



**FACING  
HISTORY &  
OURSELVES**

# **US History Curriculum Collection**

**Course Planning Guide**



# What's in Each Section of the US History Curriculum Collection: Course Planning Guide

This Course Planning Guide supplements the **Facing History US History Curriculum Collection** and supports the pre-planning, design, and implementation process for a Facing History US history course.

## Part 1: Understanding Facing History's US History Curriculum Collection

### Section A: Our Approach to Teaching US History

Understand our approach and rationale for using *democracy and freedom* as a thematic lens for teaching US history.

### Section B: Suggested Sequencing of Resources

Learn about the structure and content of our US History Curriculum Collection.

## Part 2: Integrating the US History Curriculum Collection into Your Course

### Section A: Start with Yourself

Consider your identity, your students' identities, and your teaching practice before implementing our US history content.

### Section B: Begin with the End in Mind

Reflect on Facing History's social studies learning objectives and outcomes and how they can be paired with federal and state standards, primary and secondary sources, and content you already teach.

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**Section C: Explore Essential Questions about Democracy and Freedom**

Explore essential questions related to the theme of *democracy and freedom* that you can use throughout your course.

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**Section D: Sample Curriculum Maps**

Incorporate our classroom-ready resources into your US history course by exploring sample curriculum maps.

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**Section E: Reflect on the Course**

Take stock of your course at the end of the year and consider what went well and what can be improved for the next year.

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**Section F: Appendix**

Begin with the End in Mind Educator Handout  
Sample Curriculum Maps  
Blank Curriculum Map

## PART 1:

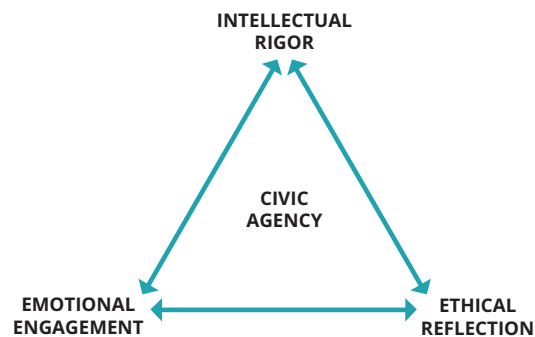
# Understanding Facing History's US History Curriculum Collection

## SECTION A

### Our Approach to Teaching US History

Our US History Curriculum Collection is designed to shape and supplement a US history course.

The resources in the collection are structured around a thematic throughline of *democracy and freedom*—concepts that remain powerfully relevant today. They invite students to **see themselves in the struggle for freedom and self-determination** throughout United States history and embrace their **role in expanding and preserving a healthy democracy**.



In addition to the theme of democracy and freedom, the collection centers around three key learning objectives that build on Facing History's unique pedagogy: 1) exploring the complexity of identity, membership, and belonging; 2) analyzing US history through a critical and ethical lens; and 3) developing students' capacity for informed civic action.

### Defining *Democracy and Freedom*

The pursuit of individual and collective freedom has united Americans, past and present, in an ongoing struggle for a "more perfect union." For this reason, that theme offers a rich grounding for a study of US history.

Defining what freedom has meant to different people at different times in US history, in a democracy as diverse as ours, is no easy or straightforward task. Our approach therefore seeks to empower students to think critically about what *democracy* and

*freedom* mean in the nation's history and in their own lives. This is an important exercise for students today, who are coming of age amid political polarization, economic inequality, ongoing public health crises, and climate change. As they navigate their place in the world, many students may wonder about their role in the project of democracy and whether or not it “matters.”

Facing History believes that building students' civic capacity begins in the classroom. We see schools as a microcosm of democracy—a place where young people should learn that they belong, that they have a stake, and that their voices matter. According to this view, students are not just “future voters” but also citizens in the here and now.

By emphasizing civic agency and the eternal struggle for freedom and democracy, our US history resources can both inform and inspire students as they prepare to make their mark on the world today. Historian George Lipsitz explains what he hopes that students, informed by a rigorous study of history, will think when confronted with present-day injustice: “We know this place; we've been here before. We come from a tradition. People of all colors and all races come from a tradition of social justice in which ordinary men and women thought it was worth risking everything to create a fair and democratic society.”

## **Guiding Questions and Core Principles of Teaching US History and Democracy**

In order to help students think critically about democracy and freedom throughout the history of the United States, the following guiding questions appear in various forms throughout our resource collection.

- 1. How can we make real the ideals of democracy and freedom?**
- 2. What is the identity of the United States, and how do I fit into it?**
- 3. How do we reckon with a history full of complexities and contradictions?**
- 4. How does the history of the Angel Island Immigration Station help us understand how borders are erected, enforced, and challenged?**
- 5. What can we learn from the murder of Emmett Till as we work to achieve racial justice in America today?**

In addition to the guiding questions, our US history materials are united by the following core principles, which aim to teach about democracy and freedom in a way that is authentic and meaningful to all students.



### **Meet students where they are.**

Only by acknowledging what many students already know from their own lives—that progress toward greater freedom, equality, and justice is not linear or inevitable—can we teach the history of the United States in a way that is authentic and meaningful to all students. Only if students see their story as part of the story of the United States will they envision themselves as the founders and caretakers of the future of the nation’s democracy.

### **Use the study of history to reveal the messy work of democracy.**

The study of history illuminates key aspects of democracy that are missing when the functions of government are taught in the abstract. Our resources on the founding era, Reconstruction, and the civil rights movement, to name just a few, reveal the complex social and political context in which governments function: the conflicts, institutions, historical legacies, and human behaviors that shape—and sometimes distort—the democratic process.

### **Emphasize social-emotional learning and skills.**

Beyond laws, political parties, and elections, democracy depends on how citizens relate to one other. Democracy can’t thrive when citizens define who is included and who is excluded from the polity on the basis of attributes like race or language, or when they fail to see the humanity in those with whom they share a community and a country. We understand that empathy, respect for difference, and perspective-taking are not only social-emotional skills but also key qualities of responsible citizenship, because they support students’ ability to imagine and act on a notion of the “common good.”

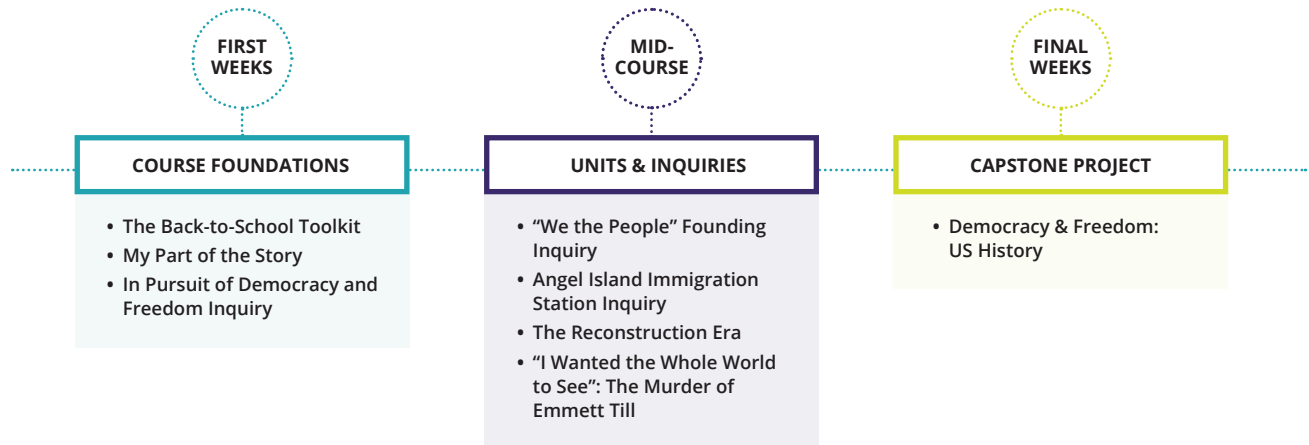
### **Provide models of civic choices.**

While principles such as equality, human rights, and consent of the governed were features of the nation’s original documents, there has never been a point in the nation’s history when those principles were extended to or applied equally to all Americans. Nevertheless, throughout US history, these ideals have been seized upon by groups and individuals to assert their own rights and expand the definition of who is included in the phrase “We the People.” Studying such groups and individuals helps students discover the power of their own choice to participate today.

## SECTION B

# Suggested Sequencing of Resources

While the [US History Curriculum Collection](#) is designed so that teachers can make choices about what fits within their curriculum, we do recommend the following sequence for the resources in our collection:



### • **Beginning of the Course: Identity, Community, and Content Launch**

Designed as two to three weeks of flexible content, the following foundational resources help shape a Facing History & Ourselves US history course:

- Our [Back-to-School Toolkit](#) supports educators in creating democratic classroom routines and procedures as well as setting intentional time to explore individual identities and build community.
- The [My Part of the Story](#) Unit supports and challenges students in their efforts to define their own identity and their relationship to society within the United States.
- Our [In Pursuit of Democracy and Freedom: A US History Inquiry](#) resource introduces the concepts of the thematic throughline by asking students to think critically about what democracy and freedom mean in US history and in their own lives.

### • **Throughout the Course: Flexible and Modular Supplemental Resources**

As educators lead students through historical content, our collection offers modular opportunities to supplement their curriculum. Whether you teach chronologically or thematically, these new and updated resources will engage students with particular historical moments that explore the throughline of democracy and freedom in US history. This portion of our US History Curriculum Collection will continue to be updated in order to provide educators with more opportunities to use Facing History resources within their courses.

- **End of the Course: Culminating Capstone Project**

The final resource of the US History Curriculum Collection is a [US History Capstone Project](#). Drawing on lessons from US history, this resource summarizes how civic choices in the past inform our civic choices in the present through the pursuit of “freedom dreams.” It will support educators in leading students through the completion of a capstone project at the end of a US history course. This resource is flexible enough to be used as part of Facing History’s US History Curriculum Collection or as an addition to a school or district’s adopted curriculum.



**ACTIVITY: Reflect on the Curriculum Collection**

Watch the explainer video [About the US History Curriculum Collection](#). As you watch, consider the parts of the curriculum that most resonate with you, and jot down the reasons why. You’ll continue this reflection in the next section.



## PART 2:

# Integrating the US History Curriculum Collection into Your Course

## SECTION A

### Start with Yourself

Part 2 of the US History Curriculum Collection: Course Planning Guide supports you in planning a US history course centered around the theme of *democracy and freedom*. Section A asks you to “start with yourself” and think about your own and your students’ positionality as well as your school context as you embark on planning your course. Sections B and C provide the tools to plan a US history course using Facing History pedagogy. Section B, “Begin with the End in Mind,” offers strategies for integrating the theme of democracy and freedom through the use of Facing History’s comprehensive learning objectives and student outcomes. Section C, “Explore Essential Questions about Democracy and Freedom,” supplies essential questions that are integral to examining democracy and freedom from a Facing History perspective so that you can develop student experiences centered around this theme even when not using the US History Curriculum Collection.

**Directions:** The reflection questions below can be invaluable for individual teachers, department chairs, instructional coaches, and pre-service teachers when preparing to teach US history materials through a Facing History lens. This mode of reflection is critical for aligning your course with your own identity, your students’ identities, and the goals of your teaching practice. Reflect on them in your journal, during planning meetings with your team, or as a social studies department.

## Know Your Purpose

Educators always need to consider our core beliefs about teaching and learning. This process starts with understanding our “why,” the key principles that guide our planning and pedagogy for the students in our classroom each year.

1. What are your core beliefs about teaching and learning?
2. What factors helped to shape these core beliefs?
3. If you were one of your students, what would you say about your teaching?



### Response:

## Consider Your Identity and Experiences

When we reflect on teaching history, it is important that we consider our identities, our relationship to the United States and the dominant stories told about our nation’s past, and the ways in which our own history education might shape our pedagogy and curricular decisions.

1. How did the histories you were taught during adolescence expand your worldview and help you engage with multiple perspectives from and about the past? How did your education fall short of providing these growth opportunities?
2. You now teach history or social studies classes. Did you enjoy these classes when you were in school? Why or why not?
3. What ideas and experiences have shaped your understanding of what it means to be an “American”? Where do you hear messages about what “Americanness” can be?
4. Describe your K–12 experiences learning US history:
  - How did those educational experiences affect how you understood the concepts of freedom and democracy?
  - How did they make you feel about your capacity for civic engagement and participation?
  - How did they affect your sense of belonging to/in the nation?

5. How might your identity, prior educational experiences, and ideas about US history impact your teaching of history?
6. What aspects of your identity and experiences might carry the potential for bias or harm? What are some ways you can identify and reflect on these areas as you plan and teach your US history course?



**Response:**

### **Consider Your Students' Identities and Experiences**

Knowing our students as unique individuals, as well as understanding their relationship to different historical narratives and perspectives, can help us support them intellectually and emotionally.

1. How would you describe the demographics of the students in your classroom/ school (consider grade level, ethnicity, socioeconomic factors, gender identity, native language)?
2. In what ways does the student population in your classroom reflect the student population at your school?
3. How might your students' identities and life experiences shape their encounters with US history? How might these identities and experiences shape their preconceived ideas about the concepts of democracy and freedom in US history?
4. What important skills and knowledge do your students already have, and how might the resources in this curriculum collection relate to what they bring to the classroom?



**Response:**

## Consider Your School Community

Knowing your school community and understanding its value systems and available assets can help you understand how your course fits into the larger school curriculum and community ethos.

1. Who is your principal or school head? What is their vision for the school, and how does your course fit into that vision?
2. Which teacher has been in your department the longest? What institutional memory might be useful as you build your course and incorporate Facing History's curriculum collection into your practice?
3. Which teacher is the newest to your department? What new perspectives and fresh ideas might they offer that could be useful to you?
4. Who in your professional community can you turn to for help when supporting students and making choices about your course and curriculum?



**Response:**



### **ACTIVITY: Mapping Your Educational Journey**

What key moments have shaped your educational journey, and how would you represent these moments symbolically or visually? Start by reflecting on memorable experiences you had during your own schooling, including pivotal moments that shaped your understanding of history, influential mentors, and professional development you found meaningful. Then adapt the [Life Road Maps](#) teaching strategy to create your educational journey map. Consider its shape (a line, zigzag, spiral, something else) and where to include potholes, highways, hills and valleys, detours, and other journey metaphors as you use images, symbols, color, words, and phrases to map your journey. What does your educational journey map reveal, and how can it help to inform the decisions you make in your classroom this year?



## SECTION B

# Begin with the End in Mind

**Directions:** Building on the previous sections of the planning guide, the following questions and planning activity support educators in reflecting on Facing History's social studies learning objectives and outcomes and how they can be paired with federal and state standards or used on their own to identify enduring areas of understanding, important ideas, and key concepts in your course.

## Consider Your Goals for the Year

Educators always need to consider the purpose behind our curriculum choices and articulate these purposes for our students so they understand how what they are learning connects to broader goals, whether those are related to the discipline of history or to students' ethical and emotional development.

1. What do you want students to remember a year after your course? Why?
2. What topics and/or themes do you want students to engage with in your course?
3. What school and/or district priorities are influencing the curricular choices you are making for your course?
4. How will the resources (primary and secondary sources, units, inquiries) you selected help students engage with these topics and/or themes?



**Response:**

## Facing History Learning Objectives

When creating overarching learning objectives and goals for your US history course, it is important to consider the whole student. With this in mind, we have identified three main learning objectives, which balance students' social, cognitive, and civic development:

1. Explore the Complexity of Identity, Membership, and Belonging
2. Analyze History and Its Connection to Today through a Critical and Ethical Lens
3. Develop the Capacity for Informed Civic Participation

Our learning objectives are drawn from both the rich legacy of our work at Facing History and consultation with organizations in the field of social studies, civics, and social-emotional learning. The resources in this planning guide focus on supporting students' growth and progress toward these three objectives. You should feel free to add your own learning objectives, which may draw from your state and federal standards.

## Facing History Learning Outcomes

Teaching US history through a Facing History lens involves providing opportunities for students to engage with our learning outcomes, which describe the knowledge, skills, attitudes, and dispositions that students develop over the course of the unit. After reviewing the learning outcomes, use the following activity to identify which outcomes you want your students to progress toward and start planning ways to support and assess their progress throughout your course.



### **ACTIVITY: Surface Key Connections with Facing History Learning Objectives and Outcomes**

Use the [Begin with the End in Mind Educator Handout](#) to help you identify connections between Facing History's learning objectives and outcomes and your school context, including federal and/or state standards, teacher and/or district-created resources, and primary and/or secondary sources.

## SECTION C

# Explore Essential Questions about Democracy and Freedom

**Directions:** Building on the previous sections of the planning guide, this section provides different options for incorporating the theme of *democracy and freedom* into your US history course. The essential questions that appear below can be used to ground a study of other topics or units that might appear in a US history course that focuses on the theme of democracy and freedom.

### Essential Questions about Democracy and Freedom

1. What is a democracy? How does the history of the United States help us understand the nature of democracy, what strengthens it, and what weakens it?
2. What does freedom mean in a democracy?
3. What are the ideals of democracy that were expressed at the time of the nation's founding, in its laws and constitutional amendments, and by its inhabitants throughout the history of the United States?
4. How has the idea of race been used to define membership in American society? In what ways has race been used by those in power to make decisions about who is granted freedom(s)?
5. How have groups been included in or excluded from the privileges and protections of belonging to the American nation?
6. How have exclusion and oppression affected the strength of US democracy?
7. What can we learn from the past efforts of marginalized Americans to claim for themselves freedom and membership in American democracy and from the opposition they faced? What tools have they left for us to pick up as we try to achieve democracy more fully today?



**Response:**



### **ACTIVITY: Consider How to Incorporate the Essential Questions into Your Curriculum**

Reflect on the following prompts individually or with your department:

- Which questions stand out to you as resonating with your existing curriculum, course themes, or district or school mandates and priorities?
- Which questions would you most like to explore with your students?
- How might you use these questions to structure your US history course? Where in your existing curriculum might be good places to incorporate them?
- What resources (topics, units, C3-style inquiries, sources) from Facing History or your curricular resources might support the exploration of these questions?



## SECTION D

# Sample Curriculum Maps

**Directions:** Building on the previous sections of the planning guide, this section provides different options for incorporating the theme of democracy and freedom into your US history course. The sample curriculum maps below are intended to help you understand how our classroom-ready resources from the US History Curriculum Collection could be included in a year- or semester-long United States history course.

The maps also help clarify alignment between our resources and the standard chronology for US history courses, taking the era of Reconstruction as the dividing line between US History I and US History II. We understand that thematic and chronological approaches to structuring US history courses at the secondary level may vary widely, so we encourage you to use the maps as guides rather than prescriptions and to modify them to meet your needs.

## Sample Curriculum Maps

### What It Is:

The curriculum maps listed are intended to give educators a snapshot of how to incorporate the US History Curriculum Collection in a yearlong course. These maps are meant to serve as a template to help educators envision how they might create their own curriculum maps, not as a comprehensive guide to implementing the collection in a course. For this reason, they do not include guidance on pacing.

The curriculum maps below include the following components:

- **Course Essential Question:** This section provides an example of an essential question that can ground a yearlong study of US history centered around the theme of democracy and freedom.
- **Units or Inquiries:** This section includes Facing History's inquiries or units from the curriculum collection, as well as ideas for potential topics that could form the basis for educators' own units of study.
- **Possible Topics:** This section highlights potential topics that educators could include in a self-designed unit.
- **Alignment with Facing History Essential Questions on Democracy and Freedom:** This section discusses how units or inquiries included in the map are aligned with guiding questions that explore the theme of democracy and freedom.

Access Google Doc versions of these sample curriculum maps in [this folder](#).

## SAMPLE CURRICULUM MAP:

# US History I (Beginnings to 1877), Democracy and Freedom Focus

The following curriculum map provides an example of topics that could be covered in a US History I (Beginnings to 1877) course focused on the theme of democracy and freedom.

US History I (Beginnings to 1877)		
<b>Course Essential Question:</b> How have Americans pursued freedom and membership and navigated opposition to their inclusion in democracy?		
Units/Inquiries of Study	Possible Topics	Alignment with Facing History Essential Questions on Democracy and Freedom
1. <a href="#">My Part of the Story: Exploring Identity in the United States Unit</a>		<i>What is the identity of the United States, and how do I fit into it?</i>
2. <a href="#">In Pursuit of Democracy and Freedom: A US History Inquiry</a>		<i>How can we make real the ideals of democracy and freedom?</i>
3. <b>Teacher-Created Unit on Native American Struggles for Land, Rights, and Sovereignty</b>	<ul style="list-style-type: none"><li>• Native American peoples and nations in the pre-contact era and the impact of European colonization</li><li>• The impact of the Articles of Confederation and the US Constitution on Native American sovereignty</li><li>• The influence of the Iroquois Confederacy on the US Constitution</li><li>• The impact of federal Indian policy on the origins of the American Revolution</li></ul>	<i>What are the ideals of democracy that were expressed at the time of the nation's founding, in its laws and constitutional amendments, and by its inhabitants throughout the history of the United States?</i>

Units/Inquiries of Study	Possible Topics	Alignment with Facing History Essential Questions on Democracy and Freedom
<b>4. <a href="#">We the People: Expanding the Teaching of the US Founding Inquiry</a></b>		<i>How do we reckon with a history full of complexities and contradictions?</i>
<b>5. Teacher-Created Unit on Enslavement and Abolitionism</b>	<ul style="list-style-type: none"> <li>• The origins and development of the system of chattel slavery in the United States</li> <li>• The effects of enslavement on enslaved people and Black communities in the United States, and on the political, economic, and geographic development of the nation</li> <li>• The impact of the Haitian revolution and resistance on the part of enslaved people in the United States in shaping the abolitionist movement</li> <li>• Conflicts over enslavement, including the abolitionist movement, the Compromise of 1850, and the Civil War</li> <li>• The role that capitalism and the desire for free labor played in citizenship, membership, and freedom</li> </ul>	<p><i>How has the idea of race been used to define membership in American society?</i></p> <p><i>In what ways has race been used by those in power to make decisions about who is granted freedom(s)?</i></p>
<b>6. <a href="#">The Reconstruction Era 3-Week Unit</a></b>		<i>What can we learn from the history of Reconstruction as we work to strengthen democracy today?</i>

Units/Inquiries of Study	Possible Topics	Alignment with Facing History Essential Questions on Democracy and Freedom
<b>7. Teacher-Created Unit on US Expansion and Resistance</b>	<ul style="list-style-type: none"> <li>• The transcontinental railroad, especially its impacts on the post-Civil War regional and national economy, labor, immigration, and Native American nations</li> <li>• The US Dakota War of 1862 and the legacy of US policies of removal</li> <li>• Early US imperialism in China, particularly the first and second Opium Wars and their impacts in terms of unequal treaties between the two nations, as well as Chinese immigration to the US</li> <li>• The annexation of Texas, the Mexican-American War, and the Treaty of Guadalupe-Hidalgo</li> <li>• The role of land and the control of natural resources as a key driver of Western imperialism and conceptions of freedom in the US</li> </ul>	<p><i>How does the history of the United States help us understand the nature of democracy, what strengthens it, and what weakens it?</i></p>
<b>8. <a href="#">Democracy and Freedom: US History Capstone Project</a></b>		<p><i>How can I make real the ideals of freedom and democracy?</i></p>



## SAMPLE CURRICULUM MAP:

# US History II (1877 to Present), Democracy and Freedom Focus

The following curriculum map provides an example of topics that could be covered in a US History II (1877 to Present) course focused on the theme of democracy and freedom.

US History II (1877 to Present)		
<b>Course Essential Question:</b> <i>How have Americans pursued freedom and membership and navigated opposition to their inclusion in democracy?</i>		
Units/Inquiries of Study	Possible Topics	Alignment with Facing History Essential Questions on Democracy and Freedom
1. <a href="#">My Part of the Story: Exploring Identity in the United States Unit</a>		<i>What is the identity of the United States, and how do I fit into it?</i>
2. <a href="#">In Pursuit of Democracy and Freedom: A US History Inquiry</a>		<i>How can we make real the ideals of democracy and freedom?</i>
3. <b>Teacher-Created Unit on American Imperialism and the Progressive Movement</b>	<ul style="list-style-type: none"><li>• The evolution of political institutions and intellectual currents and movements during this period</li><li>• The social and cultural impact of racially exclusionary theories such as social Darwinism; the rise of the eugenics movement</li><li>• The Monroe Doctrine and its redefinitions</li><li>• The establishment of spheres of influence, the Spanish-American War, the “big stick,” dollar diplomacy</li><li>• The Good Neighbor Policy and wartime alliances</li></ul>	<i>What are the ideals of democracy that were expressed at the time of the nation’s founding, in its laws and constitutional amendments, and by its inhabitants throughout the history of the United States?</i>  <i>How has the idea of race been used to define membership in American society?</i>  <i>In what ways has race been used by those in power to make decisions about who is granted freedom(s)?</i>

Units/Inquiries of Study	Possible Topics	Alignment with Facing History Essential Questions on Democracy and Freedom
4. <a href="#">Angel Island Immigration Station: Exploring Borders and Belonging in US History</a>		<i>How does the history of the Angel Island Immigration Station help us understand how borders are erected, enforced, and challenged?</i>
5. <b>Teacher-Created Unit on the Great Depression</b>	<ul style="list-style-type: none"> <li>• The impact of the First World War</li> <li>• Economic growth in the 1920s</li> <li>• The causes of the global economic depression</li> <li>• The Great Depression's impact on domestic society and institutions (e.g., the changing view of government's role in the economy; its effects on people of color, women, and the working class)</li> </ul>	<p><i>How does the history of the United States help us understand the nature of democracy, what strengthens it, and what weakens it?</i></p> <p><i>How has the idea of race been used to define membership in American society?</i></p> <p><i>In what ways has race been used by those in power to make decisions about who is granted freedom(s)?</i></p> <p><i>On what other bases have groups been included in or excluded from the privileges and protections of belonging to the American nation?</i></p> <p><i>How has such exclusion and oppression affected the strength of US democracy?</i></p>
6. <a href="#">"I Wanted the Whole World to See": The Murder of Emmett Till</a>		What can we learn from the murder of Emmett Till as we work to achieve racial justice in America today?

Units/Inquiries of Study	Possible Topics	Alignment with Facing History Essential Questions on Democracy and Freedom
<b>7. Teacher-Created Unit on World War II and the Cold War</b>	<ul style="list-style-type: none"> <li>• The effects of World War II on domestic and foreign policy, including international peace efforts, expansion and containment policies, and the impact of the war on civil rights efforts</li> <li>• The domestic Cold War (e.g., the Red Scare and McCarthyism) and its impact on civil liberties</li> <li>• The foreign policies of different presidential administrations (e.g., the Eisenhower, Kennedy, and Nixon administrations)</li> <li>• The rise of Nixon and Reagan and the growth of conservatism</li> </ul>	<p><i>How does the history of the United States help us understand the nature of democracy, what strengthens it, and what weakens it?</i></p> <p><i>What does freedom mean in a democracy?</i></p>
<b>8. <a href="#">Democracy and Freedom: US History Capstone Project</a></b>		<p><i>How can I make real the ideals of freedom and democracy?</i></p>

## SECTION E

# Reflect on the Course

**Directions:** This section offers prompts for educators to take stock of their course at the end of the year and consider what went well and what can be improved for the next year.

Purposeful, student-centered teaching starts with educators considering their own identities and ideas about teaching and learning, using these insights to shape the construction of their course, and engaging in critical self-reflection once the course is over. When educators use the power of reflection to become responsive to their students' needs, the classroom becomes a space that fosters curiosity about self and others, empathy, and a sense of agency.

Reflect on these prompts in your journal, during planning meetings with your team, or as a social studies department.

## End-of-Course Reflection Questions

1. What went well during your course?
2. What aspects of your course were particularly engaging for students?
3. What were some challenges?
4. What are some models of student work that you would like to share with next year's students?
5. How did your students demonstrate civic agency or participation throughout the school year or at the end of the course? What notes and observations do you have about their civic agency or participation?
6. To what extent did students meet or exceed the learning outcomes you established for the course (either your own or Facing History's outcomes)?
7. What do you want to change for next year?
8. What else do you want to remember or note?



**Response:**

## SECTION **F**

# Appendix

- **Begin with the End in Mind Educator Handout**
- **Blank Curriculum Map**

To access the Google Doc of these handouts, please [visit this folder](#).

# Begin with the End in Mind

## Educator Handout

**Directions:** This handout supports **Section B: Begin with the End in Mind** of Part 2 of the US History Curriculum Collection: Course Planning Guide. Use this handout to surface important connections between your school context and our Facing History Social Studies Learning Objectives and Student Outcomes, including state and federal standards, resources that you've created or that are provided by your school or district, and primary or secondary sources that connect to/support the learning outcomes.

At the end of the document, you can add your own learning objectives and outcomes for your course.

### Defining Key Terms

The following terms are defined in different ways in education literature, schools, and even departments. In this resource, we are defining them as follows:

**Learning Objectives:** General statements about the larger goals of a Facing History history course or unit. They focus on skills and habits of mind that students develop over time when educators plan and teach using our pedagogical approach and resources.

**Learning Outcomes:** Specific measurable statements of the knowledge, skills, attitudes, and dispositions that students develop over the arc of a Facing History history course or unit. They are aligned to our learning objectives.

Access Google Doc versions of the handouts that follow in [this folder](#).

# Facing History Learning Objective 1

## Explore the Complexity of Identity, Membership, and Belonging

Facing History Learning Outcome	State or Federal Standards	Teacher-Created or District/ School Mandated Resource(s)	Primary or Secondary Sources
Analyze how our identities influence the choices we make and the choices available to us, as well as how our identities shape the way we think about and behave toward ourselves and others.			
Explore how societies have distinguished between who can be a member and who must remain an outsider, and consider the significance of those distinctions.			
Reflect on the internalized hierarchies that influence how individuals, groups, and nations think about and respond to the needs of others (also known as “universe of obligation”).			
Examine how social identities such as race, gender, and class influence the outcomes and experiences of individuals.			



## Facing History Learning Objective 2

### Analyze History and Its Connection to Today through a Critical and Ethical Lens

Facing History Learning Outcome	State or Federal Standards	Teacher-Created or District/ School Mandated Resource(s)	Primary or Secondary Sources
Engage with multiple historical perspectives in order to move beyond a “single story” about the past and understand how diverse groups of people influenced the course of history.			
Understand how ideas, processes, and institutions from the past are affected by the passage of time, and use that knowledge to make reasoned interpretations about continuity and change.			
Use the skills of historical inquiry to make connections, inform learning, and generate new and more complex questions about the past and present.			

## Analyze History and Its Connection to Today through a Critical and Ethical Lens (Cont.)

Facing History Learning Outcome	State or Federal Standards	Teacher-Created or District/ School Mandated Resource(s)	Primary or Secondary Sources
Analyze the agency of and the choices made by individuals, groups, and institutions by understanding why people behaved the way they did, given their circumstances, and what historical factors made their behavior permissible or possible.			
Make distinctions between the levels of responsibility of individuals, groups, and institutions for historical events.			
Consider the motivations and actions of people who behaved as upstanders, bystanders, and perpetrators in specific historical moments and draw connections to the human condition and social issues in the world today.			

## Facing History Learning Objective 3

### Develop the Capacity for Informed Civic Participation

Facing History Learning Outcome	State or Federal Standards	Teacher-Created or District/ School Mandated Resource(s)	Primary or Secondary Sources
Identify systems of power, historical patterns, and social issues that persist today.			
Analyze the participation and role of citizens in democracies over time, including those who were not granted full political rights.			
Discover that their decisions matter, impact others, shape their communities and the world, and are an essential link between the legacies of the past and the potential of the future.			
Acquire the knowledge, skills, dispositions, and confidence necessary to, orally or in writing, envision and take informed action in their personal lives, communities, and world.			
Develop skills to participate in classroom conversations that are emotionally engaging, intellectually challenging, and relevant to their own lives.			

## Additional Learning Objectives

Learning Outcome (Teacher Provided)	State or Federal Standards	Teacher-Created or District/ School Mandated Resource(s)	Primary or Secondary Sources

# Blank Curriculum Map

## What It Is:

This curriculum map is intended to provide a space for you, the educator, to envision how you might incorporate the US History Curriculum Collection into your course. Please see the Sample Curriculum Maps for examples of how you might design your own curriculum map.

The curriculum maps include the following components:

- **Course Essential Question:** This section provides an example of an essential question that might ground a yearlong study of US history centered around the theme of democracy and freedom.
- **Units or Inquiries:** This section includes suggested resources, such as Facing History's inquiries or units from the curriculum collection, as well as ideas for potential topics that educators might use as the basis for their own units of study.
- **Possible Topics:** This section highlights potential topics that educators might include in a self-designed unit.
- **Alignment with Facing History Essential Questions on Democracy and Freedom:** This section discusses how units or inquiries included in the map are aligned with guiding questions that explore the theme of democracy and freedom.

Access Google Doc versions of the blank curriculum map in [this folder](#).

## CURRICULUM MAP:

Course Name		
Course Essential Question:		
Units/Inquiries of Study	Possible Topics	Alignment with Facing History Essential Questions on Democracy and Freedom