



Grade 7 Social Studies (Master)

Teacher: Blair Huggins


September 2022

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <p>What are main causes of conflict in the United States?</p> <p>How has diversity shaped who we are as a country?</p> <p>What role should government have in your life?</p> <p>How has the quest for resources affected the United States?</p> <p>What does it mean to be American?</p> <p><i>UEQ:</i> <i>What principles of government are expressed in the Declaration of Independence?</i> <i>How was the Continental army to win the war for independence from Great Britain?</i> <i>What compromises emerged from the Constitutional Convention?</i> <i>How has the Constitution created "a more perfect Union"?</i></p>	<p>The Declaration of Independence</p> <p>Identify the final causes, such as the Battle of Breed's Hill and <i>Common Sense</i>, that brought about independence.</p> <p>Analyze the principles of government expressed in the Declaration of Independence.</p> <p>Recognize how delegates to the Second Continental Congress were able to preserve the slave trade by suppressing Jefferson's attempt to condemn it in the Declaration of Independence.</p> <p>The American Revolution</p> <p>Identify the impact of the American Revolution on other parts of the world.</p> <p>Examine the course of</p>	<p>The Declaration of Independence</p> <p>-I can identify the principles expressed in the Declaration of Independence.</p> <p>-I can describe the cause and effect of the creation of the Declaration of Independence.</p> <p>The American Revolution</p> <p>-I can explain the strengths and weaknesses of the American and British armies.</p> <p>-I can list the struggles of the Continental Army.</p> <p>-I can list the struggles of the British Army.</p>	<p>The Declaration of Independence</p> <p>1-3. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CA=Chapter 6 quiz (TCI)</p> <p>ISN Processing Activity - Write a Breakup Letter</p> <p>The American Revolution</p> <p>1-3. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CA=Chapter 7 test (TCI)</p> <p>Creating the Constitution</p>	<p>The Declaration of Independence</p> <p>TCI- History Alive! The United States Through Industrialism Chapter 6</p> <p>Interactive Student Notebook Chapter 6</p> <p>Student Handout 6A & 6B</p> <p>Information Master 6A & 6B</p> <p>Fake Breakup Letter</p> <p>Too Late to Apologize: A Declaration by TJ & The Revolution (Video)</p> <p>School House Rock - Shot Heard Round the World (Video)</p> <p>Declaration of Independence - Translated Version</p> <p><i>John Adams</i> Mini Series</p>

<p>The Declaration of Independence Ch6 Early battles of the American Revolution The impact of <i>Common Sense</i> Principles of the Declaration of Independence Continental Congress. Slavery 🇺🇸</p> <p>The American Revolution Ch7 Strengths and Weaknesses Key individuals: George Washington, Baron Friedrich von Steuben, Marquis de Lafayette, Charles Cornwallis Paine's <i>The Crisis</i> <i>Treaty of Paris</i> Key Battles: Trenton, Yorktown, Saratoga <i>Winter at Valley Forge</i> Foreign allies 🇺🇸</p> <p>Creating the Constitution Ch8 Articles of Confederation Northwest Ordinance</p>	<p>the war for independence and the subsequent defeat of the British. Analyze similes to understand the course and outcome of the war for independence.</p> <p>Creating the Constitution</p> <p>Analyze the effectiveness of the Articles of Confederation Explain how the Northwest Ordinance helped establish new territory for the United States. Determine the causes of Shays's Rebellion and its effects on the new nation. Identify the main points of contention during the development of the Constitution, the arguments surrounding them, and their resolutions.</p>	<p>-I can explain how the Americans ultimately won the war.</p> <p>Creating the Constitution</p> <p>-I can explain how Shays' Rebellion showed the weakness of the Articles of Confederation.</p> <p>-I can explain why the large states liked representation in government by population.</p> <p>-I can explain why the small states liked equal representation in government.</p> <p>-I can explain the compromise that was reached to make small and large states happy.</p> <p>-I can explain how northern and southern states wanted to count</p>	<p>1-6. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CFA= U.S. Constitution SMART File</p> <p>CA=Chapter 8 test</p> <p>Constitutional Convention Activity (Informal)</p> <p>The Constitution: A More Perfect Union</p> <p>1-3. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CFA= Formative Assessment: Constitutional Law Exam</p> <p>CA=Chapter 9 test</p>	<p>Clips</p> <p>The American Revolution</p> <p>TCI- History Alive! The United States Through Industrialism Chapter</p> <p>Interactive Student Notebook Chapter 7</p> <p>Information Master 7A</p> <p>Capture the Flag (TCI activity)</p> <p>America - The Story of U.S. (History Channel)</p> <p>Movie - "<i>Miracle</i>" Speech (Herb Brooks)</p> <p><i>The Crisis</i> - speech</p> <p>Creating the Constitution</p> <p>TCI- History Alive! The United States Through Industrialism Chapter 8</p> <p>Interactive Student Notebook Chapter 8</p> <p><i>Constitutional Swagga</i></p>
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Shays's rebellion
Factors that led the creation of the Constitution
Enlightenment
Compromises during the Constitutional Convention
Electoral College
Federalist Papers  

The Constitution: A More Perfect Union Ch9

Preamble
Legislative Branch
Executive Branch
Judicial Branch
Checks and Balances
Amendment Process
The Federal System
Popular Participation in Government 

The Bill of Rights Ch10

Creating the Bill of Rights
 First Amendment Rights
 Citizen Protections
 Legal Rights and Protections
 Other Rights and Powers

Describe the role of such leaders as George Washington and Roger Sherman in the writing and the ratification of the Constitution.
Describe the underlying political philosophy of the Constitution
championed by such men as James Madison and Alexander Hamilton.

The Constitution: A More Perfect Union

Identify the main features of the Constitution and describe the basic law making process.
Analyze how the Constitution divides powers among various levels and branches and preserves individual rights.
Explain how the guiding principles of

slaves in the population.

-I can explain how the Electoral College works.

-I can describe the point of view of the Federalists and Anti-Federalists.

The Bill of Rights

-I can explain landmark Supreme Court decisions involving the Bill of Rights and other individual protections.

The Bill of Rights

1-3. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.

Formative Assessment: Do I have a right?

A Day in the Life Without This Right

CA=Chapter 10 test

song

The Constitution: A More Perfect Union

TCI- History Alive! The United States Through Industrialism Chapter 9

Interactive Student Notebook Chapter 9

Constitutional Law Exam

icivics.org

Schoolhouse Rock: Various Government Videos

The Bill of Rights

TCI- History Alive! The United States Through Industrialism Chapter 10

Interactive Student Notebook Chapter 10

icivics.org

	<p>the Constitution have created "A More Perfect Union" and resulted in a government that can adapt to changing times.</p> <p>The Bill of Rights</p> <p>Student will compare their own desire for rights and the founders' work to add a Bill of Rights to the Constitution. Identify key rights and freedoms protected by the Bill of Rights and explain why those freedoms are important in their own lives. Discuss landmark Supreme Court cases to determine whether the rights and freedoms protected by the Bill of Rights relate the issues involved.</p>			
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October 2013

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <p>What are main causes of conflict in the United States?</p> <p>How has diversity shaped who we are as a country?</p> <p>What role should government have in your</p>	<p>Andrew Jackson and the Growth of American Democracy</p> <p>-Students will describe the perspectives of various groups of people in response to Jackson and his key policies.</p> <p>-Students will assess the impact of Jackson's policies on the</p>	<p>Andrew Jackson and the Growth of American Democracy</p> <p>-I can explain how Andrew Jackson's personal background was different from the first 6 presidents.</p> <p>-I can explain why President Jackson was the "People's</p>	<p>Andrew Jackson and the Growth of American Democracy</p> <p>1-3. Interactive Student Binder (ISB) evaluation of reading notes and processing activities.</p> <p>CFA= Andrew Jackson SMART File</p>	<p>Andrew Jackson and the Growth of American Democracy</p> <p>TCI- History Alive! The United States Through Industrialism Chapter 14</p> <p>Interactive Student Notebook Chapter 14</p>

<p>life? How has the quest for resources affected the United States? What does it mean to be American? <i>UEQ:</i> <i>What principles of government are expressed in the Declaration of Independence?</i> <i>How was the Continental army to win the war for independence from Great Britain?</i> <i>What compromises emerged from the Constitutional Convention?</i> <i>How has the Constitution created "a more perfect Union"?</i></p> <p>Andrew Jackson Ch14</p> <p>How well did President Andrew Jackson promote democracy? How justifiable was U.S. expansion in the 1800s?</p> <p>Manifest Destiny and the Growing Nation Ch15</p>	<p>outcome of events.</p> <p>-Students will evaluate how well Jackson promoted democracy, citing both his positive and negative contributions.</p> <p>Manifest Destiny and the Growing Nation</p> <p>Students will describe the changing boundaries of the United States throughout the 1800s.</p> <p>Students will analyze the causes, events, and effects of the Texas War for Independence and the Mexican-American War.</p> <p>Students will determine the effects of manifest destiny on westward expansion in the 1800s.</p> <p>Students will evaluate the incentives for territorial expansion and the methods used to acquire these lands in the 1800s.</p> <p>Life in the West Ch16</p> <p>Students will analyze the motives, hardships, and economic incentives associated with westward expansion. Students will describe the role of pioneer women and the new status that western women achieved.</p>	<p>President."</p> <p>-I can explain 3 controversial government policies of President Jackson.</p> <p>-I can explain President Jackson's Indian Policy.</p> <p>Manifest Destiny and the Growing Nation</p> <p>-I can explain why the United States desired new territories.</p> <p>-I can identify the location of each territory gained during the 1800s.</p> <p>-I can explain how each territory was gained during the 1800s.</p> <p>-I can analyze whether the gain of each territory was justified.</p> <p>Life in the West Ch16</p> <p>-I can define the motives of the groups who moved west.</p> <p>-I can define the hardships of the groups who moved west.</p> <p>-I can define the legacy of the groups who moved west.</p>	<p>CA=Chapter 14 test</p> <p>Andrew Jackson "Superman or Scumbag" Essay</p> <p>Manifest Destiny and the Growing Nation</p> <p>1-3. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CFA= Manifest Destiny SMART File</p> <p>CA=Chapter 15 test</p> <p>Life in the West Ch16</p> <p>1-2. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CFA= Life in the West SMART File</p> <p>CA=Chapter 15-16 test</p> <p>CommonCraft Video Project</p>	<p>History Alive! CD Tracks 1 and 7</p> <p>Visuals 14A-14F</p> <p>CC Writing - Argumentative - "Andrew Jackson: Superman or Scumbag?"</p> <p>"Superman or Scumbag" rubric</p> <p>Creating America textbook</p> <p>Andrew Jackson History Channel Video</p> <p>Manifest Destiny and the Growing Nation</p> <p>TCI- History Alive! The United States Through Industrialism Chapter 15</p> <p>Interactive Student Notebook Chapter 15</p> <p>Interactive Floor Map</p> <p>Visual 15</p> <p>"America-The Story of Us" video</p> <p>Justified or Not? Questions/pages</p> <p>Lewis and Clark Video</p> <p>Life in the West Ch16</p> <p>TCI- History Alive! The United States Through Industrialism Chapter 16</p>
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<p>Louisiana Purchase Acquisition of Florida Acquisition of Texas Acquisition of Oregon Territory Mexican-American War</p> <p>Life in the West Ch16</p> <p>Louisiana Purchase Explorers The Californios Mountain Men Missionaries Pioneer Women Mormons The 49ers The Chinese</p>				<p>Interactive Student Notebook Chapter 16</p> <p>History Alive! CD Track 8</p> <p>Visuals 16A-16I</p> <p>Flip Cameras-Tripod</p> <p>Overhead projectors</p> <p>"Creating America" textbook</p> <p>CommonCraft project rubric</p>
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November 2013

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <p>What are main causes of conflict in the United States? How has diversity shaped who we are as a country? What role should government have in your</p>	<p>An Era of Reform</p> <p>Students will analyze how transcendentalism contributed to the spirit of reform.</p> <p>Students will describe the conditions in prisons, in schools, for slaves, and for women in the mid-1800s, and identify the reform movements that resulted.</p>	<p>An Era of Reform</p> <p>LT1-I can define reform and describe 3 reform movements.</p> <p>LT2-I can describe the conditions before reform movements.</p> <p>LT3-I can describe conditions after reform movements.</p>	<p>An Era of Reform</p> <p>1-5. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CFA= Era of Reform SMART File</p> <p>CA=Chapter 18 quiz</p> <p>The Worlds of North and South</p>	<p>An Era of Reform</p> <p>TCI- History Alive! The United States Through Industrialism Chapter 18</p> <p>Interactive Student Notebook Chapter 18</p> <p>Sojourner Truth -"Ain't I a Woman?" speech</p>

<p>life? How has the quest for resources affected the United States? What does it mean to be American? <i>UEQ:</i> <i>How has the Constitution created "a more perfect Union"?</i> <i>What freedoms does the Bill of Rights protect and why are they important?</i></p> <p>An Era of Reform Ch18</p> <p>The Spirit of Reform The Second Great Awakening Prison Reform Education Reform Abolitionist Movement Equal Rights for Women</p> <p>The Worlds of North and South Ch19</p> <p>Geography of North/South Economy of the North/South Industrial Revolution Transportation of North/South Society of North/South</p> <p>African Americans in the mid-1800s Ch20 North and South, Slave and Free Economics of Slavery Working Conditions of Slaves Living Conditions of Slaves Controlling Slaves Resistance to Slavery</p>	<p>Students will evaluate how well reform movements improved life for Americans.</p> <p>Students will explain the contributions of such reformers as Horace Mann, William Lloyd Garrison, Frederick Douglas, and Elizabeth Cady Stanton.</p> <p>Students will debate the degree to which the grievances from the Declaration of Sentiments have been redressed today.</p> <p>The Worlds of North and South</p> <p>Students will analyze images to hypothesize how the geographies, economies, types of transportation, and societies differed in the North and South.</p> <p>Students will compare the economies and societies of the North and South by re-creating scenes from the two regions.</p> <p>Students will explain the effects of new inventions and manufacturing methods on the North and South.</p> <p>Students will examine the geographic, economic, and political factors involved in building a network of roads, canals, and railroads.</p> <p>African Americans in the mid-1800s</p>	<p>The Worlds of North and South</p> <p>LT1-I can compare the geography of the North and the South.</p> <p>LT2-I can compare the economy of the North and the South.</p> <p>LT3-I can compare the transportation of the North and the South.</p> <p>LT4-I can compare the society of the North and the South.</p> <p>African Americans in the mid-1800s</p> <p>LT1-I can describe the working and living conditions of slaves.</p> <p>LT2-I can identify ways that African Americans resisted slavery.</p> <p>LT3-I can explain ways that African Americans survived slavery.</p>	<p>1-4. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CFA= North/South SMART File</p> <p>CA=Chapter 19 quiz</p> <p>African Americans in the mid-1800s</p> <p>1-3. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CFA= African Americans in Mid-1800s SMART File</p> <p>CA=Chapter 20 test</p>	<p>-PBS Series "The Abolitionists"</p> <p>The Worlds of North and South</p> <p>TCI- History Alive! The United States Through Industrialism Chapter 19</p> <p>Interactive Student Notebook Chapter 19</p> <p>Visuals 19A-19E</p> <p>History Alive! CD Tracks 9 and 10</p> <p>"America-The Story of Us" video (Division)</p> <p>"Panama Canal Time Lapse" Video</p> <p>African Americans in the mid-1800s</p> <p>TCI- History Alive! The United States Through Industrialism Chapter 20</p> <p>Interactive Student Notebook Chapter 20</p> <p>History Alive! Chapter 20 Resources (Placards and Quotes)</p> <p>"America: The Story of Us" DVD</p>
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<p>Slave Families and Communities Leisure Time and Activities Slave Churches African American Culture</p>	<p>Students will compare the lives and opportunities of free blacks in the North with those of free blacks in the South. Students will describe aspects of slave life and forms of resistance to slavery. Students will describe and illustrate how slaves faced slavery and discrimination.</p>			
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December 2013

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ: What are main causes of conflict in the United States? How has diversity shaped who we are as a country? What role should government have in your life? How has the quest for resources affected the United States? What does it mean to be American? UEQ: How did the Federalist and Republican visions for the United States differ? To what extent should the United States be involved in foreign affairs in the early 1800's?</p>	<p>A Dividing Nation Students will identify the regulations on slavery in the Northwest Ordinance. Students will trace the effects of territorial expansion on the debate over slavery. Students will analyze the impact of key events on the antislavery movement and on the Union. The Civil War Students will compare the strengths and weaknesses of the Union and Confederacy at the outbreak of the Civil War to predict the outcome of the war. Students will draw connections between significant writings and speeches of Abraham Lincoln and the Declaration of Independence. Students will identify the views of leaders on both sides and compare and contrast the experiences of white and black</p>	<p>A Dividing Nation -I can describe the cause and effect of the Missouri Compromise. -I can analyze the impact of adding new states on the slavery debate. -I can describe the cause and effect of the Compromise of 1850. The Civil War -I can compare the strengths and weaknesses of the North and South before the Civil War. -I can describe the events of Bull Run and Antietam. -I can describe some of the horrors of the Civil War. -I can describe the meaning of the Emancipation</p>	<p>A Dividing Nation 1-3. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities. CA=Chapter 21 test The Civil War 1-5. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities. CFA= Civil War SMART File CA=Chapter 22 test</p>	<p>A Dividing Nation TCI- History Alive! The United States Through Industrialism Chapter 20 Interactive Student Notebook Chapter 21 History Alive! Chapter 21 Missouri Compromise Rap Battle (YouTube) The Civil War TCI- History Alive! The United States Through Industrialism Chapter 22 Interactive Student Notebook Chapter 22 History Alive! Chapter 22 Resources Glory (Edited Version - DVD) CC Writing - Narrative - "Life as a Confederate Civilian during the Siege of Vicksburg"</p>

<p>What did it mean to be an American in the early 1800s?</p> <p>A Dividing Nation Ch21</p> <p>Confronting the Issue of Slavery Missouri Compromise Compromise Unravels Compromise of 1850 Compromise of 1850 Fails Dred Scott Decision From Compromise to Crisis The Election of 1860 and Secession</p> <p>The Civil War Ch22</p> <p>North VS South Bull Run Antietam Gettysburg Vicksburg Fort Wagner Appomattox</p>	<p>Union soldiers. Students will examine critical battles and events of the war and connect them to the Union's Anaconda Plan. Students will explain how key events of the Civil War, like the Battle of Gettysburg, affected soldiers and civilians.</p>	<p>Proclamation.</p> <p>-I can describe the meaning of the Gettysburg Address.</p> <p>-I can explain the events of the Battle of Vicksburg.</p> <p>-I can explain the impact of the result of the Civil War.</p>		
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January 2014

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ: What are main causes of conflict in the United States? How has diversity shaped who we are as a country? What role should government have in your life? How has the quest for</p>	<p>The Reconstruction Era Students will cite purposes and examples of black codes.Civil War, like the Battle of Gettysburg, affected soldiers and civilians. Students will identify the effects of the Freedmen's Bureau. Students will examine the Thirteenth, Fourteenth, and Fifteenth Amendments and their role in Reconstruction.</p>	<p>The Reconstruction Era -I can describe what needed to be reconstructed after the Civil War.</p> <p>-I can identify the impact of Presidential Reconstruction on the</p>	<p>The Reconstruction Era</p> <p>1-6. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CFA= Reconstruction Era SMART File</p> <p>CA=Chapter 23 test</p> <p>Tensions in the West</p>	<p>The Reconstruction Era</p> <p>TCI- History Alive! The United States Through Industrialism Chapter 23</p> <p>Interactive Student Notebook Chapter 23</p> <p>History Alive! Chapter 23 Resources</p>

<p>resources affected the United States? What does it mean to be American?</p> <p>UEQ:</p> <p>The Reconstruction Era Presidential Reconstruction Congressional Reconstruction Southern Reconstruction The End of Reconstruction Reconstruction Reversed Responding to Segregation</p> <p>Tensions in the West Railroad Builders Miners Ranchers and Cowboys Homesteaders</p>	<p>Students will trace the relationship between President Johnson and Congress. Students will illustrate the effects of Reconstruction on African Americans' pursuit of full citizenship. Students will identify the factors that caused African Americans to leave the South.</p> <p>Tensions in the West Identify the groups that came west following the Civil War, the reasons they came, and their roles in changing the West.</p> <p>Evaluate the effects of western settlement on American Indians.</p> <p>Describe the clash between American Indians and settlers that resulted from settlement of the frontier.</p>	<p>citizenship of African Americans.</p> <p>-I can identify the impact of Congressional Reconstruction on the citizenship of African Americans.</p> <p>-I can identify the impact of Southern Reconstruction on the citizenship of African Americans.</p> <p>-I can explain the life of African Americans after Reconstruction.</p> <p>Tensions in the West -I can give examples of how settlers changed the West and affected the American Indians.</p> <p>-I can evaluate the effects of Western settlement on the American Indians.</p> <p>-I can describe the clash between American Indians and settlers that resulted from settlement of the frontier.</p>	<p>1-3. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>"Settle the West" 30 sec. commercial</p>	<p>Tensions in the West</p> <p>-TCI- History Alive! The United States Through Industrialism Chapter 24 -Interactive Student Notebook Chapter 24</p> <p>-History Alive! Chapter 24 Resources -Commercial Storyboard -America: The Story of Us DVD (The West)</p>
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February 2014

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ: What are main causes of conflict in the United States? How has diversity shaped who we are as a country? What role should government have in your life? How has the quest for resources affected the United States? What does it mean to be American? UEQ:</p> <p>Did the benefits of industrialization outweigh the costs? What was life like for immigrants in the early 1900s? Did the progressives improve life in the United States?</p> <p>The Rise of Industry A Nation Transformed</p>	<p>The Rise of Industry Students will replicate assembly line work and describe working conditions of the period. Students will explain how industrialists, with government encouragement, created big business. Students will compare the costs and benefits of industrialization and urbanization and identify the effects of urbanization on the nation. Students will evaluate the success of the labor movement in improving conditions. Students will identify inventors and evaluate the impact of their inventions</p> <p>The Great Wave of Immigration</p> <p>Students will compare and contrast experiences of immigrant groups. Students will describe the journeys of immigrants to the United States. Students will interpret and express what life was like for</p>	<p>The Rise of Industry -I can compare the benefits and costs of industrialization. -I can describe how technological improvements made life better for many Americans. -I can describe 3 major results of industrialization.</p> <p>The Great Wave of Immigration -I can describe what life was like for immigrants. -I can describe the various reasons immigrants chose to come to the United States. -I can describe the journey immigrants made to the United States. -I can explain why nativism surged in this period and how Congress responded.</p>	<p>The Rise of Industry</p> <p>1-5. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CFA= Rise of Industry SMART File CA=Chapter 25 test</p> <p>The Great Wave of Immigration</p> <p>1-4. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CFA= Immigration SMART File CA=Chapter 26 test</p>	<p>The Rise of Industry</p> <p>-TCI- History Alive! The United States Through Industrialism Chapter 25 -Interactive Student Notebook Chapter 25 -History Alive! Chapter 25 Resources -America: The Story of Us DVD (Industrialization)</p> <p>The Great Wave of Immigration -TCI- History Alive! The United States Through Industrialism Chapter 26 -Interactive Student Notebook Chapter 26 -History Alive! Chapter 26 Resources -History Alive CD "Ellis Island Music"</p>

<p>Improved Technology The Rise of Big Business The Growth of Cities Working Conditions Labor Unions</p> <p>The Great Wave of Immigration Immigration from Around the Globe Italian Immigrants Jewish Immigrants from Eastern Europe Chinese Immigrants Mexican Immigrants Closing the Door on Immigration</p>	<p>U.S. immigrants. Students will explain why nativism surged in this period and how Congress responded.</p>			
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March 2014

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ: What are main causes of conflict in the United States? How has diversity shaped who we are as a country? What role should government have in your life? How has the quest for resources affected the United States? What does it mean to be</p>	<p>The Progressive Era Students will determine the impact of the National Grange and the Populist Party. Students will discuss industrialists' laissez-faire ideals. Students will describe the effects of urbanization and industrialization on the environment and society. Students will analyze the success of Progressive reforms in the areas of government, child labor, workers' rights, conservation, equal rights for</p>	<p>The Progressive Era -I can name and describe 4 people who improved America during the Progressive Era. -I can define progressive and reform. The United States Becomes a World Power -I can analyze the causes and results of the Spanish-American War. -I can develop a logical</p>	<p>The Progressive Era 1-4. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities. CFA= Progressive Era SMART File CA=Chapter 27 test Captains of Industry Power Point and Oral Argument Presentation. The United States Becomes a World Power</p>	<p>The Progressive Era TCI- History Alive! The United States Through Industrialism Chapter 27 Interactive Student Notebook Chapter 27 History Alive! Chapter 27 Resources Captains of Industry Primary Source Packet. The United States Becomes a World Power</p>

<p>American? UEQ: Should U.S. actions in world affairs around the turn of the 20th century be praised or condemned? What trends, events, and people shaped the 1920s and the 1930s?</p> <p>The Progressive Era</p> <p>Sowing the Seeds of Reform Carnegie and Rockefeller: Captains of Industry Theodore Roosevelt and Trust Busting Mother Jones and Child Labor John Muir and Conservationism W.E.B. DuBois and Equal Rights Uptain Sinclair and Food Safety Alice Paul and Women's Suffrage.</p> <p>The United States Becomes a World Power Expansionism "A Splendid Little War" Spanish-American War. The Philippines Panama and the Canal Outbreak of World War I A New Kind of Warfare Making the World "Safe for Democracy." The Struggle for Peace</p> <p>Roaring 20s and the Great Depression Social Development</p>	<p>African Americans, and women's suffrage.</p> <p>The United States Becomes a World Power</p> <p>Students will summarize arguments for and against U.S. expansion. Students will identify causes and results of the Spanish-American War. Students will explain the process by which the United States gained control of the Panama Canal. Students will examine U.S. involvement in World War I and the subsequent peace negotiations. analyze political cartoons with differing viewpoints of U.S. actions in world affairs during this era.</p> <p>Roaring 20s and the Great Depression -Understand the economic, social, and political development of the United States in the period between WWI and WWII.</p> <p>-Identify the causes of the Great Depression and factors that led to an extended period of economic collapse in the United States.</p> <p>-Describe the impact of the Great Depression on United States society, including ethnic and racial minorities,</p>	<p>argument for the pros and cons of the Panama Canal.</p> <p>-I will recognize the awesomeness of Theodore Roosevelt and his escapades.</p> <p>-I can analyze the U.S. involvement in World War I.</p> <p>-I can quote at least 3 Theodore Roosevelt comments.</p> <p>-I can summarize the horrors of trench warfare.</p> <p>-I can summarize the development of the U.S. in the 1920's.</p> <p>Roaring 20s and the Great Depression</p> <p>-I can make observations of the amazing opportunity of wealth in the 1920s</p> <p>-I can critique the stock market tactics and the banking systems that led to the Stock Market Crash.</p> <p>-I can describe the cause and effect of the Stock Market Crash.</p> <p>-I can make observations of the pits of the Great Depression.</p> <p>-I can connect the policies of the New Deal and their effects.</p>	<p>1-4. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CFA= U.S. Becomes World Power SMART File</p> <p>CA=Chapter 28 test</p> <p>Roaring 20s and the Great Depression</p> <p>CFA= Roaring 20s and the Great Depression SMART File</p> <p>CA=Chapter test</p>	<p>TCI- History Alive! The United States Through Industrialism Chapter 28 Interactive Student Notebook Chapter 28 History Alive! Chapter 28 Resources</p> <p>Cuban History vs. U.S. History- Lesson on bias/perspective on the Spanish-American War in Cuba.</p> <p>Roaring 20s and the Great Depression</p> <p>TCI- History Alive! The United States Through Industrialism -WPA Slideshow -Stock Market Crash Game -Great Depression Slideshow</p>
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<p>Economic Development Stock Market Crash Great Depression Socializing and Entertainment Harlem Renaissance New Deal Depression</p>	<p>and how government responded to events with New Deal policies</p>			
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April 2014

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <p>What are main causes of conflict in the United States? How has diversity shaped who we are as a country? What role should government have in your life? How has the quest for resources affected the United States? What does it mean to be American?</p> <p>UEQ:</p> <p>World War II</p>	<p>World War II</p> <p>-Student will be able to explain the causes and conduct of World War II including the nations involved, major political and military figures and key battles, and the Holocaust. -Student will be able to analyze how the United States mobilized its economic and military resources during World War II. -Student will be able to describe the impact of World War II on the home front.</p> <p>Cold War</p>	<p>World War II</p> <p>1. I can explain the causes of World War II 2. I can explain the major events and key battles of World War II 3. I can list the nations involved, major political and military figures 4. I can summarize the Holocaust. 5. I can analyze how the United States mobilized its economic and military resources during World War II. 6. I can describe the impact of World War II on the home front.</p> <p>Cold War</p>	<p>World War II</p> <p>1-4. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CFA= World War II SMART File</p> <p>CA=Chapter 28 test</p> <p>Cold War</p> <p>1-4. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CFA= Cold War SMART File</p> <p>CA=Chapter test</p>	<p>World War II</p> <p>TCI- History Alive! World War II Chapter 32 Interactive Student Notebook Chapter 32 History Alive! Chapter 32 Resources</p> <p>Cold War</p>

<ul style="list-style-type: none"> ● The United States Enters World War II ● The War in Europe ● The War in the Pacific ● The Aftermath of World War II ● Life on the War Front ● Wartime Government ● Wartime Consumers ● Women in World War II ● Japanese Americans and the War ● African Americans in the War ● Mexican Americans in the War ● Jewish Americans in the War <p>Cold War</p>				
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May 2014

Content	Skills	Learning Targets	Assessment	Resources & Technology
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<p>CEQ: How did the rivalry between the United States and the Soviet Union shape the world in the years after World War II?</p> <p>What struggles did African-Americans face fighting for social and economic equality during the civil rights movement?</p> <p>The Cold War: Chapter 33</p> <p>Choosing Sides: A Bipolar World Forming Teams: Cold War Alliances The Cold War at Home The Nuclear Arms Race The Cold War Heats Up The End of the Cold War</p> <p>The Civil Rights Movement: Chapter 34</p> <p>Discrimination Against African Americans The Supreme Court Ends School Segregation The Montgomery Bus Boycott</p>	<p>Ch.33 The Cold War</p> <p>Students will identify military and non-military actions taken by the United States during the Cold War to resist the spread of communism.</p> <p>Students will analyze the social and political effects of the Cold War on the people of the United States.</p> <p>Students will compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation.</p> <p>Ch.34 The Civil Rights Movement</p> <p>Students will analyze the effects of discrimination and segregation on American society.</p> <p>Students will identify</p>	<p>Ch.33 The Cold War</p> <ol style="list-style-type: none"> 1. I will be able to define what communism is. 2. I will be able to describe the U.S. policy to contain the spread of communism 3. I can identify the effects of the Cold War on people in the United States 4. I can analyze the involvement of the United States in global conflicts during the Cold War. <p>Ch.34 The Civil Rights Movement</p> <ol style="list-style-type: none"> 1. I can list examples of discrimination against African-Americans in the South. 2. I can describe important leaders and events of the civil rights movement. 	<p>Ch.33 The Cold War 2-7. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CFA= Cold War SMART File</p> <p>CA= Chapter 33 Test</p> <p>Ch.34 The Civil Rights Movement 2-8. Interactive Student Notebook (ISN) evaluation of reading notes and processing activities.</p> <p>CA= Chapter 34 Test</p>	<p>Ch.33 The Cold War</p> <p>TCI- History Alive! Chapter 33 interactive Student Notebook Chapter 33 History Alive! Chapter 33 Resources</p> <p>Ch.34 The Civil Rights Movement</p> <p>TCI- History Alive! Chapter 34 interactive Student Notebook Chapter 34 History Alive! Chapter 34 Resources</p>
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<p>Nonviolent Protests The Movement Comes to Birmingham The March on Washington and Civil Rights Laws Black Power</p> <p>Ch.35 Contemporary America The 1950s: Growth and Prosperity The 1960s: Social Change and Unrest The 1970s: A Time of Distrust The 1980s: A Return to Optimism The 1990s: The Information Age The 2000s: Confronting New Challenges</p>	<p>important leaders, events, and legislation of the civil rights era.</p> <p>Students will explain the advantages and disadvantages of non-violent resistance.</p> <p>Students will compare and contrast the goals and tactics of the civil rights movement, the American Indian movement, and the women’s rights movement.</p> <p>Ch.35 Contemporary America Students will identify major social and cultural trends that affected the United States from the 1950s through the 2000s.</p> <p>Students will describe the changing role of the federal government in shaping post-war society.</p> <p>Students will understand major developments in the modern presidency, from the</p>	<p>3. I can compare and contrast methods used by various groups to fight discrimination during the civil rights movement.</p> <p>Ch.35 Contemporary America</p> <p>1. I will identify major social and cultural trends that affected the United States from the 1950s- 2000s.</p> <p>2. I will describe the changing role of the federal government in shaping post-war society.</p> <p>3. I will understand major developments in the modern presidency, from the Truman to the Obama administrations.</p> <p>4. I will describe how new technologies have changed political, economic, and social interactions.</p>	<p>Ch.35 Contemporary America</p> <p>CFA= Ch.35 Contemporary America SMART File</p> <p>CA=Chapter test</p>	<p>Ch.35 Contemporary America</p> <p>TCI- History Alive! Contemporary America Interactive Student Notebook Chapter 35 History Alive! Chapter 35 Resources</p>
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	<p>Truman to the Obama administrations.</p> <p>Students will describe how new technologies have changed political, economic, and social interactions.</p>			
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