The Des Moines Public Schools Curriculum guide contains the prioritized standards, required pacing, materials and resources, and assessment correlates for the school year. This document is intended to be used in conjunction with the District Assessments and classroom assessments to scaffold our students in mastery of the Iowa Core State Standards.

**Iowa History Des Moines Public Schools**

 2017-18 CURRICULUM GUIDE

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| **Iowa History** |
| **Schools: East, Lincoln, and North** 1 semester – .5 creditIowa History exposes students to learning of the land, environment, Native people, migration and interaction of peoples, and issues in our state. In addition to including an overview of Iowa history, students will engage in rigorous and relevant tasks that require an application of new knowledge. Students will be introduced to Iowa history by asking questions about people and events, searching for the consequences of those events, and understanding the many sides of Iowa history. This course will be about real people in real places making real decisions that had consequences. The goal of this course is for students to gain a deeper understanding of our state and its people. **Link to DMPS Grading Resources:** <http://grading.dmschools.org> **Link to Course Resources**: <http://socialstudies.dmschools.org/electives.html>

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| Content and Skill Standards | Topics |
| Iowa Core Standards: 9-12.H.2, 9-12.H.3, 9-12.H.5, 9-12.H.6, 9-12.H.7, RH.9-10.4Common Core English/Language Arts Standards in History and Social Sciences: RH.9-10.1, RH.9-10.2, W.2 | * Historical Analysis – Geography
* Historical Change – Political Change
* Historical Analysis – Economics
* Historical Analysis – Culture
* Historical Analysis - Technology
* Source Analysis
* Writing Informative Text
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**Standards-Referenced Grading Basics**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 2, Level 3, and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 2 and Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 2 and Level 3 | 3.0 |
| Demonstrate all Level 2 learning targets and some of the Level 3 learning targets | 2.5 |
| Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3 | 2.0 |
| Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets | 1.5 |
| Demonstrate none of the learning targets from Level 2 or Level 3 | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |
| *\*Students who demonstrate success at Level 3 learning targets but not Level 2 learning targets are the students for whom additional investigation and multiple opportunities are most vital.* |

The teacher designs instructional activities and assessments that grow and measure a student’s skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called learning targets. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

The common core state **standard** code is located on each scale.



Each lettered bullet point represents one **Learning** **Target**.

The **Learning Goal** is the complete Level 3 of the scale.

When the time comes to identify the Topic Score for a topic, the teacher looks at all of the pieces of the Body of Evidence for that topic. The table to the right describes what Topic Score a student receives based on what the Body of Evidence shows. The scores listed on this table are the only valid scores that may be entered into the Topic Score assignment in a grade book.

**DMPS Grading Resources: grading.dmschools.org**

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| Iowa History |
| **Scales** |
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| **Topic** | **4** | **3** | **2** |
| **Historical Analysis - Geography** | In addition to meeting the learning goal, a connection is made to one or more of the following: -a development from a different historical period, era, or place-a course theme that is not the current focus.  | Explain the ways in which geographic factors influenced life in Iowa. | Recognize and recall content-specific terminology. |
| **Historical Change – Political Change** | In addition to meeting the learning goal, a connection is made to one or more of the following: -a development from a different historical period, era, or place-a course theme that is not the current focus. | Compare and contrast the role of individuals and groups within a society as promoters of change or the status quo. | Recognize and recall content-specific terminology. |
| **Historical Analysis - Economics** | In addition to meeting the learning goal, a connection is made to one or more of the following: -a development from a different historical period, era, or place-a course theme that is not the current focus. | Explain the ways in which economic needs and wants influenced individual or group decisions. | Recognize and recall content-specific terminology. |
| **Historical Analysis - Culture** | In addition to meeting the learning goal, a connection is made to one or more of the following: -a development from a different historical period, era, or place-a course theme that is not the current focus. | Describe how or why culture and cultural diffusion influenced the development of Iowa. | Recognize and recall content-specific terminology. |
| **Historical Analysis - Technology** | In addition to meeting the learning goal, a connection is made to one or more of the following: -a development from a different historical period, era, or place-a course theme that is not the current focus. | Investigate the significance of innovation and technology on the history of Iowa.  | Recognize and recall content-specific terminology. |
| **Source Analysis** | In addition to meeting the learning goal, the response includes the use of extended, content-specific vocabulary or makes connections to prior learning and/or current events. | Accurately determines the central idea by citing evidence, addressing the historical context, and explaining the author’s point of view.  | Determines the central idea by citing evidence, but fails to accurately address historical context and/or author’s point of view. |
| **Writing** **Informative Text** | In addition to meeting the learning goal, the writing goes beyond the grade level expectation by connecting the information to one or more of the following: -a development from a different historical period, situation, era, or geographical area-a connection to a course theme or approach to history that is not the focus of the writing (such as political, economic, social, cultural, or intellectual history).  | 3A - Address all parts of the prompt in the introduction3B - Organize ideas and concepts (chronologically or thematically)3C - Develop the topic with relevant facts, evidence, and extended definitions of content-specific terminology that are appropriate to the prompt  | A level 2 writing sample fails to meet the learning goal in two areas:-Introduction addresses part of the prompt-Organization of concepts is attempted-Some use of relevant evidence |

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| **Driving Question: Why does Iowa’s history matter to me?** |
| **Suggested Texts** | **Online Links** | **Film Clips** | **Field Experiences/Local Sites** |
| Articles and selections from the following books: * *Iowa: The Middle Land* by Dorothy Schwieder
* *Iowa History Reader* by Marvin Bergman
* *Necessary Courage: Iowa’s Underground Railroad* by Lowell Soike
* *Life and Times of the Thunderbolt Kid* by Bill Bryson
 | Iowa Data Center – Quick Facts<http://www.iowadatacenter.org/quickfacts> US Census Data – Iowa (comparisons to other states)<http://www.census.gov/quickfacts/chart/POP060210/19> Iowa Pathways teacher resources support a wide variety of educational needs. Printable downloads assist students as they develop research skills with the Quests. Lessons and activities are classroom ready. Other resources include connections to standards and curricular areas, online archives, primary sources and local history links. <http://www.iptv.org/iowapathways/teacherresources/default.cfm><http://site.iptv.org/lost-history-alexander-clark/tagged-content> | Learn 360 “Iowa”6 min from “The States Part 2”Learn 360 “Iowa Discoveries & America” (50 min)<http://ioway.nativeweb.org/student.htm><http://www.uni.edu/iowaonline/folklife/intro/index.htm><http://www.uni.edu/iowaonline/prairievoices/>  | State Historical Society of Iowa<https://iowaculture.gov/history> Living History Farms<http://www.lhf.org/> Fort Des Moines Museum <http://fortdesmoinesmuseum.org/> James Jordan House (WDM)<https://www.wdmhs.org/visit/>  |

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| **Unit 1** | **Unit 2** | **Unit 3** | **Project Ideas** |
| *PBL from the Native American perspective.*-How they lived off the land.  The species they encountered, the climate, etc.-Contact and/or conflict with Europeans (French, Spanish, Americans) from territories to statehood.-Geographic features that influenced the life and how the Native Americans lived off the land.  Also, how the Europeans lived off the land.-History component- Analyzing Primary and Secondary Sources from the time period.  How do sources relate to one another?   | Explore the three major conflicts of the Civil War, World War I and World War II and/or the Civil Rights movement.  -How does the lead up and the conclusion of these events have an impact on Iowans, the counties or cities?*Civil War:* Underground Railroad, 13-15th Amendments, Impacts of war*WWI:* Fort Des Moines, suffrage movement*WWII:* Women's Army CorpsHistory component: Students will use and cite different sources for different time periods.  Student will use the sources from a period(s) analyzing different sources on an event/issue.  Using differing accounts or perspectives students will argue which source(s) are the most accurate/credible.   | History component: Using statistical analysis, show the impact of a historical event from a past event in Unit 3 and draw conclusion of how these event(s) will have an impact on Iowa's future.  Topics of interest: marriage equality, transportation, agriculture, education, the construction of I-235 leading to socio-economic separation of rich and poor neighborhoods, Fair Housing Act, and the segregation of community or white flight (Why does this happen? How has this shaped our community and state?)  More money leaving Des Moines and going to suburbs. | Social Action Plan where students take action on a city/county or state issue and make a plan for change.Research project on famous Iowans |