the program's eventual successes. Students will also investigate the impact of the television on the period.

Unit 10 Expected Dates: April**Modern US History**

Students will examine the modern history of the United States through the events and actions that defined modern Presidents. Students analyze how tensions during the Cold War were reduced and ultimately ended. Topics of study in this unit also include major domestic changes that occurred related to the environment and women's rights. Political topics include the Watergate scandal and Iran Hostage Crisis. Other topics emphasized in this unit include an investigation of how the nation changed economically and survived the 9/11 attacks and the War on Terrorism before the historic election of Barack Obama in 2008.

HOW CAN YOU SUPPORT YOUR CHILD'S SUCCESS?

The adoption of more rigorous standards in Social Studies has led to a change in how social studies is taught in the classroom. You can encourage critical thinking, problem solving, and participatory skills necessary for students to become engaged citizens by asking questions. In each unit, students should have the opportunity to develop their own questions about content, apply disciplinary tools to expand their thinking, evaluate credible sources to gather information, communicate conclusions after inquiries, and determine whether to take action based on new understandings about the world in which we live.

Dimension of Learning	Questions You Might Ask
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> • What are you learning in social studies? • What do you wonder about that? • What is your point of view about that topic? • What might someone else's point of view be about the topic?
Applying Disciplinary Concepts and Tools	<ul style="list-style-type: none"> • How would a historian ask questions about this topic? • How would a political scientist ask questions about this topic? • How would a geographer ask questions about this topic? • How would an economist ask questions about this topic? • Why would professionals of different disciplines ask different questions?
Evaluating Sources and Using Evidence	<ul style="list-style-type: none"> • What online sources would you use to find out more information about that topic? What print sources might you use? • How do you know if a source is reliable? • How do you determine if a source is relevant to your topic?
Communicating Conclusions and Taking Informed Action	<ul style="list-style-type: none"> • Has your thinking changed after learning about this topic? • Have you thought about what you can do to address issues in today's society related to this topic?

Resources that may help your student in US History.

Online Pearson Textbook: www.pearsonrealize.com (Students logon through SSO tab on www.hcbe.net)

ICivics: <https://www.icivics.org>

Library of Congress: <https://www.loc.gov>

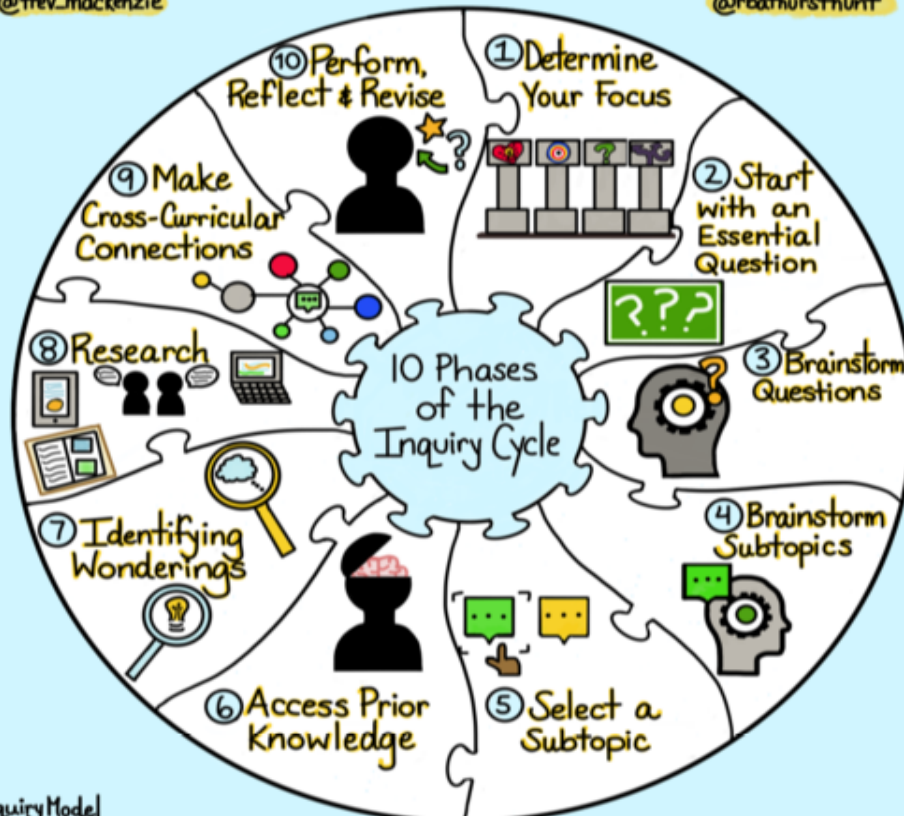
PBS Learning Media: <https://gpb.pbslearningmedia.org/subjects/social-studies/us-history/>

Discovery Education: www.discoveryeducation.com

The Inquiry Cycle

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Inspired by: Alberta Inquiry Model

#InquiryMindset

10 Characteristics of the Inquiry Classroom

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- 1 Nurture student passions & talents
 - 2 Empower student voice & honour student choice
 - 3 Increase motivation and engagement
 - 4 Foster curiosity and a love for learning
 - 5 Teach grit, perseverance, growth mindset & self-regulation
 - 6 Make research meaningful & develop strong research skills
 - 7 Deepen understanding to go beyond memorizing facts and content
 - 8 Fortify the importance of asking good questions
 - 9 Enable students to take ownership over their own learning and to reach their goals
 - 10 Solve the problems of tomorrow in the classrooms of today
- Genius Hour**
20% Time
Passion Projects