### US History Curriculum Map, 2013-2014

#### Quarter 1, Unit 1 Theme – Identity
**An American Mosaic**

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</table>
| By the end of this unit students will be able to investigate and analyze how the American identity has developed over time and how our perceptions of identity influence politics, social, cultural and economic issues today. | 1. **Civics:** Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways.  
2. **Identity:** The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.  
3. **History:** Events and actions of the past affect the present and the future. | 1. **Civics:** How is power gained, used, justified, and abused in political systems?  
2. **Identity:** How and why do identities and cultures change?  
3. **History:** How can looking at multiple points of view help us explain the ideas and actions of individuals and groups? | Daily Routine Reading  
2 extended texts per year  
3 – 5 Short Texts Per Quarter;  
2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.  
**Extended Text**  
Takaki, Ronald Debating Diversity: Clashing Perspectives on Race and Ethnicity in America Oxford University Press, 2002  
Short DBAs 2-3  
**Primary and Secondary Short Texts:**  
[http://primarysourceunus.org/](http://primarysourceunus.org/) | **Chicago History Museum**  
Online Resources:  
Great Chicago Stories “Peace”  
http://greatchicagostories.com/peace/  
Great Chicago Stories “Where the Neighborhood Ends”  
http://greatchicagostories.com/neighborhood/FacingFreedom  
[http://facingfreedom.org/](http://facingfreedom.org/)  
10th Grade  
Q1 - (Theme - Identity)  
Resource: Article "Expanding Identities" - (Article explores identity and how it relates to the self and to the world) | Q1 Unit 1 BOY: RH.9-10.1, WHST.9-10.9 Reach  
Performance Task for pre-assessment  
(Information writing)  
Primary Standards Assessed:  
WHST.9-10.1, RH.9-10.1, SL.9-10.3 (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their argument writing piece) |

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#### Quarter 1, Unit 2 Theme – Identity
**The Emerging Identity of America**

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| By the end of this unit students will be able to investigate, analyze and understand how America’s identity was, in part, forged by the movement West and how we actively worked to expand and protect our borders, often at the expense of other groups. | 1. **Politics:** There is a dynamic interaction between power and political structures.  
2. **Identity:** The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies.  
3. **Civics:** The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. | 1. **Politics:** Can two or more groups acquire power and maintain it without coming into conflict?  
2. **Identity:** How does the culture change to accommodate different ideas and beliefs?  
3. **Civics:** Why do people disagree over the meaning of citizenship? | Daily Routine Reading  
2 extended texts per year  
3 – 5 Short Texts Per Quarter;  
2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.  
**Extended Text**  
Turner, Frederick Jackson : The Significance of the Frontier in American History (1893)  
Short DBAs 2-3  
**Primary and Secondary Short Texts:**  
Ornuf, Peter Jefferson’s Empire:  
Online Resources:  
Facing Freedom  
http://facingfreedom.org/  
Great Chicago Stories “His Father’s Namesake”  
http://greatchicagostories.com/namesake/  
Speak Truth To Power  
Speak Truth To Power: Ethel Kennedy: Political Participation  
Teacher-created performance assessment  
(Information writing)  
Primary Standards Assessed:  
WHST.9-10.1, RH.9-10.1, SL.9-10.3 (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their argument writing piece) |
### US History Curriculum Map, 2013-2014

**Quarter 2, Unit 3 Theme -- Power**

**Defining Power in America**

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<tr>
<td>By the end of this unit students will be able to investigate and analyze different types of power, how it is obtained, maintained and changed over time.</td>
<td>1. <strong>Geography:</strong> Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions. 2. <strong>Politics</strong> involves competing ideas about the common good and the role of the individual. 3. <strong>History:</strong> Different perspectives affect the interpretation of history.</td>
<td>1. <strong>Geography:</strong> Is it inevitable for man to create boundaries among people? 2. <strong>Politics:</strong> What is power and how is it gained, used, and justified? 3. <strong>History:</strong> Do past people, places, ideas, and events influence later generations?</td>
<td>Daily Routine Reading 2 extended texts per year <strong>Extended Text</strong> Zinn, Howard <em>The Power of Nonviolence: Writings by Advocates of Peace, Beacon Press 2002</em> 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content. Carnegie, Andrew <em>Wealth</em> (1889), People’s Party Platform (Populists) 1892 Herbert Hoover, <em>On American Individualism</em> (1928)</td>
<td>Facing History and Ourselves <strong>Becoming American- Study Guide</strong> <a href="http://www.facinghistory.org/uploads/4/0/3/8/40382861/american-study-guide.pdf">http://www.facinghistory.org/uploads/4/0/3/8/40382861/american-study-guide.pdf</a></td>
<td><strong>Q2. U3</strong> Teacher-created performance assessment (information writing) Primary Standards Assessed: RH.9-10.3, WHST.9-10.2, SL.9-10.4 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)</td>
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### US History Curriculum Map, 2013-2014

**Quarter 2, Unit 4 Theme – Power**
**Interrogating American Power**

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<tr>
<td>By the end of this unit students will be able to investigate, analyze and understand issues of contemporary American power, its limits, its potential and the possibilities American power offer in the spreading of democracy and democratic values throughout the world.</td>
<td>1. Politics is a process to determine who governs and for what purposes.  2. Geography: Movement and migration of people and ideas affects the past, present, and future.  3. Economic systems are structured to meet the needs and wants of different societies.</td>
<td>1. Politics: How are governments created, structured, maintained, and changed?  2. Geography: Does movement affect an existing community? Does movement affect a new community?  3. Economics: How do economic factors affect social and political issues?</td>
<td>Daily Routine Reading 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.  <strong>Extended Text</strong>  Vonnegut, Kurt  <em>Kurt Vonnegut Jr. ’s &quot;Harrison Bergeron&quot;: A Study Guide from Gale’s &quot;Short Stories for Students&quot; The Gale Group, Available for download from Amazon in PDF form</em>  <strong>Primary and Secondary Short Texts:</strong> <a href="http://primarysourcenexus.org/">http://primarysourcenexus.org/</a>  <em>The Mayflower Compact (1620)</em>  <em>Father Abraham’s Speech or, The Way to Wealth, Benjamin Franklin (1757)</em>  Short DBAs 2-3</td>
<td>News Literacy  <em>The News Literacy Project middle school primer packet: an introduction to news literacy for teachers with suggestions for lessons and activities. This applies to: How do economic factors affect social and political issues? How are governments created, structured, maintained, and changed? How do powerful individuals and groups drive political change?</em>  <em>DuSable Museum of African American History <a href="http://www.dusablemuseum.org/">http://www.dusablemuseum.org/</a></em></td>
<td>Q2, U4  Teacher-created performance assessment(information writing)  Primary Standards Assessed: RH.9-10.3, WHST.9-10.2, SL.9-10.4 (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their argument writing piece)</td>
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| By the end of this unit students will be able to investigate and analyze the roots of the American ideals of liberty, equality, equal opportunity, democracy, individualism, individual rights and how well America has or has not fully realized these American ideals. | 1. **History**: Events and actions of the past affect the present and the future.  
2. **Economic** systems are structured to meet the needs and wants of different societies.  
3. **Politics**: The study of political, economic, and social patterns reveals continuity and change over time. | 1. **History**: Does studying the past help us understand the present world and the future?  
2. **Economics**: What is the government’s responsibility to provide for the general welfare of its citizens?  
3. **Politics**: What does history tell us about how important it is to think independently? | Daily Routine Reading  
2 extended texts per year  
3 – 5 Short Texts Per Quarter;  
2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content. | **Chicago History Museum**  
Online Resources:  
History Lab “Documents of Freedom”  
http://www.chicagohistory.org/education/resources/historylab/americas-documents-of-freedom  
Facing Freedom  
http://wwweruleaser.com/pubs/eyes-on-the-prize-prize-study-guide  
Global Oneness: Resource: Article “Expanding Identities” - (Article explores identity and how it relates to the self and to the world)  
**UIC Center for Economic Education**: Virtual Economics  
V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring;  
Teacher-created performance assessment  
(argument writing)  
Primary Standards Assessed:  
RH.9-10.6  
WHST.9-10.8, SL.9-10.4  (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece) |
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| By the end of this unit students will be able to investigate, analyze and understand that although we are a nation of admirable ideals we have often struggled to live up to those ideals. Students will investigate the ongoing struggle for democratization and rights in America. | 1. **Civics**: The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.  
2. **Politics**: The distribution of power is a product of existing documents and laws combined with contemporary values and beliefs.  
3. **History**: Knowledge of the past helps us understand the world and make better decisions about the future. | 1. **Civics**: How do powerful individuals and groups drive political change?  
2. **Politics**: How is power gained, used, justified, and abused in political systems?  
3. **History**: How do past people, places, ideas, and events influence later generations? | Daily Routine Reading  
2 extended texts per year  
3 – 5 Short Texts Per Quarter;  
2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.  
**Extended Text**  
Short DBAs 2-3  
**Primary and Secondary Short Texts:**  
Native American:  
*Black Elk Speaks* (Selections)  
Henry David Thoreau, “Civil Disobedience” (1846)  
*The Seneca Falls Declaration of Sentiments and Resolutions* (1848)  
United States Supreme Court, Brown v. Board of Education of Topeka (1954)  
The News Literacy Project  
middle school primer packet: an introduction to news literacy for teachers with suggestions for lessons and activities. This applies to:  
How do powerful individuals and groups drive political change?  
How is power gained, used, justified, and abused in political systems?  
Robert R. McCormick Foundation  
Illinois Holocaust Museum:  
Literature Based Teaching  
Trunk 7th-8th grade *Historical Perspectives Through Different Voices* Through the examination of fiction and non-fiction, diaries, and biographies students focus on the historical impact of the Holocaust. | Q3, U6  
Teacher-created performance assessment  
Primary Standards Assessed:  
RH.9-10.6, WHST.9-10.8, SL.9-10.4 (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece) |
# US History Curriculum Map, 2013-2014

**Quarter 4, Unit 7 Theme — Justice/Injustice**

**Defending American Ideals**

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<tbody>
<tr>
<td>By the end of this unit students will be able to investigate and analyze issues in contemporary America that evidence America’s continuing quest to realize American ideals and what students can do as individuals to identify, defend and promote the advancement toward the realization of those ideals.</td>
<td>1. <strong>Civics</strong>: Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways. 2. <strong>History</strong>: Time, place, and culture influence our perspectives on people and issues. 3. <strong>Economics</strong>: Individual economic choices drive and are driven by a wide variety of factors, and all economic choices have costs. 4. <strong>Politics</strong> is a process to determine who governs and for what purposes.</td>
<td>1. <strong>Civics</strong>: Why should we be involved in our communities? 2. <strong>History</strong>: Why is it important to situate history within the time and place in which it occurred? 3. <strong>Economics</strong>: How do our personal economic choices affect others; how do the choices of others affect us? 4. <strong>Politics</strong>: Who should govern?</td>
<td>Daily Routine Reading: 2 extended texts per year 3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content. <strong>Extended Text</strong>: Abu-Jaber <em>The Language of Baklava</em> Pantheon Books, 2005 Harf, James &amp; Lombardi, Mark <em>Global Issues: Taking Sides – Clashing Views on Global Issues</em> McGraw-Hill/Dushkin 2008 Short DBAs 2-3 <strong>Primary and Secondary Short Texts</strong>: John F. Kennedy: First Inaugural Speech Ronald Reagan: Selected Speeches Franklin D. Roosevelt: “Day of Infamy” Speech George W. Bush: Address to the Nation, 9/20/11</td>
<td>Facing History and Ourselves Choosing to Participate—Study Guide <a href="http://www.facinghistory.org/publications/choosing-participate-revised-edition">http://www.facinghistory.org/publications/choosing-participate-revised-edition</a> <strong>Speak Truth To Power</strong>: Van Jones: Who do you think is protecting you? <a href="http://curriculum.rfkcenter.org/curriculums/33?locale=en">http://curriculum.rfkcenter.org/curriculums/33?locale=en</a> <strong>UIC Center for Economic Education</strong>: Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring; <a href="http://www.econedlink.org/lessons/index.php?id=455&amp;type=educator">http://www.econedlink.org/lessons/index.php?id=455&amp;type=educator</a> <strong>DuSable Museum of African American History</strong>: <a href="http://www.dusablenmuseum.org/">http://www.dusablenmuseum.org/</a></td>
<td>Q4, U7 Teacher-created performance assessment Performance Task for Post-Assessment (argument writing) Primary Standards Assessed: RH.9-10.9, WHST.9-10.6, SL.9-10.5 (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece)</td>
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### US History Curriculum Map, 2013-2014

**Quarter 4, Unit 8 Theme – Justice/Injustice**  
**The Future of America**

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| **By the end of this unit students will be able to investigate, analyze and understand that they have a responsibility to their community, nation and world to make them all a better place for everyone.** | 1. **Politics:** The distribution of power is a product of existing documents and laws combined with contemporary values and beliefs.  
2. **Civics:** People have differing views about the meaning and significance of citizenship.  
3. **Economics:** Individual economic choices drive and are driven by a wide variety of factors and all economic choices have costs. | 1. **Politics:** When should pragmatism trump idealism?  
2. **Civics:** Why do people disagree over the meaning of citizenship?  
3. **Economics:** Will you live a more fulfilling life than people of your parents' generation? What role does technology play in your individual happiness compared to a person of an earlier generation? | Daily Routine Reading  
2 extended texts per year  
3 – 5 Short Texts Per Quarter; 2-3 should be DBAs and 1-2 should be Historical Fiction, Poetry, and other Texts pertaining to the historical content.  
**Extended Text**  
[Sanna, Elly. Mexican Americans’ Role In The United States; A History Of Pride, A Future Of Hope. Mason Crest 2006](http://www.masoncrest.com/)  
**Primary and Secondary Short Texts:**  
The Changing Demographics of America  
Study Predicts Future for U.S. as No. 2 Economy, but Energy Independent  
How America can Rise  
Why do people disagree over the meaning of citizenship?  
What are the rights and responsibilities of citizens in a democracy?  
**UIC Center for Economic Education:**  
Virtual Economics V.4 CD: 1400 K-12, lessons searchable; PD content or pedagogy on demand and school/teacher mentoring;  
**DuSable Museum of African American History**  
Performance Task for Post-Assessment  
**Q4, UB Teacher-created performance assessment (argument writing)**  
**Primary Standards Assessed:**  
RH.9-10.9 , WHST.9-10.6, SL.9-10.5 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece) |