



U.S. History 10th Grade Social Studies Mapping/Pacing Guide 2018-2019

Topics & Standards

Quarter 1

Unit 1: Historical Thinking; Foundations of American History

Historical Thinking and Skills

1. Historical events provide opportunities to examine alternative courses of action.
2. The use of primary and secondary sources of information includes an examination of the credibility of each source.
3. Historians develop theses and use evidence to support or refute positions
4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

Historical Documents

5. The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies
6. The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States
7. Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government
8. The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States
9. The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States

Unit 2: Industrialization and Progressivism

Industrialization, Immigration, and Urbanization

10. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
11. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
12. Immigration, internal migration and urbanization transformed American life.

The Progressive Era

14. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption

Jim Crow and the Great Migration

12. Immigration, internal migration and urbanization transformed American life.
13. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized

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<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<i>Historical Thinking and Foundations of America</i> <i>3 Weeks</i>	UBD Framework Unit: Historical Thinking Unit: Historical Documents  Formative/Summative Assessments • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz	Language Arts CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. - <u>McGraw-Hill Text Literacy Resources</u> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network	McGraw Hill United States History & Geography- Modern Times (Chapter 1-2) Defined Stem Discovery Learning Reading Like a Historian	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."

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<i>Industrialization and Progressivism</i> 5 Weeks	UBD Framework Unit: Industrialization and Progressivism  Formative/Summative Assessments • 4-6 tasks that reach DOK 3-4 AND/OR 3-4 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz	Language Arts CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. <u>McGraw-Hill Text Literacy Resources</u> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network	McGraw Hill United States History & Geography- Modern Times (Chapters 3-6) Defined Stem Discovery Learning Reading Like a Historian	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."
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Topics & Standards

Quarter 2

Unit 3: Foreign Affairs from Imperialism to Post-World War I

American Imperialism and World War I

15. As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power

Post-World War I

16. After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs

Unit 4: Prosperity, Depression, and the New Deal

Social Change in the Roaring Twenties

17. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I
18. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions
19. Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change

The Great Depression

20. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression

Unit 5: From Isolation to World War

U.S. Entry into World War II

21. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII

The American Home Front

22. The United States mobilization of its economic and military resources during World War II brought significant changes to American society

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<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<i>Foreign Affairs from Imperialism to Post-World War I</i> 3 Weeks	UBD Framework Unit: Imperialism and WWI  Formative/Summative Assessments • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz	Language Arts CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <u>McGraw-Hill Text Literacy Resources</u> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network	McGraw Hill United States History & Geography-Modern Times (Chapter 7) Defined Stem Discovery Learning Reading Like a Historian	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."
<i>Prosperity, Depression, and the New Deal</i>	UBD Framework Unit: The Great Depression, New Deal Interwar Period 1919-1941	Language Arts CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a	McGraw Hill United States History & Geography-Modern Times	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events)

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3 Weeks	Formative/Summative Assessments • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz	text support the author's claims. CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. <u>McGraw-Hill Text Literacy Resources</u> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network	(Chapters 8-10) Defined Stem Discovery Learning Reading Like a Historian	www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."
From Isolation to World War 2 Weeks	UBD Framework Unit: America in WWII	Language Arts CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic	McGraw Hill United States History & Geography- Modern Times (Chapters 11-12) Defined Stem	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning)

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	Formative/Summative Assessments • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz	aspects of history/social science. CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. <u>McGraw-Hill Text Literacy Resources</u> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary • Ohio Public Library Information Network	Discovery Learning Reading Like a Historian	http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."
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Topics & Standards <u>Quarter 3</u>	Unit 6: Cold War (4 weeks) Cold War America 23. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. 24. The United States followed a policy of containment during the Cold War in response to the spread of communism. 25. The Second Red Scare and McCarthyism reflected Cold War fears in American society. 26. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. 27. The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War Unit 7: Social Transformation in the United States (4 weeks) Postwar Boom 29. The postwar economic boom, greatly affected by advances in science, produced epic changes in American life. Civil Rights Movement 28. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights
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<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
Cold War 4 Week	UBD Framework Unit: The Cold War  Formative/Summative Assessments • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter	Language Arts CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	McGraw Hill United States History & Geography-Modern Times (Chapter 13) Defined Stem Discovery Learning Reading Like a Historian	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)

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	- At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> - Lesson Quiz - Lesson Review - Chapter Assessment - Self-Check Quiz	<u>McGraw-Hill Text Literacy Resources</u> - Reading Essentials - Graphic Novels - Biographies - Research and Writing Skills - Content/Academic Vocabulary - Ohio Public Library Information Network		Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."
<i>Social Transformation in the United States</i> 4 Weeks	UBD Framework Unit: _____ Formative/Summative Assessments 3-5 tasks that reach DOK 3-4 AND/OR 2-3 FATPS/RAFTS - At least 1 GRASP per quarter - At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> - Lesson Quiz - Lesson Review	Language Arts CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <u>McGraw-Hill Text Literacy Resources</u> - Reading Essentials - Graphic Novels - Biographies - Research and Writing Skills - Content/Academic Vocabulary - Ohio Public Library Information Network	McGraw Hill United States History & Geography- Modern Times (Chapter 14-16) Defined Stem Discovery Learning Reading Like a Historian	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."

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<i>Topics & Standards</i> <i>Quarter 4</i>	Unit 8: Social Transformation in the United States (3 weeks) Migration and Immigration 30. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects New Frontier and Great Society 31. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security
	Unit 9: United States and Post-Cold War World (3 weeks) Globalization and American Foreign Policy 32. Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy 33. The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001

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<i>Social Transformation in the United States</i> <i>3 Weeks</i>	UBD Framework Unit: Civil Rights, 1950's, Turbulent 60's  Formative/Summative Assessments • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> • Lesson Quiz • Lesson Review • Chapter Assessment • Self-Check Quiz	Language Arts CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. <u>McGraw-Hill Text Literacy Resources</u> • Reading Essentials • Graphic Novels • Biographies • Research and Writing Skills • Content/Academic Vocabulary	McGraw Hill United States History & Geography- Modern Times (Chapter 17-19) Defined Stem Discovery Learning Reading Like a Historian	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."

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		Ohio Public Library Information Network		
<i>United States and the Post-Cold War World</i> <i>3 Weeks</i>	UBD Framework Unit: _____ Formative/Summative Assessments 3-5 tasks that reach DOK 3-4 AND/OR 2-3 FATPS/RAFTS - At least 1 GRASP per quarter - At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> - Lesson Quiz - Lesson Review - Chapter Assessment - Self-Check Quiz	Language Arts CCSS.ELA-LITERACY.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. <u>McGraw-Hill Text Literacy Resources</u> - Reading Essentials - Graphic Novels - Biographies - Research and Writing Skills - Content/Academic Vocabulary - Ohio Public Library Information Network	McGraw Hill United States History & Geography- Modern Times (Chapter 20-22) Defined Stem Discovery Learning Reading Like a Historian	www.connected.mcgraw-hill.com www.discoveryeducation.com (daily videos and current events) www.definedstem.com (GRASPS-Project based Learning) http://sheg.stanford.edu/us (Reading Like a Historian lessons and activities) http://www.archives.gov/education/ (Professional Development, Documents, Archived materials, non-fictional articles, exhibits) Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."

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