

# United States History #2100310

## \*\*United States History Honors #2100320

\*\*Students taking U.S. History Honors #2100320 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

Unit #1: Foundation Skills and Concepts		August
Topic: The Study of History and Constitutional Foundations		
<b>Learning Goals:</b> <ol style="list-style-type: none"><li>1. Students will understand the reading and writing expectations of the teacher for the course, and become willing participants in the process of preparing for the USH End of Course Assessment.</li><li>2. Students will use research and inquiry skills to analyze U.S. History using primary and secondary sources.</li><li>3. Students will review the foundations of our constitutional government.</li></ol>	<b>Essential Questions:</b> <ol style="list-style-type: none"><li>1. What is the study of history and how can the student develop an understanding of the material for success on the End of Course Assessment?</li><li>2. What skills are necessary for the study of history?</li><li>3. What are the foundational components of our constitutional democracy?</li></ol>	
<b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b>  SS.912.A.1.1., SS.912.A.1.2., SS.912.A.1.3., S.912.A.1.4., SS.912.A.1.5., SS.912.A.1.6., SS.912.G.1.2., SS.912.G.2.1., SS.912.G.4.2., SS.912.G.4.3., SS.912.H.3.1.  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2  ELD.K12.ELL.SI.1.1., ELD.K12.ELL.SS.1.1.	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• Content specific tasks and projects;</li><li>• SHEG's Beyond the Bubble Assessment: <a href="#">The Declaration of Independence</a>; and,</li><li>• USA Test Prep BOYA.</li></ul> <b>Suggested Reading/Writing Assignments:</b>  Review <a href="#">The Constitution</a> ; Compare and contrast <a href="#">Washington's Inaugural Address</a> and <a href="#">Jefferson's Inaugural Address</a> ; Decipher ' <a href="#">OGRABME</a> ' <a href="#">Political Cartoon</a> ; SHEG's Reading Like A Historian: <a href="#">Declaration of Independence</a> ; SHEG's Reading Like A Historian: <a href="#">Federalists and Anti-Federalists</a> ; SHEG's Reading Like A Historian: <a href="#">Slavery in the Constitution</a> .	

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• “Big Picture History”</li> <li>• Columbian Exchange</li> <li>• Constitution</li> <li>• Declaration of Independence</li> <li>• Domestic policy</li> <li>• foreign policy</li> <li>• historical analysis</li> <li>• historical perspective</li> <li>• Jamestown</li> <li>• primary source</li> <li>• secondary source</li> </ul>		<p><b>Scale:</b></p> <p><u>Beginning 1:</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding of the foundations of constitutional government. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2:</u> Demonstrates a partial understanding of the main concepts. Limited understanding of the foundations of constitutional government. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3:</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understandings of the foundation of constitutional government. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4:</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding the foundations of constitutional government. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>	
<p><b>Content/Text:</b></p> <p><u>United States History: 1850 To The Present:</u></p> <ul style="list-style-type: none"> <li>• Chapter 1, pgs. 2-29</li> </ul>	<p><b>Suggested Activities and Resources:</b></p> <ul style="list-style-type: none"> <li>• Introduction Syllabus;</li> <li>• Crash Course Video, <a href="#">The Constitution, the Articles, and Federalism</a>;</li> <li>• Witness History; and,</li> <li>• History Interactive.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb’s DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

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Unit #2 The Civil War and Reconstruction		September
<b>Topic: Road to The Civil War</b>		
<b>Learning Goal:</b>  1. Students will understand the causes of the Civil War.	<b>Essential Question:</b>  1. What were the leading causes of the Civil War?	
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.2.1., SS.912.A.2.4., SS.912.A.2.7., SS. 912.A.3.1., SS.912.G.2.1., SS.912.G.4.2., SS.912.G.4.3., SS.912.H.1.5., SS.912.H.3.1.  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• Content specific tasks and projects;</li><li>• SHEG's Beyond the Bubble Assessment: <a href="#">Clay's American System</a>; and,</li><li>• SHEG'S Beyond the Bubble Assessment: <a href="#">Morale after Fredericksburg</a>.</li></ul> <b>Suggested Reading/Writing Assignments:</b> <p>Summarize <a href="#">President Polk's War Message</a>; SHEG's Reading Like A Historian: <a href="#">John Brown</a>; SHEG's Reading Like A Historian: <a href="#">Emancipation Proclamation</a>; Recite <a href="#">Lincoln's Gettysburg Address</a>; SHEG's Reading Like A Historian: <a href="#">Abraham Lincoln: Structured Academic Controversy on Slavery</a>; Paraphrase <a href="#">Lincoln's Second Inaugural Address</a>; Research <a href="#">The Wilmot Proviso</a>, trace the history of the document through the House and Senate; Prepare an argument defending or opposing <a href="#">The Dred Scott Decision</a>; Describe <a href="#">The Freeport Doctrine</a> and how it affected the outcome of the Lincoln-Douglass debates.</p>	

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>Jacksonian Era</li> <li>Trail of Tears</li> <li>Texas War for Independence to include: Remember the Alamo and San Jacinto</li> <li>Seneca Falls Convention</li> <li>Underground Railroad</li> <li>Harriet Tubman</li> <li>African-American Migration</li> <li>Dred Scott decision</li> <li>Emancipation Proclamation</li> <li>states' rights</li> <li>slavery</li> <li>territorial claims</li> <li>abolitionist movement</li> <li>regional differences</li> <li>government involvement in the killing of the buffalo</li> </ul>	<ul style="list-style-type: none"> <li>Abolitionists to include: Frederick Douglass, Sojourner Truth, William Lloyd Garrison, John Brown</li> <li>Compromise of 1850</li> <li>Popular Sovereignty (Freeport Doctrine)</li> <li>Kansas-Nebraska Act</li> <li><i>Scott v. Sanford</i></li> <li>Bleeding Kansas</li> <li>Bleeding Sumner</li> <li>Lincoln-Douglas Debates</li> <li>Harper's Ferry</li> <li>Jefferson Davis</li> <li>Southern whites</li> <li>Election of 1860</li> <li>Abraham Lincoln</li> </ul>	<p><b>Scale:</b></p> <p><u>Beginning 1:</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding the causes of the Civil War. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2:</u> Demonstrates a partial understanding of the main concepts. Limited understanding the causes of the Civil War. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3:</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding the causes of the Civil War. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4:</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding the causes of the Civil War. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>	
<p><b>Content/Text:</b></p> <p><u>United States History: 1850 To The Present:</u></p> <ul style="list-style-type: none"> <li>Chapter 2, pgs. 32-64;</li> <li>Chapter 3, pgs. 66-99</li> </ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>Chapter 1, pgs. 1-22</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>Crash Course Video: <a href="#">The Election of 1860 &amp; the Road to Disunion</a>;</li> <li>Crash Course Video: <a href="#">The Civil War, Part 1</a>;</li> <li>America: The Story of Us <a href="#">Episode Guide: Division</a>;</li> <li>American: The Story of Us: <a href="#">Division</a>;</li> <li>Use a graphic organizer to show the growing divide between the North and the South in issues of religion, education, and economics.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li><a href="#">Before Reading Strategies</a></li> <li><a href="#">During Reading Strategies</a></li> <li><a href="#">After Reading Strategies</a></li> <li><a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li><a href="#">DOK Question Stems</a></li> </ul>

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Unit #2 The Civil War and Reconstruction		September
<b>Topic: Civil War and Reconstruction</b>		
<b>Learning Goal:</b>  1. Students will understand the course, and consequences of the Civil War and Reconstruction, and its effects on the nation.	<b>Essential Questions:</b>  1. What were the key events and consequences of the Civil War?  2. What lasting effects arose from the struggles of Reconstruction?  3. How did the economy, society, and culture of the South and West change after the Civil War?	
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.2.1., SS.912.A.2.2., SS.912.A.2.3., SS.912.A.2.4., SS.912.A.2.5., SS.912.A.2.6., SS.912.A.2.7., SS.912.A.3.1., SS.912.G.2.1., SS.912.G.4.2., SS.912.G.4.3., SS.912.H.1.5., SS.912.H.3.1,  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2.	<b>Assessments:</b>  <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• Content specific tasks and projects;</li><li>• SHEG's Beyond the Bubble Assessment: <a href="#">1877 Railroad Strike</a>;</li><li>• SHEG's Beyond the Bubble Assessment: <a href="#">Reconstruction Riots</a>; and,</li><li>• SHEG's Beyond the Bubble Assessments: <a href="#">The KKK in the 1870s</a>.</li></ul> <b>Suggested Reading/Writing Assignments:</b>  SHEG's Reading Like A Historian: <a href="#">Radical Reconstruction</a> ; SHEG's Reading Like A Historian: <a href="#">Thomas Nast's Political Cartoons</a> ; SHEG's Reading Like A Historian: <a href="#">Sharecropping</a> ; SHEG's Reading Like A Historian: <a href="#">Reconstruction: Structured Academic Controversy</a> ; CPALMS: <a href="#">After Reconstruction: Problems of African Americans in the South</a> ; CPALMS <a href="#">The 15th Amendment—Intentions and Reality</a> ; CPALMS <a href="#">The African American Experience After Reconstruction</a> ; CPALMS <a href="#">A Senate Apology for History on Lynching</a> ; Review the Civil War amendments, and rank them in order of importance: <ul style="list-style-type: none"><li>• <a href="#">13<sup>th</sup> Amendment</a>;</li><li>• <a href="#">14<sup>th</sup> Amendment</a>;</li><li>• <a href="#">15<sup>th</sup> Amendment</a></li></ul>	

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• Anaconda Plan</li> <li>• Civil War battles to include: Antietam, Gettysburg, Vicksburg</li> <li>• Emancipation Proclamation</li> <li>• Gettysburg Address</li> <li>• Lincoln Assassination</li> <li>• Civil War Amendments (13, 14, 15)</li> <li>• Reconstruction</li> <li>• Radical Republicans</li> <li>• Radical Reconstruction</li> <li>• Andrew Johnson</li> <li>• impeachment of Andrew Johnson</li> </ul>	<ul style="list-style-type: none"> <li>• Westward Expansion</li> <li>• sharecropping</li> <li>• carpetbaggers</li> <li>• African-American Migration</li> <li>• Jim Crow Laws</li> <li>• Black Codes</li> <li>• debt peonage</li> <li>• U.S. Grant</li> <li>• Robert E. Lee</li> <li>• William T. Sherman</li> <li>• Buffalo Soldiers</li> <li>• black legislators</li> <li>• white extremist organizations such as: KKK, Knights of the White Camellia, The White League citizenship</li> <li>• suffrage</li> <li>• equal protection</li> </ul>	<p><b>Scale:</b></p> <p><u>Beginning 1:</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding the causes, course, and consequences of the Civil War and Reconstruction. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2:</u> Demonstrates a partial understanding of the main concepts. Limited understanding the causes, course, and consequences of the Civil War and Reconstruction. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3:</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding the causes, course, and consequences of the Civil War and Reconstruction. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4:</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding the causes, course, and consequences of the Civil War and Reconstruction. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>	
<p><b>Content/Text (Chapter, Page):</b></p> <p style="text-align: center;"><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>• Chapter 3, pgs. 102-141;</li> <li>• Chapter 4, pgs. 144-176</li> </ul> <p style="text-align: center;"><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>• Chapter 2, pgs. 23-40</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Crash Course Video: <a href="#">The Civil War Part 2;</a></li> <li>• America: The Story of Us <a href="#">Episode Guide: Civil War;</a></li> <li>• America: The Story of Us <a href="#">Civil War;</a></li> <li>• Witness History;</li> <li>• History Interactive;</li> <li>• Outline the viewpoints of Abraham Lincoln and Jefferson Davis in regards to the idea of "Union."</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

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Unit #2 The Civil War and Reconstruction		September
<b>Topic: Westward Expansion</b>		
<b>Learning Goal:</b>  1. Students will identify settlement patterns in the American South and West, the reservation system, and the tribulations of the Native Americans from 1865–90.	<b>Essential Questions:</b>  1. Describe Westward Expansion during the 19 <sup>th</sup> century.  2. What was the impact of Westward Expansion on the Native peoples of the United States?	
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.2.1., SS.912.A.2.2., SS.912.A.2.3., SS.912.A.2.4, SS.912.A.2.5., SS.912.A.2.6., SS.912.A.2.7., SS. 912.A.3.1., SS.912.G.2., SS.912.G.4.2., SS.912.G.4.3., SS.912.H.1.5., SS.912.H.3.1.  LAFS.1112.RH.1.2., LAFS.1112.RH.2.5., LAFS.1112.RH.1.1., LAFS.1112.RH.2.4., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2.	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• SHEG’s Beyond the Bubble Assessment: <a href="#">Traders in the West</a>; and,</li><li>• Content specific tasks and projects.</li></ul> <b>Suggested Reading/Writing Assignments:</b>  SHEG’s Reading Like A Historian: <a href="#">The Louisiana Purchase</a> ; SHEG’s Reading Like A Historian: <a href="#">Manifest Destiny</a> ; SHEG’s Reading Like A Historian: <a href="#">Indian Removal</a> ; SHEG’s Reading Like A Historian: <a href="#">Battle of Little Bighorn</a> ; CPALMS <a href="#">And Justice for All: The Trail of Tears, Mexican Deportation, and Japanese Internment</a> ,	

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• Sherman Silver Purchase Act (1894)</li> <li>• agricultural surplus</li> <li>• Ostend Manifesto</li> <li>• The Grange</li> <li>• gold standard</li> <li>• bimetallism</li> <li>• William Jennings Bryan’s “Cross of Gold” Speech</li> <li>• Farmer’s Alliance</li> <li>• Granger Laws</li> <li>• Homestead Act (1862)</li> <li>• agricultural colleges</li> <li>• Morrill Land Grant Act</li> </ul>	<ul style="list-style-type: none"> <li>• Interstate Commerce Act (1887)</li> <li>• Populism</li> <li>• reservation system</li> <li>• Dawes Act</li> <li>• railroads</li> <li>• Henry Flagler</li> <li>• Everglades</li> <li>• Wounded Knee Massacre</li> <li>• Sand Creek Massacre</li> <li>• Battle of the Little Big Horn</li> <li>• Indian Schools</li> <li>• <i>Munn v. Illinois</i> (1877)</li> <li>• <i>Wabash v. Illinois</i> (1886)</li> <li>• Populists’ Omaha Platform</li> <li>• creation of the Populist Party</li> </ul>	<p><b>Scale:</b></p> <p><u>Beginning 1:</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding of the causes and effects of Westward Expansion. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2:</u> Demonstrates a partial understanding of the main concepts. Limited understanding of the causes and effects of Westward Expansion. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3:</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding of the causes and effects of Westward Expansion. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4:</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding of the causes and effects of Westward Expansion. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>	
<p><b>Content/Text (Chapter, Page):</b></p> <p><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>• Chapter 8, pgs. 234-259</li> </ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>• Chapter 3, pgs. 41-58</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Crash Course Video, <a href="#">Westward Expansion</a>;</li> <li>• America: The Story of Us Episode Guide <a href="#">Heartland</a>;</li> <li>• America: The Story of Us: <a href="#">Heartland</a>;</li> <li>• Examine the political cartoon on the <i>Judge Magazine</i> cover of September 1896, “<a href="#">The Sacrilegious Candidate</a>” ; and,</li> <li>• Witness History.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb’s DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

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<b>Unit #3 The Transformation of the United States</b>		<b>October</b>
<b>Topic: The Industrial Revolution</b>		
<b>Learning Goal:</b>  1. Students will understand and be able to analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.	<b>Essential Question:</b>  1. How did the industrial growth of the late 1800's shape American society and the economy?	
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.3.2., SS.912.A.3.3., SS.912.A.3.4., SS.912.A.3.5., SS.912.A.3.6., SS.912.A.3.10., SS.912.A.3.11, SS.912.G.2.1  LAFS.1112.RH.1.2., LAFS.1112.RH.2.5., LAFS.1112.RH.1.1., LAFS.1112.RH.2.4., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2.	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests; and,</li><li>• Content specific tasks and projects.</li></ul> <b>Suggested Reading/Writing Assignments:</b>  SHEG's Reading Like A Historian: <a href="#">Irish Immigration</a> ; Research <a href="#">Andrew Carnegie</a> , " <a href="#">The Gospel of Wealth</a> ", summarize the main points; Analyze " <a href="#">The Bosses of the Senate</a> " <a href="#">political cartoon</a> ; Describe the message of <a href="#">What A Funny Little Government Political Cartoon</a> ;  Additional Primary Sources: <a href="#">Plessy v. Ferguson (1896)</a> ; <a href="#">Niagara Movement's Declaration of Principles</a> '; <a href="#">Booker T. Washington's</a> ; <a href="#">Atlanta Compromise Speech</a> ; <a href="#">Chinese Exclusion Act, 1882</a> ; <a href="#">Pendleton Act, 1883</a> ; <a href="#">Sherman Anti-Trust Act</a> ;	

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### Essential Concepts:

- industrialization
- innovation
- business monopolies
- Robber Barrons
- African-American inventors
- Bessemer process
- market economy
- Sherman Antitrust Act (1890)
- Social Darwinism
- laissez-faire
- planned economy
- capitalism
- communism
- anarchy
- socialism
- Social Gospel movement
- trade
- railroads
- telegraph
- holding companies
- trusts
- pools
- corporations
- vertical and horizontal integration
- development of new industries
- Significant Inventors to include: Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.
- market economy
- mixed economy
- Florida specific: railroad industry, bridge construction in the Florid Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry Plant, William Chipley, George Proctor, Henry Flagler, Thomas DeSaille Tucker, Hamilton Disston.

### Scale:

**Beginning 1** Demonstrates little understanding of the main concepts. Does not demonstrate an understanding the transformation of the American economy in response to the Industrial Revolution. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.

**Developing 2** Demonstrates a partial understanding of the main concepts. Limited understanding the transformation of the American economy in response to the Industrial Revolution. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.

**Applying 3** Demonstrates an understanding of the main concepts. Demonstrates moderate understanding the transformation of the American economy in response to the Industrial Revolution. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.

**Ownership 4** Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding the transformation of the American economy in response to the Industrial Revolution. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.

# United States History #2100310

## \*\*United States History Honors #2100320

\*\*Students taking U.S. History Honors #2100320 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

Content/Text (Chapter, Page):	Suggested Activities & Resources:	Reading Strategies:	Webb's DOK:
<p><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"><li>Chapter 6, pgs. 178-203</li></ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"><li>Chapter 4, pgs. 59-80</li></ul>	<ul style="list-style-type: none"><li>Crash Course Video, <a href="#">The Industrial Economy</a>;</li><li>Design pamphlets replicating ones distributed at Ellis Island to new arrivals in America;</li><li>Witness History; and,</li><li>History Interactive.</li></ul>	<ul style="list-style-type: none"><li><a href="#">Before Reading Strategies</a></li><li><a href="#">During Reading Strategies</a></li><li><a href="#">After Reading Strategies</a></li><li><a href="#">Strategies for Building Vocabulary</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">DOK Question Stems</a></li></ul>

# United States History #2100310

## \*\*United States History Honors #2100320

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### Unit #3 The Transformation of the United States

October

#### Topic: Immigration, Urbanization and The Gilded Age

##### Learning Goal:

1. Students will describe how life in U.S. cities changed from 1875-1914.

##### Essential Question:

1. How did life in American cities change between 1875 and 1914?

##### Standards & Benchmarks (NGSSS and The Florida Standards):

SS.912.A.3.5., SS.912.A.3.7., SS.912.A.3.8., SS.912.A.3.9., SS.912.A.3.11.,  
SS.912.G.4.2., SS.912.G.4.3., SS.912.H.1.5., SS.912.H.3.1.

LAFS.1112.RH.1.2., LAFS.1112.RH.2.5., LAFS.1112.RH.1.1., LAFS.1112.RH.2.4.,  
LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2.

##### Assessments:

- Section quizzes;
- Chapter tests;
- Unit tests;
- Content specific tasks and projects;
- SHEG's Beyond the Bubble Assessment: [Standard Oil Company](#);
- SHEG's Beyond the Bubble Assessment: [Rockefeller](#);
- SHEG's Beyond the Bubble Assessment: [Women's Rights](#); and,
- SHEG's Beyond the Bubble Assessment: [Anarchism and the Haymarket Affair](#).

##### Suggested Reading/Writing Assignments:

SHEG's Reading Like A Historian: [Chinese Immigration and Exclusion](#); SHEG's Reading Like A Historian: [Albert Parsons: Haymarket Affair](#); Reading Like A Historian: [Homestead Strike](#); SHEG's Reading Like A Historian: [The Pullman Strike](#); CPALMS [Comparing and Contrasting Robber Barons with Modern Entrepreneurs](#); CPALMS [Farming in the Gilded Age: A Simulation](#); SHEG's Reading Like A Historian: [Jacob Riis: Photographs of American Cities](#).

# United States History #2100310

## \*\*United States History Honors #2100320

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>immigration</li> <li>urbanization</li> <li>Chinese Exclusion Act</li> <li>American Federation of Labor</li> <li>Purchase Act (1894)</li> <li>Gentlemen’s Agreement</li> <li>Great Migration</li> <li>Haymarket Riot (1886)</li> <li>Socialist Party</li> <li>labor laws</li> <li>Boss Tweed</li> <li>Tammany Hall</li> <li>G.W. Plunkitt</li> <li>Washington Gladden</li> <li>Thomas Nast</li> </ul>	<ul style="list-style-type: none"> <li>Homestead Strike (1892)</li> <li>Pullman Strike (1894)</li> <li>labor unions</li> <li>Knights of Labor</li> <li>political machines</li> <li>transportation</li> <li>urban centers</li> <li>migration to cities</li> <li>Ellis Island</li> <li>Angel Island</li> <li>push-pull factors</li> <li>changes to family structure</li> <li>integration of immigrants into society when comparing immigration before and after 1890</li> <li>Immigration Act of 1924</li> </ul>	<p><b>Scale:</b></p> <p><u>Beginning 1</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding of how life in U.S. cities changed from 1875-1914. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2</u> Demonstrates a partial understanding of the main concepts. Limited understanding of how life in U.S. cities changed from 1875-1914. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding of how life in U.S. cities changed from 1875-1914. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding of how life in U.S. cities changed from 1875-1914. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>	
<p><b>Content/Text (Chapter, Page):</b></p> <p><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>Chapter 7, pgs. 206-231;</li> <li>Chapter 9, pgs. 262-288</li> </ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>Chapter 5, pgs. 81-94;</li> <li>Chapter 6, pgs. 95-118</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>Crash Course Video, <a href="#">Growth, Cities, and Immigration</a>;</li> <li>Crash Course Video, <a href="#">Gilded Age Politics</a>;</li> <li>America: The Story of Us Episode Guide: <a href="#">Cities</a>;</li> <li>America: The Story of Us <a href="#">Cities</a>;</li> <li>Review the political cartoons of Thomas Nast and create new cartoons to address issues of the industrial era;</li> <li>Witness History; and,</li> <li>History Interactive.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li><a href="#">Before Reading Strategies</a></li> <li><a href="#">During Reading Strategies</a></li> <li><a href="#">After Reading Strategies</a></li> <li><a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb’s DOK:</b></p> <ul style="list-style-type: none"> <li><a href="#">DOK Question Stems</a></li> </ul>

# United States History #2100310

## \*\*United States History Honors #2100320

\*\*Students taking U.S. History Honors #2100320 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

### Unit #3-The Transformation of the United States

October

#### Topic: Progressivism

##### Learning Goal:

1. Students will understand and be able to analyze the transformation of the American economy and the changing social and political conditions as reflected by the Progressive Movement.

##### Essential Questions:

1. What were the causes and effects of the Progressive movement?
2. What political, social, and economic issues did the nation face during the late 1800's?

##### Standards & Benchmarks (NGSSS and The Florida Standards):

SS.912.A.3.8., SS.912.A.3.12., SS.912.A.3.13., SS.912.H.3.1

LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.1.3., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.RH.2.6., LAFS.1112.RH.3.7., LAFS.1112.RH.3.9., LAFS.1112.RH.4.10., LAFS.1112.SL.1.1., LAFS.1112.SL.1.2., LAFS.1112.SL.1.3., LAFS.1112.SL.2.4., LAFS.1112.WHST.1.1., LAFS.1112.WHST.3.9., LAFS.1112.WHST.2.4., LAFS.1112.WHST.4.10., LAFS.1112.WHST.2.5., LAFS.1112.WHST.2.6., LAFS.1112.WHST.3.7., LAFS.1112.WHST.3.8.

##### Assessments:

- Section quizzes;
- Chapter tests;
- Unit tests;
- Content specific tasks and projects;
- SHEG's Beyond the Bubble Assessment: [Photographs of Working Children](#);
- SHEG's Beyond the Bubble Assessment: [The Role of Women](#); and,
- The DBQ Project Essay.

##### Suggested Reading/Writing Assignments:

SHEG's Reading Like A Historian: [Political Bosses](#); SHEG's Reading Like A Historian: [Settlement House Movement: Structured Academic Controversy](#); SHEG's Reading Like A Historian: [Background on Women's Suffrage](#)

**\*\*The DBQ Project: *Progressivism: Where Will You Put Your Million Dollars?***

**\*\*Must choose at least one DBQ Project title.**

##### Additional Documents:

[Plessy v. Ferguson \(1896\)](#)

[Niagara Movement's Declaration of Principles](#)

[Booker T. Washington's Atlanta Compromise Speech](#)

## United States History #2100310

### \*\*United States History Honors #2100320

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• child labor</li> <li>• suffrage movement</li> <li>• government regulation of food and drugs</li> <li>• muckrakers</li> <li>• settlement houses</li> <li>• Nongovernmental organizations (NGOs) and Progressives to include: NAACP, YMCA, Women’s Christian Temperance Union, National Woman Suffrage Association, National Women’s Party, Robert LaFollette, Florence Kelley, Ida Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan</li> </ul>	<p><b>Scale:</b></p> <p><u>Beginning 1</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding of changing social and political conditions as reflected by the Progressive Movement. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2</u> Demonstrates a partial understanding of the main concepts. Limited understanding of changing social and political conditions as reflected by the Progressive Movement. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding of changing social and political conditions as reflected by the Progressive Movement. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding of changing social and political conditions as reflected by the Progressive Movement. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>		
<p><b>Content/Text (Chapter, Page):</b></p> <p><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>• Chapter 10, pgs. 290-325</li> </ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>• Chapter 7, pgs. 119-140</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Crash Course Video, <a href="#">Progressivism</a>;</li> <li>• Crash Course Video, <a href="#">Progressive Presidents</a>;</li> <li>• Read <i>The Jungle</i> by Upton Sinclair (or excerpts from it) and participate in a seminar on the book;</li> <li>• Witness History; and,</li> <li>• History Interactive.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb’s DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

# United States History #2100310

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<b>Unit #3 The Transformation of the United States</b>		<b>October</b>
<b>Topic: Imperialism</b>		
<b>Learning Goal:</b>  1. Students will demonstrate an understanding of the changing role of the United States in world affairs as a result of the Industrial Revolution.	<b>Essential Questions:</b>  1. What were the major factors and motives that drove United States imperialism?  2. What were the effects of American Imperialism?	
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.4.1., SS.912.A.4.2., SS.912.A.4.3., SS.912.A.4.4., SS.912.A.4.11., SS.912.G.2.1., SS.912.G.4.2., SS.912.G.4.3., SS.912.H.3.1  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2.	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• Content specific tasks and projects;</li><li>• SHEG's Beyond the Bubble Assessment: <a href="#">American Imperialism</a>;</li><li>• SHEG'S Beyond the Bubble Assessment: <a href="#">Philippine-American War</a>; and,</li><li>• SHEG'S's Beyond the Bubble Assessment: <a href="#">Connections to the Philippine-American War</a>.</li></ul> <b>Suggested Reading/Writing Assignments:</b>  SHEG's Reading Like A Historian: <a href="#">Maine Explosion</a> ; SHEG's Reading Like A Historian: <a href="#">Spanish-American War</a> ; SHEG's Reading Like A Historian: <a href="#">Philippine-American War Political Cartoons</a> ; SHEG's Reading Like A Historian: <a href="#">Soldiers in the Philippines</a> .  <b>Additional Documents:</b> <ul style="list-style-type: none"><li>• <a href="#">de Lôme Letter</a></li><li>• <a href="#">Teller Resolution</a></li><li>• <a href="#">Platt Amendment</a></li></ul>	

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• Big Stick</li> <li>• expansionism</li> <li>• imperialism</li> <li>• Philippines</li> <li>• Teller Amendment</li> <li>• yellow fever</li> <li>• yellow press</li> <li>• The Monroe Doctrine</li> <li>• Manifest Destiny</li> <li>• <i>The Influence of Sea Power Upon History</i></li> <li>• Turner’s Thesis</li> <li>• Roosevelt Corollary</li> <li>• natural resources</li> <li>• Cuba as a protectorate</li> <li>• Sinking of the <i>USS Maine</i>,</li> <li>• Commodore Perry</li> <li>• Commodore Dewey</li> <li>• The Rough Riders</li> <li>• acquisition of territories</li> <li>• Florida specific: Ybor City, Jose Marti</li> </ul>	<ul style="list-style-type: none"> <li>• Yellow Journalism</li> <li>• Open Door policy</li> <li>• Panama Canal and related concepts: disease, environmental impact, challenges faced by various African and indigenous populations, shipping routes, increased trade, and defense and independence for Panama</li> <li>• Platt Amendment</li> <li>• Roosevelt Corollary</li> <li>• Spanish-American War</li> <li>• Treaty of Portsmouth (1905)</li> <li>• markets for resources</li> <li>• elimination of spheres of influence in China</li> <li>• Treaty of Paris</li> <li>• Place locations: Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, and Midway Island</li> </ul>	<p><b>Scale:</b></p> <p><u>Beginning 1</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding of the changing role of the United States in world affairs as a result of the Industrial Revolution. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2</u> Demonstrates a partial understanding of the main concepts. Limited understanding of the changing role of the United States in world affairs as a result of the Industrial Revolution. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding of the changing role of the United States in world affairs as a result of the Industrial Revolution. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding of the changing role of the United States in world affairs as a result of the Industrial Revolution. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>	
<p><b>Content/Text (Chapter, Page):</b></p> <p><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>• Chapter 11, pgs. 328-357</li> </ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>• Chapter 8, pg. 141-164</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Crash Course Video, <a href="#">American Imperialism</a>;</li> <li>• Analyze and discuss some examples of “yellow journalism” from the Imperialist Era and today;</li> <li>• Witness History; and,</li> <li>• History Interactive.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb’s DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

# United States History #2100310

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Unit #4- World Affairs Through the 1920's Topic: World War I	November
<b>Learning Goal:</b>  1. Students will demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.	<b>Essential Questions:</b>  1. How did the United States become a global power?  2. What caused the U.S. to become involved in World War I?  3. How did the U.S. change as a result of its involvement in World War I?
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.4.5., SS.912.A.4.6., SS.912.A.4.7., SS.912.A.4.8., SS.912.A.4.9., SS.912.A.4.10., SS.912.G.2.1., SS.912.G.4.2., SS.912.G.4.3., SS.912.H.3.1.  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2.	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• SHEG's Beyond the Bubble Assessment: <a href="#">The Debate over the League of Nations</a>;</li><li>• The DBQ Project Essay; and,</li><li>• Content specific tasks and projects.</li></ul> <b>Suggested Reading/Writing Assignments:</b>  SHEG's Reading Like A Historian: <a href="#">U.S. Entry into WW I</a> ; SHEG'S Reading Like A Historian: <a href="#">Sedition in World War I</a> ; SHEG's Reading Like A Historian: <a href="#">League of Nations</a> ; CPALMS <a href="#">What are the M.A.I.N. Causes of World War I?</a> ; CPALMS <a href="#">Causes of WW I</a> ; CPALMS <a href="#">Letters Back Home: A Soldier's Perspective on World War I</a> <b>**The DBQ Project: <i>What Was the Underlying Cause of World War I?</i></b>  <b>**Must choose at least one DBQ Project title.</b>

# United States History #2100310

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• World War I</li> <li>• Big Four</li> <li>• African Americans in WW I</li> <li>• entangling alliances</li> <li>• neutrality</li> <li>• Wilson’s Fourteen Points</li> <li>• nationalism</li> <li>• new technology in World War I to include: airplanes, battleships, chemical warfare, trench warfare, convoys</li> <li>• Sussex Pledge</li> <li>• Treaty of Versailles to include: self-determination, boundaries, demilitarized zone, sanctions, reparations, and the League of Nations</li> </ul>	<ul style="list-style-type: none"> <li>• Zimmermann Telegram</li> <li>• armistice</li> <li>• Espionage Act</li> <li>• home front</li> <li>• League of Nations to include Article X of the Covenant</li> <li>• Lusitania</li> <li>• militarism</li> <li>• Washington Naval Conference</li> <li>• Women’s International League for Peace and Freedom</li> <li>• The American Expeditionary Force</li> <li>• War Industries Board</li> <li>• Women in World War I</li> </ul>	<ul style="list-style-type: none"> <li>• propaganda</li> <li>• reparations</li> <li>• Selective Service Act</li> <li>• unrestricted submarine warfare</li> <li>• war bonds</li> <li>• Four Power Treaty</li> <li>• Dawes Plan</li> <li>• Kellogg-Briand Pact</li> <li>• Dawes Plan</li> <li>• Isolationism</li> <li>• Sedition Act</li> <li>• Committee of Public Information</li> <li>• Hispanics in World War I</li> </ul>	<p><b>Scale:</b></p> <p><u>Beginning 1</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2</u> Demonstrates a partial understanding of the main concepts. Limited understanding of the changing role of the United States in world affairs through the end of World War I. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding of the changing role of the United States in world affairs through the end of World War I. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding of the changing role of the United States in world affairs through the end of World War I. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>
<p><b>Content/Text (Chapter, Page):</b></p> <p style="text-align: center;"><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>• Chapter 12, pgs. 360-400</li> </ul> <p style="text-align: center;"><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>• Chapter 9, pgs. 165-190</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Crash Course Video, <a href="#">America in World War I</a>;</li> <li>• Using the music of a popular song, rewrite the words to become a “WWI” song. Teach the new lyrics to the class;</li> <li>• Discuss the Zimmermann Telegram;</li> <li>• Paraphrase Woodrow Wilson’s War Message; and,</li> <li>• Witness History.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb’s DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

# United States History #2100310

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\*\*Students taking U.S. History Honors #2100320 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

Unit #4: World Affairs Through the 1920's		November
<b>Topic: The Roaring Twenties</b>		
<b>Learning Goal:</b>  1. Students will understand and be able to analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties.	<b>Essential Question:</b>  1. How did the United States experience both economic growth and social change after World War I?	
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.5.1., SS.912.A.5.2., SS.912.A.5.3., SS.912.A.5.4., SS.912.A.5.5., SS.912.A.5.6., SS.912.A.5.7., SS.912.A.5.8., SS.912.A.5.9., SS.912.A.5.10., SS.912.A.5.12., SS.912.G.2.1., SS.912.G.4.2., SS.912.G.4.3., SS.912.H.1.5., SS.912.H.3.1.  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2.	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• Content specific tasks and projects; and,</li><li>• SHEG's Beyond the Bubble Assessment: <a href="#">Edison and the Kansas Housewife</a>.</li></ul> <b>Suggested Reading/Writing Assignments:</b>  SHEG's Reading Like A Historian: <a href="#">Prohibition</a> ; SHEG's Reading Like A Historian: <a href="#">Chicago Race Riots 1919</a> ; SHEG's Reading Like A Historian: <a href="#">Scopes Trial</a> ; SHEG's Reading Like A Historian: <a href="#">Palmer Raids</a> ; SHEG's Reading Like A Historian: <a href="#">Marcus Garvey</a> .  <b>Additional Documents:</b> <ul style="list-style-type: none"><li>• <a href="#">I Know Why The Cage Bird Sings</a></li><li>• <a href="#">Volstead Act (1920)</a></li></ul>	

# United States History #2100310

## \*\*United States History Honors #2100320

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• anarchists</li> <li>• Communists</li> <li>• Fordney-McCumber Act</li> <li>• Jazz Age</li> <li>• Sacco and Vanzetti</li> <li>• demobilization</li> <li>• disarmament</li> <li>• flappers</li> <li>• impact of climate and natural disasters</li> <li>• Red Scare</li> <li>• Roaring Twenties</li> <li>• Tariffs</li> <li>• Palmer Raids</li> <li>• FBI</li> <li>• London Conference</li> <li>• Nobel Prize</li> </ul>	<ul style="list-style-type: none"> <li>• Teapot Dome Scandal</li> <li>• Fundamentalist Movement</li> <li>• Booker T. Washington</li> <li>• Eighteenth Amendment</li> <li>• Great Migration</li> <li>• nativism</li> <li>• National Association for the Advancement of Colored People (NAACP)</li> <li>• quota system</li> <li>• Seminole Indians</li> <li>• W.E.B. DuBois</li> <li>• Harlem Renaissance</li> <li>• J. Edgar Hoover</li> <li>• “The Business of America is Business”</li> <li>• 100 Percent Americanism</li> </ul>	<ul style="list-style-type: none"> <li>• Marcus Garvey</li> <li>• Nineteenth Amendment</li> <li>• normalcy</li> <li>• Prohibition</li> <li>• Universal Negro Improvement Association</li> <li>• The Volstead Act</li> <li>• Florida specific: Rosewood, land boom, speculation, impact of climate and natural disasters on the land boom, invention of modern air conditioning in 1929, Alfred Du Pont, Marjorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson</li> <li>• consumerism</li> <li>• installment buying</li> <li>• assembly line</li> </ul>	<p><b>Scale:</b></p> <p><u>Beginning 1</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding the effects of the changing social, political, and economic conditions of the Roaring Twenties. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2</u> Demonstrates a partial understanding of the main concepts. Limited understanding of the effects of the changing social, political, and economic conditions of the Roaring Twenties. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding the effects of the changing social, political, and economic conditions of the Roaring Twenties. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding the effects of the changing social, political, and economic conditions of the Roaring Twenties. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>
<p><b>Content/Text (Chapter, Page):</b></p> <p><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>• Chapter 13, pgs. 402-441</li> </ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>• Chapter 10, pgs. 191-224</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Crash Course Video, <a href="#">The Roaring Twenties</a>;</li> <li>• America: The Story of Us Episode Guide <a href="#">Boom</a>;</li> <li>• America: The Story of Us <a href="#">Boom</a>; and,</li> <li>• Plan a 1920’s fair to include music, movies, and new inventions. Invite other classes to visit. Use a student designed rubric to evaluate the project.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb’s DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

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<b>Unit #5: The Interwar Years</b>		<b>December</b>
<b>Topic: The Great Depression</b>		
<b>Learning Goal:</b>  1. Students will understand and be able to analyze the effects of the changing social, political, and economic conditions caused by the Great Depression.	<b>Essential Questions:</b>  1. What were the causes of the Great Depression?  2. How did Americans respond to the Great Depression?	
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.5.11., SS.912.A.5.12., SS.912.G.2.1., SS.912.G.4.2., SS.912.G.4.3., SS.912.H.3.1.  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2.	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• Content specific tasks and projects;</li><li>• SHEG's Beyond the Bubble Assessment: <a href="#">Lange's Iconic Photograph</a>; and,</li><li>• SHEG's Beyond the Bubble Assessment: <a href="#">Breadline's in the 1930's</a>.</li></ul> <b>Suggested Reading/Writing Assignments:</b>  CPALMS <a href="#">Ripples of the Great Depression: 1930s to today</a> ; CPALMS <a href="#">Eroded Land, Eroded Lives: Agriculture and The Dust Bowl</a> ; CPALMS <a href="#">What Caused the Dust Bowl?</a> ; SHEG's Reading Like A Historian: <a href="#">The Dust Bowl</a> .	

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• Black Tuesday</li> <li>• Agricultural Adjustment Act (AAA)</li> <li>• bank holiday</li> <li>• Black Tuesday</li> <li>• Bonus Expeditionary Force</li> <li>• bull market</li> </ul>	<ul style="list-style-type: none"> <li>• Smoot-Hawley Tariff</li> <li>• Dust Bowl</li> <li>• impact of climate and natural disasters</li> <li>• buying on margin</li> <li>• economic boom</li> <li>• Great Depression</li> <li>• speculation boom</li> </ul>	<p><b>Scale:</b></p> <p><u>Beginning 1</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding of the effects of the changing social, political, and economic conditions caused by the Great Depression. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2</u> Demonstrates a partial understanding of the main concepts. Limited understanding of the effects of the changing social, political, and economic conditions caused by the Great Depression. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding the effects of the changing social, political, and economic conditions caused by the Great Depression. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding of the effects of the changing social, political, and economic conditions caused by the Great Depression. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>	
<p><b>Content/Text (Chapter, Page):</b></p> <p><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>• Chapter 14, pgs. 444-471</li> </ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>• Chapter 11, pgs. 225-248</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Crash Course Video, <a href="#">The Great Depression</a>;</li> <li>• America: The Story of Us Episode Guide <a href="#">Bust</a>;</li> <li>• America: The Story of Us <a href="#">Bust</a>;</li> <li>• Compare the modern day soup kitchen with one from the 1930s; and,</li> <li>• Read an excerpt from <i>The Grapes of Wrath</i>.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

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Unit #5-The Interwar Years		December
<b>Topic: The New Deal</b>		
<b>Learning Goal:</b>  1. Students will understand and be able to analyze the effects of the New Deal on the social, political, and economic conditions in the U.S.	<b>Essential Questions:</b>  1. How did the New Deal respond to the ravages of the Great Depression and change the role of the federal government?	
<b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b>  SS.912.A.5., SS.912.A.5.12., SS.912.H.1.5.  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2.	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• Content specific tasks and projects;</li><li>• SHEG's Beyond the Bubble Assessment: <a href="#">Unions in Paterson, New Jersey</a>; and,</li><li>• Semester Exam.</li></ul> <b>Suggested Reading/Writing Assignments:</b>  SHEG's Reading Like A Historian: <a href="#">Social Security</a> ; SHEG's Reading Like A Historian: <a href="#">New Deal: Structured Academic Controversy</a>  <b>Additional Documents:</b> <ul style="list-style-type: none"><li>• <a href="#">FDR's First Inaugural Address</a></li><li>• <a href="#">FDR's Second Inaugural Address</a></li><li>• <a href="#">FDR's Fireside Chat Audio/Video Clips</a></li></ul>	

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• Civilian Conservation Corps (CCC)</li> <li>• Federal Deposit Insurance Corp (FDIC)</li> <li>• Gross National Product (GNP)</li> <li>• National Labor Relations Act (Wagner Act)</li> <li>• National Recovery Administration (NRA)</li> <li>• National Recovery Act</li> <li>• Tennessee Valley Authority (TVA)</li> <li>• National Industrial Recovery Act (1933)</li> <li>• New Deal</li> </ul>	<ul style="list-style-type: none"> <li>• recovery</li> <li>• reform</li> <li>• relief</li> <li>• sit-down strike</li> <li>• Social Security</li> <li>• Works Progress Administration (WPA)</li> </ul>	<p><b>Scale:</b></p> <p><u>Beginning 1</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding the effects of the New Deal on the social, political, and economic conditions in the U.S. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2</u> Demonstrates a partial understanding of the main concepts. Limited understanding the effects of the New Deal on the social, political, and economic conditions in the U.S. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding the effects of the New Deal on the social, political, and economic conditions in the U.S. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding the effects of the New Deal on the social, political, and economic conditions in the U.S. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>	
<p><b>Content/Text (Chapter, Page):</b></p> <p><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>• Chapter 15, pgs. 474-509</li> </ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>• Chapter 11, pgs. 225-248</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Crash Course Video, <a href="#">The New Deal</a>;</li> <li>• Create a poem or rap explaining the purposes of New Deal “alphabet agencies”; and,</li> <li>• Witness History.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb’s DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

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<b>Unit #6: World War II and the Cold War</b>		<b>January</b>
<b>Topic: Road to World War II</b>		
<b>Learning Goal:</b>  1. Students will understand the causes of World War II and U.S. involvement prior to December 1941.	<b>Essential Questions:</b>  1. What were the causes of World War II?  2. How did the United States become involved the conflict?	
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.6.1., SS.912.A.6.2., SS.912.A.6.3., SS.912.A.6.15., SS.912.G.2.1., SS.912.G.4.2., SS.912.G.4.3.  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2.	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• Content specific tasks and projects; and,</li><li>• USA Test Prep MOYA.</li></ul> <b>Suggested Reading/Writing Assignments:</b> <p>Write an editorial supporting or opposing <a href="#">The Lend-Lease Act of 1941</a>; SHEG's Reading Like A Historian: <a href="#">Appeasement</a>; Summarize these eyewitness accounts of the <a href="#">Japanese attack on Pearl Harbor</a>, Review this <a href="#">Video of FDR's speech declaring war on Japan</a>, reflect on how does it make you feel?;</p> <b>Additional Documents:</b> <ul style="list-style-type: none"><li>• <a href="#">U.S. Declarations of War against Japan</a></li></ul>	

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• World War II</li> <li>• Lend-Lease Act</li> <li>• Atlantic Charter</li> <li>• attack on Pearl Harbor</li> <li>• rise of dictators</li> <li>• Nazi Party</li> <li>• Fascism</li> <li>• American neutrality</li> <li>• national security</li> <li>• Neutrality Acts</li> <li>• Cash and Carry</li> <li>• Florida specific: Mosquito Fleet, 'Double V Campaign', construction of military bases, and WW II training centers</li> </ul>		<p><b>Scale:</b></p> <p><u>Beginning 1</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding of the causes of World War II. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2</u> Demonstrates a partial understanding of the main concepts. Limited understanding of the causes of World War II. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding of the causes of World War II. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding of the causes of World War II. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>	
<p><b>Content/Text (Chapter, Page):</b></p> <p><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>• Chapter 16, pgs. 514-541</li> </ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>• Chapter 12, pgs. 249-284</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Crash Course Video, <a href="#">World War II-Part I; and.</a></li> <li>• Write a news story of the attack on Pearl Harbor for a U.S. paper and for a Japanese paper.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

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Unit #6: World War II and the Cold War		January
<b>Topic: World War II</b>		
<b>Learning Goal:</b>  1. Students will understand the course and consequences of World War II, the character of the war at home and abroad, and its role in reshaping of the United States in the post-war world.	<b>Essential Questions:</b>  1. What were the U.S. successes and failures during WW II?  2. What impact did World War II have on America and the world?	
<b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b>  SS.912.A.6.4., SS.912.A.6.5., SS.912.A.6.6., SS.912.A.6.7., SS.912.A.6.15., SS.912.G.2.1., SS.912.G.4.2., SS.912.G.4.3.  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2.	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• SHEG's Beyond the Bubble Assessment: <a href="#">Japanese Internment</a>;</li><li>• Content specific tasks and projects; and,</li><li>• USA Test Prep MOYA.</li></ul> <b>Suggested Reading/Writing Assignments:</b> <p>SHEG's Reading Like A Historian: <a href="#">Japanese Internment</a>; SHEG's Reading Like A Historian: <a href="#">Zoot Suit Riots</a>; Research the <a href="#">Final Solution</a>, and create a timeline of events; Skim the <a href="#">Minutes of the Wannsee Conference</a>, summarize the main points; CPALMS <a href="#">Putting a Face to the Numbers</a>; CPALMS <a href="#">"What good are the words?" A Close Reading of an excerpt from The Book Thief</a>; CPALMS <a href="#">Stories from North Carolina Survivors of the Holocaust</a>; Analyze your favorite <a href="#">Political Cartoons by Dr. Seuss</a>; SHEG's Reading Like A Historian: <a href="#">Atomic Bomb</a>; CPALMS <a href="#">Understanding the Decision to Drop the Bomb on Hiroshima and Nagasaki</a>; Compare and contrast the documents of surrender: <a href="#">Surrender of Germany (1945)</a>, <a href="#">Surrender of Japan (1945)</a>; Summarize <a href="#">George F. Kennan's "The Long Telegram"</a></p>	

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• Coral Sea</li> <li>• Midway</li> <li>• Island Hopping</li> <li>• Rosie Riveter</li> <li>• home front</li> <li>• Tuskegee Airmen</li> <li>• Zoot Suit Riot</li> <li>• Navajo Code Talkers</li> <li>• Home front to include: rationing, national security, civil rights, increased job opportunities for African-Americans, women, Jews and other refugees</li> <li>• Japanese-American internment</li> <li>• Internment camps</li> <li>• Final Solution</li> <li>• Holocaust</li> <li>• Iwo Jima</li> <li>• Salerno</li> <li>• Normandy</li> <li>• The Manhattan Project</li> <li>• Hiroshima</li> <li>• Nagasaki</li> <li>• V-E Day</li> <li>• V-J Day</li> </ul>	<ul style="list-style-type: none"> <li>• Battle of the Bulge</li> <li>• Tehran Conference</li> <li>• Potsdam Conference</li> <li>• Yalta Conference</li> <li>• Nuremberg Trials</li> <li>• <i>Korematsu v. U.S.</i> (1944)</li> <li>• D-Day</li> <li>• atomic weapons</li> <li>• War in the Pacific</li> <li>• Impact of World War II on the following groups: African-Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, Italian Americans, and women</li> </ul>	<p><b>Scale:</b></p> <p><b><u>Beginning 1</u></b> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding the course and consequences of World War II on America and the world. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><b><u>Developing 2</u></b> Demonstrates a partial understanding of the main concepts. Limited understanding the course and consequences of World War II on America and the world. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><b><u>Applying 3</u></b> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding the course and consequences of World War II on America and the world. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><b><u>Ownership 4</u></b> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding the course and consequences of World War II on America and the world. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>	
<p><b>Content/Text (Chapter, Page):</b></p> <p><b><u>United States History: 1850 To The Present</u></b></p> <ul style="list-style-type: none"> <li>• Chapter 17, pgs. 544-585</li> </ul> <p><b><u>Gateway to U.S. History</u></b></p> <ul style="list-style-type: none"> <li>• Chapter 12, pgs. 249-284</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Crash Course Video, <a href="#">World War II Part 2 - The Homefront</a>;</li> <li>• America: The Story of Us Episode Guide <a href="#">World War II</a>;</li> <li>• America: The Story of Us ‘World War II’;</li> <li>• In a mock presidential cabinet meeting, discuss the reasons for Japanese internment and relocation.</li> <li>• Witness History;</li> <li>• History Interactive; and,</li> <li>• HBO’s <i>Band of Brothers</i> series.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb’s DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

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<b>Unit #6: World War II and the Cold War</b>		<b>January</b>
<b>Topic: The Cold War and Post-War Prosperity</b>		
<b>Learning Goal:</b>  1. Students will understand the causes and course of the Cold War, the impact at home and abroad, and how it reshaped of the United States in the post-war world.	<b>Essential Questions:</b>  1. What were the causes, main events, and effects of the early Cold War?  2. How did social and economic changes after World War II affect Americans?	
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.6.8., SS.912.A.6.9., SS.912.A.6.10., SS.912.A.6.11., SS.912.A.6.12., SS.912.A.6.13., SS.912.A.6.15., SS.912.A.7.1., SS.912.A.7.2., SS.912.G.2.1., SS.912.G.4.2., SS.912.G.4.3.  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2.	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• Content specific tasks and projects;</li><li>• SHEG's Beyond the Bubble Assessment: <a href="#">Cold War Foreign Policy</a>; and,</li><li>• USA Test Prep MOYA.</li></ul> <b>Suggested Reading/Writing Assignments:</b>  What was <a href="#">The Marshall Plan</a> and what was its effect?; SHEG's Reading Like A Historian: <a href="#">The Cold War</a> ; CPALMS <a href="#">The Two Big Powers and Their Cold War: 1945-1990 CE</a> ; CPALMS <a href="#">Nationalism, Colonialism, and The Cold War</a> ; CPALMS <a href="#">Sputnik: The Little Metal Ball That Fueled the Cold War</a> ; CPALMS <a href="#">Case Closed: The Rosenbergs Were Soviet Spies</a> ; Summarize <a href="#">The Truman Doctrine</a> ; Review <a href="#">Geneva Accords of 1954</a>	

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• Dumbarton Oaks Conference</li> <li>• Iron Curtain Speech</li> <li>• Marshall Plan</li> <li>• Berlin Blockade</li> <li>• Cold War</li> <li>• North Atlantic Treaty Organization (NATO)</li> <li>• Warsaw Pact</li> <li>• Truman Doctrine</li> <li>• Harry S Truman</li> <li>• United Nations to include: Mary McLeod Bethune and the Declaration of Human Rights</li> <li>• Red Scare to include: loyalty review program, loyalty review boards, House Un-American Activities Committee, McCarthyism, Senator Joe McCarthy, McCarran Act</li> </ul>	<ul style="list-style-type: none"> <li>• Domino Theory</li> <li>• arms race</li> <li>• Panmunjom</li> <li>• Indochina</li> <li>• Korean War to include: Communist China, 38<sup>th</sup> parallel, cease fire, firing of Gen. Douglas McArthur</li> <li>• Southeast Asia Treaty Organization (SEATO)</li> <li>• Sputnik</li> <li>• Florida specific: 1959 Cuban coup and its impact on Florida, development of space program, and NASA</li> <li>• Post war prosperity to include: G.I. Bill, Baby Boom, growth of the suburbs, Beatnik Movement, religious revivalism, Billy Graham and Bishop Fulton J. Sheen, conformity of the 1950's, and the protest of the 1960's</li> </ul>	<p><b>Scale:</b></p> <p><u>Beginning 1</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding the causes, main events, and effects of the early Cold War. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2</u> Demonstrates a partial understanding of the main concepts. Limited understanding the causes, main events, and effects of the early Cold War. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding the causes, main events, and effects of the early Cold War. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding the causes, main events, and effects of the early Cold War. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>	
<p><b>Content/Text (Chapter, Page):</b></p> <p><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>• Chapter 18, pgs. 588-621;</li> <li>• Chapter 19, pgs. 624-656</li> </ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>• Chapter 13, pgs. 285-308</li> <li>• Chapter 14, pgs. 309-338</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Crash Course Video, <a href="#">The Cold War</a>;</li> <li>• America: The Story of Us Episode Guide <a href="#">Superpower/Millennium</a>;</li> <li>• America: The Story of Us <a href="#">Rise of a Superpower</a>;</li> <li>• Create a graphic organizer that demonstrates the ways in which containment expanded the United States commitment abroad</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

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<b>Unit #7: The 1950's-1960's</b>		<b>February</b>
<b>Topic: The Civil Rights Movement</b>		
<b>Learning Goal:</b>  1. Students will understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life during the 1950's and 1960's.	<b>Essential Question:</b>  1. What were the causes, main events, and effects of the civil rights movement?	
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.7.3., SS.912.A.7.5., SS.912.A.7.6., SS.912.A.7.7. SS.912.A.7.8., SS.912.A.7.9., SS.912.A.7.17., SS.912.H.3.1.  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2.	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• Content specific tasks and projects; and,</li><li>• SHEG's Beyond the Bubble Assessment: <a href="#">Civil Rights Movement in Context</a>.</li></ul> <b>Suggested Reading/Writing Assignments:</b> <p>SHEG's Reading Like A Historian: <a href="#">Montgomery Bus Boycott</a>; SHEG's Reading Like A Historian: <a href="#">Women in the 1950s</a>; SHEG's Reading Like A Historian: <a href="#">Civil Rights Act of 1964</a>; CPALMS <a href="#">Civil Rights: An Investigation</a>; CPALMS <a href="#">"Rosa Was Tired...": Myth and Fact in the Story of Rosa Parks and the Montgomery Bus Boycott</a>; CPALMS <a href="#">The Freedom Riders, Then and Now</a></p> <b>Additional Documents:</b> <ul style="list-style-type: none"><li>• Martin Luther King's, <a href="#">"Letter from a Birmingham Jail"</a></li><li>• Martin Luther King's <a href="#">"I Have a Dream Speech"</a></li></ul>	

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• Equal Rights Amendment</li> <li>• Montgomery Bus Boycott</li> <li>• Dr. Martin Luther King, Jr.</li> <li>• Freedom Riders</li> <li>• boycotts</li> <li>• riots</li> <li>• protest marches</li> <li>• key figures and organizations on the Civil Rights and Black Power Movements: Student Nonviolent Coordinating Committee (SNCC), Southern Christian Leadership Conference (SCLC), NAACP, Congress of Racial Equality (CORE), National Urban League, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Robert F. Williams, Fannie Lou Hamer, Malcolm X, Stokely Carmichael, H. Rap Brown, the Black Panther Party, Huey P. Newton, Bobby Seale, Harry T. Moore, Pork Chop Gang</li> </ul>	<ul style="list-style-type: none"> <li>• March on Washington (1963)</li> <li>• Civil Rights Act (1964)</li> <li>• Nation of Islam</li> <li>• sit-ins</li> <li>• <i>Mississippi Burning</i></li> <li>• <i>Brown v. Board of Education</i> (1954)</li> <li>• Status of women: increased numbers of women in the workforce, <i>The Feminine Mystique</i>, National Organization for Women, <i>Roe v. Wade</i>, Title IX, Betty Friedan, Gloria Steinem Phyllis Schlafly, Billie Jean King, feminism</li> <li>• Tallahassee Bus Boycott of 1956</li> <li>• Landmark Supreme Court Cases related to civil rights: Plessy v. Ferguson (1896), <i>Brown v. Board of Education</i> (1954), Mapp v. Ohio (1961), <i>Gideon v. Wainwright</i> (1963), Swann v. Charlotte-Mecklenburg Board of Ed (1971), <i>Roe v. Wade</i> (1973), Regents of the University of California v. Bakke (1978)</li> </ul>	<p><b>Scale:</b></p> <p><b><u>Beginning 1</u></b> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding of the impact of contemporary social and political movements on American life during the 1950's and 1960's. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><b><u>Developing 2</u></b> Demonstrates a partial understanding of the main concepts. Limited understanding of the impact of contemporary social and political movements on American life during the 1950's and 1960's. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><b><u>Applying 3</u></b> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding of the impact of contemporary social and political movements on American life during the 1950's and 1960's. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><b><u>Ownership 4</u></b> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding of the impact of contemporary social and political movements on American life during the 1950's and 1960's. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>	
<p><b>Content/Text (Chapter, Page):</b></p> <p><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>• Chapter 20, pgs. 658-691</li> </ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>• Chapter 14, pgs. 309-338</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Crash Course Video, <a href="#">Civil Rights and the 1950s</a>;</li> <li>• Crash Course Video, <a href="#">The 1960s in America</a>;</li> <li>• Research the leadership of the Black Panther Revolution. Compare goals, strategies, and results. How did Malcolm X and Stokely Carmichael justify the use of violence?;</li> <li>• Witness History; and,</li> <li>• History Interactive.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

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Unit #7: The 1950's-1960's		February
<b>Topic: Eisenhower, Kennedy and Johnson Administrations</b>		
<b>Learning Goal:</b>  1. Students will understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life during the 1950's-1960's.	<b>Essential Questions:</b>  1. How did the United States confront communism in East Asia after the Korean War?  2. How did the foreign and domestic policies of President Kennedy and President Johnson affect the nation?	
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.6.13., SS.912.A.6.14., SS.912.A.7.4., SS.912.A.7.12., SS.912.A.7.13., SS.912.A.7.16., SS.912.A.7.17., SS.912.G.2.1., SS.912.G.4.2., SS.912.G.4.3., SS.912.H.1.5., SS.912.H.3.1.  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.1.3., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.RH.2.6., LAFS.1112.RH.3.7., LAFS.1112.RH.3.8., LAFS.1112.RH.3.9., LAFS.1112.RH.4.10., LAFS.1112.SL.1.1., LAFS.1112.SL.1.2., LAFS.1112.SL.1.3., LAFS.1112.SL.2.4., LAFS.1112.WHST.1.1., LAFS.1112.WHST.2.4., LAFS.1112.WHST.2.5., LAFS.1112.WHST.2.6., LAFS.1112.WHST.3.7., LAFS.1112.WHST.3.8., LAFS.1112.WHST.3.9., LAFS.1112.WHST.4.10.  MAFS.K12.MP.1.1., MAFS.K12.MP.3.1., MAFS.K12.MP.5.1., MAFS.K12.MP.6.1.	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section Quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• Content specific tasks and projects; and,</li><li>• The DBQ Project Essay.</li></ul> <b>Suggested Reading/Writing Assignments:</b>  SHEG's Reading Like A Historian: <a href="#">Korean War</a> ; SHEG's Reading Like A Historian: <a href="#">Truman and MacArthur</a> ; SHEG's Reading Like A Historian: <a href="#">Cold War in Guatemala</a> ; CPALMS <a href="#">Space and President Kennedy: Using Close Reading and Text Dependent Questions</a> ; SHEG's Reading Like A Historian: <a href="#">Cuban Missile Crisis</a> ; CPALMS <a href="#">JFK: Why Do We Admire a President Who Did So Little?</a> ; SHEG's Reading Like A Historian: <a href="#">Great Society</a>  <b>**The DBQ Project: Berlin, Korea, Cuba: How Did the U.S. Contain Communism?</b> <b>**Must complete one DBQ Project title</b>	
	<b>Additional Documents:</b>  <a href="#">Charter of the United Nations</a> <a href="#">Universal Declaration of Human Rights</a> <a href="#">NATO Treaty</a> <a href="#">ANZUS Treaty</a>	

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• Equal Rights Amendment</li> <li>• GI Bill of Rights</li> <li>• Vietnam War</li> <li>• baby boomers</li> <li>• birth rate</li> <li>• space race</li> <li>• U-2 and Gary Powers</li> <li>• Bay of Pigs invasion</li> <li>• Berlin Wall</li> <li>• War on Poverty</li> <li>• Florida specific: selection of Central Florida for Disney World, growth of citrus and cigar industries, construction of interstate highways</li> </ul>	<ul style="list-style-type: none"> <li>• Interstate Highway System</li> <li>• suburbs</li> <li>• women in the workforce</li> <li>• conscientious objectors</li> <li>• Cuban Missile Crisis</li> <li>• antiwar protests</li> <li>• Great Society</li> <li>• migration</li> <li>• Medicare</li> <li>• Medicaid</li> <li>• Headstart</li> <li>• President John F. Kennedy</li> <li>• President Lyndon B. Johnson</li> </ul>	<p><b>Scale:</b></p> <p><b><u>Beginning 1</u></b> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding of the impact of contemporary social and political movements on American life during the 1950's and 1960's. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><b><u>Developing 2</u></b> Demonstrates a partial understanding of the main concepts. Limited understanding of the impact of contemporary social and political movements on American life during the 1950's and 1960's. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><b><u>Applying 3</u></b> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding of the impact of contemporary social and political movements on American life during the 1950's and 1960's. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><b><u>Ownership 4</u></b> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding of the impact of contemporary social and political movements on American life during the 1950's and 1960's. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>	
<p><b>Content/Text (Chapter, Page):</b></p> <p><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>• Chapter 21, pgs. 694-719</li> </ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>• Chapter 15, pgs. 339-366</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Crash Course Video, <a href="#">The Cold War in Asia</a>;</li> <li>• Compare and contrast organizations such as NATO and SEATO, NATO and the Warsaw Pact, and the UN and the League of Nations.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

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<b>Unit #8-The 1970's</b>		<b>March</b>
<b>Topic: The Vietnam War</b>		
<b>Learning Goal:</b>  1. Students will understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life during the 1970's.	<b>Essential Questions:</b>  1. What were the causes and effects of U.S. involvement in Vietnam and its impact on the political, social and economic fabric at home?  2. How did the counterculture and the expanding civil rights revolution of the 1960's and 1970's influence American society?	
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.6.13., SS.912.A.6.14., SS.912.A.7.10., SS.912.A.7.17., SS.912.G.2.1., SS.912.G.4.2., SS.912.G.4.3.  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests; and,</li><li>• Content specific tasks and projects.</li></ul> <b>Suggested Reading/Writing Assignments:</b>  SHEG's Reading Like A Historian: <a href="#">Gulf of Tonkin Resolution</a> ; SHEG's Reading Like A Historian: <a href="#">Anti-War Movement</a> ; CPALMS <a href="#">'Walking in Charlie's Land:' Songs by Americans in the Vietnam War</a> ;  <b>Additional Documents:</b>  <a href="#">26th Amendment</a> <a href="#">President Johnson's State of the Union Address (1966)</a> <a href="#">War Powers Act of 1973</a>	

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• Tet Offensive</li> <li>• demilitarized zone (DMZ)</li> <li>• doves</li> <li>• Equal Rights Amendment (ERA)</li> <li>• Gulf of Tonkin Incident</li> <li>• hawks</li> <li>• immigration</li> <li>• Ping-Pong Diplomacy</li> <li>• Opening of China</li> <li>• Geneva Accords</li> </ul>	<ul style="list-style-type: none"> <li>• nuclear proliferation</li> <li>• Paris Peace Accords of 1973</li> <li>• superpower</li> <li>• Vietnam War to include: Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, War Powers Act</li> <li>• women in the workforce</li> <li>• <i>New York Times v. U.S.</i> (1971)</li> <li>• President Richard M. Nixon</li> </ul>	<p><b>Scale:</b></p> <p><u>Beginning 1</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding of the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life during the 1970's. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2</u> Demonstrates a partial understanding of the main concepts. Limited understanding of the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life during the 1970's. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding of the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life during the 1970's. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding of the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life during the 1970's. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>
<p><b>Content/Text (Chapter, Page):</b></p> <p><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>• Chapter 22, pgs. 722-757;</li> <li>• Chapter 23, pgs. 760-785</li> </ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>• Chapter 16, pgs. 367-386</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Crash Course: The Cold War in Asia</a>;</li> <li>• Conduct a debate between "Doves" and "Hawks" on the issue of Vietnam;</li> <li>• Witness History; and,</li> <li>• History Interactive.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>

# United States History #2100310

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Unit #8: The 1970's		March
<b>Learning Goal:</b>  1. Students will understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life during the 1970's.	<b>Essential Question:</b>  1. What caused Americans to suffer a crisis of confidence during the 1970's?	
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.7.10., SS.912.A.7.14., SS.912.A.7.17., SS.912.H.3.1.,  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• Content specific tasks and projects; and,</li><li>• The DBQ Project Essay.</li></ul> <b>Suggested Reading/Writing Assignments:</b>  CPALMS <a href="#">Unanswered Questions About Watergate</a> ;  <b>**The DBQ Project: <i>What Made Cesar Chavez an Effective Leader?</i></b>  <b>**Must complete one DBQ Project title</b>  <b>Additional Documents:</b> <ul style="list-style-type: none"><li>• <a href="#">Three Mile Island Accident</a></li><li>• <a href="#">National Energy Act of 1978</a></li></ul>	

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• Watergate</li> <li>• social activism</li> <li>• Gray Panthers</li> <li>• Claude Pepper</li> <li>• American Indian Movement (AIM)</li> <li>• Reinforcement of freedom of the press</li> <li>• mistrust of government</li> <li>• checks and balances</li> <li>• <i>New York Times v. Nixon</i></li> </ul>	<ul style="list-style-type: none"> <li>• affirmative action</li> <li>• Equal Rights Amendment (ERA)</li> <li>• United Farm Workers (UFW)</li> <li>• Cesar Chavez</li> </ul>	<p><b>Scale:</b></p> <p><u>Beginning 1</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding of what caused Americans to suffer a crisis of confidence during the 1970's. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2</u> Demonstrates a partial understanding of the main concepts. Limited understanding of what caused Americans to suffer a crisis of confidence during the 1970's. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding of what caused Americans to suffer a crisis of confidence during the 1970's. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding of what caused Americans to suffer a crisis of confidence during the 1970's. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>	
<p><b>Content/Text (Chapter, Page):</b></p> <p><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>• Chapter 24, pgs. 788-816</li> </ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>• Chapter 16, pgs. 367-386;</li> <li>• Chapter 17, pgs. 387-413</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Crash Course Video, <a href="#">Rise of Conservatism</a>;</li> <li>• Create a Venn diagram, using the heads of Carter and Ford. Compare and contrast the two on economic policy, foreign policy, energy policy, and domestic policy;</li> <li>• Witness History; and,</li> <li>• History Interactive.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

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<b>Unit #9: The 1980's to the 2000's</b>		<b>April</b>
<b>Topic: Conservative Resurgence</b>		
<b>Learning Goal:</b>  1. Students will understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American during the 1980's into the new century.	<b>Essential Questions:</b>  1. What was the conservative resurgence, and how did it affect the domestic and foreign policies of the United States?	
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.7.11., SS.912.A.7.12., SS.912.A.7.14., SS.912.A.7.15., SS.912.A.7.16., SS.912.A.7.17., SS.912.H.3.1., SS.912.G.2.1., SS.912.G.4.2., SS.912.G.4.3.  LAFS.1112.RH.1.2., LAFS.1112.RH.1.2., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2.	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests; and,</li><li>• Content specific tasks and projects.</li></ul> <b>Suggested Reading/Writing Assignments:</b>  CPALMS <a href="#">Introduction to Apartheid</a> ; Review and listen and review <a href="#">Reagan's 1987 speech</a> urging Gorbachev to "Tear Down the Wall", why did Reagan's speech elicit such a rousing response from the audience, and from the world?  <b>Additional Documents:</b>  <a href="#">Camp David Accords</a> <a href="#">Helsinki Accords</a>	

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• Camp David Accords</li> <li>• Organization of Petroleum Exporting Countries (OPEC)</li> <li>• Palestinian Liberation Organization (PLO)</li> <li>• glasnost</li> <li>• inflation</li> <li>• apartheid</li> </ul>	<ul style="list-style-type: none"> <li>• globalization</li> <li>• Foreign policy as it relates to Africa, Asia, Caribbean, Latin America and the Middle East to include: Haiti, Bosnia, Kosovo, Rwanda, Grenada, Camp David accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War</li> <li>• AIDS</li> <li>• Green Revolution</li> <li>• outsourcing of jobs</li> <li>• human rights violations</li> </ul>	<p><b>Scale:</b></p> <p><u>Beginning 1</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding of what the conservative resurgence was, and how it affected the domestic and foreign policies of the United States. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2</u> Demonstrates a partial understanding of the main concepts. Limited understanding of what was the conservative resurgence, and how it affected the domestic and foreign policies of the United States. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding of what the conservative resurgence was, and how it affected the domestic and foreign policies of the United States. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding of what the conservative resurgence was, and how it affected the domestic and foreign policies of the United States. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>	
<p><b>Content/Text (Chapter, Page):</b></p> <p><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>• Chapter 25, pgs. 818-843</li> </ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>• Chapter 16, pgs. 367-386;</li> <li>• Chapter 17, pgs. 387-413</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Crash Course Video, <a href="#">Ford, Carter, and the Economic Malaise</a>;</li> <li>• Crash Course Video, <a href="#">The Reagan Revolution</a>;</li> <li>• Crash Course Video, <a href="#">George HW Bush and the End of the Cold War</a>;</li> <li>• Create a chart comparing and contrasting apartheid in South Africa to what happened in the United States during segregation and the civil rights movements.</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

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<b>Unit #9: The 1990's into the New Century</b>		<b>April</b>
<b>Topic: Terrorism and the Global Economy</b>		
<b>Learning Goal:</b>  1. Students will understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements during the 1990's into the new century.	<b>Essential Questions:</b>  1. What political, social, technological, and economic trends have shaped American life since 1990?  2. What was the role of the United States as a participant in the global economy?  3. What were the effects of foreign and domestic terrorism on the American people?	
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.7.14., SS.912.A.7.15., SS.912.A.7.16., SS.912.A.7.17., SS.912.H.3.1., SS.912.G.2.1., SS.912.G.4.2., SS.912.G.4.3.  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.SL.1.1., LAFS.1112.WHST.1.2.	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• Content specific tasks and projects;</li><li>• USA Test Prep EOYA; and,</li><li>• USH EOCA.</li></ul> <b>Suggested Reading/Writing Assignments:</b> <p>CPALMS <a href="#">American Exceptionalism, American Freedom</a>; Research the <a href="#">Bush v. Gore decision</a>, prepare an editorial in support or opposing the decision; View <a href="#">President Bush's Address to Congress</a> after Sept. 11<sup>th</sup>, what is your personal reaction?; Prepare a timeline on <a href="#">The War on Terror</a></p> <b>Additional Documents:</b>  <a href="#">Patriot Act of 2001</a>	

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<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• al-Qaeda</li> <li>• Election of 2000</li> <li>• immigration</li> <li>• migration</li> <li>• jihad</li> <li>• World Trade Organization</li> <li>• Patriot Act</li> <li>• Oklahoma City bombing</li> <li>• War on Terror</li> <li>• Hurricane Andrew</li> <li>• Sunbelt State</li> </ul>	<ul style="list-style-type: none"> <li>• Iran hostage crisis</li> <li>• North American Free Trade Agreement (NAFTA)</li> <li>• social movements</li> <li>• terrorism</li> <li>• 9-11</li> <li>• global warming</li> <li>• human rights violations</li> </ul>	<p><b>Scale:</b></p> <p><u>Beginning 1</u> Demonstrates little understanding of the main concepts. Does not demonstrate an understanding of the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements during the 1990's into the new century. Historical terms use are weak, not enough references to Historical terms are used. Very little evidence of analysis of the content. Some educated guesses. Accuracy is weak.</p> <p><u>Developing 2</u> Demonstrates a partial understanding of the main concepts. Limited understanding of the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements during the 1990's into the new century. Some Historical terms are used correctly. Analyzes the content with some success, accuracy needs to improve.</p> <p><u>Applying 3</u> Demonstrates an understanding of the main concepts. Demonstrates moderate understanding of the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements during the 1990's into the new century. Historical terms are used appropriately. Analysis of the content is evident, considerable accuracy.</p> <p><u>Ownership 4</u> Demonstrates a thorough understanding of the main concepts. Demonstrates thorough understanding of the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements during the 1990's into the new century. Historical terms are used appropriately and are often elaborated upon. Thorough analysis of the content.</p>	
<p><b>Content/Text (Chapter, Page):</b></p> <p><u>United States History: 1850 To The Present</u></p> <ul style="list-style-type: none"> <li>• Chapter 26, pgs. 846-877</li> </ul> <p><u>Gateway to U.S. History</u></p> <ul style="list-style-type: none"> <li>• Chapter 16, pgs. 367-386;</li> <li>• Chapter 17, pgs. 387-413</li> </ul>	<p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Crash Course Video, <a href="#">The Clinton Years, or the 1990s</a>;</li> <li>• Compare the Patriot Act to other limits on civil liberties during times of national crisis, such as the Alien and Sedition Acts. Discuss whether the government was justified in each on the instances;</li> <li>• Crash Course Video, <a href="#">Terrorism, War, and Bush 43</a>;</li> <li>• Crash Course Video, <a href="#">Obamanation</a>;</li> <li>• America: The Story of Us Episode Guide <a href="#">Superpower/Millennium</a>;</li> <li>• America: The Story of Us 'Millennium.'</li> </ul>	<p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>	<p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul>

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<b>Unit #10: Review, Research Project/Paper</b>		<b>April/May/June</b>
<b>Learning Goal:</b>  1. Students will use research and inquiry skills to analyze American history using primary and secondary sources.	<b>Essential Question:</b>	
<b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b>  SS.912.A.1.1., SS.912.A.1.2., SS.912.A.1.3., SS.912.A.1.4., SS.912.A.1.5., SS.912.A.1.6., SS.912.A.1.7., SS.912.G.1.2., SS.912.G.2.1., SS.912.G.4.2 SS.912.G.4.3., SS.912.H.3.1  LAFS.1112.RH.1.1., LAFS.1112.RH.1.2., LAFS.1112.RH.1.3., LAFS.1112.RH.2.4., LAFS.1112.RH.2.5., LAFS.1112.RH.2.6., LAFS.1112.RH.3.7., LAFS.1112.RH.3.9., LAFS.1112.RH.3.9., LAFS.1112.RH.4.10., LAFS.1112.SL.1.1., LAFS.1112.SL.1.2., LAFS.1112.SL.1.3., LAFS.1112.SL.2.4., LAFS.1112.WHST.1.1., LAFS.1112.WHST.1.2., LAFS.1112.WHST.2.4., LAFS.1112.WHST.2.5., LAFS.1112.WHST.2.6., LAFS.1112.WHST.3.7., LAFS.1112.WHST.3.8., LAFS.1112.WHST.3.9., LAFS.1112.WHST.4.10.  MAFS.K12.MP.1.1., MAFS.K12.MP.3.1., MAFS.K12.MP.5.1., MAFS.K12.MP.6.1.	<b>Assessments:</b> <ul style="list-style-type: none"><li>• Content specific tasks and projects; and,</li><li>• Final Exam.</li></ul> <b>Suggested Reading/Writing Assignments:</b>	
<b>Essential Concepts:</b>	<b>Scale:</b>	

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Content/Text (Chapter, Page):	Suggested Activities and Resources:	Reading Activities:	Webb's DOK
		<ul style="list-style-type: none"><li>• <a href="#">Before Reading Strategies</a></li><li>• <a href="#">During Reading Strategies</a></li><li>• <a href="#">After Reading Strategies</a></li><li>• <a href="#">Strategies for Building Vocabulary</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">DOK Question Stems</a></li></ul>