

Curriculum Map: Subject/Course US History Grade 11 Semester Fall

Enduring Understanding Where do I fit into America's Story?			
<b>Unit Title</b>	Do's and Don'ts of Political Independence		
<b>Length of Unit</b>	# 40 minutes x # 50 periods (approx. 10 weeks)		
<b>Essential Question(s)</b>	EQA: Is total independence possible? EQB: How do we determine the worth of a sacrifice?		
<b>Standards/Skills</b>	<p><b>NY Standard 1:</b> History of the United States and New York Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p><b>New York</b> <a href="http://www.emsc.nysed.gov/nysatl/standards.html">http://www.emsc.nysed.gov/nysatl/standards.html</a></p> <p><b>Common Core</b> <a href="http://www.corestandards.org/Standards/K12/">http://www.corestandards.org/Standards/K12/</a></p> <p><b>NY Standard 5:</b> Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p> <p>CCSS 1. Write arguments focused on <i>discipline-specific content</i>. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows</p>		
<b>Learning Targets</b> (rooted in Standards)	<b>Standard</b>	<b>Learning Targets (use the number of standard and a letter to identify)</b>	
	NY 1/5 CCSS 1a, 1b, 1d, 1e	1/5a. I can use primary and secondary sources to create my own historical interpretations regarding early American history. (Political, Social and Economic Characteristics)	
		1/5b I can identify and analyze the causes and effects of the American Independence Movement.	
		1/5c I can examine the American Revolution to create generalizations about the concept of political independence.	
NY 5 CCSS 1a, 1b, 1c, 1d, 1e	5a I can use my book clubs and word bank vocabulary to reflect on class themes.		
<b>Assessments</b>		<b>Learning Targets Essential Question(s) Assessed</b>	<b>DOK: - Recall - Basic Application of Skills/Knowledge - Strategic Thinking - Extended Thinking</b>
Formative	Quote Buffet	1/5a, 1/5b, EQ1	Basic Application of Skills/Knowledge
Formative	Power of Words Speech	1/5a, 1/5b, EQ2	Strategic Thinking
Summative	Colonial America Quiz	1/5a, 1/5b, 5a	Basic Application of Skills/Knowledge
Formative	Book Club Quiz	1/5c, 5, EQ1, EQ2	Extended Thinking
Formative	Source Analysis /Research Tracker	1/5c, 5, EQ1 or EQ2	Extended Thinking
Formative	Generalization/chapter outline	1/5b, 1/5c, EQ1, EQ2	Extended Thinking
Formative	Self-Help Chapters: Rough Draft	1/5b, 1/5c, 5, EU	Strategic Thinking
Summative	Self-Help Chapters: Final Draft	1/5c, 5	Extended Thinking