

Year-at-a-Glance				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Focus Standards	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
Recursive Standards	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
Unit Number	Unit 1	Unit 4	Unit 7	Unit 10
Unit Title	<i>Historical Thinking Skills</i>	<i>From Monarchy to Democracy</i>	<i>United States Foreign Policy</i>	<i>Division</i>
Unit Length	1 week	2 weeks	3 weeks	4 weeks
	Unit 2	Unit 5	Unit 8	Unit 11
	<i>The Colonial Era</i>	<i>We the People</i>	<i>Manifest Destiny</i>	<i>The Civil War</i>
	3 weeks	4 weeks	3 weeks	4 weeks
	Unit 3	Unit 6	Unit 9	Unit 12
	<i>The Road to Revolution and American Independence</i>	<i>From Policy to Practice</i>	<i>Beginnings of Sectionalism</i>	<i>Reconstruction</i>
	3-4 weeks	2 weeks	3 weeks	2 weeks

Quarter 1	
Unit 1: Historical Thinking Skills	
Big Idea	United States Geography
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> • How did politics influence the geographic boundaries of the United States? • What role did physical geography play in the creation and expansion of the United States?
CA H/SS Content Standards	<ul style="list-style-type: none"> • CA-HSS 3: Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.
<i>C3 Dimensions</i>	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none"> • 1.1.6-8: Explain how a question represents key ideas in the field.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none"> • 2.Geo.2.6-8: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes their environmental characteristics.
Dimension 3 R1-10 W1, 2, 7-10 SL11	<ul style="list-style-type: none"> • 3.2.6-8: Evaluate the credibility of a source by determining its relevance and intended use.

<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> 4.2.6-8: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. 	
<p>Common Assignment Template (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>RHSS3 & WHSS2 Prompt: [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>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>		
<p>Suggested Texts</p>		
<p>Primary</p>	<p>Secondary</p>	<p>Tertiary</p>
		<ul style="list-style-type: none"> Holt Chapter Resource Files

Quarter 1	
Unit 2: The Colonial Era	
Big Idea	Transitioning from Royal Subject to Citizen.
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> • What were the effects of European settlement in North America? • What effects did the “clash of cultures” have in the development of pre-revolutionary America?
CA H/SS Content Standards	<ul style="list-style-type: none"> • 8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. • 8.1.1 Describe the relationship between the moral & political ideas of the Great Awakening & the development of revolutionary fervor. • 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. • 8.2.1 Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
C3 Dimensions	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none"> • 1.1.6-8: Explain how a question represents key ideas in the field. • 1.2.6-8: Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. • 1.3.6-8: Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none"> • 2.His.1.6-8: Analyze connections among events and developments in broader historical contexts. • 2.His.4.6-8: Analyze multiple factors that influenced the perspectives of people during different historical eras. • 2.His.9.6-8: Classify the kinds of historical sources used in a secondary interpretation. • 2.His.14.6-8: Explain multiple causes and effects of events and developments in the past.

<p>Dimension 3 R1-10 W1, 2, 7-10 SL11</p>	<ul style="list-style-type: none"> • 3.1.6-8: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • 3.3.6-8: Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> • 4.2.6-8: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
<p>Common Assignment Template (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>RHSS3 & WHSS2 Prompt: [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>Sample Assignments (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 identify key steps in the text’s description of the development of revolutionary fervor. Be sure to support your essay with evidence from the text.</p>

Suggested Texts		
Primary	Secondary	Tertiary
<ul style="list-style-type: none"> • The Magna Carta 1215 • Native Americans and Europeans (Overview). (2015). In <i>American History</i>. • The letters patents, granted by the Queenes Majestie to M. Walter Raleigh, now Knight, for the discovering and planting of new lands and Countries, to continue the space of 6 years and no more. • Account of Englishmen left in Virginia (Roanoke Island) • John White, The Fifth Voyage of M. John White into the West Indies and Parts of America called Virginia, in the year 1590 (journal excerpts w/ map images) • "Indian Village of Pomeiooc" Watercolor drawing by John White (created 1585-1586) • First Charter of the Virginia Company of London (1606) • Master Bartholomew Gosnold's Letter to his Father, touching his first voyage to Virginia • Jamestown and the Founding of English America • John Smith Map 1608 • Zuniga's James Fort, 1608 (only known map of James Fort, drawn by Spanish 		<ul style="list-style-type: none"> • ABC-CLIO databases • Cicero database • Gale databases • Holt Chapter 2: Sections 1-4

<p>spies)</p> <ul style="list-style-type: none"> • A True Relation of Such Occurrences and Accidents of Note as Hath Happened in Virginia Since the First Planting of that Colony. Written by Captain Smith, 1608 • "A DISCOURSE OF VIRGINIA."BY EDWARD MARIA WINGFIELD, THE FIRST PRESIDENT OF THE (Jamestowne) COLONY. (presents “the other side of the Jamestowne story) • The World of Pocahontas (website with linked pages) • Letter of John Rolfe to Governor Sir Thomas Dale 1614- Rolfe explains his reasons for marrying Powhatan's daughter, Pocahontas • The Mayflower Compact 1620 • Why Virginia Was Not Spanish <p>Colonial Life</p> <ul style="list-style-type: none"> • John Winthrop describes life in Boston, 1634 • The Bugs that Bugged the Colonists • Colonial Dress Codes • The Non-Agricultural Colonial Trades • French Fur Trading with the Indians at Fort Chambly near Montreal 1685 In Louis Armand de Lom d'Arce, Baron de Lahontan, <i>Nouveaux voyages dans l'Amérique septentrionale</i> (<i>New Voyages to North-America</i>), 1703 • The English Bill of Rights, 1689 		
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Quarter 1	
Unit 3: The Road to Revolution and American Independence	
Big Idea	The Road to Revolution leads to American Independence and “The Great Experiment” in Democracy
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> • What events on the “Road to Revolution” ensured its inevitability? • How does the Declaration of Independence establish the foundation of an American Government? • In what ways did the American Revolution have an impact beyond the United States?
CA H/SS Content Standards	<ul style="list-style-type: none"> • 8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. • 8.1.2 Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”). • 8.1.3 Analyze how the American Revolution affected other nations, especially France. • 8.1.4 Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.
C3 Dimensions	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none"> • 1.2.6-8: Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. • 1.3.6-8: Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. • 1.4.6-8: Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

<p>Dimension 2 R1-10 W7 SL1 L6</p>	<ul style="list-style-type: none"> • 2.His.2.6-8: Classify series of historical events and developments as examples of change and/or continuity. • 2.His.5.6-8: Explain how and why perspectives of people have changed over time. • 2.His.10.6-8: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. • 2.His.15.6-8: Evaluate the relative influence of various causes of events and developments in the past.
<p>Dimension 3 R1-10 W1, 2, 7-10 SL11</p>	<ul style="list-style-type: none"> • 3.1.6-8: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • 3.3.6-8: Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> • 4.2.6-8: Construct explanations using reasoning, correct sequencing, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. • 4.5.6-8: Critique the structure of explanations.
<p>Common Assignment Template (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>RHSS3 & WHSS2 Prompt: [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>Sample Assignments (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 a response in which you identify key steps in the text’s description of the Revolutionary War. Be sure to support your response with evidence from the text.</p>

Suggested Texts		
Primary	Secondary	Tertiary
<ul style="list-style-type: none"> • Declaration of Independence • The Stamp Act • The Tea Act • The English Bill of Rights • Liberty or Death speech (Patrick Henry), • The Massachusetts Constitution 1780 • Virginia Gazette articles <p>Books/Journals:</p> <ul style="list-style-type: none"> • Joseph Plumb Martin’s journal (Private Yankee Doodle): http://www.ushistory.org/march/other/martindiary.htm http://www.historyisaweapon.com/defcon1/plumbmartinrevsold.html • Journal and Letters of Philip Vickers Fithian • The Journal of Nicholas Cresswell 1774-1777 <p>Images:</p> <ul style="list-style-type: none"> • The Bloody Massacre • George Washington at the Battle of Princeton • Washington Crossing the Delaware • Surrender of Lord Cornwallis • Death of General Warren at the Battle of Bunker Hill 		<ul style="list-style-type: none"> • Colonial Williamsburg audio podcasts and transcripts http://podcast.history.org • ABC-CLIO databases • Cicero database • Gale databases • Holt Ch2 sec.5; 3, • History Channel video segments www.historychannel.com • Gilder Lehrman resources www.gilderlehrman.org • Colonial Williamsburg teacher resources http://www.history.org/history/teaching/newsletter/enewsletter.cfm

<p>Political cartoons and satirical drawings:</p> <ul style="list-style-type: none">• “A society of patriotic ladies, at Edenton in North Carolina”• The Alternative to Williams-Burg• The Repeal, or the Funeral of Miss Ame-Stamp• Rev. War era maps <p>Music:</p> <ul style="list-style-type: none">• Yankee Doodle <p>Misc:</p> <ul style="list-style-type: none">• Colonial and Regimental colors (flags):• Act for granting and applying certain stamp duties... [Stamp Act], 22 March 1765; King George III (excerpts)• The Massachusetts circular letter drafted by Samuel Adams and passed by the colonial assembly in February 1768 (colonial response to Townshend Acts)• Phillis Wheatley. Poems on Various Subjects, Religious and Moral (1772) To the Right Honourable WILLIAM, Earl of DARTMOUTH• The bloody massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt. (Paul Revere engraving/broadside) (larger image)• Paul Revere's Engraving – Explained• Speech by John Adams at the Boston		
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<p>Massacre Trial</p> <ul style="list-style-type: none"> • Letter from Samuel Adams to James Warren, 4 November 1772 (to form committees of correspondence) includes background info, primary source doc and transcription. • The Boston Tea Party 1773 (overview and related primary documents) • The Alternative of Williamsburg 1775 (British political cartoon) • A plan for a new government - Letter from John Adams to Richard Henry Lee, November 15, 1775 • Patrick Henry- Give Me Liberty Speech 1775 (background info. on Henry as well as link to text and audio of speech) • The "Olive Branch Petition" of the Second Continental Congress July 1775 <p>The Revolution</p> <ul style="list-style-type: none"> • Lord Dunmore's Proclamation (1776) • A Circumstantial Account of an Attack that happened on the 19th of April 1775, on his Majesty's Troops (broadside article)(large image) (transcription) • A Bloody Butchery, by the British Troops: or the Runaway Fight of the Regulars (large image) (transcription) • Dragging cannon from Fort Ticonderoga to Boston, 1775 (Letter from Henry Knox to George 		
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<p>Washington December 1775) (letter) (letter-transcript)</p> <ul style="list-style-type: none"> • The Battle of Bunker's Hill, June 17, 1775 (painted by John Trumbull 1786) (larger version) • Washington Crossing the Delaware (Battle of Trenton) Emanuel Leutze 1851 (larger image) • The Midnight Ride of Paul Revere (poem by H.W.Longfellow,1860) • Virtual Midnight Ride (Interactive Map) • Letter from Paul Revere to Jeremy Belknap, circa 1798 (Image and transcription) • Paul Revere's deposition, fair copy, circa 1775 (large image)(transcription) • Common Sense (excerpts) Thomas Paine 1776 • A Loyalist Rebuttal to Common Sense, 1776 (excerpts from- The Deceiver Unmasked; Or, Loyalty and Interest United: Rev. Charles Inglis) • Selections from the Diary of Private Joseph Plumb Martin At Fort Mifflin (PA) includes brief bio. of Martin • Martin describes postwar hardships • Book Review of James Kirby Martin, ed., Ordinary Courage: The Revolutionary Adventures of Joseph Plumb Martin by Grant W. Jones. • Joseph Plumb Martin (bio) • Valley Forge National Park Presents PECO Podcast Through History Ep 2: 		
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<p>Joseph Plumb Martin (vodcast)</p> <ul style="list-style-type: none">• Excerpts from two colonial soldiers while at Valley Forge (includes some background info)• Philadelphia broadside on a parade condemning the treason of Benedict Arnold, 1780 (includes transcription)• Peopling the Past: Meet William Hunter <i>Not every Virginian supported the fight for independence and the Revolutionary War. Williamsburg printer William Hunter believed the American cause was unwise and its defeat inevitable.</i> (written as an interview)• Now or Never the Yorktown campaign (animated presentation on the battle)• Treaty of Paris 1783		
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<i>Quarter 2</i>	
Unit 4: From Monarchy to Democracy	
Big Idea	From Monarchy to Democracy: The Creation of the Articles of Confederation and the United States Constitution
Compelling Questions	<ul style="list-style-type: none"> • How did the Articles of Confederation and the Constitution contribute to the implementation of the ideals of

(AC to choose 1)	<p>the Declaration of Independence?</p> <ul style="list-style-type: none"> How did the deficiencies of the Article of Confederation lead to the creation of the Constitution?
<p>CA H/SS Content Standards</p>	<ul style="list-style-type: none"> 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. 8.2.2 Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence. 8.2.3 Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
<p><i>C3 Dimensions</i></p>	
<p>Dimension 1 R1 W7 SL1</p>	<ul style="list-style-type: none"> 1.4.6-8: Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. 1.5.6-8: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
<p>Dimension 2 R1-10 W7 SL1 L6</p>	<ul style="list-style-type: none"> 2.His.3.6-8: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. 2.His.6.6-8: Analyze how people’s perspectives influenced what information is available in the historical sources they created. 2.His.13.6-8: Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose. 2.His.16.6-8: Organize applicable evidence into a coherent argument about the past.
<p>Dimension 3</p>	<ul style="list-style-type: none"> 3.2.6-8: Evaluate the credibility of a source by determining its relevance and intended use.

<p>R1-10 W1, 2, 7-10 SL11</p>	<ul style="list-style-type: none"> 3.4.6-8: Develop claims and counterclaims while pointing out the strengths and limitations of both. 	
<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> 4.1.6-8: Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. 	
<p>Common Assignment Template (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>RHSS9 & WHSS1 Prompt: [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>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>Did the Constitution solve the concerns the Founding Fathers had about the Articles of Confederation? After reading the selected texts write an essay in which you address the question and argue whether or not the Constitution solved the concerns the Founding Fathers had about the Articles of Confederation. Support your position with evidence from the text.</p>	
<p>Suggested Texts</p>		
<p>Primary</p>	<p>Secondary</p>	<p>Tertiary</p>
<ul style="list-style-type: none"> The Report of the Committee of Correspondence to the Boston Town Meeting, Nov. 20, 1772 A plan for a new government -Letter from John Adams to Richard Henry Lee, November 15, 1775 Virginia Declaration of Rights; June 12, 		<ul style="list-style-type: none"> Holt Chapter 4: Sections 3-4; Holt Chapter 5: Sections 1-3 ABC-CLIO databases Cicero database Gale databases

<p>1776</p> <ul style="list-style-type: none"> • John Adams; Massachusetts Constitution, 1780 • George Washington discusses Shays' Rebellion and the upcoming Constitutional Convention, 1787 (letter from G.Washington to Henry Knox) includes bkgd. info, image and transcribed primary source • Articles of Confederation (1781) - includes background info, transcribed primary source • Ratification of the Constitution by the State of Massachusetts; February 6, 1788 • Ratification of the Constitution by the State of Virginia; June 26, 1788 		
Quarter 2		
Unit 5: We the People		
Big Idea	We the People: The U.S. Constitution and the Bill of Rights	
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> • What makes the U.S. Constitution still relevant today? • To what extent does the U.S. Constitution protect all Americans' rights? • To what extent does the U.S. Constitution create "a more perfect union"? 	

	<ul style="list-style-type: none"> •
<p>CA H/SS Content Standards</p>	<ul style="list-style-type: none"> • 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. • 8.2.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights. • 8.2.7 Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights. • 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it. • 8.3.6 Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
<p><i>C3 Dimensions</i></p>	
<p>Dimension 1 R1 W7 SL1</p>	<ul style="list-style-type: none"> • 1.1.6-8: Explain how a question represents key ideas in the field. • 1.4.6-8: Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
<p>Dimension 2 R1-10 W7 SL1 L6</p>	<ul style="list-style-type: none"> • 2.His.5.6-8: Explain how and why perspectives of people have changed over time. • 2.His.12.6-8: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. • 2.His.17.6-8: Compare the central arguments in secondary works of history on related topics in multiple media.
<p>Dimension 3 R1-10 W1, 2, 7-10 SL11</p>	<ul style="list-style-type: none"> • 3.1.6-8: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • 3.4.6-8: Develop claims and counterclaims while pointing out the strengths and limitations of

	both.	
Dimension 4 R1 W 1-8 SL1-6	<ul style="list-style-type: none"> 4.1.6-8: Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. 4.4.6-8: Critique arguments for credibility. 4.8.6-8: Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts. 	
Common Assignment Template (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)	RHSS9 & WHSS1 Prompt: [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)	
Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)	Does the Constitution protect all Americans' rights? After reading the selected texts, write a response in which you address the question and argue whether or not the Constitution protected all Americans' rights. Support your position with evidence from the text.	
Suggested Texts		
Primary	Secondary	Tertiary
<ul style="list-style-type: none"> On CREATING THE U.S. CONSTITUTION: Commentary of Delegates & Observers, May-November 1787 (selection of EXCERPTS) The Albany Papers (documents/letters of B. Franklin) from THE COMPLETE WORKS, IN PHILOSOPHY, POLITICS, 		<ul style="list-style-type: none"> Holt Chapter 5 ABC-CLIO databases Cicero database Gale databases

<p>AND MORALS, OF THE LATE DR. BENJAMIN FRANKLIN. (pgs 3, 30, 31, 37):</p> <p>http://www.gutenberg.org/files/48138/48138-h/48138-h.htm#Page_3</p> <p>http://www.gutenberg.org/files/48138/48138-h/48138-h.htm#Page_30</p> <p>http://www.gutenberg.org/files/48138/48138-h/48138-h.htm#Page_31</p> <p>http://www.gutenberg.org/files/48138/48138-h/48138-h.htm#Page_37</p> <ul style="list-style-type: none"> • Debating the Bill of Rights • Objections to the Constitution by <i>George Mason</i>; October 1787 • Federalist Papers-Federalist No. 1; <i>Publius (Alexander Hamilton)</i> October 27, 1787 • Creating a New Government (essay by Gordon S. Wood) • Ratification of the US Constitution in New York, 1788 (A letter of transmittal of the US Constitution to Congress by George Washington and the Constitutional Convention)- includes bkgd. info and transcribed primary source • The LOOKING GLASS for 1787. A House divided against itself cannot stand. Mat. chap. 13th verse 26. (Background info) (Large image) 		
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<ul style="list-style-type: none"> Jefferson Sees Bill of Rights as Curb on Executive and Legislative Branches of Government (letter from Jefferson to Madison, 1789) Image of letter Transcription of letter <p>Women and the new government-</p> <ul style="list-style-type: none"> Abigail Adams and John Adams Letters: Abigail Adams Letter to Mercy Otis Warren (1776) Jefferson letter to Anne Willing Bingham from Paris, May 11, 1788 Virginia Statute on Religious Freedom: Thomas Jefferson, 1786 		
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Quarter 2

Unit 6: From Policy to Practice

Big Idea	Washington's Presidency and the Creation of Political Parties
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> Why would a two-party system emerge from the framework of the Constitution? To what extent did Washington's Presidency follow the ideals of the Constitution?

<p>CA H/SS Content Standards</p>	<ul style="list-style-type: none"> • 8.3: Students understand the foundation of the American political system and the ways in which citizens participate in it. • 8.3.4: Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt). • 8.4: Students analyze the aspirations and ideals of the people of a new nation. • 8.4.2: Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’s Fourth of July 1821 Address).
<p>C3 Dimensions</p>	
<p>Dimension 1 R1 W7 SL1</p>	<ul style="list-style-type: none"> • 1.5.6-8: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
<p>Dimension 2 R1-10 W7 SL1 L6</p>	<ul style="list-style-type: none"> • 2.His.1.6-8: Analyze connections among events and developments in broader historical contexts. • 2.His.4.6-8: Analyze multiple factors that influenced the perspectives of people during different historical eras. • 2.His.14.6-8: Explain multiple causes and effects of events and developments in the past.
<p>Dimension 3 R1-10 W1, 2, 7-10 SL11</p>	<ul style="list-style-type: none"> • 3.2.6-8: Evaluate the credibility of a source by determining its relevance and intended use.
<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> • 4.1.6-8: Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
<p>Common Assignment Template</p>	<p>RHSS9 & WHSS1 Prompt: [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you argue _____ (content). Support</p>

<p>(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>your position with evidence from the text/s. (LDC Template: A4)</p>		
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>Did Washington’s presidency fall in line with the Constitution? After reading the selected texts, write an essay in which you address the question and argue whether or not Washington’s presidency fell in line with the Constitution. Support your position with evidence from the text.</p>		
<p>Suggested Texts</p>			
<p style="text-align: center;">Primary</p>		<p style="text-align: center;">Secondary</p>	<p style="text-align: center;">Tertiary</p>
			<ul style="list-style-type: none"> • Holt Textbook • ABC-CLIO databases • Cicero database • Gale databases

<p style="text-align: center;"><i>Quarter 3</i></p>	
<p style="text-align: center;">Unit 7: United States Foreign Policy</p>	
<p>Big Idea</p>	<p>An International Presence</p>

<p>Compelling Questions (AC to choose 1)</p>	<ul style="list-style-type: none"> • What would have happened if the United States did not to go to war again with Great Britain? • Was the Monroe Doctrine realistic in the obligations it imposed on the United States?
<p>CA H/SS Content Standards</p>	<ul style="list-style-type: none"> • 8.5: Students analyze U.S. foreign policy in the early Republic. • 8.5.1: Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace. • 8.5.2: Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War
<p><i>C3 Dimensions</i></p>	
<p>Dimension 1 R1 W7 SL1</p>	<ul style="list-style-type: none"> • 1.1.6-8: Explain how a question represents key ideas in the field. • 1.4.6-8: Explain how the relationship between supporting questions and compelling questions are mutually reinforcing.
<p>Dimension 2 R1-10 W7 SL1 L6</p>	<ul style="list-style-type: none"> • 2.His.3.6-8: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. • 2.His.6.6-8: Analyze how people’s perspectives influenced what information is available in the historical sources they created. • 2.His.10.6-8: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. • 2.His.15.6-8: Evaluate the relative influence of various causes of events and developments in the past.
<p>Dimension 3</p>	<ul style="list-style-type: none"> • 3.1.6-8: Gather relevant information from multiple sources while using the origin, authority, structure, context, and

<p>R1-10 W1, 2, 7-10 SL11</p>	<p>corroborative value of the sources to guide the selection.</p> <ul style="list-style-type: none"> 3.3.6-8: Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. 	
<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> 4.2.6-8: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. 4.5.6-8: Critique the structure of explanations. 	
<p>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the Monroe Doctrine and accompanying texts, write an essay in which you analyze how it impacted western expansion, providing examples to clarify your analysis.</p>	
<p>Common Assignment Template (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>RHSS2 & WHSS2 Prompt: [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>Suggested Texts</p>		
<p>Primary</p>	<p>Secondary</p>	<p>Tertiary</p>
<ul style="list-style-type: none"> A View of the Bombardment of Fort Mchenry. Print by J. Bower, Philadelphia, 1816 Star Spangled Banner (Arranged by G. W. E. Friederich, the music is played as it would have been heard in 1854.) Dolley Madison Flees the White House. 	<ul style="list-style-type: none"> Complete version of "The Star-Spangled Banner" from Francis Scott Key's manuscript in the Maryland Historical Society collection. (pdf) 	<ul style="list-style-type: none"> <i>To be determined</i>

<p>1814</p> <ul style="list-style-type: none"> • Monroe Doctrine (1823) 		
<i>Quarter 3</i>		
Unit 8: Manifest Destiny		
Big Idea	Westward Expansion	
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> • How was Manifest Destiny justified in the eyes of politicians and leaders at the time? • Was Andrew Jackson a hero or villain? 	
CA H/SS Content Standards	<ul style="list-style-type: none"> • 8.8: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced. • 8.8.1: Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court). • 8.8.2: Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades. • 8.8.6: Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including 	

	Mexican Americans today.
<i>C3 Dimensions</i>	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none"> • 1.2.6-8: Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. • 1.3.6-8: Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. • 1.5.6-8: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
Dimension 2 R1-10 W7 SL1 L6	<ul style="list-style-type: none"> • 2.His.2.6-8: Classify series of historical events and developments as examples of change and/or continuity. • 2.His.4.6-8: Analyze multiple factors that influenced the perspectives of people during different historical eras. • 2.His.11.6-8: Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. • 2.His.16.6-8: Organize applicable evidence into a coherent argument about the past.
Dimension 3 R1-10 W1, 2, 7-10 SL11	<ul style="list-style-type: none"> • 3.2.6-8: Evaluate the credibility of a source by determining its relevance and intended use. • 3.4.6-8: Develop claims and counterclaims while pointing out the strengths and limitations of both.
Dimension 4 R1 W 1-8 SL1-6	<ul style="list-style-type: none"> • 4.2.6-8: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. • 4.5.6-8: Critique the structure of explanations.

<p>Common Assignment Template (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>RHSS2 & WHSS2 Prompt: [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>
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<p>Sample Assignments (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 Trail of Tears, write a speech in which you analyze the effect of the Trail of Tears on the Cherokee, providing examples to clarify your analysis.</p>	
<p>Suggested Texts</p>		
<p>Primary</p>	<p>Secondary</p>	<p>Tertiary</p>
<ul style="list-style-type: none"> • 1833 Treaty between the United States and the United Nations of Chippewa, Ottawa and the Potawatomie Indians by Andrew Jackson • Newspaper Advertisements from Frontier Guardian • Letter by William Clark to Meriwether Lewis, July 18, 1803 • A map of Lewis and Clark's track across the western portion of North America, from the Mississippi to the Pacific Ocean 1804 • A plea to defend the Alamo, 1836 by William Travis • Special Message to Congress on Mexican Relations May 11, 1846 • Treaty of Guadalupe Hidalgo (1848) • 1849 William Swain Letter Written on the Trail to California • William Swain Letter Written from "The Diggings" in California, 1850 • 1851 Advertisements from <i>Frontier Guardian</i> and 1851 Broadside for 	<ul style="list-style-type: none"> • <i>To be determined</i> 	<ul style="list-style-type: none"> • Andrew Jackson political cartoons • Andrew Jackson to the Cherokee Tribe, 1835 • President Andrew Jackson's Message to Congress 'On Indian Removal' (1830) • The Journals of the Lewis and Clark Expedition (incl. maps, images) • Transcript of Jefferson's Secret Message to Congress Regarding the Lewis & Clark Expedition (1803)

<p>California: http://www.teachushistory.org/Westward/ps-frontier.htm http://www.teachushistory.org/Westward/ps-ho.htm</p> <ul style="list-style-type: none"> • White and Chinese miners hoping to strike it rich during the California Gold Rush at Auburn Ravine in 1852. • 1872 American Progress by John Gast • John O'Sullivan "Annexation," United States Magazine and Democratic Review,1845 • William E. Channing letter to Henry Clay, 1837 • William Gilpin, address to the U.S. Senate,1846: http://en.wikiquote.org/wiki/William Gilpin https://archive.org/stream/missionofnortham00gilp#page/124/mode/2up • Speckled Snake Muscogee (Creek) chief before council of Indian chiefs in response to Indian Removal Act (Niles' Weekly Register June 20,1829): http://www.wcu.edu/library/DigitalCollections/CherokeePhoenix/Vol2/no14/pg2col2a.htm http://peelersplace.weebly.com/uploads/1/6/5/8/16589814/chief_speckled_snake_speech.pdf 		
Quarter 3		

Unit 9: Beginnings of Sectionalism	
Big Idea	The Disunited States of America
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> In what ways were the states functioning as a truly united country the early 1800s? What factors in sectionalism could lead to a larger civil war amongst the states?
CA H/SS Content Standards	<ul style="list-style-type: none"> 8.6: Students analyze the divergent path of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast. 8.6.1: Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction). 8.6.3: List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine). 8.6.6: Examine the women’s suffrage movement (e.g. biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony). 8.7: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced. 8.7.1: Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin. 8.7.2: Trace the origins and developments of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
C3 Dimensions	
Dimension 1	<ul style="list-style-type: none"> 1.4.6-8: Explain how the relationship between supporting questions and compelling questions is mutually

<p>R1 W7 SL1</p>	<p>reinforcing. 1.5.6-8: Determine the kinds of sources that will be helpful in answering compelling questions, taking into consideration multiple points of views represented in the sources.</p>
<p>Dimension 2 R1-10 W7 SL1 L6</p>	<ul style="list-style-type: none"> • 2.His.1.6-8: Analyze connections among events and developments as examples of change and/or continuity. • 2.His.5.6-8: Explain how and why perspectives of people have changed over time. • 2.His.12.6-8: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. • 2.His.14.6-8: Explain multiple causes and effects of events and developments in the past.
<p>Dimension 3 R1-10 W1, 2, 7-10 SL11</p>	<ul style="list-style-type: none"> • 3.1.6-8: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • 3.3.6-8: Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> • 4.2.6-8: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. • 4.3.6-8: Present adaptations of arguments and explanations on topics of interest to others to reach 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 media, and digital documentary). • 4.5.6-8: Critique the structure of explanations.

<p>Common Assignment Template (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>RHSS2 & WHSS2 Prompt: [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>Sample Assignments</p>	<p>After reading the selected texts, write a response in which you analyze how the physical geography of the</p>

<p>(In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>United States shaped human actions, providing examples to clarify your analysis.</p>	
<p>Suggested Texts</p>		
<p>Primary</p>	<p>Secondary</p>	<p>Tertiary</p>
<ul style="list-style-type: none"> • The United States Constitution • The American Bill of Rights • Henry Clay THE AMERICAN SYSTEM (speech to Senate)1832 • South Carolina Ordinance of Nullification, November 24, 1832 <p>Immigration of the 19th century:</p> <ul style="list-style-type: none"> • 19th Century U.S. Immigration Statistics • Information Wanted Ads from the <i>Catholic Herald</i> • Letter: Hannah Curtis to brother John Curtis, (Irish immigrant) November 24, 1845 • Letter: William Dunne to his nephew John Curtis, April 25, 1846 • Letter: Hannah Curtis to John Curtis, April 2, 1847 • Letter: John and Jane Curtis to their mother, Bridget Dunne Curtis, 1845 • McCormick Reaper Advertising Brochure 1862 • Letter to the editor from Robert Fulton describing “the success of my 	<ul style="list-style-type: none"> • Race and Reunion (David Blight) • Apostles of Disunion (Charles Dew) • People’s History of the United States (Zinn) • Lies My Teacher Told Me (Loewen) 	<ul style="list-style-type: none"> • Holt: United States History (Chapter 14) • ABC-CLIO databases • Cicero database • Gale databases • Lowell Mill Girls and the factory system, 1840; by Orestes Brownson and "A Factory Girl" • Horace Mann and Rise of Public Education, 1846- (included in lesson, are several primary source documents, an cartoon, and links to the original documents)

<p>experiment". [New York] American Citizen, 1807</p> <ul style="list-style-type: none"> • An 1807 Advertisement about The North River Steam Boat (Clermont) [New York] American Citizen, 1807 <p>Second Great Awakening:</p> <ul style="list-style-type: none"> • What a Revival of Religion Is" by Charles Finney, Lectures on Revivals of Religion • Dorothea Lynde Dix, Memorial Soliciting a State Hospital for the Protection and Cure of the Insane, Submitted to the General Assembly of North Carolina, November, 1848 • The Liberator, First Editorial by William Lloyd Garrison, January 1831 • Letter from Frederick Douglass to William Lloyd Garrison, 1846 • The Grimke Sisters (includes brief bio, images and short letter to Elizabeth McClintock, 1848) • Seneca Falls- Declaration of Sentiments, 1848 • Address by Elizabeth Cady Stanton on Woman's Rights, 1848 • Sojourner Truth (includes brief bio, photo, text of "Ain't I a Woman 1851) 		
Quarter 4		
Unit 10: Division		

Big Idea	The Failure of Compromise
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> • How might the Civil War have been avoided? • How did slavery factor into the causes of the Civil War? • How should a political minority deal with the laws of a national majority? • How could pro-slavery and anti-slavery forces have reached a compromise that would have avoided the war?
CA H/SS Content Standards	<ul style="list-style-type: none"> • 8.9: Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. • 8.9.1: Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass). • 8.9.5: Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858).
C3 Dimensions	
Dimension 1 R1 W7 SL1	<ul style="list-style-type: none"> • 1.2.6-8: Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. • 1.3.6-8: Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
Dimension 2 R1-10	<ul style="list-style-type: none"> • 2.His.2.6-8: Classify series of historical events and developments as examples of change and/or continuity.

<p>W7 SL1 L6</p>	<ul style="list-style-type: none"> • 2.His.6.6-8: Analyze how people’s perspectives influenced what information is available in the historical sources they created. • 2.His.13.6-8: Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose. • 2.His.15.6-8: Evaluate the relative influence of various causes of events and developments in the past.
<p>Dimension 3 R1-10 W1, 2, 7-10 SL11</p>	<ul style="list-style-type: none"> • 3.2.6-8: Evaluate the credibility of a source by determining its relevance and intended use. • 3.4.6-8: Develop claims and counterclaims while pointing out the strengths and limitations of both.
<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> • 4.1.6-8: Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. • 4.4.6-8: Critique arguments for credibility. • 4.6.6-8: Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
<p>Common Assignment Template (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>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the</p>	<p>Was John Brown a hero or a villain? After reading the selected texts of John Brown’s raid on Harper’s Ferry, write an argumentative speech in which you compare different perspectives on the raid and argue whether John Brown was a hero or a villain. Support your position with evidence</p>

standards.)	from the text.	
Suggested Texts		
Primary	Secondary	Tertiary
<ul style="list-style-type: none"> • Letter from Thomas Jefferson (as Secretary of State) to Eli Whitney, Jr. regarding his patent application for the cotton gin, 16 November 1793 • John Adams on the abolition of slavery, 1801 (John Adams to George Churchman and Jacob Lindley, January 24, 1801.) • THE CONFESSIONS • John Quincy Adams on the Gag Rule, 1837 • The “Compromises”... Reynolds's political map of the United States, designed to exhibit the comparative area of the free and slave states and the territory open to slavery or freedom by the repeal of the Missouri Compromise. • Compromise of 1850 (Henry Clay’s draft) • The Californian (SF newspaper), Volume 2, Number 44, 15 March 1848 (response to the question of the expansion of slavery) • What Are the Colored People Doing for Themselves? Frederick Douglass, July 14, 1848 • Boston Abolitionists Warn of Slave Catchers 1851, broadside 	<ul style="list-style-type: none"> • To be determined 	<ul style="list-style-type: none"> • Holt Chapter Resource Files • Mason, Bridget “Biddy” (1818–1891)

<ul style="list-style-type: none"> • “What to the Slave Is the Fourth of July?” Frederick Douglass, 1852 • Letter to Harriet Beecher Stowe, Frederick Douglass, 1853 • Dred Scott v. Sanford (1857) • Speech on the Dred Scott Decision Frederick Douglass May 1857 • MASON v. SMITH (THE BRIDGET “BIDDY” MASON CASE), 1856 • The Lincoln-Douglas Debates 1st Debate; Abraham Lincoln, Stephen A. Douglas, Ottawa, Illinois, August 21, 1858 • House Divided Speech; Abraham Lincoln, Speech before the Republican State Convention, Springfield, June 16, 1858 • Slave Auction, 1859 <p>JOHN BROWN:</p> <ul style="list-style-type: none"> • John Brown. Address of John Brown . . . Sentence of Death; For his heroic attempt at Harpers Ferry. . . • U.S. Colonel Robert E. Lee on John Brown's Raid, 1859 • The Execution of John Brown Stonewall Jackson Eyewitness Account (1859) <p>SLAVE NARRATIVES:</p>		
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<ul style="list-style-type: none"> • Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938 • North American Slave Narratives • Photograph of a slave family picking cotton outside Savannah in the 1850s. (by Pierre Havens) • Slaves working a Cotton Gin, U.S. South, 1860's (image) • Photograph of Slaves of General Thomas F. Drayton (1862) 		
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Quarter 4

Unit 11: The Civil War

Big Idea	United States History's Greatest Constitutional Crisis
<p>Compelling Questions (AC to choose 1)</p>	<ul style="list-style-type: none"> • What impact did the Civil War have on the unity of the nation? • Why is there not universal agreement for Abraham Lincoln's title, "Great Emancipator"? • Do the ends ever justify the means? To what extent was the outcome of the Civil War worth the human, economic, and political cost? • How can the North be considered the winner of the Civil War with the enormous resources

<p style="text-align: center;">CA H/SS Content Standards</p>	<p>lost, both human and physical?</p> <ul style="list-style-type: none"> • 8.10: Student analyze the multiple causes, key events, and complex consequences of the Civil War. • 8.10.4: Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865). • 8.10.5: Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments. • 8.10.6: Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox. • 8.10.7: Explain how the war affected combatants, civilians, the physical environment, and future warfare.
<p style="text-align: center;">C3 Dimensions</p>	
<p style="text-align: center;">Dimension 1 R1 W7 SL1</p>	<ul style="list-style-type: none"> • 1.1.6-8: Explain how a question represents key ideas in the field. • 1.4.6-8: Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. • 1.5.6-8: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
<p style="text-align: center;">Dimension 2 R1-10 W7 SL1 L6</p>	<ul style="list-style-type: none"> • 2.His.3.6-8: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. • 2.His.4.6-8: Analyze multiple factors that influenced the perspectives of people during different historical eras. • 2.His.10.6-8: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. • 2.His.17.6-8: Compare the central arguments in secondary works of history on related topics in multiple media.

<p>Dimension 3 R1-10 W1, 2, 7-10 SL11</p>	<ul style="list-style-type: none"> • 3.1.6-8: Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • 3.4.6-8: Develop claims and counterclaims while pointing out the strengths and limitations of both.
<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> • 4.1.6-8: Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. • 4.3.6-8: Present adaptations of arguments and explanations on topics of interest to others to reach 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 media, and digital documentary). • 4.4.6-8: Critique arguments for credibility.
<p>Common Assignment Template (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>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>Was the Civil war inevitable? After reading the selected texts, write an essay in which you compare the causes of the Civil War and argue whether or not it was inevitable. Support your position with evidence from the text.</p>
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Suggested Texts

Primary	Secondary	Tertiary
<ul style="list-style-type: none"> • The Declaration of Causes of Seceding States (South Carolina, December 24, 1860; Mississippi, Jan. 9, 1861; Georgia, January 29, 1861; Texas, Feb. 2, 1861; Virginia, Apr. 17, 1861) • Timeline of Secession (includes documents) • President Lincoln’s First Inaugural Address, 1861 • Fort Sumter – The Civil War Begins (includes quotes related to the incident) • Telegram Announcing the Surrender of Fort Sumter (1861) • CONVENTION TO FRAME PERMANENT CONSTITUTION FOR THE CONFEDERATE STATES. 1861 • Sullivan Ballou Letter, JULY 14, 1861: MAJ. SULLIVAN BALLOU • "The Southern Homefront, 1861-1865." (documents related to all aspects of Southern life during the Civil War; collection includes over four hundred 	<p>Colorized Photos:</p> <ul style="list-style-type: none"> • BLOOD AND GLORY: THE CIVIL WAR IN COLOR- History Channel; selection of colorized photographs from television mini-series • Col. Joshua Lawrence Chamberlain • Civil War Battlefield Maps • 360 degree Civil War BATTLEFIELD PANORAMAS • "Civil War In4"; SHORT VIDEOS (4 min) ON BASIC CIVIL WAR TOPICS • Abraham Lincoln -political cartoons from newspapers and periodicals of the time • "The Civil War", extensive source of original Civil War resources. Over 7,000 pages of original Civil War content, including photographs, original illustrations, and eye-witness accounts as well as the complete run of Harper's Weekly newspapers from the Civil War. 	<ul style="list-style-type: none"> • Holt Textbook • ABC-CLIO databases • Cicero database • Gale databases

<p>Civil War era maps, broadsides, photographs, printed works, Confederate currency, and manuscript letters and diaries.)</p> <ul style="list-style-type: none">• Clara Barton letter to her cousin before start of Fredericksburg campaign 1862 <p>Emancipation Proclamation:</p> <ul style="list-style-type: none">• Transcript of Emancipation Proclamation, Abraham Lincoln (1863)• Final Emancipation Proclamation, Abraham Lincoln, January 1, 1863 <p>GETTYSBURG:</p> <ul style="list-style-type: none">• Union Lt. William Wheeler letter describes the Battle of Gettysburg with remarkable detail and unique perspective.• A Confederate Captain Joseph Graham letter describing what he witnessed during Pickett's Charge at the Battle of Gettysburg from an advantageous vantage point.• Report of Col. Joshua L. Chamberlain, Twentieth Maine Infantry - July 6, 1863• Report of General Robert E. Lee: Headquarters Army of Northern Virginia, Near Gettysburg, PA., July 4, 1863• Gettysburg Address; Abraham Lincoln, November 19, 1863• War Department General Order 143: Creation of the U.S. Colored Troops (1863)		
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<p>http://www.ourdocuments.gov/doc.php?doc=35</p> <ul style="list-style-type: none">• “Men of Color, To Arms! To Arms,” 1863 (broadside)• “THE ATTACK ON FORT WAGNER”; Harper’s Weekly, Aug. 8, 1863• John Garibaldi, 27th Virginia Infantry, Letter, May 11, 1863, to wife Sarah. Death of Stonewall Jackson & the Battle of Chancellorsville• Union soldier, John T. Norton Civil War Letter following the Battle of Chancellorsville and death of Stonewall Jackson, 1863• The Funeral of Stonewall Jackson, <i>The Lexington Gazette</i>, May 20, 1863• “Compromise with the South” by Thomas Nast, 1864 (political cartoon)• Clara Barton diary describing wholesale slaughter (1864)• Proclamation of Thanksgiving; Abraham Lincoln, October 20, 1864• Ulysses S. Grant letter to wife Julia D. Grant, June 7, 1864• From the Diary of Susan B. Anthony, 13-17 April 1865• The surrender of Robert E. Lee, 1865 (includes surrender note to Grant and Lee’s General Order No. 9 to his troops)• Terms of Lee's Surrender At Appomattox, 1865		
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- [Abraham Lincoln's last letter to his wife, 1865](#)

Civil War Letters and Newspaper Articles:

- [Rose O'Neal Greenhow Papers](#): On-line Archival Collection, Duke University
- [Rose O'Neal Greenhow Letter to Jefferson Davis, July 16, 1863](#)
- [Abraham Lincoln: Letter to Mrs. Bixby, 1864](#)
- [American Civil War Collection at the Electronic Text Center](#)- a variety of primary source material: letters, diaries and newspapers. Letter collections include searchable transcriptions as well as digital images of the manuscripts.
- [VMI Collections of Civil War Letters, Diaries, Manuscripts](#)
- [University of Washington- Civil War letters digital collection](#) (letters and images) ([List of Letters in Database](#))
- [Letter from Sallie Leeper Scott of Lower Chanceford Township, York County, PA, to Robert Bennett, Chief Carpenter Shop in Washington, D.C. \(1865\)](#)
- [Letter from an unknown Union soldier, in the 11th New York Battery, to "Hattie,"](#) was written after she responded to his advertisement in a "lonely-hearts" magazine.
- ["I Take Up My Pen"](#): Complete transcripts of Civil War soldiers' letters

<p>from the exhibit at the Museum and Visitor Center at the Gettysburg National Military Park.</p> <ul style="list-style-type: none">• Valley of the Shadow Project: digital archive of primary sources that document the lives of people in Augusta County, Virginia, and Franklin County, Pennsylvania, during the era of the American Civil War. <p>CIVIL WAR PHOTOS:</p> <ul style="list-style-type: none">• Pictures of the Civil War- Select Audiovisual Records; National Archives and Records Administration Washington, DC (carefully categorized by topic)• Civil War Trust's (website) Photo Galleries• Virginia Military Institute Digital Collections- Thomas "Stonewall" Jackson (family, related military)• Photographs of African Americans During the Civil War: A List of Images in the Civil War Photograph Collection Prints and Photographs Division, Library of Congress, Washington, D.C.: http://www.loc.gov/rr/print/list/081cwaf.html http://www.loc.gov/rr/print/list/081cwaf2.html• Photographs of Women During the Civil War: Selected Images		
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Quarter 4		
Unit 12: Reconstruction		
Big Idea	Reassembling the Pieces	
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> • What does reconstruction of the South really mean? • How should the South have been treated after their defeat by the North? • What choices did African Americans have in responding to the government’s decision to abandon the drive for equality? • How could the wounds of the Civil War be healed? 	
CA H/SS Content Standards	<ul style="list-style-type: none"> • 8.11: Students analyze the character and lasting consequences of Reconstruction. • 8.11.1: List the original aims of Reconstruction and describe its effects on the political and social structures of different regions. • 8.11.3: Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws. • 8.11.4: Trace the rise of the Ku Klux Klan and describe the Klan’s effects. • 8.11.5: Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction. • 8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution. 	
C3 Dimensions		
Dimension 1 R1	<ul style="list-style-type: none"> • 1.2.6-8: Explain points of agreement experts have about interpretations and 	

<p>W7 SL1</p>	<p>applications of disciplinary concepts and ideas associated with a compelling question.</p> <ul style="list-style-type: none"> 1.3.6-8: Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
<p>Dimension 2 R1-10 W7 SL1 L6</p>	<ul style="list-style-type: none"> 2.His.1.6-8: Analyze connections among events and developments in broader historical contexts. 2.His.5.6-8: Explain how and why perspectives of people have changed over time. 2.His.12.6-8: Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. 2.His.16.6-8: Organize applicable evidence into a coherent argument about the past.
<p>Dimension 3 R1-10 W1, 2, 7-10 SL11</p>	<ul style="list-style-type: none"> 3.2.6-8: Evaluate the credibility of a source by determining its relevance and intended use. 3.3.6-8: Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
<p>Dimension 4 R1 W 1-8 SL1-6</p>	<ul style="list-style-type: none"> 4.1.6-8: Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. 4.4.6-8: Critique arguments for credibility. 4.7.6-8: Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
<p>Common Assignment Template (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>Sample Assignments (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>Was Reconstruction successful? After reading the selected texts, write an essay in which you compare the positive and negative effects of Reconstruction and argue whether or not it was successful. Support your position with evidence from the text.</p>

Suggested Texts		
Primary	Secondary	Tertiary
<ul style="list-style-type: none"> • Second Inaugural Address; Abraham Lincoln, March 4, 1865 • 13th Amendment to the U.S. Constitution: Abolition of Slavery (1865) • An Act To Establish A Bureau For The Relief Of Freedmen & Refugees [1865] • A Proclamation of Amnesty and Reconstruction; May 29, 1865 • "Domestic Intelligence": President Johnson's Amnesty Proclamation Harper's Weekly, June 10, 1865 • "An Act to Establish and Regulate the Domestic Relations of Persons of Color..." or the Black Codes of South Carolina, December 1865 • The Grand Masquerade Ball ; Thomas Nast; 1866 (Harper's Weekly); Andrew Johnson Kicking Freedmen's Bureau; political cartoon • Address of a convention of Negroes held in Alexandria Virginia August 1865 • The Civil Rights Act [April 9, 1866] • Report of the Joint Committee on Reconstruction, June 1866 • Charles Sumner on Reconstruction and 		<ul style="list-style-type: none"> • Holt Textbook • ABC-CLIO databases • Cicero database • Gale databases

<p>the South, 1866</p> <ul style="list-style-type: none"> • Frederick Douglass, “Appeal to Congress for Impartial Suffrage” (1867) • Sharecropper contract, Isham G. Bailey 1867 • 14th Amendment to the U.S. Constitution: Civil Rights (1868) • A Ku Klux Klan threat to Davie Jeems, 1868 • Newspaper report from the Shelby County Guide (Columbiana), December 3, 1868, of Klan activities in central Alabama: • 15th Amendment to the U.S. Constitution: Voting Rights (1870) • Senator Hiram Revels Calls For The End Of Segregated Schools;(1871) • “The Union as it was / The Lost Cause, worse than slavery Thomas Nast..” Harper's Weekly, Oct 1874) • The Louisiana Democrat.(newspaper), (Democratic take on election...calls Tilden winner)November 15, 1876 • National Republican.,(newspaper) (Republican take on election...reports Hayes elected) November 09, 1876 • A Truce—Not a Compromise” by Thomas Nast. Harper's Weekly, 1877 (political cartoon) • Hayes vs. Tilden: The Electoral College Controversy of 1876-1877 Harper’s Weekly site on the election • Frederick Douglass on Jim Crow, 1887 		
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<ul style="list-style-type: none"> • BUFFALO SOLDIERS & INDIAN WARS (website includes images, primary and secondary sources) • Plessy v. Ferguson (1896) • The Freedmen’s Bureau (article in Atlantic Monthly) by W. E. Burghardt Du Bois, 1901 • A former Confederate officer on slavery and the Civil War, 1907 by John S. Mosby • Black Codes in the Former Confederate States • The compromise of 1877 		
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C3 Framework Inquiry Arc			
Dimension 1 Developing Questions and Planning Inquiries	Dimension 2 Applying Disciplinary Tools and Concepts	Dimension 3 Evaluating Sources and Using Evidence	Dimension 4 Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries <ul style="list-style-type: none"> • Constructing Compelling Questions • Constructing Supporting 	Civics <ul style="list-style-type: none"> • Civic and Political Institutions • Participation and Deliberation: Applying Civic Virtues and Democratic Principles • Process, Rules, and Laws 	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions <ul style="list-style-type: none"> • Communicating Conclusions • Critiquing Conclusions

Questions <ul style="list-style-type: none"> Determining Helpful Sources 	Economics <ul style="list-style-type: none"> Economic Decision Making Exchange and Markets The National Economy The Global Economy 		
	Geography <ul style="list-style-type: none"> Geographic Representations: Spatial Views of the World Human-Environment Interactions: Places, Regions, and Culture Human Population: Spatial Patterns and Movements Global Interconnections: Changing Spatial Patterns 	Developing Claims and Using Evidence	Taking Informed Action
	History <ul style="list-style-type: none"> Change, Continuity, and Context Perspectives Historical Sources and Evidence Causation and Argumentation 		

Expanded C3 Inquiry Arc

Dimension 1 Developing Questions and Planning Inquiries	Dimension 2 Applying Disciplinary Tools and Concepts	Dimension 3 Evaluating Sources and Using Evidence	Dimension 4 Communicating Conclusions and Taking Informed Action
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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	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	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	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
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processes. Students develop inquiry by determining the data sources needed to answer both forms of questions. <i>Adapted from the C3 Framework</i>	ideas. <i>Adapted from the C3 Framework</i>	for their conclusions. <i>Adapted from the C3 Framework</i>	venues. Civic engagement serves as both a means of learning and applying social studies knowledge. <i>Adapted from the C3 Framework</i>
Anchor Standards	Anchor Standards	Anchor Standards	Anchor Standards
R1, W7, SL1	R1-10, W7, SL1, L6	R1-10, W1, 2, 7-10, SL1	R1, W1-8, SL1-6
Grade Band Indicators	Grade Band Indicators	Grade Band Indicators	Grade Band Indicators
<ul style="list-style-type: none"> • D1.1.6-8 Explain how a question represents key ideas in the field. • D1.2.6-8 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. • D1.3.6-8 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. • D1.4.6-8 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. • D1.5.6-8 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking 	<ul style="list-style-type: none"> • D2.His.1.6-8 Analyze connections among events and developments in broader historical contexts. • D2.His.2.6-8 Classify series of historical events and developments as examples of change and/or continuity. • D2.His.3.6-8 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. • D2.His.4.6-8 Analyze multiple factors that influenced the perspectives of people during different historical eras. • D2.His.5.6-8 Explain how and why perspectives of people have changed over time. • D2.His.6.6-8 Analyze how people's perspectives influenced what information is available in the historical sources they created. • D2.His.7.6-8 Begins in 9-12 	<ul style="list-style-type: none"> • D3.1.6-8 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • D3.2.6-8 Evaluate the credibility of a source by determining its relevance and intended use. • D3.3.6-8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. • D3.4.6-8 Develop claims and counterclaims while pointing out the strengths and limitations of both. 	<ul style="list-style-type: none"> • D4.1.6-8 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. • D4.2.6-8 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. • D4.3.6-8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies. • D4.4.6-8 Critique arguments for credibility. • D4.5.6-8 Critique the structure of explanations.

<p>into consideration multiple points of view represented in the sources.</p>	<ul style="list-style-type: none"> • D2.His.8.6-8 Begins in 9-12 • D2.His.9.6-8 Classify the kinds of historical sources used in a secondary interpretation. • D2.His.10.6-8 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. • D2.His.11.6-8 Use other historical sources to infer a plausible maker, data, place of origin, and intended audience for historical sources where this information is not easily identified. • D2.His.12.6-8 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. • D2.His.13.6-8 Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose. • D2.His.14.6-8 Explain multiple causes and effects of events and developments in the past. • D2.His.15.6-8 Evaluate the relative influence of various causes of events and developments in the past. • D2.His.16.6-8 Organize applicable evidence into a coherent argument about the past. • D2.His.17.6-8 Compare the central arguments in secondary works of history on related topics in 		<ul style="list-style-type: none"> • D4.6.6-8 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself a local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. • D4.7.6-8 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes. • D4.8.6-8 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
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	<p>multiple media.</p> <p><i>Teachers are encouraged to use indicators from the civics, economics, and geography disciplinary sections when appropriate.</i></p>		
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Definitions

- **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