

Jefferson City Public Schools–High School Curriculum

SUBJECT: Grade 11-12

COURSE: AP US History

STRAND:

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A1) Unit A: Exploration & Settlement</p> <p>Identify and trace the rise of the European empires in the Americas and explain their impact on the Native population of the Americas</p> <p><u>Pre-Columbian Societies:</u></p> <ol style="list-style-type: none"> Compare and contrast the early inhabitants of the Americas: empires in (the): <ul style="list-style-type: none"> Mesoamerica Southwest Mississippi Valley Compare and contrast the American Indian cultures of North America at the time of European contact <p><u>Transatlantic Encounters and the Colonial Beginnings 1492-1690:</u></p> <ol style="list-style-type: none"> Describe the first European contacts with American Indians Assess the success of: <ul style="list-style-type: none"> Spain's empire in North America French colonization of Canada Compare and contrast English settlement in (the): <ul style="list-style-type: none"> New England Middle Colonies South <p>(Continued to A2)</p>	<ul style="list-style-type: none"> Unit Test: <ul style="list-style-type: none"> Multiple choice Constructed response <ul style="list-style-type: none"> – assessed using a teacher created scoring guide Assessed using informal teacher evaluation based on a scoring guide and student participation Graphic Organizers <ul style="list-style-type: none"> Graphs Research – assessed using a teacher evaluation based on: <ul style="list-style-type: none"> a scoring guide student participation Assessed using a teacher created scoring guide: <ul style="list-style-type: none"> Map Primary Sources DBQ – Assessed using a scoring guide based on College Board standards 	<p><u>Graphic Organizer:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> create a t-chart comparing the Native American empires: <ul style="list-style-type: none"> Mesoamerica the Southwest the Mississippi <p>Key concepts to focus on:</p> <ul style="list-style-type: none"> technology survival strategies cultural traits <p>Students will:</p> <ul style="list-style-type: none"> complete a graphic organizer comparing the English settlements of: <ul style="list-style-type: none"> New England the Middle Colonies Chesapeake the Southern Colonies <p>Comparisons should be based around:</p> <ul style="list-style-type: none"> religion government physical structure of towns economy family structure relations with Native Americans reasons for founding <p>(Continued to A2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A2) (Continued from A1)</p> <ol style="list-style-type: none"> 6. Trace the move from servitude to slavery in the Chesapeake region 7. Analyze the impact of religious diversity in the English settlements 8. Analyze the various resistance to colonial authority: <ul style="list-style-type: none"> • Bacon's Rebellion • Glorious Revolution • Pueblo Revolt <p><u>Colonial North America 1690-1754</u></p> <ol style="list-style-type: none"> 1. Investigate the population growth and immigration of Colonial America 2. Analyze the impact of the: <ul style="list-style-type: none"> • transatlantic trade • growth of the seaports on colonial economy and development 3. Compare and contrast the societies of the: <ul style="list-style-type: none"> • New England • Middle • Chesapeake • Southern colonies <p>(Continued to A3)</p>		<p>(Continued from A1)</p> <p><u>Research:</u> Students will:</p> <ul style="list-style-type: none"> • form into groups of 2-3. Each group will be assigned a North American tribe to research: <ul style="list-style-type: none"> • technology • survival strategies • cultural traits • interaction with Europeans • summarize their findings in a: <ul style="list-style-type: none"> • presentation • one page typed summary to present to the class <p><u>Map:</u> Students will:</p> <ul style="list-style-type: none"> • be given a blank map of North America • use physical features as guides to shade the various locations of: <ul style="list-style-type: none"> • English • Spanish • French • large Native American tribes' early settlements and key tributaries <p>(Continued to A3)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A3) (Continued from A2)</p> <p>4. Assess the growth of:</p> <ul style="list-style-type: none"> • plantation economies • slave societies <p>on the:</p> <ul style="list-style-type: none"> • Chesapeake • southern colonies <p>5. Analyze the impact of the:</p> <ul style="list-style-type: none"> • Enlightenment • Great Awakening <p>on all English colonies</p> <p>6. Summarize the:</p> <ul style="list-style-type: none"> • difficulties • similarities <p>between colonial governments and imperial policy in British North America</p> <p>Performance: 1.5, 1.9, 1.10, 2.7, 3.5 Knowledge: (SS) 3,7 SSCLE: MUSWH.3a.L,N,T-V,Y; EGSA.5.D; TSSI.7.C (US History) NETS: 1c; 2; 3 DOK: 2-4</p>		<p>(Continued from A2)</p> <p><u>DBQ:</u> Students will use a series of primary and secondary sources to:</p> <ul style="list-style-type: none"> • analyze • critique • differentiate <p>between the various colonial resistances</p> <p><u>Graphs:</u> Students will:</p> <ul style="list-style-type: none"> • create a series of graphs to identify the: <ul style="list-style-type: none"> • population growths • immigration of Colonial America • create two pie graphs to visually explain where immigrants are migrating from, namely: <ul style="list-style-type: none"> • England • Spain • Germany • France and to explain why individuals are migrating, such as: <p>(Continued to A4)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(A4)		<p>(Continued from A3)</p> <ul style="list-style-type: none"> • economy • religion • politics • make a line or bar graph to show the increase in colonial population in each of the four regions in ten-year intervals from 1690 to 1754 <p><u>Primary Source:</u> Students will:</p> <ul style="list-style-type: none"> • read John Winthrop’s “City Upon a Hill” in conjunction with personal testimonies from colonials on their religious conversions • work in pairs to draw out key ideas of the Great Awakening and its impact on colonial society <p>Students will:</p> <ul style="list-style-type: none"> • be given documents covering: <ul style="list-style-type: none"> • imperial rule • colonial responses • work in pairs or small groups to highlight the key points of each document and then place them in chronological cause-effect order and explain why

Objectives	Assessment/Evaluation	Instructional Activities
<p>(B1) Unit B: Early Republic</p> <p>Examine the causes of the American Revolution and its impact on the philosophical and governmental creation of the U.S.</p> <p><u>The American Revolutionary Era 1754-1789:</u></p> <ol style="list-style-type: none"> Summarize the: <ul style="list-style-type: none"> causes events consequences of the French and Indian Wars Describe the Imperial Crisis and Resistance to Britain Identify key: <ul style="list-style-type: none"> events people ideas during the War for Independence Assess the strengths and weaknesses of the: <ul style="list-style-type: none"> Articles of Confederation state constitutions <p>(Continued to B2)</p>	<ul style="list-style-type: none"> Unit Test: <ul style="list-style-type: none"> Multiple choice Constructed response – assessed using a teacher created scoring guide Assessed using a teacher created scoring guide: <ul style="list-style-type: none"> Timeline Document Interpretation Primary Sources Assessed using a teacher created scoring guide in alignment with the College Board: <ul style="list-style-type: none"> Research DBQ Role Playing – assessed using informal teacher evaluation based on: <ul style="list-style-type: none"> a scoring guide student participation 	<p><u>Timeline:</u></p> <ul style="list-style-type: none"> Students will create a timeline to: <ul style="list-style-type: none"> place events in chronological order demonstrate cause and effect Events will begin on the left (cause) and their responses will be placed on the right (effect) Key events should include: <ul style="list-style-type: none"> French and Indian War Boston Tea Party Intolerable Acts Townshend Duties First-Second Continental Congress Olive Branch Petition Lexington & Concord Declaration of Independence Sons of Liberty Sugar Act Stamp Act Stamp Act Congress <p><u>Research:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> be assigned one key leader during the Revolutionary Era; someone who contributed: <p>(Continued to B2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(B2) (Continued from B1)</p> <p>5. Apply the principles for American Independence to explain the construction of the U.S. Constitution, including key provisions, such as (the):</p> <ul style="list-style-type: none"> • checks and balances • Bill of Rights • separation of powers <p><u>The Early Republic 1789-1815:</u></p> <p>6. Assess the role of:</p> <ul style="list-style-type: none"> • Washington • Hamilton • Jefferson • Madison <p>in shaping the national government</p> <p>7. Trace the emergence of political parties:</p> <ul style="list-style-type: none"> • Federalists • Republicans <p>8. Construct the role of women during the Early Republic based on the concept of Republican Motherhood</p> <p>9. Asses the causes and impact of the Second Great Awakening</p> <p>(Continued to B3)</p>		<p>(Continued from B1)</p> <ul style="list-style-type: none"> • politically or • militarily • use the: <ul style="list-style-type: none"> • JCHS • Lincoln University • JC Public library to find six primary sources as well as secondary sources • address the factors, both internal and external, that contributed to the individual's: <ul style="list-style-type: none"> • character • intelligence • skills as well as assessing their role in the American Revolution <p><u>Document Interpretation:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • read both the: <ul style="list-style-type: none"> • Articles of Confederation • US Constitution • find similarities and differences and explain the reasons for the differences <p>(Continued to B3)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(B3) (Continued from B2)</p> <p>10. Analyze the significance of Jefferson’s presidency</p> <p>11. Identify reasons for the expansion into the Trans-Appalachian West including, Indian resistance</p> <p>12. Investigate the growth of:</p> <ul style="list-style-type: none"> • slavery • free black communities after the American Revolution <p>13. Assess the:</p> <ul style="list-style-type: none"> • causes • events • consequences of the War of 1812 <p>Performance: 1.5, 1.6, 1.9, 1.10, 3.1, 3.5 Knowledge: (SS) 1,3,7 SSCLE: PCD.1.A,B; PPGS.2A,C; MUSWH.3a.L,N,O,U,V; RIGIT.6.O; TSSL.7.F (US History) NETS: 1c; 3; 4 DOK: 2-4</p>		<p>(Continued from B2)</p> <p><u>Primary Sources:</u> Students will:</p> <ul style="list-style-type: none"> • be given quotes by both: <ul style="list-style-type: none"> • Hamilton and • Jefferson • decide which quote belongs to each man • compare these quotes with the: <ul style="list-style-type: none"> • philosophical • political platforms of the Federalists and Anti-Federalists to understand the reasons for the formation of the two party system <p>Students will:</p> <ul style="list-style-type: none"> • be given a series of primary sources: <ul style="list-style-type: none"> • letters from settlers moving west • settlers’ encounters with the Native American population • deduce from the letters the reasons and impact of white settlers moving west <p>(Continued to B4)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(B4)		<p>(Continued from B3)</p> <p><u>DBQ:</u> Students will be given a series of primary and secondary sources. They will utilize those documents as supporting evidence to analyze the:</p> <ul style="list-style-type: none"> • creation of the two party system. • causes and inevitability of the War of 1812 <p><u>Role Playing:</u> Students will divide themselves into two groups and one group will:</p> <ul style="list-style-type: none"> • support Jefferson's actions as president • argue that Jefferson's presidency made a series of mistakes

Objectives	Assessment/Evaluation	Instructional Activities
<p>(C1) Unit C: Antebellum America</p> <p>Examine the social, economic, and transportation development of Antebellum America</p> <p><u>Transformation of the Economy and Society in Antebellum America:</u></p> <ol style="list-style-type: none"> Trace the: <ul style="list-style-type: none"> transportation revolution creation of a national market economy Analyze the: <ul style="list-style-type: none"> beginnings of industrialization changes in social and class economy Analyze the impact of immigration and subsequent nativist reaction Identify and distinguish the differences of the southern classes, such as: <ul style="list-style-type: none"> planters yeoman farmers slaves in the Cotton South <p><u>The Transformation of Politics in Antebellum America:</u></p> <ol style="list-style-type: none"> Summarize the emergence of the second party system <p>(Continued to C2)</p>	<ul style="list-style-type: none"> Unit Test: <ul style="list-style-type: none"> Multiple choice Constructed response – assessed using a teacher created scoring guide Assessed using a teacher created scoring guide: <ul style="list-style-type: none"> Timeline Graphic Organizer Literature Summary DBQ – assessed using a teacher created scoring guide in alignment with the College Board Role Playing Debate – assessed using informal teacher evaluation based on: <ul style="list-style-type: none"> a scoring guide student participation Document Interpretation– assessed using informal teacher evaluation based on a scoring guide 	<p><u>Timeline:</u></p> <p>Students will create a timeline to include the development of:</p> <ul style="list-style-type: none"> industrialization transportation the two party system <p>Each category will be color coded to provide a visual aid to the:</p> <ul style="list-style-type: none"> length frequency overlap with other developments <p><u>DBQ:</u></p> <p>Students will use a series of primary and secondary sources as evidence to analyze:</p> <ul style="list-style-type: none"> the impact of industrialization success or failure of Protestant Revivalism <p><u>Graphic Organizer:</u></p> <p>Students will create a graphic organizer to compare and contrast the social classes of the South:</p> <ul style="list-style-type: none"> plantation class small slaveholding planters <p>(Continued to C2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(C2) (Continued from C1)</p> <p>6. Analyze the controversy over federal power using the debates on:</p> <ul style="list-style-type: none"> • judicial federalism • the Bank War • states rights in regards to federal authority <p>7. Analyze the successes and limitations of Jacksonian democracy</p> <p><u>Religion, Reform, and Renaissance in Antebellum America:</u></p> <p>8. Evaluate the:</p> <ul style="list-style-type: none"> • causes • events • arguments • consequences of the Evangelical Protestant Revivalism <p>9. Describe the various causes and consequences of social reforms, such as:</p> <ul style="list-style-type: none"> • utopian • prohibition • abolition • women's suffrage • education • prison/asylum <p>(Continued to C3)</p>		<p>(Continued from C1)</p> <ul style="list-style-type: none"> • yeomen • pine barrens • slaves <p>Students will create a graphic organizer to compare:</p> <ul style="list-style-type: none"> • the social reforms of the period • and contrast the: <ul style="list-style-type: none"> • causes • major events • consequences of transcendentalism and utopian communities <p><u>Role Playing Debate:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • choose a political party/faction from the 1820-1830s • argue for or against the various Jacksonian policies (as would Congress) including (the): <ul style="list-style-type: none"> • Supreme Court • Indian Removal • Bank War • nullification problem <p>(Continued to C3)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(C3) (Continued from C2)</p> <p>10. Compare and contrast transcendentalism and utopian communities</p> <p>11. Specify the ideals of domesticity</p> <p>12. Identify the key:</p> <ul style="list-style-type: none"> • literary • artistic <p>expressions of the American Renaissance</p> <p>Performance: 1.6, 1.9, 1.10, 2.1, 3.5, 4.1 Knowledge: (SS) 3,7 SSCLE: PPGS.2.C; MUSWH.3a.J,L,N-P,U,V,Y); TSSL.7.C (US History) NETS: 1c; 3; 4; 5c DOK: 2-4</p>		<p>(Continued from C2)</p> <p><u>Document Interpretation:</u> Students will:</p> <ul style="list-style-type: none"> • read John Calhoun's <i>South Carolina Exposition and Protest</i> • pick out key: <ul style="list-style-type: none"> • ideas • quotes • problems specific to the time and Constitution • not only understand the problem after reading the document, but apply it to the higher principles and concepts originating in the 1790s <p><u>Literature Summary:</u> Students will:</p> <ul style="list-style-type: none"> • pick a transcendentalist writer and a piece of his/her work • summarize: <ul style="list-style-type: none"> • the plot • key literary techniques • its impact to the period in a: <ul style="list-style-type: none"> • two page typed summary • short presentation to the class

Objectives	Assessment/Evaluation	Instructional Activities
<p>(D1) Unit D: Manifest Destiny and the Crisis of the Union</p> <p>Summarize and evaluate why the U.S. expanded to the Pacific Coast, acquired land, and the causes that led to the Civil War</p> <p><u>Territorial Expansion and Manifest Destiny:</u></p> <ol style="list-style-type: none"> 1. Evaluate the forced removal of American Indians to the Trans-Mississippi West 2. Describe the western migration and cultural interactions of: <ul style="list-style-type: none"> • Americans • immigrants • Native Americans 3. Describe how the U.S. gained the territorial acquisitions of: <ul style="list-style-type: none"> • Oregon • Texas • Mexican territory 4. Trace the development of U.S. imperialism in terms of: <ul style="list-style-type: none"> • expansion • the Mexican War • Manifest Destiny <p>(Continued to D2)</p>	<ul style="list-style-type: none"> • Unit Test: <ul style="list-style-type: none"> • Multiple choice • Constructed response – assessed using a teacher created scoring guide • Assessed using a teacher created scoring guide: <ul style="list-style-type: none"> • Document Interpretation • Map • Timeline • DBQ – assessed using a teacher created scoring guide in alignment with the College Board 	<p><u>Document Interpretation:</u> Students will read John O’Sullivan’s writing on Manifest Destiny. In picking out key ideas, students will explain why settlers moved west</p> <p><u>Map:</u> Students will create a map of the U.S. as it was in 1848. They will demonstrate their knowledge of (the):</p> <ul style="list-style-type: none"> • Kansas Territory • Missouri Compromise of 1820 • boundary disputes of Texas • nation of Texas • Indian Reservations • key rivers • California • Oregon Territory • various Overland Trails <p><u>Timeline:</u></p> <ul style="list-style-type: none"> • Students will create a timeline to: <ul style="list-style-type: none"> • place events in chronological order • demonstrate cause and effect • Events will begin on the left (cause) and their responses will be placed on the right (effect) <p>(Continued to D2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(D2) (Continued from D1)</p> <p><u>The Crisis of the Union:</u></p> <p>5. Trace the pro- and anti-slavery:</p> <ul style="list-style-type: none"> • arguments • conflicts <p>6. Identify the role of:</p> <ul style="list-style-type: none"> • the Compromise of 1850 • popular sovereignty <p>7. Trace the emergence of the Republican Party</p> <p>8. Analyze the impact of the Kansas-Nebraska Act</p> <p>9. Analyze the:</p> <ul style="list-style-type: none"> • rise of Abraham Lincoln • election of 1860 • South's secession <p>Performance: 1.6, 1.9, 3.5, 3.6, 4.1 Knowledge: (SS) 3,7 SSCLE: PPGS.2.C; MUSWH.3a.J,N,T,U,V,Y; EGSA.5.D; TTSI.7.C (US History) NETS: 2-4 DOK: 3,4</p>		<p>(Continued from D1)</p> <ul style="list-style-type: none"> • Key events should include: <ul style="list-style-type: none"> • Texas War of Independence • Polk's election • Annexation of Texas • Indian Removal Act • Kansas Nebraska Act • Lincoln-Douglas Debates and end with the election of 1860 <p><u>DBQ:</u> Students will use a series of primary and secondary sources as evidence to analyze the:</p> <ul style="list-style-type: none"> • expansion of the U.S. • causes of the Civil War <p><u>Graphic Organizer:</u> Students will create a graphic organizer to compare and contrast the:</p> <ul style="list-style-type: none"> • pro and anti-slavery arguments • various viewpoints on the Mexican American War

Objectives	Assessment/Evaluation	Instructional Activities
<p>(E1) Unit E: Civil War and Reconstruction</p> <p>Analyze the events of the Civil War and the difficulties of rejoining the North and South</p> <p><u>Civil War:</u></p> <ol style="list-style-type: none"> 1. Evaluate the major advantages and disadvantages of the North and South and the challenges each side had in an effort to win the war 2. Summarize the military and diplomatic strategies used by the North and South during the War between the States 3. Analyze the impact of emancipation and the role of African Americans in the Civil War 4. Analyze the: <ul style="list-style-type: none"> • social • political • economic effects of the Civil War and the impact on different regions of the country <p><u>Reconstruction:</u></p> <ol style="list-style-type: none"> 5. Compare and contrast Presidential and Radical Reconstruction <p>(Continued to E2)</p>	<ul style="list-style-type: none"> • Unit Test: <ul style="list-style-type: none"> • Multiple choice • Constructed response – assessed using a teacher created scoring guide • Assessed using a teacher created scoring guide: <ul style="list-style-type: none"> • Document Interpretation • Map • Visual Aid • Graphic Organizer • DBQ – assessed using a teacher created scoring guide in alignment with the College Board 	<p><u>Graphic Organizers:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • complete a chart of relative strengths and weaknesses of the North and South in terms of various: <ul style="list-style-type: none"> • resources • mobilization • types of internal dissent • create a chart of military and diplomatic strategies and their effectiveness as a collaborative group • create a T-chart listing the difference between Lincoln’s and Johnson’s plans for reconstruction and Congressional plans • complete the charts and then add a center column addressing the impact of the competing plans <p>Students will:</p> <ul style="list-style-type: none"> • create Venn diagrams comparing and contrasting sharecropping and the crop-lien system and explain the impact on late nineteenth century southern agriculture <p>(Continued to E2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(E2) (Continued from E1)</p> <p>6. Compare the:</p> <ul style="list-style-type: none"> • aspirations • achievements • failures <p>of southern state governments during Reconstruction</p> <p>7. Analyze the role of African Americans in:</p> <ul style="list-style-type: none"> • politics • education • the economy <p>during Reconstruction</p> <p>8. Summarize how the Compromise of 1877 ended Reconstruction</p> <p>9. Evaluate the impact of Reconstruction on American society</p> <p><u>Origins of the New South</u></p> <p>10. Analyze the reconfiguration of southern agriculture in the late nineteenth century</p> <p>11. Summarize the expansion of:</p> <ul style="list-style-type: none"> • manufacturing • industrialization <p>during the late 1800s</p> <p>(Continued to E3)</p>		<p>(Continued from E1)</p> <ul style="list-style-type: none"> • complete charts listing a specific number of inventors and innovators • describe the invention or innovation • summarize its impact on society <p><u>Document Interpretation:</u></p> <p>Students will read:</p> <ul style="list-style-type: none"> • primary source documents and then participate in a teacher-led class discussion over the reading assignment • documents about African American roles in: <ul style="list-style-type: none"> • politics • education • the economy and write an essay in which they analyze the outcome <p><u>DBQ:</u></p> <p>Students will use a series of primary and secondary sources as evidence to:</p> <ul style="list-style-type: none"> • analyze the: <ul style="list-style-type: none"> • social <p>(Continued to E3)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(E3) (Continued from E2)</p> <p>12. Describe the politics of segregation in the U.S. during the late nineteenth century</p> <p>Performance: 1.6, 1.9, 3.5, 3.6 Knowledge: (SS) 1,3,7 SSCLE: PPGS.2.C; MUSWH.3a.I,J,M,N,U,V; ECP.4.I; TSSI.7.C (US History) NETS: 3; 4; 5c DOK: 3,4</p>		<p>(Continued from E2)</p> <ul style="list-style-type: none"> • political • economic effects of the Civil War • compare the: <ul style="list-style-type: none"> • aspirations • achievements • failures of southern state governments during Reconstruction • describe the impact of Jim Crow and the disenfranchisement of African Americans during the late nineteenth century <p><u>Visual Aid:</u> Students will work collaboratively on posters comparing the Reconstruction plans</p> <p><u>Map:</u> Students will create a map demonstrating the geographical and regional influences of campaigns and significant battles</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(F1) Unit F: Trans Mississippi West and Industrialization</p> <p>Analyze the settling of the West for the last time and the increased use of technology in America</p> <p><u>Development of the West:</u></p> <ol style="list-style-type: none"> 1. Evaluate the factors that contributed to the expansion and development of western railroads 2. Examine the completion for western lands between the following groups: <ul style="list-style-type: none"> • miners • ranchers • homesteaders • American Indians 3. Appraise the impact of government policy on the transformation of the lives of American Indians during the late 1800s 4. Categorize the role of: <ul style="list-style-type: none"> • gender • race • ethnicity in the far West in the late nineteenth century 5. Judge the environmental impact of western settlement on the Great Plains <p>(Continued to F2)</p>	<ul style="list-style-type: none"> • Unit Test: <ul style="list-style-type: none"> • Multiple choice • Constructed response – assessed using a teacher created scoring guide • Assessed using a teacher created scoring guide: <ul style="list-style-type: none"> • Document Interpretation • Graphic Organizer • Research • Trading Cards • DBQ – assessed using a teacher created scoring guide in alignment with the College Board 	<p><u>Research:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • create PowerPoint presentations following a specific set of guidelines to demonstrate their ability to teach other students the following concepts about the west: <ul style="list-style-type: none"> • expansion and development of western railroads • competitors for western land • government policy toward Indians including: <ul style="list-style-type: none"> • gender • race • ethnicity in the far West, and environmental impacts of western settlement • participate in an “Investigative Reports” activity in which they work collaboratively to research and report on the problems of the city as if they are a team of investigative journalists <p>(Continued to F2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(F2) (Continued from F1)</p> <p><u>Industrial America:</u></p> <ol style="list-style-type: none"> 6. Examine the impact of corporate consolidation of industry on American society 7. Describe the effects of technological development on the: <ul style="list-style-type: none"> • worker • workplace 8. Trace the growth of labor and unions in the late nineteenth century 9. Outline the changes in national politics during the late 1800s and the influence of corporate power 10. Distinguish the changing face of the nation by studying the migration and immigration patterns of the late 1800s 11. Compare and contrast proponents' and opponents' views of new social orders such as <ul style="list-style-type: none"> • Social Darwinism • the Social Gospel Movement of the late 1800s <p><u>Urban Society</u></p> <ol style="list-style-type: none"> 12. Evaluate the rise of urbanization and the lure of the city <p>(Continued to F3)</p>		<p>(Continued from F1)</p> <p><u>DBQ:</u> Students will use a series of primary and secondary sources as evidence to assess the:</p> <ul style="list-style-type: none"> • environmental impact of western settlement on the Great Plains • intellectual and cultural movements of the late Nineteenth Century <p><u>Graphic Organizer:</u> Students will:</p> <ul style="list-style-type: none"> • create a t-chart placing a corporate action in the left column with a corresponding impact in the adjacent right column • be asked to create and assemble a group of charts and graphs tracing migration and immigration patterns and explain their significance <p>(Continued to F3)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(F3) (Continued from F2)</p> <p>13. Appraise:</p> <ul style="list-style-type: none"> • city problems • machine politics during the late nineteenth century <p>14. Summarize the:</p> <ul style="list-style-type: none"> • intellectual • cultural <p>movements and popular entertainment of the late Nineteenth Century</p> <p>Performance: 1.1, 1.6, 1.9, 1.10, 2.1, 3.5, 3.6 Knowledge: (SS) 3,7 SSCLE: PPGS.2.C; MUSWH.3a.I,J,M,N,R,T,U,V; ECP.4.I; EGSA.5.D; TSSI.7.F (US History) NETS: 2; 3; 5c DOK: 3,4</p>		<p>(Continued from F2)</p> <p><u>Trading Cards:</u> Students will demonstrate their knowledge of content in this unit by creating a baseball card style research project on key contributors of:</p> <ul style="list-style-type: none"> • labor • industry • politics <p>of the late 1800s</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(G1) Unit G: Progressivism and WWI</p> <p>Describe the American response to Industrialism and the rise as a World Power</p> <p><u>Progressivism</u></p> <ol style="list-style-type: none"> 1. Connect the agrarian discontent with the political issues of the late nineteenth century 2. Investigate the origins and consequences of Progressive Reform: <ul style="list-style-type: none"> • Municipal • State • National 3. Differentiate and compare the Progressive Presidencies of: <ul style="list-style-type: none"> • Roosevelt • Taft • Wilson 4. Apprise the women's roles during the Progressive Era, such as: <ul style="list-style-type: none"> • family • workplace • education • politics • reform <p>(Continued to G2)</p>	<ul style="list-style-type: none"> • Unit Test: <ul style="list-style-type: none"> • Multiple choice • Constructed response – assessed using a teacher created scoring guide • Assessed using a teacher created scoring guide: <ul style="list-style-type: none"> • Document Interpretation • Graphic Organizer • Research • DBQ – assessed using a teacher created scoring guide in alignment with the College Board • Role Playing – assessed using informal teacher evaluation based on: <ul style="list-style-type: none"> • a scoring guide • student participation 	<p><u>Document Interpretation:</u></p> <p>Students will be provide a set of primary source documents and be instructed to read the article and answer questions:</p> <ul style="list-style-type: none"> • following the articles which would explain the: <ul style="list-style-type: none"> • problems of the Gilded Age • start of Progressivism • over the tactics and strategies of WWI <p><u>Research:</u></p> <p>Students will participate in an “Investigative Reports” activity in which they work collaboratively to research and report on the reformers as if they were one of them</p> <p><u>DBQ:</u></p> <p>Students will use a series of primary and secondary sources as evidence to analyze the:</p> <ul style="list-style-type: none"> • success and failures of civil rights during the Progressive Era • reasons the U.S. entered WWI <p>(Continued to G2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(G2) (Continued from G1)</p> <p>5. Assess the rights of Black America in terms of:</p> <ul style="list-style-type: none"> • urban migration • civil rights initiatives <p><u>The War to End All Wars</u></p> <p>6. Trace the political and economic expansion that contributed to American imperialism</p> <p>7. Analyze the:</p> <ul style="list-style-type: none"> • causes of war in Europe • reasons the U.S. went to war <p>8. Evaluate the impact of the First World War at home and abroad</p> <p>9. Apprise the Treaty of Versailles from a foreign and domestic perspective</p> <p>10. Assess the societal and economic changes in the postwar years</p> <p>Performance: 1.6, 1.9, 1.10, 3.5, 2.1, 4.1 Knowledge: (SS) 3,6,7 SSCLE: PPGS.2.C; MUSWH.3a.I,K,M-S,U,W-Y; TSSI.7.C (US History) NETS: 3,4 DOK: 2-4</p>		<p>(Continued from G1)</p> <p><u>Graphic Organizer:</u> Students will create a graphic organizer to compare the:</p> <ul style="list-style-type: none"> • progressive policies of: <ul style="list-style-type: none"> • Roosevelt • Taft • Wilson • social and economic changes of WWI <p><u>Role Playing Debate:</u> Students will pick a group in the Senate to debate the passage of the Treaty of Versailles</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(H1) Unit H: Roaring Twenties and the Great Depression</p> <p>Analyze the American Society and Economic Crisis of the 1920s and 1930s</p> <p><u>Roaring Twenties:</u></p> <ol style="list-style-type: none"> 1. Critique the rise of business in: <ul style="list-style-type: none"> • the American • a consumer economy 2. Compare and contrast the Republican politics of the 1920s: <ul style="list-style-type: none"> • Harding • Coolidge • Hoover 3. Summarize the change of culture towards Modernity: <ul style="list-style-type: none"> • Science • The arts • Entertainment 4. Synthesize the roles of: <ul style="list-style-type: none"> • religious fundamentalism • nativism • prohibition as a response to modernism <p>(Continued to H2)</p>	<ul style="list-style-type: none"> • Unit Test: <ul style="list-style-type: none"> • Multiple choice • Constructed response – assessed using a teacher created scoring guide • Assessed using a teacher created scoring guide: <ul style="list-style-type: none"> • Document Interpretation • Graphic Organizer • Research • Trading Cards • DBQ – assessed using a teacher created scoring guide in alignment with the College Board 	<p><u>Research:</u></p> <p>Students will research:</p> <ul style="list-style-type: none"> • a popular source of entertainment and: <ul style="list-style-type: none"> • its impact on the 1920s • present their findings in a: <ul style="list-style-type: none"> • PowerPoint presentation • 4 page essay • corroboratively various New Deal programs for: <ul style="list-style-type: none"> • relief • recovery • reform and share their findings with the class <p><u>Document Interpretation:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • read portions of the “Scopes Trial” • answer questions and assess the: <ul style="list-style-type: none"> • causes • seriousness • significance • consequences of this public trial <p>(Continued to H2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(H2) (Continued from H1)</p> <p>5. Analyze the ongoing struggle for equality for:</p> <ul style="list-style-type: none"> • African Americans • women <p><u>FDR's New Deal:</u></p> <p>6. Identify the causes of the Great Depression and connect their origins from the 1920s</p> <p>7. Connect the Hoover administration's response to its subsequent failure</p> <p>8. Critique Franklin Delano Roosevelt's:</p> <ul style="list-style-type: none"> • rise to power • New Deal <p>9. Investigate the role of labor and union recognition during the Great Depression</p> <p>10. Assess the role of the New Deal coalition and its critics from the Right and the Left</p> <p>11. Apply the poor economy to society's adaptation during the hard times</p> <p>Performance: 1.6, 1.9, 1.10, 3.5 Knowledge: (SS) 1,3,4,6,7 SSCLE: PPGS.2.C; MUSWH.3a.I,J,M-R,U,W,Y; ECP.4.A,H,J,K (US History) NETS: 1c; 3; 5c DOK: 2-4</p>		<p>(Continued from H1)</p> <p>Students will be given primary sources (newspaper articles) to read and answer questions to understand the:</p> <ul style="list-style-type: none"> • human impact of the Stock Market Crash and Hoover's inability to act sufficiently due to a Democratic Congress • role of labor and unions during the economic crisis <p><u>DBQ:</u></p> <p>Students will use a series of primary and secondary sources as evidence to:</p> <ul style="list-style-type: none"> • analyze the culture and entertainment of the 1920s • assess the success and failures of FDR's New Deal programs • analyze the impact of the New Deal <p><u>Graphic Organizer:</u></p> <p>Students will create a:</p> <ul style="list-style-type: none"> • t-chart comparing the policies of Republican Presidents: <ul style="list-style-type: none"> • Harding <p>(Continued to H3)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(H3)		<p>(Continued from H2)</p> <ul style="list-style-type: none"> • Coolidge • Hoover • graphic organizer comparing the positions of America's rural and urban population on key issues of the 1920s, such as: <ul style="list-style-type: none"> • prohibition • saving • flappers • modernity • evolution • fundamentalism <p>Students will create a t-chart to compare:</p> <ul style="list-style-type: none"> • the liberal and conservative critics of the New Deal • and contrast Hoover's actions and views on the economic crisis with those of FDR

Objectives	Assessment/Evaluation	Instructional Activities
<p>(I1) Unit I: World War II and Post War America</p> <p>Describe WWII and its effects on American Society</p> <p><u>World War II:</u></p> <ol style="list-style-type: none"> Trace the rise of fascism and militarism in: <ul style="list-style-type: none"> Japan Italy Germany Analyze the U.S. policy of neutrality and its role as a prelude to war Analyze the attack on Pearl Harbor and the U. S.'s subsequent war declaration Differentiate the different fronts of the war for both the U.S. and Europe Compare and contrast the: <ul style="list-style-type: none"> diplomacy war aims wartime conferences Critique the role of the U.S. as a global power in the Atomic Age <p><u>Post War America</u></p> <ol style="list-style-type: none"> Asses the wartime mobilization on the economy during and after the war <p>(Continued to I2)</p>	<ul style="list-style-type: none"> Unit Test: <ul style="list-style-type: none"> Multiple choice Constructed response – assessed using a teacher created scoring guide Assessed using a teacher created scoring guide: <ul style="list-style-type: none"> Document Interpretation Graphic Organizer Research Timeline DBQ – assessed using a teacher created scoring guide in alignment with the College Board 	<p><u>Graphic Organizers:</u></p> <p>Students will create a:</p> <ul style="list-style-type: none"> graphic organizer to compare the various dictators leading to WWII from: <ul style="list-style-type: none"> Japan Italy Germany Spain create a t-chart to illustrate: <ul style="list-style-type: none"> Hitler's actions prior to the start of WWII the reactions of world leaders <p><u>Timeline:</u></p> <p>Students will create a timeline from 1930-1945 to illustrate the:</p> <ul style="list-style-type: none"> rise of dictators lack of response fronts <p>during WWII</p> <p><u>Document Interpretation:</u></p> <p>Students will be:</p> <ul style="list-style-type: none"> given primary and secondary sources regarding the attack on Pearl Harbor and answer questions <p>(Continued to I2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(I2) (Continued from I1)</p> <p>8. Identify urban migration and demographic changes</p> <p>9. Connect the impact of the war to:</p> <ul style="list-style-type: none"> • women • work • family <p>during the war</p> <p>10. Analyze the impact of the war on:</p> <ul style="list-style-type: none"> • civil liberties • civil rights <p>during wartime</p> <p>11. Evaluate the impact of war on regional development</p> <p>12. Analyze the impact of war on the expansion of government power</p> <p>Performance: 1.5, 1.10, 4.1, 3.5, 3.6 Knowledge: (SS) 2,3,7 SSCLE: PPGS.2.C; MUSWH.3a.J,K,O,S-U,W-Z; ECP.4.A,H; (US History) NETS: 2,3 DOK: 2-4</p>		<p>(Continued from I1)</p> <ul style="list-style-type: none"> • able to assess the validity of FDR's intentional disregard to the warning signs of the attack <p><u>DBQ:</u> Students will use a series of primary and secondary sources as evidence to analyze:</p> <ul style="list-style-type: none"> • why the U.S. entered WWII • the: <ul style="list-style-type: none"> • social • political • economic <p>impact of WWII</p> <p><u>Visual Aid:</u> Working in groups, students will create posters listing and comparing the strategies of the:</p> <ul style="list-style-type: none"> • Allied Powers • Axis Powers <p>(Continued to I3)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(13)		<p>(Continued from I2)</p> <p><u>Research:</u> Students will:</p> <ul style="list-style-type: none"> • research the contributions of key leaders of WWII • present their findings to the class in a presentation

Objectives	Assessment/Evaluation	Instructional Activities
<p>J1) Unit J: Cold War America</p> <p>Evaluate Cold War America and the World</p> <ol style="list-style-type: none"> Trace the origins of the Cold War Analyze Truman’s policy of containment and its effectiveness Compare and contrast the impact the Cold War had on Asia: <ul style="list-style-type: none"> China Korea Vietnam Japan Compare and contrast the diplomatic strategies and policies of the: <ul style="list-style-type: none"> Eisenhower Kennedy administrations Evaluate the causes and impact of: <ul style="list-style-type: none"> the Red Scare McCarthyism Assess the impact of the Cold War on American society Identify the causes and consequences of the modern civil rights movement <p>(Continued to J2)</p>	<ul style="list-style-type: none"> Unit Test: <ul style="list-style-type: none"> Multiple choice Constructed response – assessed using a teacher created scoring guide Assessed using a teacher created scoring guide: <ul style="list-style-type: none"> Document Interpretation Graphic Organizer Research Timeline Map Trading Cards DBQ – assessed using a teacher created scoring guide in alignment with the College Board 	<p><u>DBQ:</u> Students will use a series of primary and secondary sources as evidence to analyze the:</p> <ul style="list-style-type: none"> causes of the Cold War “heating” of Cold War tensions in the 1960s and 1970s societal changes during the 1950s and 1960s <p><u>Document Interpretation:</u> Students will be given primary and secondary sources regarding the:</p> <ul style="list-style-type: none"> nonconformists of the post war society and will: <ul style="list-style-type: none"> answer questions assess their: <ul style="list-style-type: none"> impact reasons for rebellion inequality between the races and will: <ul style="list-style-type: none"> answer questions understand why there was need for change <p>(Continued to J2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>J2) (Continued from J1)</p> <p>8. Compare and contrast the affluent society and “the other America”</p> <p>9. Assess the role of consensus and conformity on:</p> <ul style="list-style-type: none"> • suburbia • middle class America <p>10. Analyze the impact of the:</p> <ul style="list-style-type: none"> • social critics • nonconformists • cultural rebels <p>in the 1950s</p> <p>11. Analyze the impact of changes in:</p> <ul style="list-style-type: none"> • science • technology • medicine <p>in the 1950s</p> <p>12. Compare and contrast the:</p> <ul style="list-style-type: none"> • political • social • economic <p>changes from the:</p> <ul style="list-style-type: none"> • New Frontier • Great Society <p>(Continued to J3)</p>		<p>(Continued from J1)</p> <p>Students will:</p> <ul style="list-style-type: none"> • be given primary and secondary documents to read and answer questions • assess the need and impact of Nixon’s détente policy during a group discussion <p><u>Graphic Organizer:</u> Students will create a:</p> <ul style="list-style-type: none"> • t-chart to compare and contrast the foreign policies of: <ul style="list-style-type: none"> • Truman • Eisenhower in dealing with the Cold War • graphic organizer to demonstrate the spread of the civil rights movements from the African American community to other excluded groups <p>Students will create a:</p> <ul style="list-style-type: none"> • t-chart comparing the domestic policies of: <ul style="list-style-type: none"> • JFK • LBJ <p>(Continued to J3)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(J3) (Continued from J2)</p> <p>13. Identify and explain key events that expanded the civil rights movement for:</p> <ul style="list-style-type: none"> • African Americans • Latinos • women • Native Americans • the disabled <p>14. Analyze the expansion of Cold War tensions in the 1960s in:</p> <ul style="list-style-type: none"> • Asia • Latin America • Europe <p>15. Analyze the events that led to the beginning of Détente</p> <p>16. Assess the impact of the:</p> <ul style="list-style-type: none"> • anti-war movement • counterculture <p>Performance: 1.5, 1.9, 1.10, 2.3, 3.5, 3.6, 4.1 Knowledge: (SS) 2,3,7 SSCLE: PPGS.2.C; MUSWH.3a.I-K,Q,W-Y (US History) NETS: 1c; 2; 3 DOK: 2-4</p>		<p>(Continued from J2)</p> <ul style="list-style-type: none"> • create a graphic organizer comparing the foreign policies of: <ul style="list-style-type: none"> • LBJ • Nixon • Ford <p><u>Timeline:</u> Students will create cause-effect timelines to illustrate the:</p> <ul style="list-style-type: none"> • increased tensions of the Cold War • Civil Rights Movement <p><u>Research:</u> Students will, in groups, research:</p> <ul style="list-style-type: none"> • causes • events • successes <p>of civil rights movements beyond the black movement, such as:</p> <ul style="list-style-type: none"> • Latinos • Women • Native Americans • the Disabled <p>(Continued to J4)</p>

Objectives	Assessment/Evaluation	Instructional Activities
J4)		<p>(Continued from J3)</p> <p>Students will:</p> <ul style="list-style-type: none"> • research part of LBJ's Great Society • present their findings in a presentation <p><u>Trading Cards:</u> Students will research key civil rights activists</p> <p><u>Map:</u> Students will label and shade a map to:</p> <ul style="list-style-type: none"> • demonstrate the globalized effect of the Cold War • identify key places in Southeast Asia

Objectives	Assessment/Evaluation	Instructional Activities
<p>(K1) Unit K: Modern America Society, Politics, Economics, and Culture at the End of the Twentieth Century</p> <p>Identify the key events that changed Modern America</p> <p><u>Conservative Control:</u></p> <ol style="list-style-type: none"> 1. Analyze the election of 1968 and the “Silent Majority” 2. Assess Nixon’s success and failures in dealing with: <ul style="list-style-type: none"> • Vietnam • China • Watergate 3. Identify the changes in the American economy, such as: <ul style="list-style-type: none"> • the energy crisis • deindustrialization • service economy 4. Analyze the: <ul style="list-style-type: none"> • components of the New Right • impact on the Reagan Revolution 5. Describe the end of the Cold War <p>(Continued to K2)</p>	<ul style="list-style-type: none"> • Unit Test: <ul style="list-style-type: none"> • Multiple choice • Constructed response – assessed using a teacher created scoring guide • Assessed using a teacher created scoring guide: <ul style="list-style-type: none"> • Document Interpretation • Graphic Organizer • Research • Timeline • DBQ – assessed using a teacher created scoring guide in alignment with the College Board • Role Playing – assessed using informal teacher evaluation based on: <ul style="list-style-type: none"> • a scoring guide • student participation 	<p><u>Graphic Organizer:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • make a graphic organizer comparing the impact of: <ul style="list-style-type: none"> • the energy crisis • deindustrialization • the service economy • create a series of pie graphs – one for each decade starting in the 1950s. Each pie graph will illustrate the: <ul style="list-style-type: none"> • number of immigrants • immigrants’ country of origin per decade <p>Students will create a graphic organizer to compare the:</p> <ul style="list-style-type: none"> • causes • events • impact <p>of domestic versus foreign terrorism in and on the U.S.</p> <p><u>DBQ:</u></p> <p>Students will use a series of primary and secondary sources as evidence to:</p> <ul style="list-style-type: none"> • assess Nixon’s presidency in terms of: <ul style="list-style-type: none"> • Vietnam <p>(Continued to K2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(K2) (Continued from K1) <u>Social and Technological Revolutions:</u> 6. Identify the causes and consequences of the demographic changes: <ul style="list-style-type: none"> • surge of immigration after 1965 • Sunbelt migration • the graying of America 7. Assess the impact of Revolutions in: <ul style="list-style-type: none"> • biotechnology • mass communication • computers 8. Analyze the impact of a multicultural society on politics 9. Define globalization and identify its impact on American economy 10. Compare and contrast unilateralism and multilateralism in foreign policy 11. Analyze the impact domestic and foreign terrorism has had on American: <ul style="list-style-type: none"> • society • economy • policy 12. Analyze environmental issues in a global context</p> <p>Performance: 1.6, 1.10, 2.3, 3.5, 3.6 Knowledge: (SS) 2,3,7 SSCLE: PPGS.2.C; MUSWH.3a.I,J,M-R,W-Y; ECP.4.A,H,I,J,K (US History) NETS: 1c; 2; 3 DOK: 2-4</p>		<p>(Continued from K1)</p> <ul style="list-style-type: none"> • China • Watergate • analyze the impact of globalization on the American economy <p><u>Role Playing Debate:</u> Students will: <ul style="list-style-type: none"> • assume the role of various Congressmen from the 1970s • argue for and against Nixon’s impeachment <u>Research:</u> Students will: <ul style="list-style-type: none"> • research the devolution process under Nixon and Reagan • find specific examples of how this policy was implemented • summarize their findings in a: <ul style="list-style-type: none"> • 3 page paper • PowerPoint presentation <p>(Continued to K3)</p> </p>

Objectives	Assessment/Evaluation	Instructional Activities
(K3)		<p>(Continued from K2)</p> <p>In pairs, students will:</p> <ul style="list-style-type: none"> • research an environmental disaster either in the U.S. or globally • assess the: <ul style="list-style-type: none"> • causes • major consequences • actions that could be taken in the future to fix the problem or potential problems <p><u>Document Interpretation:</u> Students will be given:</p> <ul style="list-style-type: none"> • an article on the “Silent Majority.” Through questions and class discussion, students will assess: <ul style="list-style-type: none"> • the validity of a “silent majority” • its impact in Nixon’s election • articles over the changes in American demographics. Through questions and class discussion, students will assess: <ul style="list-style-type: none"> • the impact of these changes • America’s need (if any) to adapt • pictures and speeches made by terrorists