

INSTRUCTIONAL FOCUS DOCUMENT

U.S. History/HS Social Studies



UNIT: 01 TITLE: West and Gilded Age

SUGGESTED DURATION: 10 days



RATIONALE:

This unit bundles student expectations that address life in America in the late 1800s and during the turn of the century. Students learn about the disparity of wealth and the struggles of the “have nots” in a historical era often referred to as the “Gilded Age.” Political, economic, and social changes from 1877 to 1898 will be addressed in this unit.

Prior to this unit, students learned about Reconstruction after the Civil War. Reviewing the damage to the country post-Civil War and the need for reconstructing the Union (both physically and politically) is important, yet it is imperative that limited time is spent reviewing content taught in Grade 8. Starting with the settlement of the West allows for review of Manifest Destiny, government’s role in expanding the country (Homestead Act), and conflict with Native Americans (can parallel Colonial Era conflict). It is also important to review a broad “big picture” timeline of U.S. history so that students can make a relevant connection between the information learned in Grade 8 to what is learned in this course.

During this unit, students learn about the settlement of the West and rapid increase in immigration. The unit also focuses on the causes and effects of industrialization and urbanization. Political corruption plays an important role because it sets the tone for the progressive movement, which will be studied in a later unit.

MISCONCEPTIONS/UNDERDEVELOPED CONCEPTS:

- Students learned about Manifest Destiny in Grade 8. They may have the misconception that the “west” was completely settled as a result of the trails (Oregon, Santa Fe, etc.). In this unit, they learn about government influence (Homestead Act) in trying to increase the population in the west.
- There is usually a general lack of understanding as to why this time period is often referred to as “gilded.”
- Students may encounter a lack of understanding of a historical timeline due to a possible gap between what they have learned in Grade 8 to what they learn in this course.

PERFORMANCE INDICATORS	CONCEPTS	KEY UNDERSTANDINGS FOR LEARNERS
After reading a summary of a primary document based on Indian policies, such as the Dawes Act, write a critique of the policy and include three important points that you would change. (US.3A; US.15A; US.26B; US.29B; US.30A, US.30B) <small>ELPS 4I; 5F</small>	Settlement Expansion	Expansion and settlement of new areas help shape a nation’s identity due to interaction with the environment and other societies.
Create a T-Chart for each of the following economic issues (industrialization, growth of railroads, labor unions,	Economic change	Economic changes may lead to positive and negative effects on a nation.

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farm issues, cattle industry boom, entrepreneurship, free-enterprise and big business). The T-Chart should include three positive and three negative implications for each of the issues. (US.3B; US.29G) ELPS 5B		
Create a multi-media or storyboard presentation that demonstrates the changing standard of living of both urban and rural areas due to technological and scientific discoveries along with the innovations during the era. (US.3A, US.3C; US.27A; US.28A; US.29B; US.30A) ELPS 1C; 3H	Innovation Social issues	Transformations brought about by industrialization, urbanization, and innovation lead to a change in the standard of living of a nation.
Use the process of historical inquiry to analyze two primary source documents related to political corruption during the Gilded Age. Using evidence from the primary sources, write a short summary explaining the issue of political machines. (US.3A; US.29A, US.29D, US.29E, US.29H; US.30A, US.30B) ELPS 4I	Corruption Point of view	The misuse of political power dramatically affects a society and often leads to the need for reform.

KEY ACADEMIC VOCABULARY SUPPORTING CONCEPTUAL DEVELOPMENT
<ul style="list-style-type: none"> • Settlement – establishment of a new region • Immigration – the movement of non-native people into a country in order to settle there • Urbanization – the social process whereby cities grow and societies become more urban • Industrialization – the development of industry on a large scale

TEKS#	TEKS	SPECIFICITY
SE# US.2	<i>History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</i>	
US.2A	Identify the major characteristics that define an historical era. <i>Supporting Standard</i>	Identify MAJOR CHARACTERISTICS THAT DEFINE AN HISTORICAL ERA Including, but not limited to: <ul style="list-style-type: none"> • An era of history having a distinctive feature

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TEKS# SE#	TEKS	SPECIFICITY
		<ul style="list-style-type: none"> • Political, social or economic commonality • Considered to be relative chronology rather than absolute chronology
US.2B	Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics. <i>Readiness Standard</i>	Identify, Describe MAJOR ERAS IN U.S. HISTORY FROM 1877 TO PRESENT Including, but not limited to: <ul style="list-style-type: none"> • Movement Westward and Gilded Age (Late 1800s) • Factory System • Population shift to cities • Inventions/ Industrialism • Immigration • Urbanization • Political corruption and political machines • Entrepreneurship (growth of big business) • Philanthropy • Indian Policies • Labor Unions • Growth of railroad (transcontinental) • Cattle Industry Boom • Westward Movement and the Homestead Act • Laissez-Faire
US.2C	Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods. <i>Supporting Standard</i>	Apply ABSOLUTE CHRONOLOGY Including, but not limited to: <ul style="list-style-type: none"> • Significant individuals, events & time periods • Absolute chronology – exact date RELATIVE CHRONOLOGY Including, but not limited to: <ul style="list-style-type: none"> • Significant individuals, events & time periods • Relative chronology – General time period or era
US.3	History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:	
US.3A	Analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism. <i>Readiness Standard</i>	Analyze POLITICAL ISSUES Including, but not limited to: <ul style="list-style-type: none"> • Indian Policies • Indian removal /reservation system

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TEKS# SE#	TEKS	SPECIFICITY
		<ul style="list-style-type: none"> • Dawes Act • Destruction of buffalo and Plains Culture • Indian policies (including maps that distinguish between lands controlled by tribes prior to Indian removal/reservation and lands allotted to tribes as part of the Indian removal and reservation system. • Political Machines <ul style="list-style-type: none"> • Corruption in politics (e.g., Tammany Hall, Boss Tweed, Thomas Nast's illustrations) • Civil Service Reform <ul style="list-style-type: none"> • Assassination of Garfield, Pendleton Act of 1883 • Graduated income tax • Direct election of senators • Beginnings of Populism <ul style="list-style-type: none"> • Appealed to farmers, promoted political action to try protect their industry: wanted the government to own the railroads, telephone and telegraph (to keep large companies from being able to control the prices)
US.3B	<p>Analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business.</p> <p><i>Readiness Standard</i></p>	<p>Analyze</p> <p>ECONOMIC ISSUES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Industrialization <ul style="list-style-type: none"> • Industries and “Big Business” grew in response to technological innovations such as the Bessemer Steel Process, which enabled faster production of a stronger steel product. (e.g., steel and railroad manufacturing businesses became “big business” as the demand for steel increased and railroads began to be built from steel.) • Other breakthroughs in electricity, mass communication, and shipping allowed factories to produce more, at a faster rate. • Large numbers of immigrants provided industrialists with more workers. • Growth of Railroads <ul style="list-style-type: none"> • Industry relied on railroads for shipping. • Railroads grew in response to increased demands of industrialization and Western Expansion. • Railroads expanded westward to meet demands of settlement and economic development of the West. (They carried people and shipped products.) • Railroad shipping facilitated the growth of ranching, farming and mining industries in the West. • Industrial and technological innovations in manufacturing and mass communication enabled rapid growth of railroads. • Growth of Labor Unions <ul style="list-style-type: none"> • Labor leaders criticized company owners and managers for reducing competition, paying low wages and maintaining unsafe working conditions for their employees. • Factory workers formed and joined labor unions in order to engage in collective bargaining with employers. • Many workers went on strike in the 1880's. • Three significant events of the time period included the “Great Strikes”, Homestead, Pullman and Haymarket Riot. • Farm Issues

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		<ul style="list-style-type: none"> • Westward expansion • Late 1800s farmers began to rely on mechanization to improve and increase agricultural production. As a result, overproduction occurred and farmers went into debt. • Cattle Industry Boom <ul style="list-style-type: none"> • Cattle industry boomed in late 1800s as the culture and influence of the Plains American Indians declined • Growing demand for beef in cities after the Civil War • Railroads provided method of transportation of beef to urbanized areas • Rise of Entrepreneurship <ul style="list-style-type: none"> • An entrepreneur is someone who organizes, manages, and assumes the risks of a business; an agent of change; process of discovering new ways to combine resources • In the 1800s many were considered entrepreneurs because they created value by moving resources out of less productive areas and into more productive ones • Other example skilled immigrants used their trade skills to establish businesses of their own. • Free Enterprise <ul style="list-style-type: none"> • As industry grew rapidly, the U.S. government promoted free enterprise (business that can operate competitively for profit with little government involvement/regulation) • Big Business <ul style="list-style-type: none"> • Industrialists and business leaders used Horizontal and Vertical Alignment to reduce competition and expand their companies. • Reduction of competition led to the creation of monopolies and trusts. • Significant industrialists include Carnegie, Rockefeller, Morgan, Vanderbilt, etc. • Horizontal and Vertical alignment were methods used to consolidate companies. • Some people viewed these men as "Captains of Industry", while others viewed them as "Robber Barons." • Socio-economic divisions widened as industries grew.
US.3C	<p>Analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists.</p> <p><i>Readiness Standard</i></p>	<p>Analyze</p> <p>SOCIAL ISSUES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Affecting women <ul style="list-style-type: none"> • Many young women worked in factories that made textiles • They tended to be young and single • Often wages were lower than men's wages • Affecting minorities <ul style="list-style-type: none"> • Nativists were individuals opposed to the new waves of immigrants. • Nativism was based on competition for resources. Competition for resources (jobs, living space, etc.) created tension and division between racial and ethnic groups fueled nativist sentiment. • Some minority groups faced exclusion from employment or housing. • The Chinese Exclusion Act (1882) prohibited Chinese laborers from entering the United States. • It was passed in response to nativist sentiment. • Immigrants were encouraged to assimilate into American culture. • Public schools played a large role in the assimilation of immigrants. • Affecting children

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		<ul style="list-style-type: none"> • Many children worked in factories, performing dangerous jobs. • They were sometimes paid lower wages than adult workers. • Affecting immigrants • Many immigrants entered the United States via ports of entry such as Ellis Island in New York, Angel Island in San Francisco and Galveston Island in Texas. • The immigrant experience at these ports of entry included physical examinations, interrogation, language and intelligence testing, etc. • Immigrants faced language and cultural barriers, and sometimes were separated from family members, detained for health or legal reasons, or deported before entering the United States. • Immigrants faced the threat of poverty and often struggled to survive due to competition for jobs and living space. • Immigrants often crowded into city tenements or moved westward in search of opportunities. • Skilled immigrants used their trade skills to establish businesses of their own. • Sweatshops were home factory-like operations where skilled and unskilled laborers worked unsavory conditions. • Urbanization <ul style="list-style-type: none"> • Cities grew around immigration and industrial centers. • Cities were crowded and living conditions were often unhealthy. (sanitation, water, etc) • Ethnic neighborhoods were established in cities where immigrants settled. • The Social Gospel <ul style="list-style-type: none"> • Early reform movement that preached salvation could be reached by serving the poor • Helped to start the establishment of settlement houses (community centers in slum neighborhoods that provided assistance to people in the area) • Philanthropy of industrialists <ul style="list-style-type: none"> • Several wealthy industrialists elected to give back to the community through philanthropic activities (example: founding of Carnegie Hall) • “The Gospel of Wealth” (1889) set forth Carnegie’s idea that rich men are “trustees” of their wealth and should administer it for the good of the public.
US.3D	Describe the optimism of the many immigrants who sought a better life in America.	Describe OPTIMISM OF THE MANY IMMIGRANTS WHO SOUGHT A BETTER LIFE IN AMERICA Including, but not limited to: <ul style="list-style-type: none"> • Immigrant optimism is typically based on the idea that each generation will do better in life than the one that preceded it. (Pursuit of the American Dream)
US.12	Geography. The student understands the impact of geographic factors on major events. The student is expected to:	
US.12A	Analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina. <i>Readiness Standard</i>	Analyze IMPACT OF PHYSICAL AND HUMAN GEOGRAPHIC FACTORS Including, but not limited to: <ul style="list-style-type: none"> • Settlement of the Great Plains <ul style="list-style-type: none"> • Human Factors – The Plains Indians were the earliest settlers, innovations such as the steel plow made it easier to break the dense soil and farm the land (increased settlement), The Homestead Act

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		<p>encouraged settlement</p> <ul style="list-style-type: none"> • Physical Factors – Located between the South and Midwest regions to the east and the Rocky Mountains to the west, experience the greatest extremes in temperature and climatic conditions of any region in the US. Winters are cold, with frequent snowy blizzards, while summers bring hot, dry winds, due to the consistency of the topography the land was ideal for farming • Klondike Gold Rush – Late 1800s, in Northern Washington and Alaska • Human Factors – Thousands, hoping to ease the woes of economic depression, sold farms, dropped businesses and boarded ships to follow their dreams north • Physical Factors – Alaska was seen as a large and distant source of raw materials
US.13	<i>Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:</i>	
US.13B	<p>Analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.</p> <p><i>Readiness Standard</i></p>	<p>Analyze</p> <p>CAUSES AND EFFECTS OF CHANGING DEMOGRAPHIC PATTERNS RESULTING FROM LEGAL AND ILLEGAL IMMIGRATION TO THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • West and Gilded Age • Large influx of immigrants caused rapid growth in ports of entry and cities – urbanization. • Housing and land availability decreased in the Northeast due to increased population density. • Pollution of cities and waterways increased due to overcrowding of cities. • Human health and quality of life decreased as a result of overcrowding. • European immigration to the East coast mostly from northern and western Europe • Chinese Exclusion Act of 1882 – federal law that made it illegal for Chinese to enter the U.S. Chinese residents already working in the U.S. could not become citizens.
US.15	<i>Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:</i>	
US.15A	<p>Describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century.</p> <p><i>Supporting Standard</i></p>	<p>Describe</p> <p>ECONOMIC IMPACT OF THE TRANSCONTINENTAL RAILROAD AND THE HOMESTEAD ACT CONTRIBUTED TO THE CLOSE OF THE FRONTIER IN THE LATE 19th CENTURY</p> <p>Including, but not limited to</p> <ul style="list-style-type: none"> • Transcontinental Railroad – The railroad ensured a production boom, as industry mined the vast resources of the middle and western continent for use in production. • Homestead Act (1862) – Federal land grants (160 acres) to western settlers at no cost
US.15B	<p>Describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act.</p> <p><i>Readiness Standard</i></p>	<p>Describe</p> <p>CHANGING RELATIONSHIP BETWEEN THE FEDERAL GOVERNMENT AND PRIVATE BUSINESS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Cost and benefits of laissez-faire • Laissez-faire (in this context) by definition means freedom of economic conduct from dictation by the

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		<ul style="list-style-type: none"> government. • Cost – limiting government control reduces the possibility of regulation and corruption • Benefit – allows the market to govern itself, based on supply and demand • Anti-trust Acts – the federal laws forbidding businesses from monopolizing a market or restraining free trade.(e.g., Sherman Anti-Trust Act) • Interstate Commerce Commission – was government’s first large-scale attempt to regulate business in the interest of society at large, • Effects: Spawned a series of regulatory commissions in the 1900s to check whether they were good or bad trusts. Not very effective. 1914 changes made Act stronger; Effect – Act served notice that private greed must be subordinated to public good. • Pure Food and Drug Act – for preventing the manufacture, sale, or transportation of adulterated or misbranded or poisonous or deleterious foods, drugs, medicines, and liquors, and for regulating traffic therein, and for other purposes
US.24	<i>Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</i>	
US.24B	Evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton. <i>Supporting Standard</i>	Evaluate CONTRIBUTIONS OF SIGNIFICANT POLITICAL AND SOCIAL LEADERS Including, but not limited to: <ul style="list-style-type: none"> • Andrew Carnegie – a powerful industrialist in the Gilded Age. His companies manufactured steel and built railroads. He authored “The Gospel of Wealth” which promoted philanthropic actions such as the building of libraries and schools.
US.26	<i>Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:</i>	
US.26B	Discuss the Americanization movement to assimilate immigrants and American Indians into American culture. <i>Supporting Standard</i>	Discuss AMERICANIZATION MOVEMENT TO ASSIMILATE IMMIGRANTS AND AMERICAN INDIANS INTO AMERICAN CULTURE Including, but not limited to: <ul style="list-style-type: none"> • American Indian children were taken away from their homes (and traditional culture) and raised in boarding school to become “Americanized” • Immigrants – Schools were “Americanization” centers for new immigrants to learn English and patriotism.
US.27	<i>Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:</i>	
US.27A	Explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States. <i>Readiness Standard</i>	Explain EFFECTS OF SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS Including, but not limited to: <ul style="list-style-type: none"> • Manufacturing

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		<ul style="list-style-type: none"> • Electric power facilitated increased production in factories by lengthening the work day (light bulb) and powering faster machines. • Petroleum-based products • Edwin L. Drake struck oil in 1859, enabling kerosene production and paving the way for future products such as gasoline.
US.28	<i>Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to:</i>	
US.28A	Analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States. <i>Readiness Standard</i>	Analyze HOW SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS AND THE APPLICATION OF THESE BY THE FREE ENTERPRISE SYSTEM IMPROVE THE STANDARD OF LIVING IN THE UNITED STATES Including, but not limited to: <ul style="list-style-type: none"> • Transportation <ul style="list-style-type: none"> • Automobile provided accessibility and created jobs • Mass transportation systems facilitates access to jobs and recreation • Air travel • Electric transit systems • Cable cars and subways enabled people to commute to and from job centers and retail areas. • Raised standard of living by allowing people to have more housing choices • Electric light <ul style="list-style-type: none"> • Longer work day • Raised standard of living by bringing light into dark homes and tenement buildings • Communication <ul style="list-style-type: none"> • Access to information – telephone, telegraph
US.29	<i>Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</i>	
US.29A	Use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions.	Use, Analyze, Answer VARIETY OF PRIMARY AND SECONDARY VALID SOURCES TO ACQUIRE INFORMATION Including, but not limited to: <ul style="list-style-type: none"> • Biographies • Oral, print and visual material • Artifacts STAAR Note: <ul style="list-style-type: none"> • These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
US.29B	Analyze information by sequencing, categorizing, Identifying	Analyze

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	cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	<p>INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Sequencing • Categorizing • Identifying cause and effect relationships • Comparing • Contrasting • Finding the main idea • Making generalization and predictions • Drawing inferences and conclusions <p>STAAR Note:</p> <ul style="list-style-type: none"> • These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
US.29C	Understand how historians interpret the past (historiography) and how their interpretations of history may change over time.	<p>Understand</p> <p>HOW HISTORIANS INTERPRET THE PAST AND HOW THEIR INTERPRETATIONS OF HISTORY MAY CHANGE OVER TIME</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use of primary and secondary resources • Points of view • Frames of reference • Historical context
US.29D	Use the process of historical inquiry to research, interpret, and use multiple types of source of evidence.	<p>Use</p> <p>PROCESS OF HISTORICAL INQUIRY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Research • Interpret • Use multiple sources of evidence <p>STAAR Note:</p> <ul style="list-style-type: none"> • These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
US.29E	Evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context.	<p>Evaluate</p> <p>VALIDITY OF A SOURCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Based on language • Corroboration with other sources

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		<ul style="list-style-type: none"> Information about the author
US.29G	Identify and support with historical evidence a point of view on a social studies issue or event.	Identify, Support POINT OF VIEW Including, but not limited to: <ul style="list-style-type: none"> Social studies issue or event STAAR Note: <ul style="list-style-type: none"> These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
US.29H	Use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.	(Need specificity) STAAR Note: <ul style="list-style-type: none"> These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
<i>US.30</i>	<i>Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</i>	
US.30A	Create written, oral, and visual presentations of social studies information.	Create WRITTEN, ORAL AND VISUAL PRESENTATIONS
US.30B	Use correct social studies terminology to explain historical concepts.	Use SOCIAL STUDIES TERMINOLOGY CORRECTLY STAAR Note: <ul style="list-style-type: none"> These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
<i>US.31</i>	<i>Geography. The student uses geographic tools to collect, Analyze, and interpret data. The student is expected to:</i>	
US.31B	Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.	Pose and Answer QUESTIONS ABOUT GEOGRAPHIC DISTRIBUTIONS AND PATTERNS SHOWN ON MAPS, GRAPHS, CHARTS, MODELS, AND DATABASES Including, but not limited to: <ul style="list-style-type: none"> What were the reasons for the population shifts? What were the physical and human reasons for the spatial distribution of people and resources in the United States? Why did people migrate to certain areas of the United States? STAAR Note: <ul style="list-style-type: none"> These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.

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TEKS# SE#	Social Studies Skills TEKS: Use appropriate social studies skills to support instruction.
US.29	<i>Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</i>
US.29A	Use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions.
US.29B	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
US.29C	Understand how historians interpret the past (historiography) and how their interpretations of history may change over time.
US.29D	Use the process of historical inquiry to research, interpret, and use multiple types of source of evidence.
US.29E	Evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context.
US.29F	Identify bias in written, oral, and visual material.
US.29G	Identify and support with historical evidence a point of view on a social studies issue or event.
US.29H	Use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
US.30	<i>Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</i>
US.30A	Create written, oral, and visual presentations of social studies information.
US.30B	Use correct social studies terminology to explain historical concepts.
US.30C	Use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.
US.31	<i>Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</i>
US.31A	Create thematic maps, graphs, and charts representing various aspects of the United States.
US.31B	Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
US.32	<i>Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</i>
US.32A	Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
US.32B	Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

The **English Language Proficiency Standards (ELPS)**, as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.

- School districts shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.
- School districts shall provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of the ELPS in a manner that is linguistically accommodated to help the student acquire English language proficiency.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

ELPS#	Subsection C: Cross-curricular second language acquisition essential knowledge and skills.
C(1)	<i>Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</i>
1C	Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.

INSTRUCTIONAL FOCUS DOCUMENT

U.S. History/HS Social Studies



UNIT: 01 TITLE: West and Gilded Age

SUGGESTED DURATION: 10 days

C(3)	<i>Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</i>
3H	Narrate, describe, and explain with increasing specificity and detail as more English is acquired.
C(4)	<i>Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</i>
4I	Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.
C(5)	<i>Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</i>
5B	Write using newly acquired basic vocabulary and content-based grade-level vocabulary.
5F	Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.

SAMPLE