

CV Guarantee
(U.S History - Historical Vocabulary, Civil War and Reconstruction, Unit 1)

<p>Big Idea:</p> <ul style="list-style-type: none"> - What does the process of breaking down historical sources look like? - What are the main differences between primary and secondary sources? - What was the ultimate cause of the Civil War? - What were some of the major events of the Civil War? - How did the end of the Civil War and following period of Reconstruction change the nation? 			
<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. 3. How did the country change because of the Civil War and Reconstruction in the nineteenth century? 		<p>Timeline: 3-4 weeks</p>	
<p>Key Vocabulary:</p> <p>Primary/Secondary Federal Democracy Reconstruction Revolution Natural Rights Civil War Reconstruction Jim Crow Laws Abraham Lincoln</p>		<p>Vocabulary Activities:</p> <p>Kahoot Quizlet</p>	
Knowledge	Reasoning	Performance Skills	Product Examples

Student can define the academic language and can identify between a primary and secondary source.	Students can determine the primary cause of the Civil War, utilizing primary and secondary sources.	Students can complete academic sentence frames	Students can create an academic sentence that summarizes a primary source.
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Resources:
-- Kahoot, Quizlet, Google Classroom, in-class textbook, videos

CV Guarantee
(U.S History - Populism/Gilded Age/Manifest Destiny/Natives, Unit 2)

Big Idea: How did the rise of populism affect the relationships between farmers and railroads?

What role did manifest destiny play in shaping the American west?

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.
3. How did the federal government impact the country's growth in the years following the Civil War?

Timeline:

3 weeks

Key Vocabulary:

Manifest Destiny
 Americanization
 Populism/populist
 social Darwinism
 migration
 social gospel
 trans-continental railroad
 Native Americans

Vocabulary Activities:

Kahoot
 Quizlet
 Google Classroom

Knowledge	Reasoning	Performance Skills	Product Examples
Students can explain the concept of manifest destiny and populism.	Students can summarize primary and secondary texts dealing with the concepts of manifest destiny and populism.	Students can interpret visual depictions of concepts pertaining to manifest destiny.	Students can construct an interpretation of visuals depicting manifest destiny and populism.

Resources:

- Kahoot, Quizlet, Google Classroom, in-class textbook, videos

CV Guarantee
(U.S History - Industrial Revolution, Unit 3)

Big Idea: How did the Industrial Revolution mold the U.S into a world power?			
Social Studies Essential Standard: <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. 4. How did America's economy, industries, and population grow after the Civil War? 		Timeline: 2 weeks	
Key Vocabulary: Industrial Revolution Robber Barons urbanization Captains of industry vertical vs. horizontal integration monopoly capitalism		Vocabulary Activities: Kahoot Quizlet Google Classroom	
Knowledge	Reasoning	Performance Skills	Product Examples
Students 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 will also be able to determine how unions were formed.	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:

- Kahoot, Quizlet and Google Classroom

CV Guarantee
(U.S History - Immigration and Urbanization, Unit 4)

Big Idea: How did the massive immigration from Europe and Asia contribute to America's diversity in the 20th century?

How did Immigration and Industrialization impact the rise of large cities 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 put the main points of a text into their own words.
3. Students will be able to write complete academic sentences.
4. Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived?

Timeline: 2 weeks

Key Vocabulary:

Immigration/Immigrant
 Naturalization
 Ellis Island/Angel Island
 Quota (laws)
 Emigration
 Tenements
 Urbanization

Vocabulary Activities:

Quizlet
 Kahoot
 Google Classroom

Knowledge	Reasoning	Performance Skills	Product Examples
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Students will discuss the different pathways immigrants would take into America.	Students can differentiate the experiences immigrants faced when coming through both Ellis Island and Angel Island.	Students can justify the certain experiences had by immigrants coming to America seeking citizenship.	Students can create an interactive board game that shows their understanding of the immigration process.
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Resources:
- Kahoot, Quizlet, Google Classroom, in-class textbook, videos

**CV Guarantee
(U.S History - Progressive Era, Unit 5)**

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.
3. Why did women want the right to vote, and how did they convince men to grant it to them?
4. How did America's role in the world change between the 1870s and 1910s?

Timeline: 3 weeks

Key Vocabulary:

Suffrage
16th, 18th and 19th Amendment
prohibition
Theodore Roosevelt
Tammany Hall
initiative/referendum/reform

Vocabulary Activities:

Kahoot
Quizlet
Google Classroom

Knowledge	Reasoning	Performance Skills	Product Examples
Students will 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:

- Kahoot, Quizlet, Google Classroom, in-class textbook, videos

CV Guarantee
(U.S History - Imperialism and the Spanish American War, Unit 6)

Big Idea: How did imperialism expand the role of the United States in world affairs?			
Social Studies Essential Standard:		Timeline: 2 weeks	
<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. Did the United States become an imperial power? Why or why not? 			
Key Vocabulary:		Vocabulary Activities:	
Moral, Big Stick and Dollar Diplomacy annexation Panama Canal expansion Yellow Journalism Spanish American War		Kahoot Quizlet Google Classroom	
Knowledge	Reasoning	Performance Skills	Product Examples
Students can understand the events and effects of the Spanish American war, and the American involvement in the Imperial action	Students can compare and contrast Big Stick, Moral and Dollar diplomacy.	Students can debate the morality of the United States' involvement in imperialism.	Students can create arguments about the morality of imperialism both for and against.
Resources:			
- Kahoot, Quizlet, Google Classroom, in-class textbook, videos			

CV Guarantee
(U.S History - American involvement in WWI, Unit 7)

<p>Big Idea: What role did WWI have on domestic relationships inside the U.S and how did these grow and eventually manifest during WWII?</p>			
<p>Social Studies Essential Standard:</p> <ol style="list-style-type: none"> 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. 3. How did America change because of World War I? 		<p>Timeline: 3 weeks</p>	
<p>Key Vocabulary:</p> <p>Treaty of Versailles armistice Fourteen Points Selective Service Act Espionage and Sedition Zimmerman Note</p>		<p>Vocabulary Activities:</p> <p>Kahoot Quizlet Google Classroom</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>Students can give examples of how WWI affected the United States domestically.</p>	<p>Students can identify different legislation that infringed on the civil liberties of Americans during WWI.</p>	<p>Students can justify the United States entrance into WWI.</p>	<p>Students can relate the faults of the treaty of Versailles to the causes of WWII through and academic debate.</p>
<p>Resources:</p>			

- Kahoot, Quizlet, Google Classroom, in-class textbook, videos

CV Guarantee
(U.S History - 1920's / Great Depression / New Deal, Unit 8)

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

What did the interwar period look like for citizens of the US in the areas of politics, economics, society and morality?

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.
3. Why were the 1920s filled with political, social, and economic extremes?
4. How did culture change in the 1920s?
5. Why was there a Great Depression?
6. How did the New Deal attempt to remedy problems from the Great Depression?

Timeline: 3-4 weeks

Key Vocabulary:

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

Vocabulary Activities:

Quizlet
Kahoot
Google Classroom

Flapper Franklin D. Roosevelt			
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 hypothesize their effectiveness.
Resources: - Kahoot, Quizlet, Google Classroom, in-class textbook, videos			

CV Guarantee
(U.S History - WWII American involvement, Unit 9)

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

How would the results of WWII propel the US into the position of world power?

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.
3. Why did Americans not want to join World War II before the bombing at Pearl Harbor?
4. How did the American government change because of World War II?
5. How was the war mobilized and fought differently in the Atlantic versus the Pacific?
6. How did America win the war in the Pacific?
7. How did World War II serve to advance movements for equality at home and abroad?

Timeline: 3-4 weeks

Key Vocabulary:

Pearl Harbor
Marshall Plan
Axis/Allied powers
Japanese Internment
Island Hopping
Tuskegee Airmen

Vocabulary Activities:

Quizlet
Kahoot
Google Classroom

Manhattan Project			
Knowledge	Reasoning	Performance Skills	Product Examples
Students can understand the chronological events of WWII.	Students can identify the beginning of the United States involvement in WWII by looking at Pearl Harbor.	Students can debate the pros and cons of dropping the bombs on Japan during WWII.	Students can create well written responses using multiple sources.
Resources: - Kahoot, Quizlet, Google Classroom, in-class textbook, videos			

CV Guarantee
(U.S History - Civil Rights movements, 50's, 60's and 70's, Unit 11)

Big Idea: How did the nation change from the conclusion of the Civil War to the passing of the Civil Rights Acts?

Compare the lives and situations of Black Americans before this time period, and after it.

Explain the significance of Martin Luther King, Jr. and his work in the area.

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.
3. Why was there a Civil Rights Movement?
4. What were the goals and strategies of the Civil Rights Movement?
5. How was the government involved in the Civil Rights Movement? And did it ultimately succeed?

Timeline: 2 weeks

Key Vocabulary:

Jim Crow Laws
NAACP
Martin Luther King, Jr.
Rosa Parks
Montgomery Bus Boycott
Jackie Robinson
Civil Rights Acts
"I have a dream..."
March on Washington

Vocabulary Activities:

Quizlet
Kahoot
Google Classroom

Knowledge	Reasoning	Performance Skills	Product Examples
<p>Students can define and describe some of the major events of the Civil Rights movements. They can also explain how the lives of Black Americans changed because of these acts.</p>	<p>Students can analyze causes and outcomes of the Civil Rights movements.</p>	<p>Using various sources from the time period, students will be able to make historical arguments and back them up with evidence.</p>	<p>Students can make direct connections to events of the 50's, 60's and 70's and their lives today.</p>
<p>Resources: - Kahoot, Quizlet, Google Classroom, in-class textbook, videos</p>			

CV Guarantee
(U.S History - 80's, 90's, US involvement in the Middle East, Terrorism, Unit 12)

Big Idea: How is the modern sense of the United States formed by the major events of the 80's, 90's and early 2000's?

Why has the United States been involved in the Middle East since the early 1990's?

How did the nation respond, and how are American lives different because of 9/11? What role does Islam play in this?

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.
3. What does globalization mean, and how has it affected the United States?
4. Why has the United States been involved in the Middle East since the early 1990's? Was it right?

Timeline: 2-3 weeks

Key Vocabulary:

Terrorism
Islam
Gulf Wars
George Bush
9/11
Foreign Policy
1980's and 1990's culture
Reaganomics
Globalization

Vocabulary Activities:

Quizlet
Kahoot
Google Classroom

Knowledge	Reasoning	Performance Skills	Product Examples
Students will understand and can express the various ways in which our modern 21st century world was impacted or shaped by events of the late 20th century and early 21st century.	Students can analyze reasons for the US military involvement in the Middle East. They can also analyze and look at the various cultural trends of the United States in the 80's and 90's.	Students can rearrange parts of modern American foreign policy, especially towards the Middle East.	Students can show how American culture changed through powerpoints, posters and paragraphs.
<p>Resources:</p> <ul style="list-style-type: none"> - Kahoot, Quizlet, Google Classroom, in-class textbook, videos 			