Directions: This template must be used for all other content areas taught and for each course required for graduation, excluding language arts, math and science content areas and courses. For each other content area or course, complete the document below to include all appropriate Strands and Concepts for the course.

Curriculum Planning Document – Social Studies			
Content Area/Grade Level: Social Studies/High School - U.S. History (Semester A and B)			
Course Description: This course not only introduces students to early U.S. History, but it also provides them with an essential understanding of how to read, understand, and interpret history. For example, the first unit, The Historical Process, teaches reading and writing about history; gathering and interpreting historical sources; and analyzing historical information. While covering historical events from the founding events and principles of the United States through contemporary events, the course also promotes a cross-disciplinary understanding that promotes a holistic perspective of U.S. History.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 1: American History			
Concept 1: Research Skills for History **PO 1.** Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales. **PO 2.** Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time). ***PO 3.*** *Formulate questions that can be answered by historical study and research.* **PO 4.** Construct graphs, tables, timelines, charts, and narratives to interpret historical data. **PO 5.** Evaluate primary and secondary sources for: a. authors' main points b. purpose and perspective c. facts vs. opinions	The Edmentum LMS (PLATO Courseware) as detailed in the narrative, includes a diverse set of instructional methodologies integrated into each course. These instructional methods include: computer assisted learning systems, virtual classrooms, virtual labs, electronic field trips, electronic mail and messaging, virtual tutoring, online help desk, a wide array of formative assessments and non-computer activities. The common design elements and activities combined with a thorough initial orientation video lecture support a student's quick	Mastery for each course will be based on the student meeting the prescribed Performance, Participation, and Progress requirements. The program is designed to foster high expectations for staff and students. The goal for all students is to meet 100% of the expected progress and 100% of the expected weekly participation. The desired performance goal for all students is to attain	Continues Throughout Course

d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective) e. credibility and validity **PO 6**. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world. **PO 7.** Compare present events with past events: a. cause and effect b. change over time c. different points of view	understanding of the delivery system. This immediate understanding enables a student to focus on the content right from the beginning of the first lesson. Each course utilizes a variety of methods and has the flexibility to allow teachers to modify the program to suit individual student learning needs. The Edmentum LMS (PLATO Courseware) enables the teacher to employ numerous educational delivery options for each online course. The ability to modify delivery methods empowers teachers to efficiently and effectively support differentiation of instruction, customized assessments, and supplementation of course material for different learning styles. Providing online students a choice in how they absorb content is considered a key to supporting different learning styles. The primary delivery method for the proposed Fifth Arrow online program's content, is web-	a score of 100% on all assignments. The minimum that will be accepted on each assignment and assessment is 70%. ***Assessment and Testing*** Best practices in assessment and testing call for a variety of activities to evaluate student learning. Multiple data points present a more accurate evaluation of student strengths and needs. **Formative and Summative Assessments** contained in the web-delivered content, which include authentic learning and objective assessments are used to show mastery: • Unit pretests (typically designed for credit recovery	

	based online delivery. Based on needs identified by teacher monitoring, formative and summative assessment, or student request, the delivery method can be modified in numerous ways. **<u>Flexible deliverability</u>** **All online materials are printable.** The interface and font of the content can be adjusted to minimize the amount of ink used in printing. **eNotes**: In lieu of paper notes, the students have the option to take eNotes while listening to & interacting with the tutorials or while studying the online readings and content. These notes can be made available at the end of lesson or course assessment at the discretion of the teacher and the individual student. **Secure internal messaging system:** provides the option for synchronous or asynchronous support of student learning. **Teacher online office hours:**	use) • Mastery tests • Lesson Activities • Unit Activities • Online Threaded Discussions • Unit Post-Tests • End-of-Semester Exam **<u>Authentic Learning Assessments</u>**: Of the assessment tools available in this course, three are designed specifically to address higher-level thinking skills and operations: Lesson activities, unit activities, and discussions. These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core	

	Teachers provide four hours of online synchronous office hours. Additional synchronous time can be requested by students as needed. **Phone communication as required.** Teachers will have access to phone numbers and refer students and parents to a phone conference as required. **Supplemental assignments:** The content can be delivered by all lessons or one lesson at a time. Teachers may determine that an alternative assignment that covers the same objective may be appropriate. These alternative assignments will be approved by the administration and delivered electronically to the student. **Supplemental resource links:** Students may seek out additional information or guidance about a lesson objective by utilizing a personal search engine such as Google. Teachers will also collect and send out additional resource links as the need arises. All links will be submitted for approval	mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. • **Lesson Activities** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. All Lesson Activities in this course are self-checked by the student; however, it is possible to submit this work for teacher grading on paper, by email, or by creating a drop	

	by the administrator. **Practice exercises:** The teacher may assign practice exercises in addition to the online content. The teacher would have the opportunity to weight these additional assignments as part of the lesson performance score, as part of the participation grade, or as extra credit. Any editing or adjustment of the student's score requires a full justification in the notes section at the time the teacher makes the change. **Universal access:** The content is available at all times and on all days. Students will be able to access their online content as long as they have access to the Internet. Those that seek help from someone that may not have a computer or Internet may print the material and seek help while working on the paper version. **Learning Aids:** Learning aids within the courseware that are designed to assist students include: • eNotes	box activity in the course learning path. • **Unit Activities** are similar to Lesson Activities, but more time intensive and require a more integrative understanding of the unit's objectives. Unit activities are teacher graded and submitted through the drop box. These activities allow the instructor to score work on a scale of 0 to 100. A 10-point suggested rubric is provided to both the student and the teacher for this purpose. A	

	• Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages) • Scientific Calculator • Math tools (graphing tool, histogram, scatter plot, stem &leaf) Students will be guided to these tools at the time of enrollment, during the video orientation, and as the need is identified by the teacher.	minimum score of 70% is required. • **Discussions** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. Each unit in this course has one predefined discussion topic. Instructors can customize the course, however, to	

		include additional discussion topics. Online discussions may use whatever rubric the instructor sets. A minimum score of 70% is required. **<u>Objective Assessments.</u>** There is a specific learning objective associated with each lesson, which is assessed through objective assessments at multiple points during the course: at the end of the specific lesson, at the end of the unit, and at the end of the semester. Additionally, there are optional unit pretests. • **Unit pretests** are optional multiple-choice assessments, typically	

		designed for credit recovery use. If a student shows mastery of a lesson's objective (70% proficiency), the student will be automatically exempted from that module in the upcoming unit. • **Mastery tests** at the end of each lesson provide the instructor and the student with clear indicators of areas of strength and weakness. These multiple-choice tests are taken online and contain randomly generated questions. A	

		minimum score of 70% is required and a student may retake the mastery tests as many times as needed to demonstrate at least a 70% proficiency. • **Unit posttests** help instructors track how well students have mastered the unit's content. The tests are multiple-choice and are provided online. A minimum score of 70% is required. • **End-of-semester tests** assess the major objectives covered in the course. The	

		End-of-Semester Test will be proctored (required) and a minimum score of 70% is required. Remediation assignment will be provided if a student does not meet the 70% requirement, and then a new End-of-Semester test will be administered. By combining the unit pretest (if applicable) and unit posttest information with the end-of-semester test results, the instructor will gain a clear picture of student progress. The tests are multiple-choice (randomly generated questions) and are provided online.	

		Remediation: Students that attain less than 70% on assignments will be required to complete a remediation assignment and make corrections to the assignments and eNotes. Teachers will work with the student to assist and reteach as needed. **Instructional Feedback:** Teachers will provide instructional feedback in teacher-graded assignments. Students will email the teacher with confirmation that the teacher's comments and instructional was read and understood. **A midterm project** is required. Examples include: • Virtual field trip • Group or individual service learning	

		activities • Video presentation • Web portfolio • Book Report • Research Project **A final research paper** is required. • It relates to or enriches course content • Students will have multiple topic options • Students may request an alternate subject (in a timely manner & appropriately) • MLA format is required • Six traits rubric used **<u>Scoring Rubric will vary based on type of activities in each course. Example:</u>** • Participation and Progress = 10% • Discussions = 10% • Drop Box (Unit/	

		Lesson Activities) = 20% • Post Unit Tests = 20% • Midterm Project = 10% • End-of-Semester Test = 20% • Final Research Paper = 10% Total=100% **<u>Curriculum Reports:</u>** Edmentum LMS (PLATO Courseware) provides a wide array of reports that provide useable data concerning mastery of each lesson and assignment. Reports include: • Learner Progress Report by Learner • Learner Progress Report by Class • Learner Daily Usage by Learner • Learner Daily Usage by Class and	

		Assignment • Curriculum Items Response Report • Curriculum Strengths and Needs by Class	
Concept 2: Early Civilizations **PO 1.** Describe Prehistoric Cultures of the North American continent: a. Paleo-Indians, including Clovis, Folsom, and Plano b. Moundbuilders, including Adena, Hopewell, and Mississippian c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Discussion Activities Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course
Concept 3: Exploration and Colonization	**(See above)**	(See above)	(See above)

PO 1. Review the reciprocal impact resulting from early European contact with indigenous peoples: a. religious (e.g., conversion attempts) b. economic (e.g., land disputes, trade) c. social (e.g., spread of disease, partnerships) d. food (e.g., corn) e. government (e.g., Iroquois Confederacy, matriarchal leadership, democratic influence) **PO 2**. Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life). **PO 3**. Compare the characteristics of the New England, Middle, and Southern colonies: a. Colonial governments, geographic influences, resources, and economic systems b. religious beliefs and social patterns c. **PO 4.** Describe the impact of key colonial figures (e.g., John Smith, William Penn, Roger Williams Anne Hutchinson, John Winthrop).	**All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	Module Mastery Tests Discussion Activities Dropbox Activities Post Unit Tests End of Semester Test	Continues Throughout Course
Concept 4: Revolution and New Nation **PO 1**. Assess the economic, political, and social reasons for the American Revolution: a. British attempts to tax and regulate colonial trade as a result of the French and Indian War b. colonists' reaction to British policy ideas expressed in the Declaration of Independence	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments**	(See above) Module Mastery Tests Discussion Activities Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

PO 2. Analyze the effects of European involvement in the American Revolution on the outcome of the war. **PO 3**. Describe the significance of major events in the Revolutionary War: a. Lexington and Concord b. Bunker Hill c. Saratoga d. writing and ratification of the Declaration of Independence e. Yorktown **PO 4**. Analyze how the new national government was created: a. Albany Plan of Union influenced by the Iroquois Confederation b. Articles of Confederation c. Constitutional Convention d. struggles over ratification of the Constitution e. creation of the Bill of Rights **PO 5**. Examine the significance of the following in the formation of a new nation: a. presidency of George Washington b. economic policies of Alexander Hamilton c. creation of political parties under Thomas Jefferson and Alexander Hamilton d. the establishment of the Supreme Court as a co-equal third branch of government under John Marshall with cases such as Marbury v. Madison. **PO 6.** Examine the experiences and perspectives of the following groups in the new nation:	**available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)		

a. property owners b. African Americans c. women d. Native Americans e. indentured servants			
Concept 5: Westward Expansion **PO 1.** Trace the growth of the American nation during the period of western expansion: a. Northwest Territory b. Louisiana Territory c. Florida d. Texas e. Oregon Country f. Mexican Cession g. Gadsden Purchase h. Alaska **PO 2**. Analyze how the following events affected the political transformation of the developing nation: a. Jefferson's Presidency b. War of 1812 c. Jackson's Presidency **PO 3**. Identify how economic incentives and geography influenced early American explorations: a. explorers (e.g., Lewis and Clark, Pike, Fremont) b. fur traders c. miners d. missionaries (e.g., Father Kino, Circuit Riders)	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Discussion Activities Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

PO 4. Describe the impact of European-American expansion on native peoples. **PO 5.** Describe the impact of the following aspects of the Industrial Revolution on the United States: a. transportation improvements (e.g., railroads, canals, steamboats) b. factory system manufacturing c. urbanization d. inventions (e.g., telegraph, cotton gin, interchangeable parts)			
Concept 6: Civil War and Reconstruction **PO 1**. Explain the economic, social, and political causes of the Civil War: a. economic and social differences between the North, South, and West b. balance of power in the Senate (e.g., Missouri and 1850 Compromises) c. extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act) d. role of abolitionists (e.g., Frederick Douglass and John Brown) e. debate over popular sovereignty/states rights f. Presidential election of 1860 **PO 2.** Analyze aspects of the Civil War: a. changes in technology b. importance of resources c. turning points d. military and civilian leaders e. effect of the Emancipation Proclamation	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16	(See above) Module Mastery Tests Discussion Activities Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

f. effect on the civilian populations **PO 3.** Analyze immediate and long term effects of Reconstruction in post- Civil War America: a. various plans for reconstruction of the South b. Lincoln's assassination c. Johnson's impeachment d. Thirteenth, Fourteenth and Fifteenth Amendments e. resistance to and end of Reconstruction (e.g., Jim Crow laws, KKK, Compromise of 1877)	languages)		
Concept 7: Emergence of the Modern United States **PO 1.** Analyze how the following aspects of industrialization transformed the American economy beginning in the late 19th century: a. mass production b. monopolies and trusts (e.g., Robber Barons, Taft- Hartley Act) c. economic philosophies (e.g., laissez faire, Social Darwinism, free silver) d. labor movement (e.g., Bisbee Deportation) e. trade **PO 2**. Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries: a. Civil Rights issues (e.g., Women's Suffrage Movement, Dawes Act, Indian schools, lynching, Plessy v. Ferguson) b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924) c. urbanization and social reform (e.g., health	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16	(See above) Module Mastery Tests Discussion Activities Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

care, housing, food & nutrition, child labor laws) d. mass media (e.g., political cartoons, muckrakers, yellow journalism, radio) e. consumerism (e.g., advertising, standard of living, consumer credit) f. Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores) **PO 3.** Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries: a. Indian Wars (e.g., Little Bighorn, Wounded Knee) b. Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War) c. Progressive Movement (e.g., Sixteenth through Nineteenth Amendments, child labor) d. Teddy Roosevelt (e.g., conservationism, Panama Canal, national parks, trust busting) e. corruption (e.g., Tammany Hall, spoils system) f. World War I (e.g., League of Nations, Isolationism) g. Red Scare/Socialism h. Populism **PO 4**. Analyze the effect of direct democracy (initiative, referendum, recall) on Arizona statehood.	languages)		
Concept 8: Great Depression and World War II	**(See above)**	(See above)	(See above)

PO 1. Describe causes and consequences of the Great Depression: a. economic causes of the Depression (e.g., economic policies of 1920s, investment patterns and stock market crash) b. Dust Bowl (e.g., environmental damage, internal migration) c. effects on society (e.g., fragmentation of families, Hoovervilles, unemployment, business failure, breadlines) d. changes in expectations of government (e.g., New Deal programs) **PO 2**. Describe the impact of American involvement in World War II: a. movement away from isolationism b. economic recovery from the Great Depression c. homefront transformations in the roles of women and minorities d. Japanese, German, and Italian internments and POW camps e. war mobilization (e.g., Native American Code-Talkers, minority participation in military units, media portrayal) f. turning points such as Pearl Harbor, D-Day, Hiroshima/Nagasaki	**All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	Module Mastery Tests Discussion Activities Dropbox Activities Post Unit Tests End of Semester Test	Continues Throughout Course
Concept 9: Postwar United States **PO 1**. Analyze aspects of America's post World War II foreign policy: a. international activism (e.g., Marshall Plan, United Nations, NATO) b. Cold War (e.g., domino theory, containment,	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office**	(See above) Module Mastery Tests Discussion Activities Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

Korea, Vietnam) c. Arms Race (e.g., Cuban Missile Crisis, SALT) d. United States as a superpower (e.g., political intervention and humanitarian efforts) **PO 2.** Describe aspects of American post-World War II domestic policy: a. McCarthyism b. Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments) c. Supreme Court Decisions (e.g., the Warren and Burger Courts) d. Executive Power (e.g., War Powers Act, Watergate) e. social reforms Great Society and War on Poverty f. Space Race and technological developments **PO 3**. Describe aspects of post World War II American society: a. postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill) b. popular culture (e.g., conformity v. counter-culture, mass-media) c. protest movements (e.g., anti-war, women's rights, civil rights, farm workers, César Chavez) d. assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X) e. shift to increased immigration from Latin America and Asia	**hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)		

Concept 10: Contemporary United States ***PO 1.*** Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). ***PO 2***. Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). **PO 3**. Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century (e.g., Watergate, OPEC/oil crisis, Central American wars/Iran-Contra, End of Cold War, first Gulf War, September 11) affected, and continue to affect, the United States.	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Discussion Activities Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course