

<b>Year-at-a-Glance</b>				
	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Focus Standards</b>	SL: 1 RHSS: 3,5 WHSS: 2	SL: 3,4 RHSS: 4, 6 WHSS: 1	SL: 2, 5 RHSS: 2, 7 WHSS: 2	SL: 2, 5 RHSS: 8, 9 WHSS: 1
<b>Recursive Standards</b>	SL: 2-6 RHSS: 1, 2, 4, 6-10 WHSS: 1, 4-10 L: 1-6	SL: 1, 2, 5, 6 RHSS: 1-3, 5, 7-10 WHSS: 2, 4-10 L: 1-6	SL: 1, 3, 4, 6 RHSS: 1, 3-6, 8-10 WHSS: 1, 4-10 L: 1-6	SL: 1, 3, 4, 6 RHSS: 1-7, 10 WHSS: 2, 4-10 L: 1-6
<b>Unit Number</b>	<b>Unit 1</b>	<b>Unit 3 cont.</b>	<b>Unit 6</b>	<b>Unit 8</b>
<b>Unit Title</b>	<i>Welcome &amp; Skills Introduction</i>	<i>Industrialization/ Immigration</i>	<i>Great Depression &amp; New Deal</i>	<i>American Foreign Policy &amp; Domestic Policy since WWII</i>
<b>Unit Length</b>	2 weeks	1 week	5 weeks	5 weeks
	<b>Unit 2</b>	<b>Unit 4</b>	<b>Unit 7</b>	<b>Unit 9</b>
	<i>Democratic Foundations</i>	<i>Imperialism &amp; WWI</i>	<i>WWII &amp; 1950's Domestic</i>	<i>Civil Rights</i>
	2 weeks	3 weeks	4 weeks	5 weeks
	<b>Unit 3</b>	<b>Unit 5</b>		
	<i>Industrialization/ Immigration</i>	<i>1920's</i>		
	4 weeks	4 weeks		

Quarter 1	
Unit 1: Welcome & Skills Introduction	
<b>Big Idea</b>	Social Studies Disciplinary Skills
<b>Compelling Questions</b>	<ul style="list-style-type: none"> <li>• How do we learn effectively?</li> <li>• How do historians do their work?</li> </ul>
<b>CA H/SS Content Standards</b>	<ul style="list-style-type: none"> <li>• Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</li> <li>• Students differentiate between primary and secondary sources.</li> </ul>
<b><i>C3 Dimensions</i></b>	
<b>Dimension 1</b> R1 W7 SL1	<ul style="list-style-type: none"> <li>• D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
<b>Dimension 2</b> R1-10 W7 SL1 L6	<ul style="list-style-type: none"> <li>• D2.His.7.9-12 Explain how the perspectives of people in the present shape interpretations of the past.</li> <li>• D2.His.9.9-12 Classify the kinds of historical sources used in a secondary interpretation.</li> <li>• D2.His.10.9-12 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</li> <li>• D2.His.11.9-12 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</li> <li>• D2.His.12.9-12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</li> </ul>

<p><b>Dimension 3</b>  <b>R1-10</b>  <b>W1, 2, 7-10</b>  <b>SL11</b></p>	<ul style="list-style-type: none"> <li>D3.2.9-12 Evaluate the credibility of a source by examining how experts value the source.</li> </ul>	
<p><b>Dimension 4</b>  <b>R1</b>  <b>W 1-8</b>  <b>SL1-6</b></p>	<ul style="list-style-type: none"> <li>D4.1.9-12 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul>	
<p><b>Common Assignment Template</b>          (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS3 &amp; WHSS2 Prompt:</b> [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you identify key steps in ____ (text/s) description of ____ (process related to history/social studies). Support your ____ (product) with evidence from ____ (text/s). (LDC Template: IE3)</p>	
<p><b>Sample Assignments</b>          (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>		
<p><b>Suggested Texts</b></p>		
<p><b>Primary</b></p>	<p><b>Secondary</b></p>	<p><b>Tertiary</b></p>
<ul style="list-style-type: none"> <li><a href="#">New York Times website</a></li> <li><a href="#">Newsela</a></li> <li><a href="#">American in Class</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Interpretations of Christopher Columbus</a> (Washington Irving, Samuel Elliot Morison, Kirkpatrick Sale)</li> <li><a href="#">Image of Columbus landing on Hispaniola</a></li> </ul>	<ul style="list-style-type: none"> <li><i>The Americans</i> McDougal Littel</li> <li><a href="#">Stanford History Education Group</a></li> <li><a href="#">Teaching Tolerance</a></li> </ul>

<b>Quarter 1</b>	
<b>Unit 2: Democratic Foundations</b>	
<b>Big Idea</b>	American Founding Ideals
<b>Compelling Questions</b> (AC to choose 1)	<ul style="list-style-type: none"> <li>• How well has America lived up to its founding ideals?</li> <li>• Was the American war for independence inevitable?</li> <li>• Does the system of checks and balances provide us with an effective and efficient government?</li> </ul>
<b>CA H/SS Content Standards</b>	<ul style="list-style-type: none"> <li>• <b>11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.</b></li> <li>• <b>11.1.2</b> Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.</li> <li>• <b>11.1.4</b> Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.</li> <li>• <b>11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.</b></li> <li>• <b>11.3.3</b> Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).</li> </ul>
<b>C3 Dimensions</b>	
<b>Dimension 1</b> <b>R1</b> <b>W7</b> <b>SL1</b>	<ul style="list-style-type: none"> <li>• D1.1.9-12 Explain how a question reflects an enduring issue in the field.</li> <li>• D1.3.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>

<p><b>Dimension 2</b> <b>R1-10</b> <b>W7</b> <b>SL1</b> <b>L6</b></p>	<ul style="list-style-type: none"> <li>• D2.His.1.9-12 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> <li>• D2.His.5.9-12 Analyze how historical contexts shaped and continue to shape people’s perspectives.</li> <li>• D2.His.6.9-12 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</li> <li>• D2.Geo.5.9-12 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> </ul>
<p><b>Dimension 3</b> <b>R1-10</b> <b>W1, 2, 7-10</b> <b>SL11</b></p>	<ul style="list-style-type: none"> <li>• D3.2.9-12 Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
<p><b>Dimension 4</b> <b>R1</b> <b>W 1-8</b> <b>SL1-6</b></p>	<ul style="list-style-type: none"> <li>• D4.5.9-12 Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>
<p><b>Common Assignment Template</b> (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS3 &amp; WHSS2 Prompt:</b> [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you identify key steps in ____ (text/s) description of ____ (process related to history/social studies). Support your ____ (product) with evidence from ____ (text/s). (LDC Template: IE3)</p>
<p><b>Sample Assignments</b> (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected text, write a short response in which you evaluate various explanations for the writing of the Declaration of Independence and determine which explanation best accords with textual evidence, acknowledging where the selected text leaves matters uncertain.</p>

<b>Suggested Texts</b>	
<b>Primary</b>	<b>Secondary</b>
<ul style="list-style-type: none"> <li>• <a href="#">Paul Revere's engraving of the Boston Massacre</a></li> <li>• The Declaration of Independence</li> <li>• <a href="#">Letter from Abigail Adams to John Adams March 31, 1776 and John Adams' response</a></li> <li>• <a href="#">Letter transmitting the Constitution to Congress from George Washington</a></li> <li>• The Constitution</li> <li>• The Bill of Rights</li> <li>• <a href="#">The Gettysburg Address</a></li> <li>• <a href="#">American in Class</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Historians' interpretations of the American Revolution</a></li> </ul>
<b>Tertiary</b>	<ul style="list-style-type: none"> <li>• <a href="#">"40 Acres and A Mule"</a> – overview of Reconstruction</li> </ul>
<b>Unit 3: Industrialization/Immigration</b>	
<b>Big Idea</b>	As the United States industrialized and urbanized the role of government was expanded to ensure protection of natural rights for more Americans.
<b>Compelling Questions</b> (AC to choose 1)	<ul style="list-style-type: none"> <li>• Did the benefits of progress outweigh the costs?</li> <li>• What motivates people to fight for societal change?</li> <li>• How can individuals affect change in their societies?</li> </ul>
<b>CA H/SS Content Standards</b>	<ul style="list-style-type: none"> <li>• <b>11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.</b></li> <li>• <b>11.2.2</b> Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.</li> <li>• <b>11.2.4</b> Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.</li> <li>• <b>11.2.9</b> Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).</li> </ul>

<b><i>C3 Dimensions</i></b>	
<b>Dimension 1</b> <b>R1</b> <b>W7</b> <b>SL1</b>	<ul style="list-style-type: none"> <li>• D1.4.9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
<b>Dimension 2</b> <b>R1-10</b> <b>W7</b> <b>SL1</b> <b>L6</b>	<ul style="list-style-type: none"> <li>• D2.His.2.9-12 Analyze change and continuity in historical eras.</li> <li>• D2.His.14.9-12 Analyze multiple and complex causes and effects of events in the past.</li> <li>• D2.His.16.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> <li>• D2.Geo.5.9-12 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> <li>• D2.Geo.6.9-12 Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> </ul>
<b>Dimension 3</b> <b>R1-10</b> <b>W1, 2, 7-10</b> <b>SL11</b>	<ul style="list-style-type: none"> <li>• D3.4.9-12 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
<b>Dimension 4</b> <b>R1</b> <b>W 1-8</b> <b>SL1-6</b>	<ul style="list-style-type: none"> <li>• D4.1.9-12 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <li>• D4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul>

<p><b>Common Assignment Template</b> (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS3 &amp; WHSS2 Prompt:</b> [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you identify key steps in ____ (text/s) description of ____ (process related to history/social studies). Support your ____ (product) with evidence from ____ (text/s). (LDC Template: IE3)</p>	
<p><b>Sample Assignments</b> (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected text, write an essay in which you evaluate various explanations for the Pullman and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	
<p><b>Suggested Texts</b></p>		
<p><b>Primary</b></p>	<p><b>Secondary</b></p>	<p><b>Tertiary</b></p>
<ul style="list-style-type: none"> <li>• <a href="#">Photos by Jacob Riis including “Street Arabs”</a> 1890</li> <li>• <a href="#">Photo by Jacob Riis “Five Cents a Spot”</a> 1889</li> <li>• <a href="#">Excerpts from The Jungle</a> by Upton Sinclair</li> <li>• <a href="#">The Drunkard's Progress</a> by Nathaniel Currier January 1846</li> <li>• <a href="#">Cross of Gold Speech</a> by William Jennings Bryan</li> <li>• <a href="#">Andrew Carnegie and the Gospel of Wealth</a></li> <li>• <a href="#">American in Class</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Jane Addams’ biography</a></li> <li>• <a href="#">Andrew Carnegie</a></li> <li>• <a href="#">Stanford History Education Group</a></li> <li>• <a href="#">GALE</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Americans</i> McDougal Littell</li> <li>• <a href="#">ABC-CLIO</a></li> <li>• <a href="#">Gilded Age</a></li> <li>• <a href="#">America’s Story: The Gilded Age</a></li> </ul>



Quarter 2	
Unit 4: Imperialism & WWI	
<b>Big Idea</b>	Power/Hubris & United States Foreign Policy
<b>Compelling Questions</b> (AC to choose 1)	<ul style="list-style-type: none"> <li>• Does one nation have the right to acquire another?</li> <li>• Who benefited from and was harmed by America’s foreign policies?</li> <li>• Should the United States seek alliances with other nations?</li> </ul>
<b>CA H/SS Content Standards</b>	<ul style="list-style-type: none"> <li>• <b>11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.</b></li> <li>• <b>11.4.1</b> List the purpose and the effects of the Open Door policy.</li> <li>• <b>11.4.2</b> Describe the Spanish-American War and U.S. expansion in the South Pacific.</li> <li>• <b>11.4.4</b> Explain Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy, drawing on relevant speeches.</li> <li>• <b>11.4.5</b> Analyze the political, economic, and social ramifications of World War I on the home front.</li> </ul>
<b>C3 Dimensions</b>	
<b>Dimension 1</b> <b>R1</b> <b>W7</b> <b>SL1</b>	<ul style="list-style-type: none"> <li>• D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
<b>Dimension 2</b> <b>R1-10</b> <b>W7</b> <b>SL1</b> <b>L6</b>	<ul style="list-style-type: none"> <li>• D2.His.2.9-12 Analyze change and continuity in historical eras.</li> <li>• D2.His.4.9-12 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> <li>• D2.His.15.9-12 Distinguish between long-term causes and triggering events in developing a historical argument.</li> </ul>

<p><b>Dimension 3</b>  <b>R1-10</b>  <b>W1, 2, 7-10</b>  <b>SL11</b></p>	<ul style="list-style-type: none"> <li>D3.3.9-12 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>	
<p><b>Dimension 4</b>  <b>R1</b>  <b>W 1-8</b>  <b>SL1-6</b></p>	<ul style="list-style-type: none"> <li>D4.4.9-12 Critique the use of claims and evidence in arguments for credibility.</li> <li>D4.5.9-12 Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>	
<p><b>Common Assignment Template</b>          (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS9 &amp; WHSS1 Prompt:</b> [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you argue _____ (content). Support your position with evidence from the text/s. (LDC Template: A4)</p>	
<p><b>Sample Assignments</b>          (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>Should the United States seek alliances with other nations? After reading the text set, write a response in which you address the question and argue whether or not the United States should seek alliances with other nations. Support your position with evidence from the text.</p>	
<p><b>Suggested Texts</b></p>		
<p style="text-align: center;"><b>Primary</b></p>	<p style="text-align: center;"><b>Secondary</b></p>	<p style="text-align: center;"><b>Tertiary</b></p>
<ul style="list-style-type: none"> <li><a href="#">George Washington's Farewell Address</a> (abridged)</li> <li><a href="#">Mark Twain on American Imperialism</a></li> <li><a href="#">Platt Amendment</a></li> <li><a href="#">Open Door Notes</a></li> <li><a href="#">President Woodrow Wilson's 14 points speech</a></li> <li><a href="#">American in Class</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">A peoples history of American Imperialism</a> by Howard Zinn</li> <li><a href="#">The Historiography of Imperialism</a></li> </ul>	<ul style="list-style-type: none"> <li><i>The Americans</i> McDougal Littell</li> <li><a href="#">Stanford History Education Group</a></li> <li><a href="#">Spanish American War Overview</a></li> <li><a href="#">Foreign Policy of a World Power</a></li> <li><a href="#">A peoples history of American Imperialism</a> by Howard Zinn</li> </ul>

Quarter 2	
Unit 5: 1920's	
<b>Big Idea</b>	Traditionalists vs. Modernists; Fear Leads to Intolerance
<b>Compelling Questions</b> (AC to choose 1)	<ul style="list-style-type: none"> <li>• What effect does change have on society?</li> <li>• What was “roaring” about the 1920s?</li> <li>• How does fear lead to intolerance?</li> <li>• Did the 1920s bring peace and prosperity to all Americans?</li> </ul>
<b>CA H/SS Content Standards</b>	<ul style="list-style-type: none"> <li>• <b>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</b></li> <li>• <b>11.5.2</b> Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa” movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.</li> <li>• <b>11.5.3</b> Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).</li> <li>• <b>11.5.4</b> Analyze the passage of the Nineteenth Amendment and the changing role of women in society.</li> <li>• <b>11.5.5</b> Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).</li> </ul>
<b>C3 Dimensions</b>	
<b>Dimension 1</b> <b>R1</b> <b>W7</b> <b>SL1</b>	<ul style="list-style-type: none"> <li>• D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> <li>• D1.4.9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>

<p><b>Dimension 2</b> <b>R1-10</b> <b>W7</b> <b>SL1</b> <b>L6</b></p>	<ul style="list-style-type: none"> <li>• D2.His.5.9-12 Analyze how historical contexts shaped and continue to shape people’s perspectives.</li> <li>• D2.His.14.9-12 Analyze multiple and complex causes and effects of events in the past.</li> <li>• D2.Geo.5.9-12 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> <li>• D2.Eco.13.9-12 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> </ul>
<p><b>Dimension 3</b> <b>R1-10</b> <b>W1, 2, 7-10</b> <b>SL11</b></p>	<ul style="list-style-type: none"> <li>• D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
<p><b>Dimension 4</b> <b>R1</b> <b>W 1-8</b> <b>SL1-6</b></p>	<ul style="list-style-type: none"> <li>• D4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul>
<p><b>Common Assignment Template</b> (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS9 &amp; WHSS1 Prompt:</b> [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on ____ content), write _____ (product) in which you argue _____ (content). Support your position with evidence from the text/s. (LDC Template: A4)</p>
<p><b>Sample Assignments</b> (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>Did the 1920’s bring peace and prosperity to all Americans? After reading the selected texts, write an essay in which you address the question and argue whether or not the 1920’s brought peace and prosperity to all Americans. Support your position with evidence from the text.</p>

<b>Suggested Texts</b>		
<b>Primary</b>	<b>Secondary</b>	<b>Tertiary</b>
<ul style="list-style-type: none"> <li>• <a href="#">The 20's in Political Cartoons, The Klan</a></li> <li>• <a href="#">Uncle Sam and the Bolsheviki. I-W-W Rat</a> (ca. 1919)</li> <li>• <a href="#">"Them Days is Gone Forever"</a></li> <li>• <a href="#">I Too [Sing America]</a> by Langston Hughes</li> <li>• <a href="#">Volstead Act</a></li> <li>• <a href="#">Presidential Proclamation 2065 of December 5, 1933</a>, in which President Franklin D. Roosevelt announces the Repeal of Prohibition., 12/05/1933 - 12/05/1933</li> <li>• <a href="#">American in Class</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Discrimination in the United States: 1920-1939</a> (ABC-CLIO site)</li> <li>• <a href="#">America Goes Dry: Prohibition in the 1920's</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Americans</a> McDougal Little</li> <li>• <a href="#">Stanford History Education Group</a></li> <li>• <a href="#">Teaching Tolerance</a></li> <li>• <a href="#">ABC-CLIO</a></li> </ul>

<b>Quarter 3</b>	
<b>Unit 6: Great Depression &amp; New Deal</b>	
<b>Big Idea</b>	The Role of Government in American Society
<b>Compelling Questions</b> (AC to choose 1)	<ul style="list-style-type: none"> <li>• How much should the government regulate the economy?</li> <li>• Has the United States abandoned the New Deal?</li> </ul>

<p><b>CA H/SS Content Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</b></li> <li>• 11.6.2 Understand the principle explanations of the causes of the Great Depression and steps taken by the Federal Reserve, Congress, and the President to combat the economic crisis.</li> <li>• 11.6.3 Discuss the human toll of the Depression, natural disasters, unwise agricultural practices and their effect on the depopulation of rural regions and on political movements of the left and right with particular attention to Dust Bowl refugees and their social and economic impact on California.</li> <li>• 11.6.4 Analyze the effects and controversies of New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (eg. Workers Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development ie Tennessee Valley Authority, California Central Valley Project, Bonneville Dam).</li> </ul>
<p><b><i>C3 Dimensions</i></b></p>	
<p><b>Dimension 1 R1 W7 SL1</b></p>	<ul style="list-style-type: none"> <li>• D1.2.9-12. Explain points of agreements and disagreements experts have about interpretations and applications of disciplining concepts and ideas associated with a compelling question.</li> <li>• D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
<p><b>Dimension 2 R1-10 W7 SL1 L6</b></p>	<ul style="list-style-type: none"> <li>• D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.</li> <li>• D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</li> <li>• D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.</li> <li>• D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</li> <li>• D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</li> </ul>
<p><b>Dimension 3 R1-10 W1, 2, 7-10 SL11</b></p>	<ul style="list-style-type: none"> <li>• D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
<p><b>Dimension 4 R1 W 1-8 SL1-6</b></p>	<ul style="list-style-type: none"> <li>• D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose.</li> </ul>

<p><b>Common Assignment Template</b> (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS2 &amp; WHSS2 Prompt:</b> [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you analyze _____ (content), providing examples to clarify your analysis. (LDC Template: IE5)</p>	
<p><b>Sample Assignments</b> (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected texts, write an essay in which you analyze the effects and controversies of the New Deal economic policies, providing examples to clarify your analysis.</p>	
<p><b><i>Suggested Texts</i></b></p>		
<p><b>Primary</b></p>	<p><b>Secondary</b></p>	<p><b>Tertiary</b></p>
<ul style="list-style-type: none"> <li>• <a href="#">Dorothea Lang</a> photos</li> <li>• <a href="#">Dust Bowl</a></li> <li>• <a href="#">New Deal</a></li> <li>• <a href="#">New Deal Speeches</a></li> <li>• <a href="#">New Deal a Square Deal For The Negro</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Stanford History Education Group</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Americans</i> McDougal Littel</li> <li>• <a href="#">ABC-CLIO</a></li> <li>• <a href="#">GALE</a></li> </ul>

Quarter 3	
Unit 7: WWII	
<b>Big Idea</b>	War Changes a Society
<b>Compelling Questions</b> (AC to choose 1)	<ul style="list-style-type: none"> <li>• What kinds of opportunities &amp; hardships did the war create for Americans?</li> <li>• What choices do societies face in war?</li> <li>• What is the price of victory?</li> </ul>
<b>CA H/SS Content Standards</b>	<ul style="list-style-type: none"> <li>• <b>11.7 Students analyze America’s participation in World War II.</b></li> <li>• 11.7.1 Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.</li> <li>• 11.7.3 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).</li> <li>• 11.7.5 Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of California and the restrictions on German and Italian resident aliens; the response of the administration to Hitler’s atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.</li> <li>• 11.7.7 Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).</li> <li>• 11.7.8 Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.</li> </ul>
<b>C3 Dimensions</b>	
<b>Dimension 1</b> R1 W7 SL1	<ul style="list-style-type: none"> <li>• D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>



<p><b>Dimension 2</b>  <b>R1-10</b>  <b>W7</b>  <b>SL1</b>  <b>L6</b></p>	<ul style="list-style-type: none"> <li>• D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</li> <li>• D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> </ul>
<p><b>Dimension 3</b>  <b>R1-10</b>  <b>W1, 2, 7-10</b>  <b>SL11</b></p>	<ul style="list-style-type: none"> <li>• D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
<p><b>Dimension 4</b>  <b>R1</b>  <b>W 1-8</b>  <b>SL1-6</b></p>	<ul style="list-style-type: none"> <li>• D4.7.9-12. Critique the use of claims and evidence in arguments for credibility.</li> </ul>
<p><b>Common Assignment Template</b>          (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS2 &amp; WHSS2 Prompt:</b> [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you analyze _____ (content), providing examples to clarify your analysis. (LDC Template: IE5)</p>
<p><b>Sample Assignments</b>          (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected texts on Japanese Internment, write an editorial in which you analyze why the United States officially apologized to those who were interned through the Civil Liberties Act (1988), providing examples to clarify your analysis.</p>

<b>Suggested Texts</b>	
<b>Primary</b>	<b>Secondary</b>
<ul style="list-style-type: none"> <li>• <a href="#">FDR declaration of war speech</a> with audio -</li> <li>• <a href="#">Interviews with Navajo Code Talkers</a></li> <li>• <a href="#">Documents and photos about the 442<sup>nd</sup> regiment</a></li> <li>• <a href="#">Marshall Plan speech</a> with audio</li> <li>• <a href="#">SHEG Zoot Suit Riots</a></li> <li>• <a href="#">SHEG Japanese Internment</a></li> <li>• <a href="#">SHEG The Atomic Bomb</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Historian’s perspectives on how WWII affected race relations in America</a></li> <li>• <a href="#">Summary of Tuskegee Airmen</a></li> <li>• <a href="#">Essays and remarks about George C. Marshall</a></li> </ul>
<b>Tertiary</b>	<ul style="list-style-type: none"> <li>• <i>The Americans</i> McDougal Littel</li> <li>• <a href="#">World War II propaganda posters</a> analysis activity</li> <li>• <a href="#">Overview of Pearl Harbor attack</a> along with video footage, audio, and photo galleries</li> <li>• Overview of how U.S. home front was impacted during WWII: <a href="http://www.nationalww2museum.org/learn/education/for-students/ww2-history/america-goes-to-war.html">http://www.nationalww2museum.org/learn/education/for-students/ww2-history/america-goes-to-war.html</a>  <a href="http://www.nationalww2museum.org">http://www.nationalww2museum.org</a></li> <li>• <a href="#">Tuskegee Airman Inc.</a></li> </ul>
<b>Quarter 4</b>	
<b>Unit 8: American Foreign &amp; Domestic Policy since WWII</b>	
<b>Big Idea</b>	Containing domestic and foreign communist threats and consequences of those actions.
<b>Compelling Questions</b> (AC to choose 1)	<ul style="list-style-type: none"> <li>• How does America protect domestic freedoms while also protecting Americans from threats?</li> <li>• Did America live it up to its founding ideals during the Cold War?</li> </ul>

<p><b>CA H/SS Content Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>11.8 Students analyze the economic boom and social transformation of post-World War II America.</b></li> <li>• 11.8.2 Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.</li> <li>• 11.8.8 Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).</li> <li>• <b>11.9 Students analyze U.S. foreign policy since World War II.</b></li> <li>• 11.9.3 Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:             <ul style="list-style-type: none"> <li>• The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting</li> <li>• The Truman Doctrine</li> <li>• The Berlin Blockade</li> <li>• The Korean War</li> <li>• The Bay of Pigs invasion and the Cuban Missile Crisis</li> <li>• Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies</li> <li>• The Vietnam War</li> <li>• Latin American policy</li> </ul> </li> <li>• 11.9.4 List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).</li> <li>• <b>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</b></li> <li>• 11.11.2 Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy). 3</li> <li>• 11.11.4. Explain the constitutional crisis originating from the Watergate scandal.</li> </ul>
<p><b><i>C3 Dimensions</i></b></p>	
<p><b>Dimension 1</b>  <b>R1</b>  <b>W7</b>  <b>SL1</b></p>	<ul style="list-style-type: none"> <li>• D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> </ul>
<p><b>Dimension 2</b>  <b>R1-10</b></p>	<ul style="list-style-type: none"> <li>• D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</li> </ul>

<p><b>W7</b> <b>SL1</b> <b>L6</b></p>	<ul style="list-style-type: none"> <li>D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</li> </ul>	
<p><b>Dimension 3</b> <b>R1-10</b> <b>W1, 2, 7-10</b> <b>SL11</b></p>	<ul style="list-style-type: none"> <li>D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>	
<p><b>Dimension 4</b> <b>R1</b> <b>W 1-8</b> <b>SL1-6</b></p>	<ul style="list-style-type: none"> <li>D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.</li> </ul>	
<p align="center"><b>Common Assignment Template</b>                  (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>		
<p align="center"><b>Sample Assignments</b>                  (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>		<p>After reading the selected texts on the Cold War, write a response in which you compare the United States' and the Soviet Union's role in the start of the Cold War and argue which country was primarily responsible for it. Support your position with evidence from the text.</p>
<p align="center"><b>Suggested Texts</b></p>		
<p align="center"><b>Primary</b></p>	<p align="center"><b>Secondary</b></p>	<p align="center"><b>Tertiary</b></p>
<ul style="list-style-type: none"> <li><a href="#">Kennedy's Inaugural Speech</a></li> <li><a href="#">Kennedy's Cuban Missile Crisis Speech</a></li> <li><a href="#">SHEG Gulf of Tonkin</a></li> <li><a href="#">SHEG Cuban Missile Crisis</a></li> <li><a href="#">SHEG Cold War</a></li> <li><a href="#">Truman Doctrine</a></li> <li><a href="#">The American Presidency Project, Statements of Administration Policy from Clinton 1997 to Obama (105<sup>th</sup>-114<sup>th</sup> Congress)</a></li> <li><a href="#">The Watergate Story</a> covered by the</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Stanford History Education Group</a></li> <li><a href="#">The Cold War to Détente</a></li> <li><a href="#">Springsteen's America</a></li> <li><a href="#">Physicists Predict Nuclear Arms Race</a></li> <li><a href="#">The Vietnam War</a></li> </ul>	<ul style="list-style-type: none"> <li><i>The Americans</i> McDougal Littel</li> <li><a href="#">Stanford History Education Group</a></li> <li><a href="#">Berlin Blockade</a></li> <li><a href="#">Wessel's Living History Farm:</a>                      (Provides insight on agricultural shifts from the 1920's to 1970's-Today. Also includes video interviews of those who lived and worked during various eras and visuals such as graphs and charts.)</li> </ul>

Washington Post			
<b>Quarter 4</b>			
<b>Unit 9: Civil Rights</b>			
<b>Big Idea</b>	Liberty & Justice for All		
<b>Compelling Questions</b> (AC to choose 1)	<ul style="list-style-type: none"> <li>• How well has American lived up to its founding ideals?</li> <li>• Has equality been achieved?</li> <li>• Did the civil rights movement of the 1960s effectively change the nation?</li> </ul>		
<b>CA H/SS Content Standards</b>	<ul style="list-style-type: none"> <li>• <b>11.10 Students analyze the development of federal civil rights and voting rights.</b></li> <li>• 11.10.1 Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.</li> <li>• 11.10.2 Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.</li> <li>• 11.10.4 Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.’s “Letter from Birmingham Jail” and “I Have a Dream” speech.</li> <li>• 11.10.5 Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.</li> <li>• 11.10.6 Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.</li> <li>• 11.10.7 Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.</li> </ul>		

	<ul style="list-style-type: none"> <li>11.11.3 Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.</li> </ul>
<b><i>C3 Dimensions</i></b>	
<b>Dimension 1</b> <b>R1</b> <b>W7</b> <b>SL1</b>	<ul style="list-style-type: none"> <li>D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
<b>Dimension 2</b> <b>R1-10</b> <b>W7</b> <b>SL1</b> <b>L6</b>	<ul style="list-style-type: none"> <li>D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> <li>D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> <li>D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.</li> <li>D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</li> <li>D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</li> <li>D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> <li>D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</li> </ul>
<b>Dimension 3</b> <b>R1-10</b> <b>W1, 2, 7-10</b> <b>SL11</b>	<ul style="list-style-type: none"> <li>D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
<b>Dimension 4</b> <b>R1</b> <b>W 1-8</b> <b>SL1-6</b>	<ul style="list-style-type: none"> <li>D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <li>D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li> <li>D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social</li> </ul>

	<p>media, and digital documentary).</p> <ul style="list-style-type: none"> <li>D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>
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<p><b>Common Assignment Template</b>        (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	
<p><b>Sample Assignments</b>        (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>Why did the Montgomery Bus Boycott succeed? After reading the selected texts, write a speech in which you compare the reasons for the success of the Montgomery Bus Boycott and argue which reason is the most significant. Support your position with evidence from the text.</p>

**Suggested Texts**

Primary	Secondary	Tertiary
<ul style="list-style-type: none"> <li><a href="#">National Archives, Brown v. Board</a></li> <li><a href="#">National Archives, Dred Scott v. Sandford</a></li> <li><a href="#">MLK, James Baldwin &amp; Malcolm X on "The Negro and the American Promise" media interview</a></li> <li><a href="#">Letter from Birmingham Jail</a></li> <li><a href="#">I Have a Dream Speech</a></li> <li><a href="#">MLK "Nonviolence and Racial Injustice", 1957</a></li> <li><a href="#">A Brief History of the Sit In Movement in</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">The Rise and Fall of Jim Crow: PBS, Plessy v. Ferguson</a></li> <li><a href="#">The Rise and Fall of Jim Crow: PBS, Brown v. Board</a></li> <li><a href="#">Expanding Civil Rights: PBS, Regents of Univ. of CA v. Bakke (1978)</a></li> <li><a href="#">California Affirmative Action, Prop. 209 (1996)</a></li> <li><a href="#">PBS, Civil Rights Movement (1954-1985)</a></li> <li><a href="#">The Native American Power Movement</a></li> <li><a href="#">Civil Rights 101, Native Americans</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">The Americans</a> McDougal Littell</li> <li><a href="#">Stanford History Education Group</a></li> <li><a href="#">Teaching Tolerance</a></li> <li><a href="#">Road Trip!! Meet the People involved in the Civil Rights Movement in SC:</a>            (includes visual and video primary sources as well as Teacher Resources)</li> </ul>

<p><u>Photograph:</u></p> <ul style="list-style-type: none"><li>• <a href="#"><u>Telegram from George Wallace to Kennedy, 1963</u></a></li><li>• <a href="#"><u>Collection of Civil Rights Era Documents and Images</u></a> by the Smithsonian Source:</li><li>• <a href="#"><u>Speech by Cesar Chavez</u></a></li><li>• Friedan, Betty. <a href="#"><u>The Feminine Mystique</u></a></li><li>• <a href="#"><u>Civil Rights in the postwar Era 1946-1953:</u></a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#"><u>Asian Civil Rights Movement</u></a></li><li>• <a href="#"><u>Freedom Riders</u></a></li><li>• <a href="#"><u>Women's Suffrage, The Historian's Perspective</u></a> (Teachers must sign up for the free membership to access documents and essays. Also includes Primary Sources.)</li></ul>	
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<b>C3 Framework Inquiry Arc</b>			
<b>Dimension 1 Developing Questions and Planning Inquiries</b>	<b>Dimension 2 Applying Disciplinary Tools and Concepts</b>	<b>Dimension 3 Evaluating Sources and Using Evidence</b>	<b>Dimension 4 Communicating Conclusions and Taking Informed Action</b>
<b>Developing Questions and Planning Inquiries</b> <ul style="list-style-type: none"> <li>Constructing Compelling Questions</li> <li>Constructing Supporting Questions</li> <li>Determining Helpful Sources</li> </ul>	<b>Civics</b> <ul style="list-style-type: none"> <li>Civic and Political Institutions</li> <li>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</li> <li>Process, Rules, and Laws</li> </ul>	<b>Gathering and Evaluating Sources</b>	<b>Communicating and Critiquing Conclusions</b> <ul style="list-style-type: none"> <li>Communicating Conclusions</li> <li>Critiquing Conclusions</li> </ul>
	<b>Economics</b> <ul style="list-style-type: none"> <li>Economic Decision Making</li> <li>Exchange and Markets</li> <li>The National Economy</li> <li>The Global Economy</li> </ul>		
	<b>Geography</b> <ul style="list-style-type: none"> <li>Geographic Representations: Spatial Views of the World</li> <li>Human-Environment Interactions: Places, Regions, and Culture</li> <li>Human Population: Spatial Patterns and Movements</li> <li>Global Interconnections: Changing Spatial Patterns</li> </ul>	<b>Developing Claims and Using Evidence</b>	<b>Taking Informed Action</b>
	<b>History</b> <ul style="list-style-type: none"> <li>Change, Continuity, and Context</li> <li>Perspectives</li> <li>Historical Sources and Evidence</li> </ul>		

	<ul style="list-style-type: none"> <li>• Causation and Argumentation</li> </ul>		
<b>Expanded C3 Inquiry Arc</b>			
<b>Dimension 1 Developing Questions and Planning Inquiries</b>	<b>Dimension 2 Applying Disciplinary Tools and Concepts</b>	<b>Dimension 3 Evaluating Sources and Using Evidence</b>	<b>Dimension 4 Communicating Conclusions and Taking Informed Action</b>
<p>Questions are the starting point for inquiry and come in two forms: compelling and supporting. Compelling questions focus on enduring issues and concerns while supporting questions focus on descriptions, definitions and processes. Students develop inquiry by determining the data sources needed to answer both forms of questions.  <i>Adapted from the C3 Framework</i></p>	<p>Each discipline offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. This dimension focuses on the concepts and tools students need to develop a deep and enduring understanding of the disciplinary ideas.  <i>Adapted from the C3 Framework</i></p>	<p>Students need to analyze information and come to conclusions in an inquiry. Through the rigorous analysis and evaluation of sources, students make evidence-based claims that will form the basis for their conclusions.  <i>Adapted from the C3 Framework</i></p>	<p>Dimension 4 provides an opportunity for students to formalize their conclusions and represent their ideas in a variety of forms. Students collaborate with others as they communicate and critique their conclusions in public venues. Civic engagement serves as both a means of learning and applying social studies knowledge.  <i>Adapted from the C3 Framework</i></p>
<b>Anchor Standards</b>	<b>Anchor Standards</b>	<b>Anchor Standards</b>	<b>Anchor Standards</b>
R1, W7, SL1	R1-10, W7, SL1, L6	R1-10, W1, 2, 7-10, SL1	R1, W1-8, SL1-6
<b>Grade Band Indicators</b>	<b>Grade Band Indicators</b>	<b>Grade Band Indicators</b>	<b>Grade Band Indicators</b>
<ul style="list-style-type: none"> <li>• D1.1.9-12 Explain how a question reflects an enduring issue in the field.</li> <li>• D1.2.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated</li> </ul>	<ul style="list-style-type: none"> <li>• D2.His.1.9-12 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> <li>• D2.His.2.9-12 Analyze change and continuity in historical eras.</li> <li>• D2.His.3.9-12 Use questions</li> </ul>	<ul style="list-style-type: none"> <li>• D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>	<ul style="list-style-type: none"> <li>• D4.1.9-12 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <li>• D4.2.9-12 Construct explanations using sound</li> </ul>

<p>with a compelling question.</p> <ul style="list-style-type: none"> <li>• D1.3.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> <li>• D1.4.9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> <li>• D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>	<p>generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p> <ul style="list-style-type: none"> <li>• D2.His.4.9-12 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> <li>• D2.His.5.9-12 Analyze how historical contexts shaped and continue to shape people's perspectives.</li> <li>• D2.His.6.9-12 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</li> <li>• D2.His.7.9-12 Explain how the perspectives of people in the present shape interpretations of the past.</li> <li>• D2.His.8.9-12 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</li> <li>• D2.His.9.9-12 Classify the kinds of historical sources used in a secondary interpretation.</li> <li>• D2.His.10.9-12 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</li> <li>• D2.His.11.9-12 Critique the usefulness of historical sources for a specific historical inquiry based</li> </ul>	<ul style="list-style-type: none"> <li>• D3.2.9-12 Evaluate the credibility of a source by examining how experts value the source.</li> <li>• D3.3.9-12 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> <li>• D3.4.9-12 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>	<p>reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose.</p> <ul style="list-style-type: none"> <li>• D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</li> <li>• D4.4.9-12 Critique the use of claims and evidence in arguments for credibility.</li> <li>• D4.5.9-12 Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> <li>• D4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> <li>• D4.7.9-12 Assess their individual and collective capacities to take action to address local, regional, and</li> </ul>
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	<p>on their maker, date, place of origin, intended audience, and purpose.</p> <ul style="list-style-type: none"> <li>• D2.His.12.9-12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</li> <li>• D2.His.13.9-12 Critique the appropriateness of the historical sources used in a secondary interpretation.</li> <li>• D2.His.14.9-12 Analyze multiple and complex causes and effects of events in the past.</li> <li>• D2.His.15.9-12 Distinguish between long-term causes and triggering events in developing a historical argument.</li> <li>• D2.His.16.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> <li>• D2.His.17.9-12 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</li> </ul> <p><i>Teachers are encouraged to use indicators from the civics, economics, and geography disciplinary sections when appropriate.</i></p>		<p>global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.</p> <ul style="list-style-type: none"> <li>• D4.8.9-12 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>
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<b>Definitions</b>			

- **What is a big idea?**  
A big idea is an abstract and transferable concept, theme or process at the heart of a subject or topic. (Wiggins and McTighe)
- **What is a compelling question?**  
“Compelling questions address problems and issues found in and across the academic disciplines that make up social studies. They require students to apply disciplinary concepts and to construct arguments and interpretations. Compelling questions often emerge from the interests of students and their curiosity about how things work, but they are also grounded in curriculum and content with which students might have little experience.” C3 Glossary
- **What is a supporting question?**  
“Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance claims of understanding in response.” C3 Glossary
- **What are California History/Social Science Content Standards?**  
The California History/Social Science Content Standards provide the grade level or subject matter specific knowledge, concepts, and skills that students should acquire at each grade level. California H/SS teachers are required to teach to these content standards.
- **What are C3 Indicators?**  
Each of the Four Dimensions has subsections or categories. Those subsections are broken down into indicators that suggest how students might develop proficiency for a particular skill or concept according to their grade band. Adapted from C3 page 13