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| **Week** | **Unit** | **Standards** | **Assessments** |
| 1 | Review of the Middle School History | H2.[9-12].1 Summarize the concepts and results of the American Revolution and post revolutionary outcomes as they apply to the 20th Century. | - Class Rules PPT + Quiz  - Written analysis of reasons the colonies separated themselves based on religion, and how religion currently plays a role in the boundaries of the world.  - Students will work in partners to create a “Colony Recruitment Poster”. They will be assigned an American colony and a list of information to research on that particular colony. They will then present their posters to the class, as if recruiting people from Europe to make the journey across the Atlantic Ocean to relocate in their colony.  - RAFT in which students imagine they are settlers in the colony of Jamestown when food ran out and the colonists were forced to eat vermin and dogs. Students write letters to their families back home in England about the experience.  - Written analysis of the theory of mercantilism and how it affected the relationship between Britain and the American colonies. Students will then try to come up with modern examples of countries making trade easier or more difficult.  - RAFT in which students pretend to be an American colonist and write a persuasive letter to Parliament, trying to convince them to repeal the Stamp Act. |
| 2 | Review of the Middle School History | H2.[9-12].1 Summarize the concepts and results of the American Revolution and post revolutionary outcomes as they apply to the 20th Century. | - Written analysis of the benefits of the colonies remaining loyal to Britain vs. independence.  - The American Revolution PPT + note guide.  - Written analysis of challenges to the U.S. in its early years.  - Close Read: *The Declaration of Independence*. |
| 3 | Review of the Middle School History | H2.[9-12].1 Summarize the concepts and results of the American Revolution and post revolutionary outcomes as they apply to the 20th Century.  H2.[9-12].2 Summarize the concepts and results of the Civil War and Reconstruction as they apply to the 20th Century. | - Close Read: *The Declaration of Independence*.  - Essay written analyzing the *Declaration of Independence* using the Jane Schaeffer writing method  - Written analysis of Dred Scott’s court case  - Completion of questions regarding the textbook chapter “The Civil War Begins”, students will listen to an audio reading of the chapter on [www.classzone.com](http://www.classzone.com)  - Written analysis of Harriet Tubman’s participation in the Underground Railroad, and what students would do in her situation  - Students will use [www.sascurriculumpathways.com](http://www.sascurriculumpathways.com) to and complete the module “Lincoln and the Civil War”, while answering questions on its content |
| 4 | Review of the Middle School History | H2.[9-12].2 Summarize the concepts and results of the Civil War and Reconstruction as they apply to the 20th Century. | - Written explanation of what each student thinks would be the most important things to teach freedmen after the Civil War  - Reading of the textbook chapter “The Politics of Reconstruction” + noteguide  - RAFT in which students pretend to be President Lincoln and create their own plan for the reconstruction of the nation after the Civil War  - Reading of “Who Killed Lincoln?” worksheet  - Written analysis of comics drawn of African-Americans vs. photos of African-Americans taken during the Reconstruction Era  - Completion of “Who Killed Lincoln? Newspaper Project” in which students write several newspaper articles on Lincoln’s assassination, a biography of on either Booth or Lincoln, and a description of Ford’s Theater |
| 5 | Review of the Middle School History | H2.[9-12].3 Analyze how different **cultures**, points of view, and **self-interests** influence compromise and conflict over territories, borders, and resources. | - Written analysis of the painting *American Progress* by John Gast  - “America Moves West” PowerPoint + noteguide  - RAFT in which students pretend to be a Cherokee walking on the Trail of Tears and describe their experience  - Watch the documentary *The Mexican American War* by the History Channel, and completion of noteguide  - RAFT in which students pretend to be a Mexican living in the Mesilla Valley during the Gadsden Purchase and describe how this event changes their life and culture  - Reading of *Upfront Magazine’s* “America’s Forgotten War” + noteguide  - Exam: Review of Middle School History |
| 6 | NV History | H2.[9-12].3 Analyze how different **cultures**, points of view, and **self-interests** influence compromise and conflict over territories, borders, and resources.  H2.[9-12].4 Describe the final settlement of the West and federal policy toward Native Americans, i.e., the Dawes Act, Plains Wars, and the reservation system. | - Written analysis of a primary source postcard about Reno’s role as the “Divorce Capitol of the World”  - Completion of the noteguide that goes with the PowerPoint “Nevada: A Boom & Bust Experience”.  - Completion of questions that accompany clips from the documentary *The States: Nevada*.  - Written review NV’s entrance into statehood, and analysis of an official copy of the telegram Abraham Lincoln sent to confirm Nevada’s statehood  - Completion of the reading “Why did Nevada Become a State?” in which students discover what is myth and what is fact in regards to Nevada’s statehood, along with note guide  - Students draw a picture of what their NV state flag would look like, based on what they learned about Nevada’s entrance into statehood |
| 7 | NV History | H2.[9-12].3 Analyze how different **cultures**, points of view, and **self-interests** influence compromise and conflict over territories, borders, and resources.  H2.[9-12].4 Describe the final settlement of the West and federal policy toward Native Americans, i.e., the Dawes Act, Plains Wars, and the reservation system. | - Written analysis of how the railroad helped the city of Las Vegas grow  - Students work in partners to research a city in Nevada and create a PowerPoint about that city and its historical significance to our state. Students will present this project to the class, and provide the class with a quiz or noteguide to make sure they get the most pertinent information from the presentation.  - Written analysis of how Reno got the slogan “The Biggest Little City in the World” and what slogan the students would create for Reno today. |
| 8 | NV History | H2.[9-12].3 Analyze how different **cultures**, points of view, and **self-interests** influence compromise and conflict over territories, borders, and resources.  H2.[9-12].4 Describe the final settlement of the West and federal policy toward Native Americans, i.e., the Dawes Act, Plains Wars, and the reservation system. | - Written analysis of the overall historical meaning of the Johnson vs. Jeffries fight that was hailed as “The Fight of the Century”  - Completion of “Nevada History PowerPoint Project” in which students research a city in Nevada and create a PowerPoint describing its history and role, students then teach what they learned to the class, providing a quiz for their classmates to take during their presentation  - Written analysis of how railroads helped to populate various cities in Nevada  - Completion of the Frame Routine, summarizing the highlights of this unit  - Exam: Nevada History |
| 9 | The Gilded Age & Progressive Movement | H1.[9-12].1 Assess the impact of the **Industrial Revolution** on **race**, **class**, and gender.  H1.[9-12].2 Discuss the influences of American industrialists on the rise of corporate **capitalism**  H1.[9-12].3 Assess the impact of technological innovations and **urbanization** on society’s social and economic development  H1.[9-12].5 Identify the causes and analyze the consequences of labor movements in the United States  H3.[9-12].2 Describe the rise of corporations and analyze working conditions in the late 19th and early 20th centuries. | - Written analysis of the term “melting pot” and whether it is an accurate description of the U.S.  - Completion of note guide that accompanies the PowerPoint “Urbanization & Immigration during the Gilded Age”  - Written analysis of the Pendleton Act in which students explain how it may help strengthen the government  - Completion of notes accompanying the carousel activity “Politics in the Gilded Age”  - Written analysis of Andrew Carnegie’s monopoly on the steel industry and how this monopoly helped him to maximize his profits  - DBQ: “Was Andrew Carnegie a Hero?” |
| 10 | The Gilded Age & Progressive Movement | H1.[9-12].4 Define **nativism** and explain the political and social responses to immigration into the United States.  H1.[9-12].5 Identify the causes and analyze the consequences of labor movements in the United States  H1.[9-12].6 Explain how 20th century social movements led to the emergence of a **pluralistic society**  H2.[9-12].5 Assess the contributions of immigrant groups to the development of the United States.  H3.[9-12].2 Describe the rise of corporations and analyze working conditions in the late 19th and early 20th centuries.  H3.[9-12].4 Determine the causes and effects of the Populist and Progressive Movements.  H3.[9-12].5 Analyze major social movements in the United States and explain their impact on the changing social and political culture, i.e., the  Populist and Progressive Movements. | - Completion of note guide that analyzes the role of the National Child Labor Committee and Lewis Hine, as well as an analysis of multiple photos taken by Lewis Hine  - Written analysis of the exploitation of factory workers during the American Industrial Revolution and the formation of labor unions  - Written analysis of what the word “progressive” actually means, and how it can apply to our society today  - Completion of noteguide regarding the reading “The Origins of Progressivism” from the textbooks  - Written analysis of various paintings about industrialization, including the mural by Diego Rivera *Detroit Industry*  - Completion of noteguide regarding the first 60 minutes of the Charlie Chaplin movie *Modern Times* |
| 11 | The Gilded Age & Progressive Movement | H3.[9-12].7 Describe the development of the women’s **suffrage** movement and the subsequent passage of the 19th Amendment.  H3.[9-12].9 Identify and describe the major issues, events, and people of minority rights movements, i.e., **Civil Rights** Act of 1964, Black Power Movement, United Farm Workers, American Indian Movement,  Viva La Raza, and Women’s Rights Movement. | - Written analysis of Susan B. Anthony’s goals when she was fined for voting before she had the legal right to do so  - Completion of the module “Voting Rights for Women” and the accompanying noteguide from [www.sascurriculumpathways.com](http://www.sascurriculumpathways.com)  - Written analysis of a political cartoon against women’s suffrage  - Completion of a primary source analysis worksheet that aids students in the interpretation of political cartoons dealing with the issue of women’s suffrage  - Written analysis of the arguments for and against women’s suffrage  - Completion of a research project and poster created by the students on a famous suffragette  - Written analysis of a Lucy Stone quote and how it relates to the current concept of the glass ceiling |
| 12 | World War I | H2.[9-12].6 Define imperialism and discuss its impact on U.S. political relations with other nations.  H2.[9-12].7 Discuss the causes and consequences of U. S. policies regarding expansion and diplomacy. | - Written analysis the definition of imperialism and the students’ feelings about that policy in modern times  - Completion of the module “America: World Power” and the accompanying noteguide, using the website [www.sascurriculumpathways.com](http://www.sascurriculumpathways.com)  - RAFT in which students imagine they are concerned citizens, writing a letter to the president of a meatpacking plant expressing their concerns over the practices taking place at the plant  - Completion of the reading “The Spanish-American War” and notes  - DBQ: “Should the United States have annexed the Philippines?”  - Completion of a short persuasive essay using the Jane Schaeffer writing method answering the question “Should the United States have annexed the Philippines?” |
| 13 | World War I | H2.[9-12].6 Define imperialism and discuss its impact on U.S. political relations with other nations.  H2.[9-12].7 Discuss the causes and consequences of U. S. policies regarding expansion and diplomacy. | -Written analysis of the theory of the “White Man’s Burden” and whether it was a real theory, or just an excuse for imperialism.  - Completion of a short persuasive essay using the Jane Schaeffer writing method to explain how yellow journalism helped cause the Spanish American War  - Written review of the acronym MANIA  - Completion of noteguide accompanying the PowerPoint “American Involvement in World War I” |
| 14 | World War I | H2.[9-12].8 Discuss the economic and political effects of World War I on the United States. | - Written analysis of what it would be like to live in a trench during World War I  - Completion of a project in which students work in groups to outline a chapter from their textbook on the involvement of the U.S. during World War I, students will then make a poster and present it to the class, providing the class with a graphic organizer to use to take notes on the most important information from their chapter  - Students will create flags to advertise Woodrow Wilson’s Fourteen Points to the American public |
| 15 | The Roaring 20’s | H1.[9-12].7 Evaluate how cultural developments in the arts, literature, architecture, education, media, and **leisure activities** have reflected and changed society.  H3.[9-12].8 Discuss the effects of early technologies on society, i.e., communication, transportation, and manufacturing.  H3.[9-12].6 Examine social tensions in the post-World War I era, i.e., **radical politics**, immigration restrictions, internal migration, **religious fundamentalism**, and racism. | - Written review of Prohibition  - Completion of the noteguide that accompanies the PowerPoint “The Roaring 20’s”  - RAFT in which students describe what life was like as a flapper in the 1920’s  - Completion of questions that correspond to the movie *The Great Gatsby* (1974) to help students understand the extravagance of this era  - Written analysis of statistics detailing the skyrocketing of the ownership of household appliances during the 1920’s, and how the U.S. became a nation of consumers |
| 16 | The Roaring 20’s | H1.[9-12].7 Evaluate how cultural developments in the arts, literature, architecture, education, media, and **leisure activities** have reflected and changed society.  H3.[9-12].8 Discuss the effects of early technologies on society, i.e., communication, transportation, and manufacturing.  H3.[9-12].6 Examine social tensions in the post-World War I era, i.e., **radical politics**, immigration restrictions, internal migration, **religious fundamentalism**, and racism. | - Written analysis of how reasons for strikes happening in the 1920’s compare to the reasons that strikes happen today  - Completion of questions that correspond to the movie *The Great Gatsby* (1974) to help students understand the extravagance of this era  - Written analysis of how the invention of the assembly line and the Model T changed peoples’ lives  - Completion of noteguide to accompany the reading “Americans Struggle with Postwar Issues” from the textbook. |
| 17 | The Roaring 20’s | H1.[9-12].7 Evaluate how cultural developments in the arts, literature, architecture, education, media, and leisure activities have reflected and changed society.  H3.[9-12].8 Discuss the effects of early technologies on society, i.e., communication, transportation, and manufacturing.  H3.[9-12].6 Examine social tensions in the post-World War I era, i.e., **radical politics**, immigration restrictions, internal migration, **religious fundamentalism**, and racism. | - Written analysis of the John Scopes trial, and what might happen to him in modern times.  - Written analysis of the term “isolationism” and reasons why the U.S. might be cautious about getting involved in foreign affairs  - Completion of the “Roaring 20’s Magazine Project” in which students pick an aspect of life during the 1920’s and create a magazine about that subject |
| 18 | Current Events | H2.[9-12].15 Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror  H3.[9-12].13 Analyze major news events and their impact at the local, state, national, and world levels | - Completion of three “News Article Analysis” worksheets in which students look up newspaper articles online for one of the following topics: Korean Conflict, Vietnam War, Persian Gulf War, Iraq, War on Terror  - Students will create a PowerPoint to present to their class, using information from the news articles they read and other outside sources. PowerPoints should explain the following question: How did my chosen topic impact the United States (immediately and in the long term)? |
| 19 | Current Events, End of the Semester | H3.[9-12].13 Analyze major news events and their impact at the local, state, national, and world levels | - Students will research international newspaper articles and fill out a “Current Events Analysis” worksheet  - Students must complete a reflection on this class for their Weebly portfolio as their final project. They should include assignments they are proud of, what they liked/didn’t like learning, what Social Studies skills they have improved/need to work on, accomplishments in the class, topics covered, etc. |

Bibliography

Danzer, Gerald A. *The Americans*. Evanston, IL: McDougal Littell, 2007. Print.