

| Unit and Time Frame | Standards | Evidence of Understanding | Assessment | | Instructional Strategies |
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| | | | Formative | Summative | |
| This statement will be covered in various ways throughout the school year. | Statement 1: Historical events provide opportunities to examine alternative courses of action. | Analyze a historical decision and predict the possible consequences of alternative courses of action. | Give examples of how one decision changed your life. How could your life have been different if you made a different decision? | "What If Papers" Students will prepare essays that will examine a historical event from each unit, choose a different action to be taken, and predict the outcome | Classroom discussion, Cause and effect charts. Example: If the Nazis won WWII, the world would be without the Jewish Religion. |
| This statement will be covered in various ways throughout the school year. | Statement 2: The use of primary and secondary sources of information includes an examination of the credibility of each source. | Analyze and evaluate the credibility of primary and secondary sources. | Each unit will have at least one primary and secondary source included. Through discussion, the class will decide if each source is credible | Test questions throughout the units | Classroom discussion: What makes a source credible (can it be supported with fact)? |
| This statement will be covered in various ways throughout the school year. | Statement 3: Historians develop theses and use evidence to support or refute positions. | Develop a thesis and use evidence to support or refute a position. | Support answers given in class with evidence | Every activity throughout the year that requires the student to make a specific point will require the student to support the point with facts from the text | Essay questions on tests, essay assignments. Example: Provisions of the Treaty of Versailles were leading causes of World War II. Refute or support his point using facts from the unit. |
| This statement will be covered in various ways throughout the school year. | Statement 4: Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations. | Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events. Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation. | Explain and give examples of cause and effect. | Each unit presents the opportunity to link a past event with an event from the specific unit. Require students to make these links via essay questions, discussion, presentations, etc. | Classroom discussion, note taking, extended response exercises |
| Unit 1: Week 1 | Statements 5: The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies. Statement 6: The Northwest Ordinance addressed a | Explain how Declaration of Independence was a result of the Enlightenment. Show how the N.W. Ordinance established a precedent for governing the U.S. | put D.of I. in own words | Essay: Define the Enlightenment. Explain how the Enlightenment influenced the development of the Declaration of Independence. | Class reading of primary sources (D of I and NW Ordinance), class discussion, reflection, writing exercises |

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| Unit 1: Week 2 | <p>Statement 7: Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government. Statement 8: The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.</p> | Analyze the problems caused by the Articles of Confederation and how the Enlightenment led to a new government in America. How did the Federalist and Anti-Federalist papers, along with a Bill of Rights lead to debate over ratification of the new Constitution? | group members with different agendas attempt to make a cooperative decision | Test - Matching, multiple choice, short answer, extended response | Class reading of primary sources (A. Of C. And Federalist and Antifederalist papers), class discussion, reflection, writing exercises |
| Unit 1: Week 3 | <p>Statement 9: The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States.</p> | Cite evidence for historical precedents to the rights incorporated in the Bill of Rights. | Writing Workshop in class | Essay - Explain how the Enlightenment philosophes influenced the forming of our nation. List the philosophes and their beliefs. Connect their ideas to the Declaration of Independence, the Bill of Rights, and the Northwest Ordinance. | Guided essays |
| Unit 2: Week 1-3 | <p>Statement 10: The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society. Statement 11: The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions and violence toward supporters of organized labor.</p> | Explain how the rise of corporations, heavy industry and technological innovations transformed America from an agricultural to an industrial nation. Explain the major social, political and economic effects of industrialization. | anticipation guides, KWL, 10 words or less activities to summarize text | Test - Matching, multiple choice, short answer, extended response | Notes, class worksheets, working with pairs, sorting information from the textbook, question/answer activities. |

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| Unit 2: Week 4-7 | Statement 12: Immigration, internal migration and urbanization transformed American life. Statement 13: Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized. | Analyze how immigration, migration and urbanization transformed American Life. Explain how post-Reconstruction political and social developments led to institutionalized racism in the U.S. | Worksheets, notes, quiz, exit card, decision making activity (you are an immigrant, what do you bring? Who? Why? | Immigration for Dummies Pamphlet, Journal Portfolio project - scenarios include moving to America, the journey to America, arriving in America, Living in America | Video: The rise of labor unions, class notes, worksheets, question/answer activities, discussion |
| Unit 2: Week 8-10 | Statement 14: The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption. | Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries. | 20/20 episode to show muckraking example | Test - Matching, multiple choice, short answer, extended response - List the goals of the progressives, explain the ways they accomplished these goals, using evidence from the unit, decide if the progressives were successful or not. | Progressive packets, notes, highlighting, short report, discussion, question/answer activities, "Iron Jawed Angels" |
| Unit 3: Week 1 | Statement 15: As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power. | Analyze the circumstances which enabled the U.S. to emerge as a world power in the early 1900s. | List examples of imperialism of the US throughout the world. How did they acquire this territory and why did they acquire this territory | Test - Matching, multiple choice, short answer, extended response | Notes, worksheets, sorting information, outline, discussion, working in pairs |
| Unit 3: Week 2 | Statement 15: As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power. | Explain how WWI helped America become a World Power. | KWL, review previous foreign engagements that led to WWI and the US becoming involved | Test - Matching, multiple choice, short answer, extended response | Video, notes, reflection, journal writing |

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| Unit 3: Week 3 | Statement 16: After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs. | Why and how did the U.S. move toward a policy of isolationism following WWI | Anticipation guides dealing with the League of Nations, Read Wilson's 14 Points in pairs, Each group will put one of the points in their own words and then present to the class as notes | Letter to President Wilson/Congressman - Write a letter to President Wilson wishing him luck at the Paris Peace Conference. Explain to him the points you feel he needs to stress the most. Next Essay - Write a letter to a Congressman convincing him to either vote in favor of the league of nations or against it. Support your position with evidence from the unit | Reading primary sources, cooperative learning, highlighting, Notes, discussion |
| Unit 4: Week 1-2 | Statement 17: Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I. Statement 18: An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions. | Explain how racial intolerance, the Red Scare and anti-immigrant attitudes contributed to social unrest during the post WWI era. Describe how new innovations in transportation and technology result in social and cultural changes. | Questioning, anticipation guide, Group activities that will require students to look at an event, analyze it together, and report it to the class | Political Cartoon project - create a political cartoon to illustrate the rise and or fall of the KKK, the Red Scare, or Jim Crow Laws | Notes, Red scare activity, political cartoon activity (explanation of political cartoons and their purpose), cooperative learning exercises |
| Unit 4: Week 3-5 | Statement 19: Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change. Statement 20: The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression. | Describe social changes that came from the Harlem Renaissance, African-American migration, women's suffrage. Analyze the causes of the Great Depression. Explain how attempts to fix the Depression led to an expanded role of government. | Stars of the 20s activity - after looking at important figures of the 20s, choose one, explain his or her significance to history and how they changed social life in America. dust bowl video and notes, anticipation guides, discussion, highlight keys to the New Deal with partners, Explain their significance today | Essay: Explain the ways FDR changed the relationship between the government and business forever. | The Roaring 20s video, Discussion of the Great Migration, Explanation of Prohibition and reasons for its lack of success. Dust bowl video, notes, cooperative learning activity, New Deal Packets and Highlighting |

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| Unit 5: Week 1-3 | Statement 21: During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII. Statement 22: The United States mobilization of its economic and military resources during World War II brought significant | Explain reasons for the American isolationism between the wars. Explain the causes of the US entry to WWII. Describe the changes that occurred in American Society as a result of WWII. Summarize how nuclear weapons have changed the nature of war. | List reasons why US did not engage in League of Nations and explain why that decision led to lack of credibility of the league. Independent notes. | Test - Matching, multiple choice, short answer, extended response, Class debate on the use of the atomic bomb | Notes, independent notes, Outlining, debating |
| Unit 6: Week 1-3 | Statement 24: The United States followed a policy of containment during the Cold War in response to the spread of communism. Statement 25: The Second Red Scare and McCarthyism reflected Cold War fears in American society. | Explain the policy of containment. Explain how the Red Scare and McCarthyism reflected Cold War fears in America. | Red scare group activity with index cards and red dots | Test - Matching, multiple choice, short answer, extended response | Notes, research, |
| Unit 6: Week 4-6 | Statement 26: The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. Statement 27: The collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War. | Analyze how Cold War conflicts influenced domestic and foreign politics from 1942-1992. Describe the events that led to the end of the Cold War. | Questioning in class, class discussion, cause effect charts - what led to the disintegration of the USSR, what problems occurred as a result of the disintegration? | Vietnam or Korean War Project - Students are divided into groups, they will explain an event of the Korean or Vietnam war, its significance, its outcome, who was involved, etc. Essay: Explain how the policy of Containment proved to be our main foreign policy throughout the Cold War | Cooperative learning activity, notes, cause and effect discussions and essays, research |

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| Unit 6: Week 7-10 | <p>Statement 28: Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.</p> <p>Statement 29: The postwar economic boom, greatly affected by advances in science, produced epic changes in American life.</p> <p>Statement 30: The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.</p> | <p>Summarize the struggle for racial and gender equality and extension of civil rights. Explain how American life was affected by the economic boom following the war. Explain the causes and effects of the population moving from the cities to the suburbs. Explain why the government's role in various aspects of society have become topic for debate since 1945.</p> | <p>KWL (1950s,60s,70s, 80s) - Who was involved, where, why when, etc.</p> | <p>Cold War group project - Pick one major cold war event, explain what happened, its significance, possible other solutions, who was involved, what caused it, what it caused, etc.</p> | <p>Cooperative learning, "I love the 70s," "I Love the 80s," "I Love the 90s" VH1 videos. Notes - what was it like in the 50s and 60s?</p> |
| Unit 7: Week 1 | <p>Statement 31: Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.</p> | <p>Students will explain how the American economy has been affected by globalization</p> | <p>Anticipation guide, kwl, reviewing the New Deal and expansion of government</p> | <p>Essay: How has the development of new technology, more information, and globalization changed politics in the country and throughout the world?</p> | <p>Notes, explain the different political standpoints in America (Republican and Democrat), and their position on specific issues</p> |
| Unit 7: Week 2 | <p>Statement 32: Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.</p> | <p>Describe political, economic and security challenges the U.S. has faced since 9/11/01.</p> | <p>Prior knowledge check (what do you remember about 9/11? What challenges do we see today in national security? Current event articles</p> | <p>Essay: Choose a foreign conflict that is currently taking place. Analyze the US policy toward it (what is our role, what are we doing, what does it cost, what are the benefits, what are the disadvantages, can we be successful)</p> | <p>Watching current news reports, reading current news reports, classroom discussion, notes</p> |