

**CV Guarantee
(U.S History-Review/11th)**

Big Idea: How did early America help shape the 20 th century in the United States?			
Social Studies Essential Standard: 1. Students will be able to explain what a primary versus secondary source is and how to tell the difference. 2. Students will be able to write complete academic sentences.		Timeline: 1 st quarter-Unit #1	
Key Vocabulary: Primary/Secondary Federal Democracy Reconstruction Revolution Natural Rights		Vocabulary Activities: Kahoot Quizlet Frayer Model	
Knowledge	Reasoning	Performance Skills	Product Examples
Student can define the academic language and can identify between a primary and secondary source.	Students can differentiate between federalists and anti-federalists.	Students can complete academic sentence frames	Students can create an academic sentence that summarizes a primary source.
Resources: -Kahoot –Quizlet –Sentence Frames –Federalists vs. Anti-Federalists readings –Common Sense primary source –constitution			

(U.S History-Populism/Gilded Age/Manifest Destiny/11th)

<p>Big Idea: How did the rise of populism affect the relationships between farmers and railroads?</p> <p>What role did manifest destiny play in shaping the American west?</p>			
<p>Social Studies Essential Standard:</p> <ol style="list-style-type: none"> 1. Students will be able to explain what a primary versus secondary source is and how to tell the difference. 2. Students will be able to write complete academic sentences. 		<p>Timeline:</p> <p>1st quarter-Unit #2</p>	
<p>Key Vocabulary:</p> <p>Manifest Destiny Americanization Populism/populist social Darwinism migration social gospel trans-continental railroad</p>		<p>Vocabulary Activities:</p> <p>Direct instruction Nearpod Frayer Model</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>Students can explain the concept of manifest destiny and populism.</p>	<p>Students can summarize primary and secondary texts dealing with the concepts of manifest destiny and populism.</p>	<p>Students can interpret visual depictions of concepts pertaining to manifest destiny.</p>	<p>Students can construct an interpretation of visuals depicting manifest destiny and populism.</p>
<p>Resources:</p> <p>-Manifest Destiny/Populism primary source visuals –Texts dealing with manifest destiny today</p> <p>- Nearpod and iPads</p>			

**CV Guarantee
(U.S History-Industrial Revolution /11th)**

Big Idea: How did the Industrial Revolution mold the U.S into a world power?			
Social Studies Essential Standard: 1. Students will be able to explain what a primary versus secondary source is and how to tell the difference. 2. Students will be able to put the main points of a text into their own words. 3. Students will be able to write complete academic sentences.		Timeline: 1 st quarter-Unit #3	
Key Vocabulary: Industrial Revolution Robber Barons urbanization Captains of industry vertical vs. horizontal integration monopoly capitalism		Vocabulary Activities: Kahoot Mind Map Frayer Model	
Knowledge	Reasoning	Performance Skills	Product Examples
Student can comprehend the meanings of the industrial revolution, urbanization and capitalism and how they worked simultaneously together.	Students can compare and contrast the rise to power by different robber barons during the Industrial Revolution.	Students can evaluate which type of integration particular business owners used during the Industrial Revolution.	Students can compile facts and concepts in order to build a case for or against robber barons and captains of industry.
Resources: -Robber Baron/Captains of Industry- Short Biographies -Maps-Railroads –Ipad/PPT -Vertical/Horizontal integration visual			

(U.S History-Immigration/11th)

<p>Big Idea: How did the massive immigration from Europe and Asia contribute to America’s diversity in the 20th century?</p>			
<p>Social Studies Essential Standard:</p> <ol style="list-style-type: none"> 1. Students will be able to explain what a primary versus secondary source is and how to tell the difference. 2. Students will be able to put the main points of a text into their own words. 3. Students will be able to write complete academic sentences. 		<p>Timeline: 1st quarter-Unit #4</p>	
<p>Key Vocabulary:</p> <p>Immigration/Immigrant Naturalization Ellis Island/Angel Island Quota (laws) Emigration tenements</p>		<p>Vocabulary Activities:</p> <p>Quizlet (Live) 100 Words</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>Student can discuss the different pathways immigrants would take into America.</p>	<p>Students can differentiate the experiences immigrants faced when coming through both Ellis Island and Angel Island.</p>	<p>Students can justify the certain experiences had by immigrants coming to America seeking citizenship.</p>	<p>Students can create an interactive board game that shows their understanding of the immigration process.</p>
<p>Resources:</p> <p>-Board Game- Student created -Ellis Island and Angel Island WebQuest -Quota Laws (copy)</p>			

**CV Guarantee
(U.S History-Progressive Era/11th)**

Big Idea: How did the Progressive movements seek to enact change through legislation in America?			
Social Studies Essential Standard: 1. Students will be able to explain what a primary versus secondary source is and how to tell the difference. 2. Students will be able to put the main points of a text into their own words.		Timeline: 2 nd quarter-Unit #5	
Key Vocabulary: Suffrage 16 th , 18 th and 19 th Amendment prohibition Theodore Roosevelt Tammany Hall initiative/referendum/reform		Vocabulary Activities: Kahoot Frayer Model	
Knowledge	Reasoning	Performance Skills	Product Examples
Student can understand the varying events that combined to create the Progressive Era.	Students can distinguish the correlation between Progressive movements and the laws that they created.	Students can compose a paper that touches light on issues in today's society in comparison to the Progressive Era.	Students can compose a paper that touches light on issues in today's society in comparison to the Progressive Era.
Resources: -Access to a research tool (internet) -The Jungle (excerpts) -PurdueAl.com (citing of sources) paper format			

**CV Guarantee
(U.S History-Imperialism/11th)**

Big Idea: How did imperialism expand the role of the United States in world affairs?			
Social Studies Essential Standard: 1. Students will be able to explain what a primary versus secondary source is and how to tell the difference. 2. Students will be able to put the main points of a text into their own words.		Timeline: 2 nd quarter-Unit #6	
Key Vocabulary: Moral, Big Stick and Dollar Diplomacy annexation Panama Canal expansion Yellow Journalism Spanish American War		Vocabulary Activities: Mind Map Quizlet	
Knowledge	Reasoning	Performance Skills	Product Examples
Students can understand the events and effects of the Spanish American war.	Students can compare and contrast Big Stick, Moral and Dollar diplomacy.	Students can debate the morality of United States imperialism.	Students can create arguments about the morality of imperialism both for and against.
Resources: -Articles on imperialism -3 way Venn diagram (moral/dollar/big stick diplomacy) -Panama Canal Video			

Big Idea: What role did WWI have on domestic relationships inside the U.S and how did these grow and eventually manifest during WWII?			
Social Studies Essential Standard: 1. Students will be able to support claims with textual evidence either by directly quoting the text or paraphrasing the text. 2. Students will be able to compare and contrast the same topic in several primary and secondary sources while taking into account different points of view.		Timeline: 3 rd quarter-Unit #7	
Key Vocabulary: Treaty of Versailles armistice Fourteen Points Selective Service Act -M-A-I-N acronym Espionage and Sedition Zimmerman Note Schenck vs U.S		Vocabulary Activities: Nearpod Quizlet (live) 100 words	
Knowledge	Reasoning	Performance Skills	Product Examples
Students can give examples of how WWI effected the United States domestically.	Students can identify different legislation that infringed on the civil liberties of Americans during WWI.	Students can justify the United States entrance into WWI.	Students can relate the faults of the treaty of Versailles to the causes of WWII through and academic debate.
Resources: -Wilson’s 14 points -Treaty of Versailles document - WWI primary documents concerning espionage and sedition			

**CV Guarantee
(U.S History-1920’s/Great Depression/New Deal/11th)**

Big Idea: How did each of these era's in United States history build and rely on one another to occur?

Social Studies Essential Standard:

1. Students will be able to support claims with textual evidence either by directly quoting the text or paraphrasing the text.
2. Students will be able to compare and contrast the same topic in several primary and secondary sources while taking into account different points of view.

Timeline: 3rd quarter-Unit #8

Key Vocabulary:

K.K.K
 T.V.A
 N.A.A.C.P
 18th and 19th amendment
 Volstead Act
 Harlem Renaissance
 Dust Bowl
 Federal Reserve
 Social Security Act
 Flapper

Vocabulary Activities:

New Deal ABC's
 Kahoot

Knowledge	Reasoning	Performance Skills	Product Examples
Students can define all key vocabulary related to the 1920's, Great Depression and New Deal.	Students can analyze reasons for the Great Depression	Students can rearrange parts of New Deal Programs	Students can modify New Deal programs to fit into today's society and hypothesis their effectiveness.

Resources:

- Kahoot
- List of New Deal programs
- Reasons for the Great Depression video
- Current Government programs (Current Articles)

**CV Guarantee
 (U.S History-WWII /11th)**

Big Idea: Was America justified in dropping the bombs on Hiroshima and Nagasaki?

Social Studies Essential Standard:

1. Students will be able to support claims with textual evidence either by directly quoting the text or paraphrasing the text.
2. Students will be able to compare and contrast the same topic in several primary and secondary sources while taking into account different points of view.

Timeline: 3rd quarter-Unit #9

Key Vocabulary:

Pearl Harbor
Marshall Plan
Axis/Allied powers
Japanese Internment
Rationing
Island Hopping
Tuskegee Airmen
Navajo Code talkers

Vocabulary Activities:

100 words
Quizlet (live)

Knowledge

Student can understand the chronological events of WWII.

Reasoning

Students can identify the beginning of the United States involvement in WWII by looking at Pearl Harbor.

Performance Skills

Students can debate the pros and cons of dropping the bombs on Japan during WWII.

Product Examples

Students can create well written responses using multiple sources.

Resources:

- Dropping the Bombs (articles)
- Island Hopping
- Japanese interment (webquest)