

AMISTAD COMMISSION **CURRICULUM GUIDE DOCUMENTS** **SOCIAL STUDIES**

The Amistad Commission has evaluated and updated the Social Studies pacing and content inclusion guide for high school. The following course pacing with respective cumulative progress indicators for Social Studies are specific to the Amistad Commission inclusion mandate that was set forth by the Amistad legislation in 2002. Each particular subset of topics or strands identified in the course pacing outline will dictate the chronology of the standards as well as the particular content in the development of local curriculum objectives within specific grade clusters. The utilization of this course pacing and content inclusion guide will give respective school districts throughout the state direction in the full implementation of the Amistad legislation.

Proficiency OVERVIEW **US HISTORY I and US HISTORY II**

WORLD GEOGRAPHY

The student will acquire geographical understanding of **the Americas**, appreciate how the 5 themes of geography explain European exploration, encounters and settlement of North America and their impact on human societies, the environments and politics.

MANY WORLDS MEET (NATIVE AMERICANS,AFRICANS,EUROPEANS)

The student will acquire a historical understanding of early European exploration and colonization, their interactions with Native Americans, the forms of exploitation and oppression, and how the values, traditions, and institutions of Europe helped shape the American identity. Students will also understand the diverse cultures of Native Americans and African Americans and how they shaped the American identity.

ESTABLISHMENT OF A NEW NATION/ REVOLUTION TO REPUBLIC (1600-1800)

The student will acquire historical understanding of the causes of the Revolution, its principles and its impact on American societies and how it transformed the American society, the legalization of enslavement, the institutions and practices of government and subsequent revision to create the foundations of the U.S. political system.

THE CONSTITUTION and the Continental Congress

The student will learn the principles of democratic citizenship through the study of its origins, key principles, processes, and functions and limitations embodied in the Constitution as well as the responsibility as citizens to maintain and practice them.

THE EVOLUTION OF A NEW NATION STATE (1800 – 1860)

The student will acquire historical understanding of the expansion of capitalism, unionization of labor, increase of African Americans, the expansion of enslavement, social and political institutions, America's domestic and international territorial expansion and its relation to Native Americans.

THE CIVIL WAR AND RECONSTRUCTION (1861 – 1877)

The student will acquire an understanding of the complex causes, military strategies of the Civil War as well as the reason for the outcome. The students will understand the meaning of reconstruction and the ways in which the nation states and people struggled to reconstruct a new social order.

POST RECONSTRUCTION

The student will acquire historical understanding of expansion of capitalism enterprises and unionization of labor, foreign and Indian policy affected the cultural, societal and political development of the U.S.(1870-1900)

Suggested Course Pacing
United States through Reconstruction

This pacing guide is intended to be a guide to effective presentation of Social Studies course content. While all content should be presented during the school year, teachers should feel free to tailor the pacing to their students' needs, subject to district assessments. Note that skill development lessons are included. This pacing is inclusive of the Amistad legislation works in tandem with the Content Standards and the mandatory infusion of African American Studies into K-12.

Among assessment tools teachers may use are the publisher's assessments, portfolios, student observation, projects, and teacher-made assessments. It is always a good idea to use a variety of assessments.

I	CONTENT	PACING
	<u>American Origins</u>	September
	A <u>Geography of the America</u>	
	1. Five Themes of Geography	September:
	2. Maps and Mapmaking	
	3. <i>Reading a Map</i>	September:
	4. Physical Regions and Climates	
	B <u>Native American Civilizations</u>	September:
	1. Peoples and Cultures	
	2. Regional Settlements	
	3. American Civilizations	October:
	4. Contact between Europeans and Native Peoples	
II	<u>Many Worlds Collide</u>	October-November
	A <u>Exploration and Empires</u>	
	1. African Cultures/ African Civilizations and Nations	
	2. Europeans in America	
	3. Spanish Settlements	October:
	4. Africans and the Middle Passage	
	5. Competition and Colonization	
	6. Early English Settlement	November
	a. Northern Colonies	
	b. The Middle Colonies	
	c. Southern Colonies	
	7. Evolution of Chattel	November
	8. Colonial Governments	
	9. The Great Awakening – Ideological Currents of the 18 th Century: The G.A., The Enlightenment & the Scientific Revolt	November

V **Expansion and Reform**

A Jacksonian Democracy

February

1. Politics becomes more democratic “Universal White Male Suffrage” → “Cult of the Womanhood”
2. Jackson’s presidency
3. Sectionalism (States Rights)
4. Daily Life in a Changing America
 - a. Development of Black Institutions
 - b. Political Institutions
 - c. Social Institutions

B Westward Expansion

March

1. Oregon and Texas
2. California and the Southwest
3. The Mexican War and its aftermath

C Expansion of Slavery in America

March

1. Development of Industry in American/North & South
2. The Cotton Kingdom

D Reform Movement

1. First movement toward reform
2. The anti-slavery movement
3. The struggle for women’s rights
4. Literature, Protest Writings and Art

VI **The Civil War**

April

A The Divided Nation

1. Conflict of Slavery in the West
2. Crisis and violence
3. Issues that Divide the Nation

B The Nation at War

1. Steps toward war
2. Realities of War
3. The Emancipation Proclamation
4. Northern Victory or Southern Defeat

C Reconstruction

1. Meanings of Reconstruction
 - a. Black Reconstruction
 - b. National Reconstruction
2. Congressional Reconstruction
3. Change & Resistance in the South
4. End of Reconstruction

VII **Post Reconstruction**

May

A Changes in the West

1. The plains Indians
2. Mines and railroads
3. The Cattle Kingdom
4. Acculturation and Resistance of Native American Nations

B Industrialization and the Labor Movement (Growth & Expansion of Capitalist Enterprises)

1. Railroads and industry
2. The growth of Big Business
3. Modern Technology and its Impact on America
4. The Unionization for Labor

C Xenophobia, Nativism

1. Growth of Cities
2. Immigration
3. Xenophobia, Nativism
4. John Dewey

VIII The United States Takes on a New Role **June**

A Democratization of Public Education

1. Institutionalization of Segregation (class) and Racism (Jim Crow)
2. Expansion of Role of Government: Regulation & Reform
3. Race, Ethnic and Gender Activism (Chinese Exclusion)
4. Institutionalization of Segregation/Racism

B International Territory Expansion

1. Expansion in the Pacific
2. The Cuban War
3. Big Stick Policy (Liberia/Firestone)

Final Assessment

District Assessment