

U.S. History	Unit 1: Civil War and Reconstruction		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do the economic, social, and political issues split the US up and cause the Civil War? Do they exist today?</p> <p>2. How the settlement of the Civil war an example of the triumph of the Constitution?</p> <p>3. How was the South going to rebuild and enter the union again?</p>	<p><input type="checkbox"/> <u>KY 2.14; 2.15; 2.16; 2.17; 2.18; 2.19; 2.20</u></p> <p><u>Program of Studies</u></p> <p><input type="checkbox"/> <i>US-H-1 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature of the history of the United States from Reconstruction to the present.</i></p> <p><input type="checkbox"/> <i>US-H-3 examine the impact of significant individuals and groups.</i></p> <p><input type="checkbox"/> <i>US-H-4 analyze the social, political, and economic characteristics of various eras in the history of the United States.</i></p> <p><input type="checkbox"/> <i>US-H-5 recognize the significant impact of geography and natural resources on historical perspectives and events.</i></p> <p><u>Core Content</u></p> <p><input type="checkbox"/> SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). DOK 3</p> <p><input type="checkbox"/> SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. DOK 3</p>	<p><input type="checkbox"/> Harriet Tubman</p> <p><input type="checkbox"/> Harriet Beech Stowe</p> <p><input type="checkbox"/> Dred Scott Case</p> <p><input type="checkbox"/> Lincoln Douglas Debate</p> <p><input type="checkbox"/> Robert E Lee</p> <p><input type="checkbox"/> Jefferson Davis</p> <p><input type="checkbox"/> Stonewall Jackson</p> <p><input type="checkbox"/> Ulysses Grant</p> <p><input type="checkbox"/> John Wilkes Booth</p> <p><input type="checkbox"/> Scalawags</p> <p><input type="checkbox"/> Carpetbaggers</p> <p><input type="checkbox"/> KKK</p> <p><input type="checkbox"/> Secession</p> <p><input type="checkbox"/> Compromise 1850</p> <p><input type="checkbox"/> Underground Railroad</p> <p><input type="checkbox"/> Republican Party</p>	<p><input type="checkbox"/> Review Constitution and Branches of Government. This section is review civics part of history.</p> <p><input type="checkbox"/> Tour the Underground Railroad Museum</p> <p><input type="checkbox"/> Choose one other country in history that has or had codes regulating the behavior of some of its citizens. Discuss the codes. Explain the rationale.</p> <p><input type="checkbox"/> Construct a political cartoon defending or attacking</p>

U.S. History	Unit 1: Civil War and Reconstruction		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> SS-HS-5.2.1 Students will compare and contrast the ways in which various Reconstruction plans were approached and evaluate the outcomes of Reconstruction. DOK 2 <input type="checkbox"/> SS-HS-5.2.3 Students will explain the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War. DOK 2 	<ul style="list-style-type: none"> <input type="checkbox"/> Emancipation Proclamation <input type="checkbox"/> Income Tax <input type="checkbox"/> Sharecropping <input type="checkbox"/> Harpers Ferry <input type="checkbox"/> Antietam <input type="checkbox"/> Wilmot-Proviso <input type="checkbox"/> Conscription <input type="checkbox"/> Gettysburg <input type="checkbox"/> Vicksburg <input type="checkbox"/> Appomattox <input type="checkbox"/> 13th Amendment <input type="checkbox"/> Reconstruction <input type="checkbox"/> 14th Amendment <input type="checkbox"/> 15th Amendment <input type="checkbox"/> 1876 Election 	<ul style="list-style-type: none"> President Johnson and the attempted impeachment. <input type="checkbox"/> Assess each line of the Gettysburg address. Interpret its meaning by restating each line in students own words. <input type="checkbox"/> Prepare a chart of the plans for Reconstruction <input type="checkbox"/> Create political cartoon reflecting how laws and amendments changed American society <input type="checkbox"/> Devise a plan for reconstruction. Using a vein diagram, evaluate student plan with Johnson and Lincolns plans. <input type="checkbox"/> Prepare charts and/or graphs exploring the key causes and effects of the Civil War <input type="checkbox"/> Create a diorama of a mid west/western house/town. <input type="checkbox"/> Trace the development of the transcontinental railroad (as a map) <input type="checkbox"/> Act like you are a Supreme Court Justice ruling on the Dred Scott Case. Prepare your ruling. Compare to an original ruling in the case. <input type="checkbox"/> Assemble a representation of Union, Confederate, and Territories during the Civil War. <input type="checkbox"/> Use a Venn diagram to compare the advantages each side had

U.S. History	Unit 2: Progressive Era		Suggested Length: 1 week
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. How did the transformation from an	<p><u>KY 2.14; 2.15; 2.16; 2.17; 2.18; 2.19; 2.20</u></p> <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> US-H-1 uses a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature of the history 		

U.S. History	Unit 2: Progressive Era		Suggested Length: 1 week
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>agrarian based society to an industrial based society transformation the life of the American, people, government, and society?</p> <p>2. What was it like to live in company towns, factories, and why was child labor such an influence during this time period?</p> <p>3. What are governmental reforms, social reforms and industrial reforms?</p>	<p>of the United States from Reconstruction to the present.</p> <ul style="list-style-type: none"> ❑ US-H-2 examine significant eras of United States history (Reconstruction, Industrialization, Progressive Movement, World War I, Great Depression, New Deal, World War II, Cold War, 20th Century) to develop chronological understanding and recognize cause-and-effect relationships and multiple causation. ❑ US-H-3 examine the impact of significant individuals and groups. ❑ US-H-5 recognize the significant impact of geography and natural resources on historical perspectives and events. ❑ US-H-6 examine the impact of advances in research, science, and technology on historical events and American society. ❑ <i>US-H-7 trace the changing role of the United States in the global community from isolationism to a major world power.</i> ❑ <i>US-H-G-1 Students will understand that regions are areas on the surfaces of the earth that re defined a certain unifying characteristics, both physical and human</i> ❑ <i>US-H-G-3 Students will understand how factors such as locations of resources and transportation, and technology influence the placement, size and function of settlements and patterns of movement</i> ❑ <i>SS-H-US-G-5 Students will explore how modifications of the physical environment have impacted life in the US</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-HS-5.2.2 Students will explain how the rise of big business, factories, mechanized farming, and the labor movement impacted 	<ul style="list-style-type: none"> ❑ Black Gold ❑ Bessemer Process ❑ Steel Uses 	<ul style="list-style-type: none"> ❑ Chart advantages and disadvantages for appropriate business practices ❑ Write a description of what benefits they would desire

U.S. History	Unit 2: Progressive Era		Suggested Length: 1 week
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>the lives of Americans. DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> SS-HS-5.2.3 Students will explain the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War. DOK 2 <input type="checkbox"/> SS-HS-5.2.4 Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism), and the Twenties (e.g., economic prosperity, consumerism, women’s suffrage). DOK 3 	<ul style="list-style-type: none"> <input type="checkbox"/> T. Edison <input type="checkbox"/> Telephone <input type="checkbox"/> Electric Subway <input type="checkbox"/> Sanitation <input type="checkbox"/> Chinese Exclusion Act <input type="checkbox"/> Angel Island <input type="checkbox"/> Ellis Island <input type="checkbox"/> Pendleton Act <input type="checkbox"/> Spoils System <input type="checkbox"/> Gentleman’s Agreement <input type="checkbox"/> Row Housing <input type="checkbox"/> Dumbbell Tenants <input type="checkbox"/> Settlement Houses <input type="checkbox"/> Social Reforms <input type="checkbox"/> Tammany Hall <input type="checkbox"/> Patronage 	<p>in a job today</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create an invention and discuss what impact it might have on society <input type="checkbox"/> Analyze and determine, given a list of causes and effects of industrialization, whether each item was a cause or effect, and defend their choice <input type="checkbox"/> Take a naturalization test to see if they would become an American today (look at the actual test!) <input type="checkbox"/> Be a Muckraker: Write an article on a current problem in your community. <input type="checkbox"/> Your city government: Interview someone at city hall (or guest speaker) and explain you local government to class. <input type="checkbox"/> Draw a political cartoon on Immigration. Explain the cultural discrimination at the time.

U.S. History	Unit 3: America and the World (WW1)		Suggested Length: 1 week
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How does war bring peace?</p> <p>2. Has the role of the US in the world changed</p>	<p><u>KY 2.14; 2.15; 2.16; 2.17; 2.18; 2.19; 2.20</u></p> <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> US-H-2 examine significant eras of United States history (Reconstruction, Industrialization, Progressive Movement, World War I, Great Depression, New Deal, World War II, Cold War, 20th Century) to develop chronological understanding and 		

U.S. History	Unit 3: America and the World (WW1)		Suggested Length: 1 week
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>because expansionism?</p> <p>3. Does the choice to expand a country always bring benefits?</p> <p>4. What were the causes of WW1?</p> <p>5. What were the new weapons of WW1 and what is trench warfare?</p>	<p>recognize cause-and-effect relationships and multiple causation.</p> <ul style="list-style-type: none"> ❑ US-H-3 examine the impact of significant individuals and groups. ❑ US-H-4 analyze the social, political, and economic characteristics of various eras in the history of the United States. ❑ US-H-5 recognize the significant impact of geography and natural resources on historical perspectives and events. ❑ US-H-6 examine the impact of advances in research, science, and technology on historical events and American society. ❑ US-H-7 trace the changing role of the United States in the global community from isolationism to a major world power. <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. DOK 3 	<ul style="list-style-type: none"> ❑ Yellow Journalism ❑ Rough Riders ❑ Panama Canal ❑ Teddy Roosevelt ❑ W. Wilson ❑ Battle Of Somme ❑ Zimmerman Note ❑ Central Powers ❑ Marne ❑ Sussex pledge ❑ Draft ❑ Weapons (both sides) ❑ Reasons of WW1 ❑ War on the Home front ❑ Dough Boys ❑ Sarajevo ❑ 369 Infantry ❑ Armistice ❑ Allied Powers 	<ul style="list-style-type: none"> ❑ Debate on Wartime rights ❑ Prioritize the 14 points of the Treaty of Versailles ❑ Conduct a cost analysis of WW1 in order to determine if achieved goals were worth the cost ❑ Analyze current Hot Spots and write an editorial defending US presence based on the advantages or disadvantages that this brings ❑ Engineering a canal. Build a model of the Panama Canal and research how it was built.

U.S. History	Unit 3: America and the World (WW1)		Suggested Length: 1 week
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> ❑ SS-HS-5.2.3 Students will explain the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War. DOK 2 	<ul style="list-style-type: none"> ❑ Imperialism ❑ Federal Reserve ❑ NAACP ❑ Espionage ❑ Big stick Policies ❑ Propaganda 	<ul style="list-style-type: none"> ❑ Identify regions on a world map in which the US began expansionist policies and identify when and how the US got involved. ❑ Mapping an Empire. Draw a world map using various color schemes labeling war, economic influences, and treaties or political influence. Countries should include: Cuba, Puerto Rico, Hawaii, Guam, American Samoa and any others with current event ties.

U.S. History	Unit 4: Roaring Twenties		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. How did social and economic changes of the 1920s affect the culture and create tensions in America? 2. How do forms of expression and communication (radio, music etc.) reflect the time period? 3. How did the 20s begin to change roles for minorities? 	<p><u>KY 2.14; 2.15; 2.16; 2.17; 2.18; 2.19; 2.20</u></p> <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ US-H-1 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature of the history of the United States from Reconstruction to the present. ❑ US-H-2 examine significant eras of United States history (Reconstruction, Industrialization, Progressive Movement, World War I, Great Depression, New Deal, World War II, Cold War, 20th Century) to develop chronological understanding and recognize cause-and-effect relationships and multiple causation. ❑ US-H-3 examine the impact of significant individuals and groups. ❑ US-H-4 analyze the social, political, and economic characteristics of various eras in the history of the United States. ❑ US-H-5 recognize the significant impact of geography and natural resources on historical perspectives and events. 		<ul style="list-style-type: none"> ❑ Distinguish the differences of ideas, reasons, and outcomes of the coal miners strike and the steel workers strike of 1919 by: developing a picket sign for each that advertise their particular point of view. Discuss the strikes effectiveness orally after assigning each student a role. ❑ Examine the events of the red scare by constructing a graph (student choice: differentiation) to illustrate important theories (terriost, socialism, communist, Palmer Raids, end of Progressive movement, KKK) Student work could mimic note taking, listing, summarizing) ❑ <i>Enrichment: Direct students to evaluate reasons why 1 of the following actions would be justified: gasoline rationing, increase in the income tax, lowering minimum wage.</i>

U.S. History	Unit 4: Roaring Twenties		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
4. Does History influence culture?	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. DOK 3 ❑ SS-HS-5.2.4 Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women’s suffrage). DOK 3 	<ul style="list-style-type: none"> ❑ Red Scare ❑ Mitchell Palmer ❑ KKK ❑ Quota System ❑ Ohio Gang ❑ Harlem Renaissance ❑ McCarthyism ❑ Kellogg-Braind Act ❑ C. Coolidge ❑ Speakeasies ❑ Al Capone ❑ Scopes Trial ❑ Flapper ❑ Mass Media ❑ Charles Lindbergh ❑ Jazz ❑ Stock Market Crash 	<ul style="list-style-type: none"> ❑ Create a time line that illustrates major steps in the fight for the 19th amendment. ❑ Describe major aspects of the Republican ascendancy through the use of graphic organizers (list, Venn chart) including Harding (laissez faire) The Ohio Gang, Teapot Dome Scandal. ❑ Through the use of print sources (text) identify key elements (18th amendment, Volstead Act, Al Capone and crime, prohibition) in note form by summarizing, paraphrasing, or simple lists. ❑ Personal Prompt: Should the federal government have the right to outlaw drinking, smoking, and other personal habits if they contribute to poor health? Why or Why not? ❑ Interpret why blacks did not prosper by using text in a written response using the form of student choice. What trends affected many blacks in the 1920’s (does not include the jazz age)? ❑ Prepare power point presentations about one of the following areas of the 1920’s: entertainment, music, dance, fad, heroes, literature, industry, sport, and science (self discovery learning, self determination, using scientific method of learning) ❑ Modification: Presentations about one of the following areas of the 1920s: entertainment, music, dance, fads, heroes, literature, farmers, KKK, Black America, etc. Students can be given the choice to choose by their interests. Posters, Videos, Power Point Presentations are all possible ways for students to present.

U.S. History	Unit 5: Great Depression		Suggested Length: 2 weeks
--------------	--------------------------	--	---------------------------

Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What caused the Great Depression to begin? How did the U.S. respond to solve these problems?</p> <p>2. How has this affected the world around us?</p> <p>3. What benefits may come from a country in crisis?</p>	<p><input type="checkbox"/> <u>KY 2.14; 2.15; 2.16; 2.17; 2.18; 2.19; 2.20</u></p> <p><u>Program of Studies</u></p> <p><input type="checkbox"/> <i>US-H-1 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature of the history of the United States from Reconstruction to the present.</i></p> <p><input type="checkbox"/> <i>US-H-2 examine significant eras of United States history (Reconstruction, Industrialization, Progressive Movement, World War I, Great Depression, New Deal, World War II, Cold War, 20th Century) to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.</i></p> <p><input type="checkbox"/> <i>US-H-5 recognize the significant impact of geography and natural resources on historical perspectives and events.</i></p> <p><input type="checkbox"/> <i>US-H-7 trace the changing role of the United States in the global community from isolationism to a major world power.</i></p> <p><input type="checkbox"/> <i>SS-H-US-E-3 students will analyze changing relationships among business, labor, and government</i></p> <p><u>Core Content</u></p> <p><input type="checkbox"/> SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. DOK 3</p> <p><input type="checkbox"/> SS-HS-5.2.4 Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism,</p>	<p><input type="checkbox"/> Suicide Rates</p> <p><input type="checkbox"/> Bull Market</p> <p><input type="checkbox"/> Bear Market</p> <p><input type="checkbox"/> Black Tuesday</p> <p><input type="checkbox"/> Margin Buying</p> <p><input type="checkbox"/> Dust Bowl</p> <p><input type="checkbox"/> New Deal</p> <p><input type="checkbox"/> Second New Deal</p> <p><input type="checkbox"/> Unemployment Rate</p>	<p><input type="checkbox"/> Geography handout and participation during discussion of where major areas of concern are because of climate, weather patterns etc.</p> <p><input type="checkbox"/> Identify key programs of the New Deal and categorize based on the characteristics of the First and Second New Deal or according to whether they fit into relief, reform, and recovery/potential use of power point presentation</p> <p><input type="checkbox"/> Interview and write a feature article dealing with how living during the Depression has affected life today (writing portfolio)</p>

U.S. History	Unit 5: Great Depression		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>nationalism), and the Twenties (e.g., economic prosperity, consumerism, women’s suffrage). DOK 3</p> <p><input type="checkbox"/> SS-HS-5.2.5 Students will evaluate how the Great Depression, New Deal policies, and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (e.g., emergence of the U.S. as economic and political superpower). DOK 3</p>	<p><input type="checkbox"/> Herbert Hoover</p> <p><input type="checkbox"/> FDR</p> <p><input type="checkbox"/> Hooverville</p> <p><input type="checkbox"/> Bank Failures</p> <p><input type="checkbox"/> Wagoner Act</p> <p><input type="checkbox"/> TVA</p> <p><input type="checkbox"/> Social Security Act</p> <p><input type="checkbox"/> Fair Labor Standards</p> <p><input type="checkbox"/> FDIC</p> <p><input type="checkbox"/> WPA</p> <p><input type="checkbox"/> CCC</p> <p><input type="checkbox"/> AAA</p> <p><input type="checkbox"/> Bonus Army</p>	<p><input type="checkbox"/> Write a fireside chat to describe what are the causes of the Depression.</p> <p><input type="checkbox"/> Build a Hooverville. Explain what life would be like living in one of these makeshift houses.</p> <p><input type="checkbox"/> Read excerpts of school children and how they dealt with the Depression</p>

U.S. History	Unit 6: WWII		Suggested Length: 1 week
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How did social and economic changes of the 1920s effect the next decade?</p> <p>2. Should the government be a referee or major player in the countries economy?</p>	<p><input type="checkbox"/> <u>KY 2.14; 2.15; 2.16; 2.17; 2.18; 2.19; 2.20</u></p> <p><u>Program of Studies</u></p> <p><input type="checkbox"/> <i>US-H-1 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature of the history of the United States from Reconstruction to the present.</i></p> <p><input type="checkbox"/> <i>US-H-2 examine significant eras of United States history (Reconstruction, Industrialization, Progressive Movement, World War I, Great Depression, New Deal, World War II, Cold War, 20th Century) to develop chronological understanding and recognize cause-and-effect relationships and</i></p>		

U.S. History	Unit 6: WWII		Suggested Length: 1 week
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>3. What benefits can come from a country in crisis?</p>	<p><i>multiple causation.</i></p> <ul style="list-style-type: none"> ❑ <i>US-H-3 examine the impact of significant individuals and groups.</i> ❑ <i>US-H-4 analyze the social, political, and economic characteristics of various eras in the history of the United States.</i> ❑ <i>US-H-5 recognize the significant impact of geography and natural resources on historical perspectives and events.</i> ❑ <i>US-H-6 examine the impact of advances in research, science, and technology on historical events and American society.</i> ❑ <i>US-H-7 trace the changing role of the United States in the global community from isolationism to a major world power.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-HS-5.2.3 Students will explain the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War. DOK 2 ❑ SS-HS-5.2.6 Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts), and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). DOK 3 	<ul style="list-style-type: none"> ❑ Totalitarianism ❑ Mobilization ❑ Internment camps ❑ Axis powers ❑ Allied powers ❑ Leaders of nations ❑ Big three ❑ Battles of WW2 ❑ Pearl harbor ❑ Lend lease act ❑ Atom bomb ❑ Exec order 9066 ❑ RAF ❑ Holocaust ❑ Kristallnacht 	<ul style="list-style-type: none"> ❑ Use a Venn diagram to show the differences in women, minorities, and Latinos. ❑ Create poster boards on various topics dealing with WW2. ❑ Group review game. 20 questions picked from a cup and have a race to the finish for five teams to get done the quickest. ❑ Create a visual timeline, which answers will be shown on poster to class in groups. ❑ Complete a decision tree on the decisions the president has to make about entering the war. ❑ Draw a sketch of the holocaust of communication between the survivors ❑ Write a letter of a day in a Holocaust camp ❑ Jigsaw activity- each person from a group will rotate to another group explaining their group’s press release on the wartime efforts of the US.

U.S. History	Unit 6: WWII		Suggested Length: 1 week
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> ❑ SS-HS-5.3.4 Students will analyze how nationalism, militarism, and imperialism led to world conflicts and the rise of totalitarian governments (e.g. European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II). DOK 3 	<ul style="list-style-type: none"> ❑ Nazi-soviet pact ❑ Appeasement ❑ Isolationism ❑ Economic depression ❑ Home front ❑ Effects of women/minorities ❑ Fascism ❑ Propaganda ❑ Nationalism 	<ul style="list-style-type: none"> ❑ Create a present day Manhattan Project. Research what mass destruction weapons we know about and what ones the students think could be more effective in today's wars. ❑ Design a time capsule that would have World War 2 headings. Newspapers, music, propaganda. ❑ Write a poem describing the Holocaust. ❑ Write what it would be like for a Japanese family during Exec. Order 9066 ❑ Through group discussion and text, students will create a WW2 timeline.

U.S. History	Unit 7: Cold War and 1960s		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. Were the post events driven by a “cold war?” 2. What caused the Cold War and how has it affected our world we live in today? 3. Can we learn about society’s culture with a biased attitude toward other 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>US-H-2 examine significant eras of United States history (Reconstruction, Industrialization, Progressive Movement, World War I, Great Depression, New Deal, World War II, Cold War, 20th Century) to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.</i> ❑ <i>US-H-3 examine the impact of significant individuals and groups.</i> ❑ <i>US-H-5 recognize the significant impact of geography and natural resources on historical perspectives and events.</i> ❑ <i>US-H-7 trace the changing role of the United States in the global community from isolationism to a major world power.</i> 		

U.S. History	Unit 7: Cold War and 1960s		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
nations?	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). DOK 3 ❑ SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. DOK 3 ❑ SS-HS-5.2.6 Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts), and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). DOK 3 	<ul style="list-style-type: none"> ❑ Satellite Nations ❑ NATO ❑ McCarthyism ❑ 38th parallel ❑ Korean war ❑ U-2 Incident ❑ G I Bill ❑ Suburbs ❑ Conglomerate ❑ Salk ❑ Gideon Vs Wainwright ❑ Miranda Vs Arizona ❑ Prayer in Schools ❑ Due Process ❑ War on Poverty ❑ Brown Vs Board ❑ Thurgood Marshall ❑ Little Rock Nine ❑ Rosa Parks ❑ Montgomery Bus Boycott ❑ SNCC ❑ Freedom Riders ❑ James Meredith ❑ The Dream Speech ❑ Riots ❑ Malcolm X ❑ Stokley Carmichael 	<p>Student will:</p> <ul style="list-style-type: none"> ❑ Create a power point presentation or video outlining the major cultural changes and contributions of groups or changes overall in society ❑ Team Jeopardy game of questions for points. Each team will have a runner and all people can use their books. Questions pulled from a cup so all teams have different questions and answer must be correct before the team may pull another question. ❑ Use Internet to explore historical censorship on the US and in the rest of the world and connect to 1950s/connection: Editorial focusing on the question, should censorship of ideas be allowed in the US (music, literature, education etc) ❑ Present Supreme Court arguments on controversial topics to allow the class to decide conclusions and then study the actual endings.

U.S. History	Unit 7: Cold War and 1960s		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> ❑ SS-HS-5.3.5 Students will explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe, and the Middle East, and evaluate the impact of these events on the global community. DOK 3 	<ul style="list-style-type: none"> ❑ April 4, 1968 ❑ Affirmative Action ❑ Cuban Missile Crisis ❑ Marshall Plan ❑ Berlin Airlift ❑ Truman Doctrine ❑ H-Bomb ❑ Brinkmanship ❑ Consumerism ❑ Mass Media ❑ Baby Boom ❑ Hot Line ❑ Bay of Pigs ❑ Khrushchev ❑ Bomb Shelters ❑ New Frontier ❑ Pragmatist ❑ Peace Corps ❑ Dallas Tragedy ❑ LBJ ❑ Coalition 	<ul style="list-style-type: none"> ❑ Create a timeline of various events of the Cold War and then have the other half the room create one on Civil Rights during the late 50s and 60s. ❑ Create Political Cartoons about cold war events. ❑ Create graphs of the Cold War arms race.

U.S. History	Unit 8: New Challenges		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. Is change really good all the time? 2. How have the events in present day America demonstrate who we are? 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>US-H-2 examine significant eras of United States history (Reconstruction, Industrialization, Progressive Movement, World War I, Great Depression, New Deal, World War II, Cold War, 20th Century) to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.</i> ❑ <i>US-H-3 examine the impact of significant individuals and groups.</i> 		

U.S. History	Unit 8: New Challenges		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
			Student will:
<p>3. Is it important to understand the issues around you in order to make good decisions?</p> <p>4. How have lessons in contemporary America demonstrated the need for a resolution of conflict in order to guarantee success?</p> <p>5. How do the arts reflect times changing?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>US-H-6 examine the impact of advances in research, science, and technology on historical events and American society.</i> <input type="checkbox"/> <i>US-H-7 trace the changing role of the United States in the global community from isolationism to a major world power.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. DOK 3 <input type="checkbox"/> SS-HS-5.2.6 Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts), and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). DOK 3 <input type="checkbox"/> SS-HS-5.2.7 Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War), and evaluate the impact of these efforts. DOK 3 <input type="checkbox"/> SS-HS-5.3.6 Students will explain how the 	<ul style="list-style-type: none"> <input type="checkbox"/> Doves / Hawks <input type="checkbox"/> Pentagon Papers <input type="checkbox"/> Watergate <input type="checkbox"/> Reagonomics <input type="checkbox"/> Global Economy <input type="checkbox"/> Y2K <input type="checkbox"/> Ho Chi Minh <input type="checkbox"/> Ho Chi Minh Trail <input type="checkbox"/> Vietminh <input type="checkbox"/> Domino Theory <input type="checkbox"/> Tonkin Gulf Resolution <input type="checkbox"/> Vietcong <input type="checkbox"/> Tunnels of Vietcong <input type="checkbox"/> Agent Orange <input type="checkbox"/> Napalm <input type="checkbox"/> Tet Offensive <input type="checkbox"/> Invasion of Cambodia <input type="checkbox"/> Kent State <input type="checkbox"/> Ford <input type="checkbox"/> Carter <input type="checkbox"/> 1980s <input type="checkbox"/> Bush <input type="checkbox"/> Persian Gulf War <input type="checkbox"/> Clinton 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Decade projects</u>- includes notes, timeline, activity (e.g. floats), food etc. <input type="checkbox"/> Open Response for each decade. <input type="checkbox"/> Go over stock market thru decades to today. <input type="checkbox"/> Go over presidential issues.

U.S. History	Unit 8: New Challenges		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>second half of the 20th century was characterized by rapid social, political, and economic changes that created new challenges (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy) in countries around the world, and give examples of how countries have addressed these challenges. DOK 2</p>		