

Unit	Essential Questions	Standards	Assessments	Learning Activities	Resources/Technology
Pre-columbian Cultures Quarter 1 Unit Length: 1 week	What groups inhabited the new world before 1492? What were the key elements of each group's culture?	SS.G.9.9-12: SS.G.6.9-12	Formative: Research of Native Americans, poster Summative: Presentation of poster	Student groups assigned a native American group to research and make poster to present, jigsaw	Poster paper, chromebooks
Name: Colonies are Settled Quarter: 1 Length (Days): 8	-What were the differences in the way Spanish and French explorers treat Native Americans? - What were the different reasons the Spanish and French came to America? -What difficulties did the colonists face in establishing colonies in America? -How did life differ in the 3 regions of the 13 colonies?	SS.G.3.9-12 SS.H.12.9-12:	Formative: -Chapter 2 Words to Know ws -2.1 & 2.2 ws -Roanoke worksheet -colony brochure -chapter review Summative: -chapter 2 test	-Class Discussion -PowerPoint Notes -Lecture -Homework assignments -Create a colonial brochure activity -Roanoke article and questions	Internet Microsoft Word (for brochure) Pacemaker: United States History 4th ed. text and supplemental material Teacher made test Roanoke Article from Internet -Teacher made outline notes
Name: The Struggle for Freedom Quarter: 1 Length (Days): 8	How did the Great Awakening and the Enlightenment affect the colonies? - Why did England tell the colonies what goods they should export and import? - Why was the French and Indian War fought and what were the consequences? - How did the colonists protest the British Acts against the colonies? -What events led to the American Revolution and the signing of the	SS.H.7.9-12: SS.G.3.9-12	Formative: -3.3 & 4.1 ws -Colonial Rebellion worksheet -War for Independence ws -chapter review assignment Summative: -ABC Revolutionary War Book -Chapter Tes	-Class Discussion PowerPoint Notes -Lecture -Daily Homework - ABC Revolutionary War Project	-Pacemaker: United States History 4th ed. text and supplemental material -Teacher made outline notes -Internet -PowerPoint (ABC Book)

	<p>Declaration of Independence? -What were the results of the American Revolution?</p>				
<p>Name: Building a New Nation Quarter: 1 Length (Days): 10</p>	<p>-What are the Articles of Confederation and what made them weak? - Why are the Bill of Rights so important? - Why was compromise so important in making the Constitution? -What problems were faced by George Washington as President?</p>	<p>CCSS.ELA-LITERACY.RI.1-12.9 CCSS.ELA-LITERACY.RI.1-12.8</p>	<p>Formative: -Articles of Confederation WS -Checks & Balances and Bill of Rights ws -“You Be the Judge” Packet -Building Skills ws and 5.3 ws -Role of the Cabinet ws/activity -Review Assignment</p> <p>Summative: -Chapter test</p>	<p>-Class Discussion PowerPoint Notes -Lecture -Daily Homework - You Be the Judge Packet -Cabinet Member Activity</p>	<p>-Pacemaker: United States History 4th ed. text and supplemental material -Teacher made outline notes -Internet -“You Be the Judge” wkbk -“U.S. Constitution” wkbk</p>
<p>Name: Economy & Expansion Quarter: 2 Length (Days): 9</p>	<p>-What impact did the Louisiana Purchase have on the U.S.? -What effects did the War of 1812 have on the U.S.? -How did the Industrial Revolution change the North’s Economy? -How did the Industrial Revolution change the South’s economy? -What was Manifest Destiny? -How did the War with Mexico change America?</p>	<p>SS.EC.8.9-12 SS.G.6.9-12</p>	<p>Formative: - Electoral College ws - Industrial Revolution Project - 6.2 & 6.3 worksheet -chapter review</p> <p>Summative: -Industrial Revolution Project</p>	<p>-Class Discussion PowerPoint Notes -Lecture -Daily Homework -Industrial Revolution project/research -Electoral College PPT and article</p>	<p>-Pacemaker: United States History 4th ed. text and supplemental material -Teacher made outline notes</p>
<p>Name: North and South Disagree</p>	<p>-How did lawmakers try to settle slavery issues?</p>	<p>SS.G.4.9-12</p>	<p>Formative: Missouri Compromise</p>	<p>-Class Discussion</p>	<p>-Pacemaker: United States History 4th ed.</p>

<p>Quarter: 2 Length (Days): 11</p>	<p>-How did slavery divide the country? -What is an abolitionist and what did they do? -How did Abraham Lincoln's election in 1860 affect the Union?How did lawmakers try to settle slavery issues? -How did slavery divide the country? -What is an abolitionist and what did they do? -How did Abraham Lincoln's election in 1860 affect the Union?</p>	<p>SS.CV.9.9-12 SS.CV.10.9-12: :</p>	<p>activity/works heet Underground railroad activity PBS Slavery worksheet Mud Sill Theory Debate Chapter 9 review Summative: Chapter 9 Test</p>	<p>-PowerPoint Notes Lecture Daily Homework Online Activities -PBS Slavery Video</p>	<p>text and supplemental material -Teacher made outline notes -PBS: Slavery and the Making of America: Seeds of Destruction - http://www.nationalgeographic.com/features/99/railroad/ -EdSitement: http://edsitement.neh.gov/view_lesson_plan.asp?id=660 -www.teachingameric anhistory.org/nehinter actives/sectionalism/l esson1/</p>
<p>Name: The Civil War Quarter: 2 Length (Days): 19</p>	<p>-What are the strengths of the North and South in the Civil War? - What was life like at home during the Civil War? -What was the Emancipation Proclamation? -What were the results of the Civil War?</p>	<p>CCSS.ELA-LITERACY.RI.11-12. SS.H.8.9-12</p>	<p>Formative: -10.1 and chart ws -10.2 and iron clad ws -Gettysburg Address ws -Civil War map activity - 10.4 ws -<i>Glory</i> worksheet -54th Regiment ws Summative: - chapt er 10 test - Quart er 2 projec t</p>	<p>-Class Discussion -PowerPoint Notes -Lecture -Daily Homework - <i>Glory</i> -Civil War map coloring/labeli ng -Read excerpts from Frederick Douglass</p>	<p>-Pacemaker: United States History 4th ed. text and supplemental material -Teacher made outline notes -<i>Glory</i> - U.S. map -Gettysburg Address handout - Article on 54th Regiment</p>
<p>Reconstructio n Quarter 3 Unit Length: 10 days</p>	<p>What were the differing plans for Reconstruction? Can political freedom exist without an economic foundation?</p>	<p>SS.G.6.9-12 SS.H.9.9-12:</p>	<p>Reconstructi on Webquest, Jim Crow Laws, Sharecroppi ng Contract Analysis</p>	<p>Research and presentation projects, textual analysis of Sharecroppi ng contracts</p>	<p>Reconstruction Webquest, Jim Crow Laws, Sharecropping Contract Analysis Activity, Reconstruction Research Project</p>

	When should a president be impeached and removed from office?		Activity Summative: Reconstruction Research Project Unit Test	and Jim Crow Laws.	
Cities, Immigration, and the Industrial revolution in The US Quarter 3 Length: 8 days	What groups came to the US during this time period? Why? How did the Industrial Revolution affect life in the US?	SS.H.6.9-12 SS.G.7.9-12	Formative: Carnegie and Rockefeller Research, Immigration Research, Lesson Review Questions Summative: Unit Test	Independent research, Citing sources, making and presenting presentations.	Chromebooks, Textbook
The Reformers and Expansion overseas Quarter 3 Unit Length: 10 days	Were the Progressives successful in making the government more responsive to the will of the people? Does the government have a responsibility to help the needy? Was the "New Freedom" an effective solution to the problems of industrialization? Was American expansion overseas justified? Did the press cause the Spanish-American War? Was the United	SS.H.2.9-12 SS.H.7.9-12 SS.CV.6.9-12:	Formative: Group Chapter Collage and Presentation, Gilded Age Movie Worksheet, Vocab Summative: Unit Test, Vocab quiz	Collaborative jigsaw activity, Critical reading and summarizing of the chapter.	The Gilded Age Worksheet, Chromebooks, Large paper

	<p>States justified in going to war against Spain in 1898?</p> <p>Should the United States have acquired possessions overseas?</p>				
<p>World War 1 Quarter 4 Unit Length:10 days</p>	<p>Was it possible for the US to maintain neutrality in World War I?</p> <p>Should the United States fight wars to make the world safe for democracy?</p> <p>Should a democratic government tolerate dissent during times of war and other crises? (Schenck v. United States, Abrams v. United States)</p> <p>Was the Treaty of Versailles a fair and effective settlement for lasting world peace?</p> <p>Should the United States have approved the Treaty of Versailles?</p>	<p>SS.H.10.9-12</p> <p>SS.H.11.9-12</p> <p>SS.H.12.9-12:</p>	<p>Formative: Vocab, Lesson questions, Summative: Propaganda Analysis, Project, Create your own Propaganda poster, Chapter Test</p>	<p>Propaganda analysis, make your own propaganda poster</p>	<p>Chromebooks, unit notes, textbook</p>
<p>The Roaring Twenties Quarter 4 Unit Length: 5 days</p>	<p>Did the Nineteenth Amendment radically change women's role in American life?</p> <p>Was the decade of the 1920s a decade of innovation or</p>	<p>SS.H.6.9-12:</p> <p>SS.H.7.9-12</p>	<p>Formative:Roaring 20's Crash Course video worksheet, vocab, lesson</p>	<p>Lecture, independent vocab and reading</p>	<p>Textbook, projector</p>

	conservatism? Should the United States have enacted the Prohibition Amendment?		questions Summative: Unit Test		
Great Depression and New Deal Quarter 4 Unit Length 8 days	Was the Great Depression inevitable? Was the New Deal an effective response to the depression? Has the United States abandoned the legacy of the New Deal?	SS.EC.6.9-12 SS.EC.7.9-12	Formative: Vocab, Unit Questions, Compare and contrast Venn diagram American entertainment in 20's and 30's Summative: Great Depression and New Deal Timeline Project.	Compare and contrast activity, Create a timeline to further spatial awareness	Textbook, worksheet, venn diagram worksheet, timeline instructions
Leading up to the War Quarter 4 Unit Length: 8 days	Did United States foreign policy during the 1930s help promote World War II? Could the United States have prevented the outbreak of World War II? . Should the United States sell arms to other nations? Does American security depend upon the survival of its allies?	SS.H.10.9-12: SS.G.12.9-12:	Formative: Vocab, Lesson Questions, Pearl Harbor Scavenger Hunt Summative: Unit Test	Pearl Harbor Documentary, Pearl Harbor Scavenger Hunt	Scavenger Hunt, Documentary worksheet, textbook, projector
World War 2 Quarter 4	Was war between the United States	SS.H.11.9-12:	Formative: Pianist	Pianist theme	ww2 document based question

<p>Unit Length 15 days</p>	<p>and Japan inevitable? How important was the home front in the United States' victory in World War II? Was the treatment of Japanese Americans during World War II justified or an unfortunate setback for democracy? Should the US employ atomic (nuclear) weapons to defeat its enemies in war? (President Truman's decision to drop the atom bomb on Japan) 109. Could the United States have done more to prevent the Holocaust?</p>	<p>SS.H.12.9-12</p>	<p>worksheet, DBQ, Vocab, Unit questions Summative: Chapter test</p>	<p>analysis, Document analysis, essay writing</p>	<p>packet,</p>
<p>The Cold War Quarter 4 Unit Length: 12 days</p>	<p>Was the Cold War inevitable? Was containment an effective policy to thwart communist expansion? Should the United States have feared internal communist subversion in the 1950s? Can an ideological war be more dangerous than a physical war? Why was the Cold</p>	<p>SS.G.11.9-12 SS.G.10.9-12 SS.G.4.9-12</p>	<p>Formative: Korean/Cold War Webquest, Vocab, Lesson questions Summative: Chapter test</p>		<p>Guided notes, Web quest, chromebooks, textbook, projector</p>

	<p>War so tense when the two superpowers were never actually involved in a "Hot War"?</p> <p>Did the United States "win" the Cold War, or did the Soviet Union "lose" it?</p>				
<p>Civil Rights</p> <p>Quarter 4</p> <p>Unit Length: 10 days</p>	<p>Who participated in the civil rights movement? How did they participate? Why were people willing to risk their safety to participate in the civil rights movement? How did the civil rights movement change the United States?</p>	<p>SS.CV.3.9-12:</p> <p>SS.H.9.9-12</p> <p>CCSS.FLA-LITERACY.RI.1-12.10</p>	<p>Formative: Notes, Letter from a Birmingham Jail Jigsaw, Montgomery boycott roleplay.</p> <p>Summative: Chapter Test</p>	<p>Watch Eyes on the Prize, Notes Presentation, primary source analysis jigsaw, roleplay</p>	<p>Eyes on the prize, <u>Letter from a Birmingham Jail</u></p>