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| **Week** | **Unit** | **Standards** | **Assessments** |
| 1 | The Great Depression and The New Deal | H2.[9-12].9 Describe the causes and consequences of the Great Depression. | - Classroom Rules PPT to review procedure and rules/explain them to new students  - RAFT in which students write a journal entry as a teenager during the Great Depression after their father loses his job  - Completion of notes on the PPT “The Great Depression” that serves as an introduction to the unit  - Analyze the following primary sources: “A Wise Economist Asks a Question” and “Mr. Patterson”  - Completion of questions that accompany the reading “The Nation’s Sick Economy”  - Written review of the causes of the Great Depression  - Completion of noteguide that accompanies the documentary *The Crash of 1929* |
| 2 | The Great Depression and The New Deal | H2.[9-12].9 Describe the causes and consequences of the Great Depression. | - Written analysis of the term “speculation” and why this could be problematic  - Completion of noteguide that accompanies the documentary *The Crash of 1929*  - Written prediction of ways the United States can help itself to recover from the Great Depression  - Completion of graphic organizer that students will use to research the causes, consequences, and significance of the Dust Bowl  - RAFT in which students pretend to be a survivor of the Dust Bowl, writing a journal entry about the experience.  - Completion of questions that accompany the reading “Hardship and Suffering during the Depression”. |
| 3 | The Great Depression and The New Deal | H2.[9-12].9 Describe the causes and consequences of the Great Depression.  H2.[9-12].10 Analyze the policies and programs of the **New Deal**, and their effects on political, economic, and diplomatic **institutions**. | - RAFT in which students pretend to be a concerned citizen, writing a letter to Herbert Hoover about what he is doing to help Americans during the Great Depression  - Completion of primary source analysis worksheet to aid students in the analysis of political cartoons from the Great Depression  - Students draw their own political cartoon to represent challenges and/or consequences of the Great Depression  - DBQ: “What Caused the Dust Bowl?” |
| 4 | The Great Depression and The New Deal | H2.[9-12].9 Describe the causes and consequences of the Great Depression.  H2.[9-12].10 Analyze the policies and programs of the **New Deal**, and their effects on political, economic, and diplomatic **institutions**. | - Close Read: “Only Thing We Have to Fear Is Fear Itself”: FDR’s First Inaugural Address 1933  - Completion of writing worksheet that accompanies the close read  - Completion of a short essay that accompanies the close read, using the Jane Schaeffer method  - Completion of the module “FDR and the New Deal” on [www.sascurriculumpathways.com](http://www.sascurriculumpathways.com) and the questions that accompany it.  - Written analysis of the term “Alphabet Soup” and government agencies that could be added to the Alphabet Soup today.  - Completion of questions that accompany the PPT “The New Deal Affects Many Groups”. |
| 5 | World War II | H2.[9-12].11 Describe the cultural, economic, political, and technological impact of World War II on the United States.  H4.[9-12].1 Describe and interpret the causes and effects of World War I and World War II on the relationship between the United States and Europe. | - Written analysis of the term “isolationism” and what reasons Americans had for being cautious after World War I  - Completion of noteguide that accompanies the PowerPoint “Review of World War II in Europe”  - Written analysis of FDR’s decision to run for a third term.  - Completion of stations activity in which students complete primary analysis worksheets on various types of primary sources from the Holocaust, including photos, paintings, poetry, etc.  - Written analysis of the factors that could have contributed to the long delay of Americans’ comprehension of the Holocaust. |
| 6 | World War II | H2.[9-12].11 Describe the cultural, economic, political, and technological impact of World War II on the United States.  H4.[9-12].1 Describe and interpret the causes and effects of World War I and World War II on the relationship between the United States and Europe. | - Written analysis of a political cartoon encouraging Americans to participate in World War II  - Completion of questions that accompany the textbook reading “America Moves towards War”  - Students watch the attack scene from the movie *Pearl Harbor*, during which they write down their impressions, following the movie clip students complete a RAFT activity in which they pretend to be a survivor of Pearl Harbor, writing a letter to a friend describing the attack  - DBQ: Why did Japan Bomb Pearl Harbor?  - Students will complete the module “World War II: Japanese Internment” on [www.sascurriculumpathways.com](http://www.sascurriculumpathways.com) and complete the accompanying graphic organizers |
| 7 | World War II | H2.[9-12].11 Describe the cultural, economic, political, and technological impact of World War II on the United States. | - Completion of a three paragraph essay, written using the Jane Schaeffer method, in which students advocate either for or against the internment of Japanese Americans during this time period  - Written analysis of why World War II stimulated the U.S. economy and helped pull the country out of the Great Depression  - Completion of noteguide that accompanies the PowerPoint “The Home Front”.  - Students sketch their own World War II propaganda poster  - Completion of questions accompanying the textbook reading “The War in the Pacific”. |
| 8 | World War II | H2.[9-12].11 Describe the cultural, economic, political, and technological impact of World War II on the United States.  H4.[9-12].1 Describe and interpret the causes and effects of World War I and World War II on the relationship between the United States and Europe. | - Completion of questions accompanying the documentary *Modern Marvels: The Manhattan Project*  - Written analysis of Truman’s reasons for dropping the atomic bomb and what students would do in his position  - In groups students will read two chapters from the book *Hiroshima Diary: The Journal of a Japanese Scientist*, after which a representative will summarize their group’s chapters to the class.  - The class will create a timeline of the Hiroshima bombing and the aftermath, which they will copy into their notes.  - Students will complete a project from the Perspective Board about the bombing of Hiroshima.  - Written analysis of the Marshall Plan and why American decision-makers decided this was a good use of funds |
| 9 | The Cold War | H2.[9-12].13 Explain the effects of **Cold War** policies on U.S. involvement in Korea and Vietnam.  H3.[9-12].10 Analyze how post-World War II science and **technology** augmented United States economic strength, transformed daily life, and influenced the world economy and politics.  H4.[9-12].2 Discuss the key people, ideas, and events of the Cold War era and analyze their impact on economic and political policy in the United States. | - Written speculation on what a “cold war” fought without weapons could mean.  - Completion of questions that accompany the PowerPoint “Cold War: Beginnings”.  - Written review of the events that led up to the Cold War.  - Completion of questions regarding the textbook reading “The Cold War Heats Up”.  - Written analysis of the term “McCarthyism” and why people would accuse others of being communists.  - Completion of note guide that accompanies primary source video clips from the Cold War |
| 10 | The Cold War | H2.[9-12].12 Describe the causes and effects of changing **demographics** and developing **suburbanization** in the United States.  H3.[9-12].10 Analyze how post-World War II science and **technology** augmented United States economic strength, transformed daily life, and influenced the world economy and politics.  H4.[9-12].2 Discuss the key people, ideas, and events of the Cold War era and analyze their impact on economic and political policy in the United States. | - Written analysis of the Ethel and Julius Rosenberg case.  - Students will be divided groups to research and debate the question “Who won the space race, the U.S. or the Soviet Union?”  - Each group will be assigned a side and they will complete a worksheet as they research information to prove that their side won the space race.  - Written analysis of a Dwight Eisenhower quote and why the U.S. thought winning the space race was important to begin with.  - Written analysis of the House of Un-American Activities Committee and why this could be a dangerous organization.  - Completion of questions that accompany the reading “The American Dream in the Fifties”. |
| 11 | The Cold War | H2.[9-12].13 Explain the effects of **Cold War** policies on U.S. involvement in Korea and Vietnam.  H3.[9-12].10 Analyze how post-World War II science and **technology** augmented United States economic strength, transformed daily life, and influenced the world economy and politics.  H4.[9-12].2 Discuss the key people, ideas, and events of the Cold War era and analyze their impact on economic and political policy in the United States. | - Written analysis of the presidential election between JFK and Nixon  - Written analysis of a JFK quote about the U.S. philosophy of ensuring liberty around the world.  - Students will complete questions that accompany the documentary/website “Clouds Over Cuba”.  - RAFT in which students pretend to be either an American or Russian student during the Cuban Missile Crisis and write a diary entry about the feelings about the crisis.  - DBQ: “Berlin, Cuba, Korea – How did the U.S. Contain Communism?”  - Completion of graphic organizer that accompanies the module “Johnson and the Vietnam War” from [www.sascurriculumpathways.com](http://www.sascurriculumpathways.com). |
| 12 | The Cold War | H2.[9-12].12 Describe the causes and effects of changing **demographics** and developing **suburbanization** in the United States.  H2.[9-12].13 Explain the effects of **Cold War** policies on U.S. involvement in Korea and Vietnam.  H3.[9-12].10 Analyze how post-World War II science and **technology** augmented United States economic strength, transformed daily life, and influenced the world economy and politics.  H3.[9-12].11 Compare and contrast the social impact of the Cold War and the War on Terror on the United States.  H4.[9-12].2 Discuss the key people, ideas, and events of the Cold War era and analyze their impact on economic and political policy in the United States.  H4.[9-12].3 Analyze how international policies contributed to the end of the Cold War. | - Written analysis about how the Vietnam conflict being the first war to be shown on TV could have affect the way Americans perceived the war.  - Completion of Primary Source Analysis Worksheet that accompanies photographs from the Vietnam conflict.  - Written analysis the Tet Offensive, and how it could be possible that some claim North Vietnam won this battle.  - Completion of questions that accompany the module “End of the Cold War” on [www.sascurriculumpathways.com](http://www.sascurriculumpathways.com).  - Completion of questions that accompany Primary Source video clips from the news in the aftermath of 9/11, and about the War on Terror.  - Students will use their notes to complete a graphic organizer comparing and contrasting the social impact of the Cold War and the War on Terror in the U.S. and then using this graphic organizer to guide them as they write a short, three paragraph essay comparing and contrasting the two. |
| 13 | The Civil Rights Movement | H3.[9-12].8 Explain how the social and economic opportunities of the post-World War II era contributed to **social responsibility** and change.  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 poll taxes, who they were originally meant for, and why they needed to be outlawed in 1960  - Completion of graphic organizer to accompany the PowerPoint “Taking on Segregation”.  - Written analysis of the decision made in the case of *Brown v. Topeka Board of Education*  - Completion of questions that accompany the chapter “The Triumph of a Crusade”  - RAFT in which students pretend to be a citizen of Alabama in 1963, they will write a short letter to Governor George Wallace about his position on segregation |
| 14 | The Civil Rights Movement | H3.[9-12].8 Explain how the social and economic opportunities of the post-World War II era contributed to **social responsibility** and change.  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 what students think may be happening with minority groups that are not African Americans during the Civil Rights Movement  - Completion of questions that accompany the Teaching Tolerance documentary “Viva la causa”  - Participation in class discussion based on discussion questions that accompany the Teaching Tolerance documentary “Viva la causa”  - Written analysis of a timeline of the Indian Independence Movement, Civil Rights Movement, and Farmworker Movement. Students will also create a venn diagram comparing and contrasting these movements  - Participation in an activity in which the teacher asks questions about students purchasing habits. Then students complete a worksheet that will help them reflect on how their purchases could have affected someone’s ability to earn a fair wage |
| 15 | The Civil Rights Movement | H3.[9-12].8 Explain how the social and economic opportunities of the post-World War II era contributed to **social responsibility** and change.  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 review of the term segregation and how it affected minority groups  - Completion of questions regarding the reading “A Town Called Rosewood” from the Teaching Tolerance packet, A Shadow of Hate  - Completion of one of three RAFT writing assignments from this Teaching Tolerance lesson  - Written analysis of a quote from Martin Luther King Jr.’s “I Have a Dream” speech  - Completion of questions regarding the reading “Nightriding with the Klan” from the Teaching Tolerance packet, A Shadow of hate  - Completion of one of three RAFT writing assignments from this Teaching Tolerance lesson  - Written analysis of the reasons that civil rights activists had to encourage minorities to vote once they received this right  - Completion of a worksheet regarding a Supreme Court Civil Rights case from [www.sascurriculumpathways.com](http://www.sascurriculumpathways.com) lesson “Civil Rights: Evolution of the Supreme Court” |
| 16 | The Civil Rights Movement | H3.[9-12].8 Explain how the social and economic opportunities of the post-World War II era contributed to **social responsibility** and change.  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 the goals of the American Indian Movement and which each student feels in more important, and why  - Completion of 1-2 PowerPoint slides on each student’s assigned Civil Rights Supreme Court case from last week, which will be submitted to the teacher to form a comprehensive PowerPoint on the cases that will be presented to the class  - Written analysis of which of the Supreme Court cases the class studied was most important and why  - Completion of questions regarding the reading “Challenges and Changes in the Movement” |
| 17 | Current Events | H4.[9-12].4 Identify and analyze trends in domestic and foreign affairs of the United States from the end of Vietnam to 9/11/2001.  H4.[9-12].6 Analyze how major sources of tension or conflict influenced the current political climate in the United States, i.e., September 11th, Patriot Act, and security issues. | - Completion of three “News Article Analysis” worksheets in which students look up newspaper articles online about any of the following topics: September 11th, the Patriot Act, or other security issues since 9/11  - 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)? |
| 18 | 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.