

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



History & Social Sciences Curriculum Guide

Course: History 10

Course Description

This course will be a continuation of History 9. It will integrate the study of world and United States history from 1800 to 1900. The trends within United States and world history will be examined with particular emphasis on the connections in history. The impact of geography on history will also be a component of the course. Sophisticated analysis and interpretation is consistently required of students. There is extensive reading and writing required. This course continues to build upon the literacy skills introduced in History 9 such as primary and secondary source analysis, analytical writing supported with relevant historical evidence, as well as the complete implementation of the research process. This course will be the second year of a three year required history program.

Content Standards

US History Standards

- Democratization and expansion
- Economic growth in the North, South, and West
- Social, political, and religious change
- The Civil War and Reconstruction: causes and consequences
- Rebuilding the United States: industry and immigration

World History Standards

- Absolute power, political revolutions, and the growth of nation states, c. 1800-1900
- The Agricultural and Industrial Revolutions in Europe and social and political reactions in Europe
- The global effects of 19th century imperialism

Practice Standards*

- THE LEGACY OF DEMOCRATIC GOVERNMENT
- INCORPORATING DIVERSE PERSPECTIVES/PERCEPTIONS OF HISTORICAL EVENTS
- UTILIZING HISTORICAL THINKING SKILLS
- RESEARCH, REASONING, AND CRITICAL THINKING
- INCORPORATION OF CURRENT EVENTS & MEDIA LITERACY
- USING DATA ANALYSIS AND DIGITAL TOOLS FOR RESEARCH /PRESENTATIONS

Literacy Standards*

- Read and comprehend history/social studies texts exhibiting complexity appropriate for grade 10.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- Write informative/explanatory texts, including the narration of historical events.
- Initiate and participate effectively in a range of collaborative discussions.

**Not intended as an exhaustive list. Incorporation of Literacy and Practice Standards is fluid and ongoing.*

Three Pillars of the History and Social Science Framework



Massachusetts Department of Elementary and Secondary Education

Units	Essential Questions	Key Activities <u>may</u> include...
1. Industrial Revolution	Did the benefits of the Industrial Revolution outweigh the harms?	<ul style="list-style-type: none"> • Analysis of primary source documents, scholarly sources, & connections between history and current events • Develop active reading strategies such as annotating, sourcing, contextualizing, corroborating, and close reading • Variety of writing assignments • Class debates and seminar style discussions • Tests & quizzes • Conduct short as well as more sustained research projects • Engage with and create a variety of media such as political cartoons, photographs, documentary films, song lyrics
2. Rights and Responsibilities in the Age of Revolution	How did individuals press for greater rights and how did governments respond?	
3. Democratization and Expansion in the United States	In what ways was the United States becoming more and less democratic during the early 1800s?	
4. Social and Political Reform in Antebellum America	How did religious and ethical beliefs shape American reform movements?	
5. Slavery and the Abolition Movement	How did the institution of slavery affect individuals, government, and the economy?	
6. America’s Growing Sectional Divide	How did sectional differences over slavery in the North, South, Midwest and West contribute to the Civil War?	
7. The Civil War	How did the Civil War make the United States into a modern nation?	
8. Reconstruction	What is the legacy of Reconstruction?	
9. The Gilded Age & Global Migration	<p>Industrialists have been called “Captains of Industry” and “Robber Barons.” Which title is more appropriate for them and why?</p> <p>How did patterns of global migration develop and what were the experiences of the migrants themselves?</p>	
10. Imperialism	Who experienced the benefits and costs of Imperialism?	
<p>11. Research Project</p> <p><i>This unit is intended to be imbedded in one of the above units at the discretion of the teacher.</i></p>	How does a historian research and utilize a variety of sources to create a compelling argument/narrative about history?	



History & Social Sciences Curriculum Guide Overview

Curriculum Guide	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
Curriculum Map	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include: standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
Guiding Principles	These nine principles serve as the foundation for all History and Social Science education in Massachusetts. They can be viewed here: http://www.doe.mass.edu/frameworks/hss/2018-12.pdf
Literacy Standards	In studying this content, students apply grade-appropriate reading, writing, speaking, and listening skills.
Content Standards	The Content Standards describe what students should know and be able to do within each grade-level.
Practice Standards	These are “designed for integration with the Content Standards and Literacy Standards for History and Social Science, the seven practices encompass the processes of inquiry and research that are integral to a rich and robust social science curriculum and the foundation for active and responsible citizenship.” http://www.doe.mass.edu/frameworks/hss/2018-12.pdf
Essential Questions	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
Key Activities	Key Activities identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The activities identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.