

VA/US History: Curriculum Guide 2021-2022

This document provides guidance and resources to support curriculum team planning as we return to five days of school per week and recover from the COVID-19 pandemic.

Key Features:

- **Year-Long Priority Standards:** These standards capture the heart of the course – the learning outcomes that should be prioritized in planning, teaching, assessing, and intervening to ensure student success over the course of the year. In addition to the history and social science standard 1 skills from VDOE, the year-long core standards include two outcomes aligned to the FCPS Social Studies Program Standards and the [FCPS Design Principles for Cultural Responsiveness](#).
- **Unit-by-Unit Priority Standards:** These standards guide unit-by-unit planning and support the year-long priority standards. They prioritize key concepts, content, skills, and questions so that students can connect what they learn to themselves and the world they live in. In addition to our content standards, we have incorporated standards from the [Learning Justice \(Teaching Tolerance\) Anti-bias Framework](#) to support [Fairfax’s anti-racism, anti-bias education](#). This [slide deck of concepts related to social justice and CRP](#) education support teams’ discussions and planning of learning experiences.
- **Unit Guides:** Hyperlinked below in our pacing chart, our Unit Guides are formatted using a [“backwards design”](#) format and provide teachers and teams with both general and unit specific resources to use when enacting the curriculum. We believe that the use of these resources can be applied to classes across our schools for all our students. **The guides include a new navigation bar to support your use.**
- **Honors Extensions:** Students can increase depth and complexity of each summative assessment by:
 1. engaging with and citing scholarly sources from peer-reviewed journals,
 2. connecting with an expert in the field for guidance and feedback,
 3. conducting original research on the topic,
 4. making explicit interdisciplinary connections, and
 5. using the language of the discipline in their products.


Year-Long Core Standards	<ul style="list-style-type: none"> ● Use Information Sources - <i>synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history (1a)</i> ● Interpreting Information - <i>interpreting charts, graphs, and pictures to determine characteristics of people,</i> 	<p>Rationale: Why are these core standards most worthy of learning in this course?</p> <ul style="list-style-type: none"> ● 1a and 1c are part of the Social
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		<p><i>places, or events in world history (1c)</i></p> <ul style="list-style-type: none"> ● Compare and Contrast - comparing and contrasting historical, cultural, economic, social, and political perspectives in US history (1e) ● Making Connections - analyzing multiple connections across time and place (1g) ● CRP Critical Lens- students examine what they learn critically, attending to power, position, and bias ● CRP Relevance- students connect their identities, communities and/or the world to their learning. 	<p>Studies common rubric.</p> <ul style="list-style-type: none"> ● 1e and 1g are core disciplinary practices ● CRP Principles promote critical analysis and construction of knowledge needed in a healthy (not flawed) democracy
Quarter	Unit Pacing	Unit-by-Unit Priority Standards Complete Standards are Linked in Each Unit	
Quarter 1	<p><u>Why & How We Study History and the Social Sciences</u></p> <p>Weeks 2</p>	<p>1. Students will demonstrate history and social science thinking skills and practices, <i>with an emphasis on the concepts of power, position, bias, and agency, and apply them to their learning regarding their identities, communities, states, the nation, and the world.</i></p> <p>ID.2 -Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.</p> <p>DI.10 Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</p>	
	<p><u>Early America: Settlement and Colonization</u></p> <p>Weeks 2</p>	<p>2.b- Students will apply social science skills to understand the impact of the European Age of Exploration by analyzing the cultural interactions among American Indians, Europeans, and Africans, <i>with a focus on the influence of power, position, privilege, and/or agency in the development of the 13 colonies.</i></p> <p>DI.10- Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</p>	

		<p>JU.14- Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</p>
	<p><u>Revolution and The New Nation</u></p> <p>Weeks 2</p>	<p>4.b,e and 5.a- The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by critically evaluating the principles and legacies of the foundational documents of the United States <i>upon students' identities, communities, and/or the world.</i></p> <p>JU.13- Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>AC.18- Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</p>
	<p><u>Early National Period and Westward Expansion and Contraction</u></p> <p>Weeks 3</p>	<p>6. a,b,e,f- Students will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by <i>evaluating the cultural, economic, social, and political issues that divided the nation and how those issues impact the present.</i></p> <p>JU.12- Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>AC.16- Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p>

Quarter 2	<u>The US Civil War and Reconstruction</u> Weeks 3	<p>7.b,c,e- Students will apply social science skills to understand the Civil War and Reconstruction eras and their significance, including the adoption of the 13th, 14th, and 15th Amendments, <i>on students' identities, communities, and the world.</i></p> <p>JU.12 - Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>AC.16- Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p>
	<u>Industrialization and Immigration</u> Weeks 3	<p>8.b,c,d, f - Students will apply social science skills to understand the experiences of immigrants, developments of the Progressive Movement, the impact of prejudice and discrimination (including "Jim Crow" laws) and the practice of eugenics in Virginia <i>with an emphasis on the concepts of power, position, and agency.</i></p> <p>DL.9- Students will respond to diversity by building empathy, respect, understanding and connection.</p>

		<p>JU.14- Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</p>
	<p style="text-align: center;"><u>Overseas Imperialism and World War I</u></p> <p style="text-align: center;">Weeks 3</p>	<p>9.a,b - Students will apply social science skills, to understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries with emphasis on the continued legacy of imperialism <i>and the impact it has on students' identities, communities, and the world.</i></p> <p>DI.10- Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</p> <p>JU.13- . Students will analyze the harmful impact of bias and injustice on the world, historically and today</p>
<p style="text-align: center;">Quarter 3</p>	<p style="text-align: center;"><u>Great Depression & The New Deal</u></p> <p style="text-align: center;">Weeks 2</p> <p style="text-align: center;"><u>SAMPLE PBA UNIT and DAILY LESSONS</u></p> <p style="text-align: center;"></p>	<p>10.c,d- Students will apply social science skills to understand key events during the 1920s and 1930s by examining and evaluating how Franklin D. Roosevelt's New Deal measures addressed the Great Depression and <i>the impact it has on students' understanding of the present.</i></p> <p>DI.10- Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</p> <p>JU.14 - Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</p>

	<p><u>World War II</u></p> <p>Weeks 3</p> <p>SAMPLE PBA UNIT and DAILY LESSONS</p> 	<p>11.a,d,e - Students will apply social science skills to understand World War II including the contributions of diverse groups, the treatment of civilians, the impact of the Holocaust, and the decision to use nuclear weapons and how the war <i>impacts students' identities and understanding of the present.</i></p> <p>JU.13- Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>AC.17- Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice</p>
	<p><u>The Cold War</u></p> <p>Weeks 5</p> <p>SAMPLE PBA UNIT and DAILY LESSONS</p> 	<p>12. - Students will apply social science skills to critically examine and evaluate the United States' actions and roles during the Cold War domestically and globally (including the United Nations) and <i>the impact it has on students' understanding of the present.</i></p> <p>JU.15 Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <p>AC.17 Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>
<p>Quarter 4</p>	<p><u>Civil Rights & American Identity</u></p> <p>Weeks 4</p> <p>SAMPLE PBA UNIT and</p>	<p>13.b,c,d,g- Students will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century <i>and its impact on students' identities, communities, and the world.</i></p> <p>ID.3- Students will recognize that people's multiple identities interact and create unique and complex individuals.</p>

	<p>DAILY LESSONS</p> 	<p>JU.12- Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p>
	<p>The US in the 21st Century</p> <p>Weeks 4</p> <p>SAMPLE PBA UNIT and DAILY LESSONS</p> 	<p>14 - Students will apply social science skills to understand political and social conditions in the United States during the early twenty-first century <i>and its impact on students' identities, communities, and the world.</i></p> <p>ID.5- Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.</p> <p>AC.20- Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</p>
	<p>FLE Lesson</p> <p>Week 1</p>	<p>Please use the link to reference the resources on FLE</p>
	<p>Apply to Units Above</p> <p>1 Week</p>	<p>This course has one additional week for teams to deploy as they design those units.</p>