

10th Grade

United States History Pacing Guide

Month: September-October

Unit: Establishing An American Republic

Theme/Big Ideas	GLCEs	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
ERA 1: Establishing an American Republic	F1 Political and Intellectual Transformations of America to 1877 F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals <ul style="list-style-type: none"> Declaration of Independence the U.S. Constitution (including the Preamble) Bill of Rights the Gettysburg Address 13th, 14th, and 15th Amendments 	<i>Ch. 1</i> <i>What is history, and why should we study it?</i>	Ch. 1 witness a staged event that they then reconstruct to help them understand the challenges historians face in interpreting and communicating information about the past.	Processing Assignments after each chapter Projects Unit Tests Quizzes Essays Discussions	Alamo American Federation of Labor Anaconda Plan Appomattox Courthouse Articles of Confederation assassination Barbed Wire battles Bessemer Process Bill of Rights Black Codes Boston Massacre Bureau of Indian	History Alive! Pursing American Ideals program (Textbook, Lesson Guides, Lesson Masters, Transparencies, Placards, Sound Disc, Digging Deeper resources) Chapters 1-11 Hippocampus.org Discoveryeducation.com Maps blankmaps.com jimcrowhistory.org. jamestownproject.org mel.org ellisisland.org classbrian.com wordcentral.com Newspapers DVDs <ul style="list-style-type: none"> Glory Gettysburg Roots I will fight no more forever 	<i>Ch. 1</i> <i>What is history, and why should we study it?</i> Ch. 2 <i>What are America's founding ideals, and why are they important?</i> Ch. 3 <i>How has geography influenced the development of the United States?</i> Ch. 4 <i>How did the colonial period</i>
		<i>Ch. 2</i> <i>What are America's founding ideals, and why are they important?</i> Ch. 3 <i>How has geography influenced the development of the United States?</i> Ch. 3	Ch. 2 examine placards that contain images and quotations spanning American history to discover the influence of the five founding ideals of the Declaration of Independence.	Ch. 3	Ch. 3	Ch. 3	Ch. 3

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	<p>adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing</p> <ul style="list-style-type: none"> the birth of republican government, including the rule of law, inalienable rights, equality, and limited government the development of governmental roles in American life and competing views of the responsibilities of governments (federal, state, and local) 	<p><i>ent of the United States?</i></p> <p>Ch. 4</p> <p><i>How did the colonial period help to shape America's five founding ideals?</i></p> <p>Ch. 5</p> <p><i>Were the American colonists justified in rebelling against British rule?</i></p> <p>Ch. 6</p> <p><i>What is the</i></p>	<p>label features on thematic maps to determine how geography has shaped U.S. history.</p> <p>Ch. 4</p> <p>explore three provocative questions during a discussion about the effects of the colonial period on American's five founding ideals.</p> <p>Ch. 5</p> <p>use primary sources and assume the perspectives of four groups affected by colonial rebellion—King George III and Parliament, Patriots,</p>		<p>Affairs</p> <p>Capitalism</p> <p>Carpet</p> <p>Baggers</p> <p>Cattle</p> <p>Boom</p> <p>Civil Right</p> <p>Amendments</p> <p>Civil War</p> <p>Compromise of 1850</p> <p>Compromise of 1877</p> <p>Comstock</p> <p>lode</p> <p>Confederacy</p> <p>Confederate States of America</p> <p>Constitutional</p> <p>Convention</p> <p>corporation</p> <p>Dawes Act</p> <p>Declaration of Independence</p> <p>Education</p>	<ul style="list-style-type: none"> Dances with Wolves The Crucible Liberty! The American Revolution Revolution Founding Fathers: The Men Who Our Nation The Civil War: Ken Burns <p>Primary Source Documents</p>	<p><i>help to shape America's five founding ideals?</i></p> <p>Ch. 5</p> <p><i>Were the American colonists justified in rebelling against British rule?</i></p> <p>Ch. 6</p> <p><i>What is the proper role of a national government?</i></p> <p>Ch. 7</p> <p><i>Does the Constitution support the ideals in the Declaration of Independence?</i></p> <p>Ch. 8</p> <p><i>Did changes in</i></p>

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	<ul style="list-style-type: none"> changes in suffrage qualifications the development of political parties America's political and economic role in the world <p>F2.1 Geographic, Economic, Social, and Demographic Trends in America to 1877</p> <p>F2.1 Describe the major trends and transformations in American life prior to 1877 including</p> <ul style="list-style-type: none"> changing political boundaries of the United States regional economic differences and similarities, including goods produced and the nature of the labor force changes in the 	<p><i>proper role of a national government?</i></p> <p>Ch. 7</p> <p><i>Does the Constitution support the ideals in the Declaration of Independence?</i></p> <p>Ch. 8</p> <p><i>Did changes in the young nation open the door to opportunity for all Americans?</i></p> <p>Ch. 9</p>	<p>Moderates, and Loyalists—to debate the independence movement.</p> <p>Ch. 6</p> <p>analyze images of a polling place after the revolution, Shays' Rebellion, and the signing of the Constitution in 1787. They bring to life the signing ceremony and read how the Constitution was ratified.</p> <p>Ch. 7</p> <p>participate in a game in which they analyze the Constitution to learn about its key features</p> <p>Ch. 8</p> <p>discuss how</p>		<p>Laws</p> <p>Emancipation</p> <p>Proclamation</p> <p>entrepreneurs</p> <p>factories</p> <p>federalism</p> <p>Free Enterprise</p> <p>Freedman's Bureau</p> <p>Gilded Age</p> <p>graft</p> <p>Homestead Act</p> <p>immigration</p> <p>impeachment</p> <p>Indian Chiefs</p> <p>Jim Crow</p> <p>Klu Klux Klan</p> <p>Knights of Labor</p> <p>Louisiana Purchase</p> <p>Manifest Destiny</p> <p>Mass</p>		<p><i>the young nation open the door to opportunity for all Americans?</i></p> <p>Ch. 9</p> <p><i>Was the Civil War inevitable?</i></p> <p>Ch. 10</p> <p><i>How did the Civil War affect the United States and its people?</i></p> <p>Ch. 11</p> <p><i>How was the nation's commitment to its founding ideals tested during Reconstruction?</i></p>

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	<p>size, location, and composition of the population</p> <ul style="list-style-type: none"> • patterns of immigration and migration • development of cities • changes in commerce, transportation, and communication • major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War <p>6.1 Growth of an Industrial and Urban America</p> <p>6.1.1 Factors in the American Industrial Revolution – Analyze the factors that enabled the United</p>	<p><i>Was the Civil War inevitable?</i></p> <p>Ch. 10</p> <p><i>How did the Civil War affect the United States and its people?</i></p> <p>Ch. 11</p> <p><i>How was the nation's commitment to its founding ideals tested during Reconstruction?</i></p>	<p>changes in the early 19th century opened or closed the door to opportunity for groups of Americans</p> <p>Ch. 9 analyze a selection of primary source documents related to events from 1850 to 1861 and decide whether those sources show a spirit of compromise or of conflict</p> <p>Ch. 10 create interactive dramatizations to show how the Civil War affected Americans on both sides of the conflict.</p>		<p>Transit mining</p> <p>Missouri compromise monopoly</p> <p>Monroe Doctrine</p> <p>National Grange nationalism</p> <p>New South</p> <p>Open Range patent</p> <p>political bosses</p> <p>political machines</p> <p>popular sovereignty</p> <p>populist movement</p> <p>Proclamation of 1763</p> <p>railroads reconstruction</p> <p>scalawag segregation</p>		

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	<p>States to become a major industrial power, including</p> <ul style="list-style-type: none"> • gains from trade • organizational “revolution” • advantages of physical geography • increase in labor through immigration and migration • economic policies of government and industrial leaders • technological advances <p>6.1.2 Labor’s Response to Industrial Growth – Evaluate the different responses of labor to industrial change including</p> <ul style="list-style-type: none"> • development of organized labor, including the Knights of Labor, American Federation of Labor, and the 		Ch. 11 interpret four political cartoons to understand the issues and events of the Reconstruction period		Share Cropper Stamp Act Tammany Hall Tenements Total War Trail of Tears trust Tweed Ring Underground Railroad union War of Attrition		

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	<p>United Mine Workers</p> <ul style="list-style-type: none"> • southern and western farmers’ reactions, including the growth of populism and the populist movement <p>6.1.3 Urbanization – Analyze the changing urban and rural landscape by examining</p> <ul style="list-style-type: none"> • the location and expansion of major urban centers • the growth of cities linked by industry and trade • the development of cities divided by race, ethnicity, and class • resulting tensions among and within groups • different perspectives about immigrant 						

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	<p>experiences in the urban setting</p> <p>6.1.4 Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration and urbanization.</p> <p>6.1.5 A Case Study of American Industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining</p> <ul style="list-style-type: none"> • the impact of resource availability • entrepreneurial decision making 						

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	by Henry Ford and others <ul style="list-style-type: none"> • domestic and international migrations • the development of an industrial work force • the impact on Michigan • the impact on American society 						

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10th Grade

Month: November

American History Pacing Guide

Unit: Industrialism and Reform and Expanding American Global Influence

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<p>Era 2: Industrialism and Reform (Ch. 12-18)</p> <p>Era 3 Expanding American Global Influence (Ch. 19-25)</p>	<p>6.1 Growth of an Industrial and Urban America</p> <p>6.1.1 Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including</p> <ul style="list-style-type: none"> gains from trade organizational “revolution” advantages of physical geography increase in labor through immigration and migration economic policies of government and industrial leaders technological advances 	<p>Ch. 12</p> <p><i>What opportunities and conflicts emerged as Americans moved westward?</i></p> <p>Ch. 13</p> <p><i>Was the rise of industry good for the United States?</i></p> <p>Ch. 14</p> <p><i>Was the rise of industry good for American</i></p>	<p>Ch. 12</p> <p>analyze primary sources that illustrate how the opening of the West affected various group of people and determine the positive and negative effects it had on each group</p> <p>Ch. 13</p> <p>graph data and analyze images about industrialism.</p> <p>Ch. 14</p> <p>play a game that simulates the choices involved in the decision to</p>	<p>Processing Assignments after each chapter</p> <p>Projects</p> <p>Unit Tests</p> <p>Quizzes</p> <p>Essays</p> <p>Discussions</p>	<p>17th, 18th, 19th</p> <p>Amendments</p> <p>allied powers</p> <p>assembly line</p> <p>Big Four</p> <p>Bolsheviks</p> <p>Central Powers</p> <p>Cuba</p> <p>Espionage Act</p> <p>flappers</p> <p>French Warfare</p> <p>Great Migration</p> <p>Harlem Renaissance</p> <p>imperialism</p> <p>Installment Plan</p> <p>Jazz Age</p> <p>League of</p>	<p>History Alive! Pursuing American Ideals program (Textbook, Lesson Guides, Lesson Masters, Transparencies, Placards, Sound Disc, Digging Deeper resources) Chapters 12-25</p> <p>Hippocampus.org</p> <p>Discoveryeducation.com</p> <p>www.history.com</p> <p>The Roaring 20s http://www.historyteacher.net/AHAP/Weblinks/AHAP_Weblinks22.htm</p> <p>Statistics and primary source documents on topics ranging from politics and the economy to fashions and sports.</p>	<p>Ch. 12</p> <p><i>What opportunities and conflicts emerged as Americans moved westward?</i></p> <p>Ch. 13</p> <p><i>Was the rise of industry good for the United States?</i></p> <p>Ch. 14</p> <p><i>Was the rise of industry good for American workers?</i></p> <p>Ch. 15</p> <p><i>What was it like to be an immigrant to the United</i></p>

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	<p>6.1.2 Labor’s Response to Industrial Growth – Evaluate the different responses of labor to industrial change including</p> <ul style="list-style-type: none"> development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers southern and western farmers’ reactions, including the growth of populism and the populist movement <p>6.1.3 Urbanization – Analyze the changing urban and rural landscape by examining</p> <ul style="list-style-type: none"> the location and expansion of major urban centers 	<p><i>workers?</i></p> <p>Ch. 15</p> <p><i>What was it like to be an immigrant to the United States?</i></p> <p>Ch. 16</p> <p><i>What social, political, and environmental problems did Americans face at the turn of the 20th century?</i></p> <p>Ch. 17</p> <p><i>Who were the Progressives?</i></p>	<p>form or join a labor union and then compare their experience to history.</p> <p>Ch. 15</p> <p>discover what it might have been like to be a European immigrant passing through Ellis Island at the turn of the century.</p> <p>Ch. 16</p> <p>act as muckrakers to conduct field investigations using primary sources and write newspaper reports exposing problems in American society in the early 20th century</p> <p>Ch. 17</p>		<p>Nations</p> <p>Lusitanian</p> <p>Marxism</p> <p>militarism</p> <p>Muckrakers</p> <p>NAACP</p> <p>National War Labor Board</p> <p>Open Door Policy</p> <p>Pan Africanism</p> <p>Panama Canal</p> <p>Panama Canal</p> <p>Philippines</p> <p>Platt Amendment</p> <p>prohibition</p> <p>protectorate</p> <p>Red Scare</p> <p>reparation</p> <p>Rough Riders</p> <p>Sedition Act</p> <p>Selective</p>	<p>The 1920s Economy: A Statistical Portrait http://bss.sfsu.edu/tygiel/Hist427/texts/1920seconomy.htm</p> <p>Statistics for each industrial sector including workers' incomes, corporate profits, and distribution of wealth.</p> <p>www.webquest.org</p> <p>Movies: Dances with Wolves Little Big Man Modern Times Far and Away Matewan The Immigrant Experience: The Long, Long Journey Beyond the Border El Norte</p>	<p><i>States?</i></p> <p>Ch. 16</p> <p><i>What social, political, and environmental problems did Americans face at the turn of the 20th century?</i></p> <p>Ch. 17</p> <p><i>Who were the Progressives, and how did they address the problems they saw?</i></p> <p>Ch. 18</p> <p><i>How well did presidents Roosevelt, Taft, and Wilson promote progressive goals in national</i></p>

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	<ul style="list-style-type: none"> the growth of cities linked by industry and trade the development of cities divided by race, ethnicity, and class resulting tensions among and within groups different perspectives about immigrant experiences in the urban setting <p>6.1.4 Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration and urbanization.</p> <p>6.2 Becoming a World Power Describe and analyze</p>	<p><i>ves, and how did they address the problems they saw?</i></p> <p>Ch. 18</p> <p><i>How well did presidents Roosevelt, Taft, and Wilson promote progressive goals in national policies?</i></p> <p>Ch. 19</p> <p><i>Was American foreign policy during the 1800s motivated</i></p>	<p>examine historical images to evaluate the actions taken by progressives to address problems of the early 1900s.</p> <p>Ch. 18</p> <p>take on the roles of Roosevelt, Taft, and Wilson to debate who deserves the most credit for promoting progressive goals.</p> <p>Ch. 19</p> <p>examine primary sources to analyze Americans' views on overseas expansion at the turn of the 19th</p>		<p>Service Act</p> <p>socialism</p> <p>Spanish American War</p> <p>strikes</p> <p>Teapot Dome</p> <p>Treaty of Versailles</p> <p>Universal Negro Improvement Association</p> <p>USS Maine</p> <p>Women's Christian Temperance Union</p> <p>WWI</p> <p>Yellow Journalism</p> <p>Zimmer Note</p>		<p><i>policies?</i></p> <p>Ch. 19</p> <p><i>Was American foreign policy during the 1800s motivated more by realism or idealism?</i></p> <p>Ch. 20</p> <p><i>Why did the United States go to war against Spain in 1898, and why was the outcome significant?</i></p> <p>Ch. 21</p> <p><i>Were U.S. interventions abroad between 1890 and 1917 motivated more by</i></p>

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	<p>the major changes</p> <p>6.2.1 Growth of U.S. Global Power – Locate on a map the territories acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America’s global influence and redefining its foreign policy</p> <p>6.2.2 WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.</p> <p>6.2.3 Domestic Impact</p>	<p><i>more by realism or idealism?</i></p> <p>Ch. 20</p> <p><i>Why did the United States go to war against Spain in 1898, and why was the outcome significant?</i></p> <p>Ch. 21</p> <p><i>Were U.S. interventions abroad between 1890 and 1917 motivated more by</i></p>	<p>century.</p> <p>Ch. 20</p> <p>examine images of events leading up to and during the Spanish-American War and discuss how each event is related to the war or its aftermath.</p> <p>Ch. 21</p> <p>write, illustrate, and explain metaphor for U.S. foreign policy, one from the perspective of a location the United States became involved in and one from the U.S. perspective.</p> <p>Ch. 22</p> <p>discuss the reasons for and against the entry of the United</p>				<p><i>realism or idealism?</i></p> <p>Ch. 22</p> <p><i>Was it in the national interest of the United States to stay neutral or declare war in 1917?</i></p> <p>Ch. 23</p> <p><i>How was World War I different from previous wars?</i></p> <p>Ch. 24</p> <p><i>How did Americans on the home front support or oppose World War I?</i></p> <p>Ch. 25</p> <p><i>Should the</i></p>

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	<p>of WWI – Analyze the domestic impact of WWI on the growth of the government</p> <p>6.2.4 Wilson and His Opponents – Explain how Wilson’s “Fourteen Points” differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe.</p> <p>6.3 Progressivism and Reform – Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America</p>	<p><i>realism or idealism?</i></p> <p>Ch. 22</p> <p><i>Was it in the national interest of the United States to stay neutral or declare war in 1917?</i></p> <p>Ch. 23</p> <p><i>How was World War I different from previous wars?</i></p> <p>Ch. 24</p>	<p>States into war and then face off in a debate</p> <p>Ch. 23</p> <p>predict and confirm how new military technologies changed the experience of war for combatants.</p> <p>Ch. 24</p> <p>participate in interviews to share the perspective of different groups of Americans living on the home front.</p> <p>Ch. 25</p> <p>take on the roles of internationalists and irreconcilables to</p>				<p><i>United States have ratified or rejected the Treaty of Versailles?</i></p>

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	<p>During this period.</p> <p>6.3.1 Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930</p> <p>6.3.2 Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas</p> <ul style="list-style-type: none"> • major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments • new regulatory legislation • the Supreme Court’s role in supporting or slowing reform • role of reform 	<p><i>How did Americans on the home front support or oppose World War I?</i></p> <p>Ch. 25</p> <p><i>Should the United States have ratified or rejected the Treaty of Versailles?</i></p>	<p>prepare for writing a five-paragraph essay.</p> <p>Ch. 26</p>				

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	<p>organizations, movements and individuals in promoting change</p> <ul style="list-style-type: none"> • efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants <p>6.3.3 Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights.</p>						

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Era 4 The Roaring Twenties and the Great Depression (Ch. 26-33)	<p>6.1 Growth of an Industrial and Urban America</p> <p>6.1.1 Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including</p> <ul style="list-style-type: none"> gains from trade organizational “revolution” advantages of physical geography increase in labor through immigration and migration economic policies of government and industrial leaders technological advances 	<p>Ch. 26</p> <p><i>What effects did postwar tensions have on America's founding ideals?</i></p> <p>Ch. 27</p> <p><i>Did the Republican Era of the 1920s bring peace and prosperity to all Americans?</i></p> <p>Ch. 28</p>	<p>Ch. 26</p> <p>identify postwar tensions in various images and then bring to life a clemency hearing for Sacco and Vanzetti.</p> <p>Ch. 27</p> <p>analyze political cartoons from the Republican Era and identify each cartoonist's point of view.</p> <p>Ch. 28</p> <p>enact a Roaring Twenties party in which they dance the Charleston, learn about celebrities of the time, and</p>	<p>Processing Assignments after each chapter</p> <p>Projects</p> <p>Unit Tests</p> <p>Quizzes</p> <p>Essays</p> <p>Discussions</p>	<p>17th, 18th, 19th</p> <p>Amendments</p> <p>allied powers assembly line</p> <p>Big Four</p> <p>Bolsheviks</p> <p>Central Powers</p> <p>Cuba</p> <p>Espionage Act</p> <p>flappers</p> <p>French Warfare</p> <p>Great Migration</p> <p>Harlem Renaissance</p> <p>imperialism</p> <p>Installment Plan</p> <p>Jazz Age</p>	<p>History Alive! Pursing American Ideals program (Textbook, Lesson Guides, Lesson Masters, Transparencies, Placards, Sound Disc, Digging Deeper resources) Chapters 26-33</p> <p>Hippocampus.org</p> <p>Discoveryeducation.com</p> <p>Loc.gov</p> <p>Movies: Sacco and Vanzetti The Century: America's Time The Great Gatsby It's a Wonderful Life Jazz: A Film by Ken Burns Cinderella Man The Grapes of Wrath</p>	<p>Ch. 26</p> <p><i>What effects did postwar tensions have on America's founding ideals?</i></p> <p>Ch. 27</p> <p><i>Did the Republican Era of the 1920s bring peace and prosperity to all Americans?</i></p> <p>Ch. 28</p> <p><i>What social trends and innovations shaped popular culture during the 1920s?</i></p>

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	<p>7.1 Growing Crisis of Industrial Capitalism and Responses</p> <p>7.1.1 The Twenties – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including</p> <ul style="list-style-type: none"> cultural movements, such as the Harlem Renaissance and the “lost generation” the struggle between “traditional” and “modern” America <p>7.1.2 Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing</p> <ul style="list-style-type: none"> the political, economic, environmental, 	<p><i>What social trends and innovations shaped popular culture during the 1920s?</i></p> <p>Ch. 29</p> <p><i>How did social, economic, and religious tensions divide Americans during the Roaring Twenties?</i></p> <p>Ch. 30</p> <p><i>What caused the most severe</i></p>	<p>record notes about individual achievements and popular culture trends of the 1920s.</p> <p>Ch. 29</p> <p>discuss and debate important social issues from the 1920s.</p> <p>Ch. 30</p> <p>play the <i>Yee Haw!</i> game, an Experiential Exercise that simulates the rise and fall of the stock market in the mid- to late 1920s</p> <p>Ch. 31</p> <p>classify statements as representing the ideologies of conservatives, liberals, or</p>		<p>League of Nations</p> <p>Lusitanian</p> <p>Marxism</p> <p>militarism</p> <p>Muckrakers</p> <p>NAACP</p> <p>National War Labor Board</p> <p>Open Door Policy</p> <p>Pan Africanism</p> <p>Panama Canal</p> <p>Panama Canal</p> <p>Philippines Platt</p> <p>Amendment</p> <p>prohibition</p> <p>protectorate</p> <p>Red Scare</p> <p>reparation</p> <p>Rough Riders</p> <p>Sedition Act</p>		<p>Ch. 29</p> <p><i>How did social, economic, and religious tensions divide Americans during the Roaring Twenties?</i></p> <p>Ch. 30</p> <p><i>What caused the most severe economic crisis in American history?</i></p> <p>Ch. 31</p> <p><i>How did the federal government respond to the economic collapse that began in 1929?</i></p> <p>Ch. 32</p>

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	<p>and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl</p> <ul style="list-style-type: none"> the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families Hoover’s policies and their impact <p>7.1.3 The New Deal – Explain and evaluate Roosevelt’s New Deal Policies including</p> <ul style="list-style-type: none"> expanding federal government’s responsibilities to protect the 	<p><i>economic crisis in American history?</i></p> <p>Ch. 31</p> <p><i>How did the federal government respond to the economic collapse that began in 1929?</i></p> <p>Ch. 32</p> <p><i>How did ordinary Americans endure the hardships of the Great Depression?</i></p>	<p>radicals.</p> <p>Ch. 32</p> <p>"tour" the United States by analyzing photographs and primary sources in the form of letters written by ordinary Americans during the Depression.</p> <p>Ch. 33</p> <p>create mural panels to show how the expansion of government during the New Deal affected Americans.</p>		<p>Selective Service Act</p> <p>socialism</p> <p>Spanish American War</p> <p>strikes</p> <p>Teapot Dome</p> <p>Treaty of Versailles</p> <p>Universal Negro Improvement Association</p> <p>USS Maine</p> <p>Women’s Christian Temperance Union</p> <p>WWI</p> <p>Yellow Journalism</p> <p>Zimmer Note</p>		<p><i>How did ordinary Americans endure the hardships of the Great Depression?</i></p> <p>Ch. 33</p> <p><i>How did the expansion of government during the New Deal affect the nation?</i></p>

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	<p>environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly</p> <ul style="list-style-type: none"> • opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws • consequences of New Deal policies 	<p>Ch. 33</p> <p><i>How did the expansion of government during the New Deal affect the nation?</i></p>					

Theme/Big Ideas	Objectives (Common Code or GLCE)	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives

10th Grade

Month: January

American History Pacing Guide

Unit: World War II and the Cold War and The Search for a Better Life

Theme/Big Ideas	Objectives (Common Code or GLCE)	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>Era 5 World War II and the Cold War (Ch. 34-40)</p> <p>Era 6 The Search for a Better Life (Ch. 41-46)</p>	<p>7.2 World War II Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.</p> <p>7.2.1 Causes of WWII – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war including</p> <ul style="list-style-type: none"> the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement)(National Geography 	<p>Ch. 34</p> <p><i>Could World War II have been prevented?</i></p> <p>Ch. 35</p> <p><i>What kinds of opportunities and hardships did the war create for Americans at home and abroad?</i></p> <p>Ch. 36</p> <p><i>What military strategies</i></p>	<p>Ch. 34</p> <p>In an Experiential Exercise, pairs play a game of negotiation and learn about the concepts of aggression and appeasement</p> <p>Ch. 35</p> <p>In a Problem Solving Groupwork activity, students create wartime newsreels to portray the opportunities and hardships experienced by different groups of Americans.</p> <p>Ch. 36</p> <p>In a Response Group activity,</p>	<p>Processing Assignments after each chapter</p> <p>Projects</p> <p>Unit Tests</p> <p>Quizzes</p> <p>Essays</p> <p>Discussions</p>	<p>anti Semitism</p> <p>appeasement</p> <p>atomic bomb</p> <p>Axis Powers</p> <p>Blitzkrieg</p> <p>D Day</p> <p>disarmament</p> <p>Dust Bowl</p> <p>Enola Gay</p> <p>fascist genocide</p> <p>Good Neighbor Policy</p> <p>Holocaust</p> <p>Influential people of WWII</p> <p>internment</p> <p>isolationism</p>	<p>History Alive! Pursing American Ideals program (Textbook, Lesson Guides, Lesson Masters, Transparencies, Placards, Sound Disc, Digging Deeper, chapters 34-46</p> <p>Hippocampus.org</p> <p>Discoveryeducation.com</p> <p>www.classbrian.com</p> <p>www.wordcentral.com</p> <p>www.usmmm.org</p> <p>Biographical Notes on A. Philip Randolph</p> <p>A. Philip Randolph Institute Web site, which contains a detailed biography of Randolph.</p> <p>WWII resources and web pages</p> <p>home.att.net/~betsynewmark2/WW2Project.html</p>	<p>Ch. 34</p> <p><i>Could World War II have been prevented?</i></p> <p>Ch. 35</p> <p><i>What kinds of opportunities and hardships did the war create for Americans at home and abroad?</i></p> <p>Ch. 36</p> <p><i>What military strategies did the United States and its allies pursue to defeat the Axis powers in World War II?</i></p>

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	<p>Standard 13, p. 210)</p> <ul style="list-style-type: none"> the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan United States neutrality the bombing of Pearl Harbor <p>7.2.2 U.S. and the Course of WWII – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world</p> <p>7.2.3 Impact of WWII on American Life – Analyze the changes in American life brought about by U.S. participation in World War II including</p> <ul style="list-style-type: none"> mobilization of economic, military, and 	<p><i>did the United States and its allies pursue to defeat the Axis powers in World War II?</i></p> <p>Ch. 37</p> <p><i>Did the United States learn from past mistakes at the end of World War II?</i></p> <p>Ch. 38</p> <p><i>How did the United States and the Soviet Union become</i></p>	<p>students take on the roles of military analysts and make recommendations for how to defeat Axis powers</p> <p>Ch. 37</p> <p>In a Visual Discovery activity, students analyze images from the end of World War II and compare them with actions after World War I.</p> <p>Ch. 38</p> <p>In a Response Group activity, students take on the role of foreign policy advisers and discuss possible responses to three postwar</p>		<p>m</p> <p>Kamikaze</p> <p>Kellogg-Briand Pact</p> <p>Lend Lease Act</p> <p>Manhattan Project</p> <p>Nazi Party</p> <p>Non-aggression pact</p> <p>Pearl Harbor</p> <p>Rosie the Riveter</p> <p>Rugged Individualism</p> <p>totalitarianism</p> <p>VE Day</p> <p>WWII battles</p> <p>Yalta Conference</p> <p>Baby Boom</p> <p>Berlin Airlift</p> <p>Berlin</p>	<p>A. Philip Randolph: For Jobs and Freedom http://www.newsreel.org/nav/title.asp?tc=CN0001</p> <p>Description of the film about Randolph's life, including details about his role in integrating the U.S. armed forces and as organizer of the August 1963 March on Washington.</p> <p>A. Philip Randolph 1889–1979 http://www.georgemeyner.org/archives/apr.html</p> <p>Site devoted to the life and legacy of A. Philip Randolph, including his role as a trade union leader and civil rights activist.</p> <p>MOVIES: Why We Fight The Century: America's Time</p>	<p>Ch. 37</p> <p><i>Did the United States learn from past mistakes at the end of World War II?</i></p> <p>Ch. 38</p> <p><i>How did the United States and the Soviet Union become Cold War adversaries?</i></p> <p>Ch. 39</p> <p><i>Were the methods used by the United States to contain communism justified?</i></p> <p>Ch. 40</p> <p><i>How did the anxieties raised by the</i></p>

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	<p>social resources</p> <ul style="list-style-type: none"> role of women and minorities in the war effort role of the home front in supporting the war internment of Japanese-Americans <p>7.2.4 Responses to Genocide – Investigate development and enactment of Hitler’s “final solution” policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals.</p> <p>8.1 Cold War and the United States</p> <p>8.1.1 Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including</p> <ul style="list-style-type: none"> differences in the 	<p><i>Cold War adversaries?</i></p> <p><i>Ch. 39</i></p> <p><i>Were the methods used by the United States to contain communism justified?</i></p> <p><i>Ch. 40</i></p> <p><i>How did the anxieties raised by the Cold War affect life in the United States?</i></p> <p><i>Ch. 41</i></p> <p><i>Why are the 1950s</i></p>	<p>foreign policy challenges facing the United States. They then learn about actions taken to address those challenges and what role the Soviet Union played in those responses.</p> <p>Ch. 39</p> <p>In a Social Studies Skill Builder, students play the role of CIA agents, gathering information about Cold War situations around the world. They are briefed about events in Europe, Asia, and Latin America and about effects of the arms race around the globe, and annotate</p>		<p>Wall CIA Suez Canal Cold War communism Cuban Missile Crisis GI Bill House Un-American Activities Committee hydrogen bomb Korean War Marshall Plan NATO Number g Trials Peace Corps Potsdam Conference Rock N Roll</p>	<p>The 20th Century: 1940’s PBS: A String of Pearls People Century World War II Newsreels Saving Private Ryan Life is Beautiful CBS Reports: Victory in the Pacific CNN Perspectives: The Cold War The Manchurian Candidate The Crucible Good Night and Good Luck Invasion of the Body Snatchers Pleasantville The Rise and Fall of Jim Crow Separate but Equal Eyes on the Prize Four Little Girls Freedom Song The Long Walk Home America Beyond the Color Line Eyes on the Prize II Malcolm X A Raisin in the Sun Remember the Titans</p>	<p><i>Cold War affect life in the United States?</i></p> <p>Ch. 41</p> <p><i>Why are the 1950s remembered as an age of affluence?</i></p> <p><i>Ch. 42</i></p> <p><i>: Why did poverty persist in the United States in an age of affluence?</i></p> <p><i>Ch. 43</i></p> <p><i>How did segregation affect American life in the postwar period?</i></p> <p><i>Ch. 44</i></p> <p><i>How did civil</i></p>

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	<p>civic, ideological and political values, and the economic and governmental Institutions of the U.S. and U.S.S.R.</p> <ul style="list-style-type: none"> diplomatic decisions made at the Yalta and Potsdam Conferences (1945) actions by both countries in the last years of and years following World War II <p>8.1.2 Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"> the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the 	<p><i>remembered as an age of affluence?</i></p> <p>Ch. 42</p> <p><i>: Why did poverty persist in the United States in an age of affluence?</i></p> <p>Ch. 43</p> <p><i>How did segregation affect American life in the postwar period?</i></p> <p>Ch. 44</p> <p><i>How did civil rights</i></p>	<p>maps with major events in each region.</p> <p>Ch. 40</p> <p>In two Experiential Exercises, students experience the anxiety present in the United States during the early Cold War. Students play a game to help them understand anticommunist hysteria and then learn what to do in case of a nuclear explosion.</p> <p>Ch. 41</p> <p>In an Experiential Exercise, students attend a neighborhood</p>		<p>Sputnik</p> <p>NASA</p> <p>Trveman Doctrine</p> <p>United Nations</p> <p>Warren Commission</p> <p>Warsaw Pact</p> <p>Zionism</p> <p>26th Amendment</p> <p>AARP</p> <p>Affirmative Action</p> <p>Black Panthers</p> <p>Civil Rights Act</p> <p>Counter Culture</p> <p>Domino Theory</p> <p>Freedom Riders</p> <p>generation gap</p> <p>Great</p>		<p><i>rights activists advance the ideals of liberty, equality, and opportunity for African Americans?</i></p> <p>Ch. 45</p> <p><i>How did civil rights activists change their strategies and goals in the 1960s and 1970s, and how successful were they in achieving racial equality?</i></p> <p>Ch. 46</p> <p><i>Why and how did the civil rights movement expand?</i></p>

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	<p>intelligence community</p> <ul style="list-style-type: none"> the armed struggle with Communism, including the Korean conflict direct conflicts within specific world regions including Germany and Cuba U.S. involvement in Vietnam, and the foreign and domestic consequences of the war indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) the arms race <p>8.2 Domestic Policies</p> <p>8.2.1 Demographic Changes – Use population data to produce and analyze maps that show the</p>	<p><i>activists advance the ideals of liberty, equality, and opportunity for African Americans?</i></p> <p>Ch. 45</p> <p><i>How did civil rights activists change their strategies and goals in the 1960s and 1970s, and how successful were they in achieving racial equality?</i></p>	<p>block party, where they mingle with other new neighbors in a 1950s suburb, exchange news about current events, and annotate images relating to these various topics.</p> <p>Ch. 42</p> <p>Students work in pairs in a Social Studies Skill Builder to examine a series of choropleth maps that reveal factors correlating to poverty during the postwar era.</p> <p>Ch. 43</p> <p>In an Experiential Exercise,</p>		<p>Society</p> <p>Kent State</p> <p>N.O.W</p> <p>Nation of Islam</p> <p>Nonviolent Resistan ces</p> <p>SCLC</p> <p>Sit in</p> <p>SNCC</p> <p>Tet</p> <p>Offensiv e</p> <p>Tonkin Gulf</p> <p>Resoluti on</p> <p>Vietcong</p> <p>Vietminh</p> <p>Vietnam</p> <p>Voting Rights Act</p> <p>Watergate</p> <p>Woodstock</p>		

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	<p>major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.”</p> <p>8.2.2 Policy Concerning Domestic Issues – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by</p> <ul style="list-style-type: none"> • describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment • evaluating policy decisions and legislative actions 	<p>Ch. 46</p> <p><i>Why and how did the civil rights movement expand?</i></p>	<p>students feel the sting of discrimination as they take a test during which they are segregated into two groups that are treated very differently.</p> <p>Ch. 44</p> <p>In a Visual Discovery activity, students analyze primary source photographs and songs highlighting six important events of the civil rights movement.</p> <p>Ch. 45</p> <p>In a Response Group activity, students analyze statistical data to discuss the</p>				

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	<p>to meet these challenges (e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970)</p> <p>8.3 Civil Rights in the Post-WWII Era</p> <p>8.3.1 Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"> • the impact of WWII and the Cold War • Supreme Court decisions and governmental actions 		<p>degree to which racial equality has been achieved in the United States.</p> <p>Ch. 46</p> <p>In a Social Studies Skill Builder, students examine primary and secondary sources from diverse groups who fought for civil rights and place the groups along a spectrum of progress.</p>				

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	<ul style="list-style-type: none"> • protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers) • resistance to Civil Rights 						

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Theme/Big Ideas	Objectives (Common Code or GLCE)	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>Era 7 Tumultuous Times (Ch. 47-54)</p> <p>Era 8 The Making of Modern America (Ch. 55-60)</p>	<p>8.1 Cold War and the United States</p> <p>8.1.2 Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"> the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community the armed struggle with Communism, including the Korean conflict direct conflicts within specific world regions including Germany and Cuba 	<p>Ch. 47</p> <p><i>Was John F. Kennedy a great president?</i></p> <p>Ch. 48</p> <p><i>What is the proper role of government in shaping American society?</i></p> <p>Ch. 49</p> <p><i>What was the impact of the counterculture on American</i></p>	<p>Ch. 47</p> <p>In a Writing for Understanding activity, groups analyze primary and secondary sources to evaluate Kennedy's success as a president and prepare for writing a five-paragraph essay.</p> <p>Ch. 48</p> <p>In a Response Group activity, students evaluate the proper role of government in a series of three discussions.</p> <p>Ch. 49</p> <p>In an</p>	<p>Processing Assignments after each chapter</p> <p>Projects</p> <p>Unit Tests</p> <p>Quizzes</p> <p>Essays</p> <p>Discussions</p>	<p>26th Amendment</p> <p>AARP</p> <p>Affirmative Action</p> <p>Black Panthers</p> <p>Civil Rights Act</p> <p>Counter Culture</p> <p>Domino Theory</p> <p>Freedom Riders</p> <p>generation gap</p> <p>Great Society</p> <p>Kent State</p> <p>N.O.W</p> <p>Nation of Islam</p> <p>Nonviolent Resistances</p> <p>SCLC</p>	<p>History Alive! Pursing American Ideals program (Textbook, Lesson Guides, Lesson Masters, Transparencies, Placards, Sound Disc, Digging Deeper resources) Chapters 47-60</p> <p>Hippocampus.org</p> <p>Discoveryeducation.com</p> <p>Cnn.com</p> <p>Npr.org</p> <p>Movies: A Century of Women: Work and Family The Fight in the Fields: Cesar Chavez Walkout Incident at Oglala The Times of Harvey Milk Thirteen Days Dr. Strangelove or” How I learned to Stop Worrying and Love the Bomb American Experience: The Presidents American Experience: LBJ Gideon’s Trumpet The Century: American’s Time</p>	<p>Ch. 47</p> <p><i>Was John F. Kennedy a great president?</i></p> <p>Ch. 48</p> <p><i>What is the proper role of government in shaping American society?</i></p> <p>Ch. 49</p> <p><i>What was the impact of the counterculture on American society?</i></p> <p>Ch. 50</p> <p><i>Why did the United States increase its military</i></p>

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	<ul style="list-style-type: none"> U.S. involvement in Vietnam, and the foreign and domestic consequences of the war indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) the arms race <p>8.1.3 End of the Cold War – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.</p> <p>8.2 Domestic Policies</p> <p>8.2.2 Policy Concerning Domestic Issues – Analyze major</p>	<p><i>society?</i></p> <p><i>Ch. 50</i></p> <p><i>Why did the United States increase its military involvement in Vietnam?</i></p> <p><i>Ch. 51</i></p> <p><i>What made the Vietnam War difficult to win?</i></p> <p><i>Ch. 52</i></p> <p><i>What lessons for Americans emerged from the</i></p>	<p>Experiential Exercise, students assume the roles of counterculture youth and mainstream Americans and participate in a dialogue.</p> <p>Ch. 50 In a Response Group activity, students participate in a national security meeting to advise President Johnson on whether to increase military involvement in Vietnam.</p> <p>Ch. 51 In an Experiential Exercise, students are introduced to some of the frustration of</p>		<p>Sit in SNCC Tet Offensive Tonkin Gulf Resolution Vietcong Vietminh Vietnam Voting Rights Act Watergate Woodstock</p> <p>3 Mile Island AIDS Glasnost American with Disabilities Act Apartheid Camp David Chernobyl Contract with America Desert</p>	<p>Born on the Fourth of July Fog of War: Robert McNamara Choosing Sides: I remember Vietnam Dear America: Letters Home from Vietnam All The President's Men: Nixon The China Syndrome Pirates of Silicon Valley Nbc News: Ronald Reagan The War Room Frontline: The Choice 2004 Black Hawk Down Three Kings World Trade Center</p>	<p><i>involvement in Vietnam?</i></p> <p><i>Ch. 51</i></p> <p><i>What made the Vietnam War difficult to win?</i></p> <p><i>Ch. 52</i></p> <p><i>What lessons for Americans emerged from the Vietnam War?</i></p> <p><i>Ch. 53</i></p> <p><i>: What events influenced Richard Nixon's rise to and fall from power?</i></p> <p><i>Ch. 54</i></p> <p><i>How should historians characterize</i></p>

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	<p>domestic issues in the Post-World War II era and the policies designed to meet the challenges by</p> <ul style="list-style-type: none"> describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970) 	<p><i>Vietnam War?</i></p> <p><i>Ch. 53</i></p> <p><i>: What events influence d Richard Nixon's rise to and fall from power?</i></p> <p><i>Ch. 54</i></p> <p><i>How should historians characterize the 1970s?</i></p> <p><i>Ch. 55</i></p> <p><i>Was the Reagan Revolution good for the</i></p>	<p>fighting in Vietnam by playing a game of tug-of-war with constantly changing rules. They then make comparisons between their experience in the activity and the historical events and conditions of the war.</p> <p>Ch. 52</p> <p>In a Visual Discovery activity, students analyze photographs of Vietnam War events and discuss the memories the images evoked in people who lived through the war.</p> <p>Ch. 53</p>		<p>Storm</p> <p>EU</p> <p>Insider Trading</p> <p>Internet</p> <p>Iran</p> <p>Hostage Crisis</p> <p>Iran-Contra Affair</p> <p>LA Riots</p> <p>Moral Majority</p> <p>NAFTA</p> <p>New Right</p> <p>Perestroika</p> <p>Puppet Government</p> <p>reaganomics</p> <p>recycling</p> <p>Sandinistas</p> <p>solidarity</p> <p>Watergate</p> <p>World Wide Web</p> <p>9-11</p> <p>Al Queda</p> <p>Asylum</p> <p>cellular</p>		<p><i>the 1970s?</i></p> <p>Ch. 55</p> <p><i>Was the Reagan Revolution good for the nation?</i></p> <p>Ch. 56.</p> <p><i>What were the effects of President Reagan's foreign policy?</i></p> <p>Ch. 57</p> <p><i>To what extent did Bill Clinton, George W. Bush, and Barack Obama fulfill their domestic policy goals?</i></p> <p>Ch. 58</p> <p><i>How well did</i></p>

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	<p>8.3 Civil Rights in the Post-WWII Era</p> <p>8.3.1 Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"> the impact of WWII and the Cold War Supreme Court decisions and governmental actions protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People 	<p><i>nation?</i></p> <p>Ch. 56.</p> <p><i>What were the effects of President Reagan's foreign policy?</i></p> <p>Ch. 57</p> <p><i>To what extent did Bill Clinton, George W. Bush, and Barack Obama fulfill their domestic policy goals?</i></p> <p>Ch. 58</p> <p><i>How well did U.S.</i></p>	<p>In a Social Studies Skill Builder, pairs construct a graph of Nixon's presidential approval ratings by matching events to ratings.</p> <p>Ch. 54</p> <p>In a Problem Solving Groupwork activity, groups create time capsules with artifacts, visuals, and documents that reflect politics and society in the 1970s.</p> <p>Ch. 55</p> <p>In an Experiential Exercise,</p>		<p>phone conservation ecosystem email Euro Geneva Convention Green Parties influential people of the 21st global era mass media preservation Red Cross refugee Taliban terrorism text messaging Third World Countries World Bank</p>		<p><i>U.S. foreign policy decisions meet the challenges of the post-Cold War era?</i></p> <p>Ch. 59</p> <p><i>What debates have arisen since 9/11 about how to balance security while preserving American ideals?</i></p>

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	<p>(NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</p> <ul style="list-style-type: none"> resistance to Civil Rights <p>8.3.2 Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.</p> <p>8.3.3 Women’s Rights – Analyze the causes and course of the women’s rights movement in the</p>	<p><i>foreign policy decisions meet the challenges of the post-Cold War era?</i></p> <p><i>Ch. 59</i></p> <p><i>What debates have arisen since 9/11 about how to balance security while preserving American ideals?</i></p>	<p>students assume the roles of liberal and conservative guests on a political news show and debate the merits of the Reagan Revolution.</p> <p>Ch. 56</p> <p>Students work in pairs in a Social Studies Skill Builder to analyze political cartoons that comment on Reagan's foreign policy actions and apply what they learn to answer the Essential Question.</p> <p>Ch. 57</p> <p>In a Problem Solving</p>				

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	<p>1960s and 1970s</p> <p>8.3.4 Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/as, new immigrants, people with disabilities, and gays and lesbians.</p> <p>8.3.5 Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city.</p> <p>9.1 The Impact of Globalization on the United States</p>		<p>Groupwork activity, groups create Janus figures evaluating to what extent George H. W. Bush, Bill Clinton, and George W. Bush fulfilled their domestic policy goals.</p> <p>Ch. 58</p> <p>In a Response Group activity, students assess and debate U.S. foreign policy choices made during the post-Cold War era.</p> <p>Ch. 59</p> <p>In a Social Studies Skill Builder, students examine primary</p>				

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	<p>9.1.2 Transformation of American Politics – Analyze the transformation of American politics in the late 20th and early 21st centuries including</p> <ul style="list-style-type: none"> • growth of the conservative movement in national politics, including the role of Ronald Reagan • role of evangelical religion in national politics • intensification of partisanship • partisan conflict over the role of government in American life • role of regional differences in national politics <p>9.2 Changes in America’s Role in the World</p> <p>9.2.1 U.S. in the Post-</p>		<p>and secondary sources and discuss the challenges the nation faced in preserving America's founding ideals after 9/11.</p>				

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	<p>Cold War World – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges.</p> <p>9.2.2 9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies</p>						

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