

6th grade Social Studies Pacing Guide
United States: 1877 to the Present

2012-2013 Social Studies Curriculum Committee

Aligned with the Alabama Course of Study and Alabama High School Graduation Exam Objectives

Alabama Course of Study – 6th grade Social Studies – United States: 1877 to Present

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| <p>Social Studies (2004) Grade(s): 6 United States Studies: 1877 to the Present Web Resources: 0 Lesson Plans: 7</p> | <p>1.) Describe the Westward Expansion and its technological, economic, and social influence on the people of the United States prior to World War I.</p> <p>Examples: development of railroads, conflicts with Native Americans, location of reservations, end of frontier, Manifest Destiny</p> <ul style="list-style-type: none"> • Locating states, capitals, and important geographic features west of the Mississippi River • Identifying major groups and individuals involved with the Westward Expansion • Identifying groups of western settlers engaged in areas of conflict and cooperation and trading practices, including farmers, ranchers, Mormons, and Hispanics • Analyzing the impact of closing the frontier on Native Americans • Locating areas settled in the United States between 1877 and 1900 |
| <p>Social Studies (2004) Grade(s): 6 United States Studies: 1877 to the Present Web Resources: 0 Lesson Plans: 1</p> | <p>2.) Describe the impact of industrialization, free markets, urbanization, communication, and cultural changes in the United States prior to World War I.</p> <ul style="list-style-type: none"> • Discussing the construction of the Panama Canal • Explaining how the United States acquired Alaska and Hawaii |
| <p>Social Studies (2004) Grade(s): 6 United States Studies: 1877 to the Present Web Resources: 0 Lesson Plans: 0</p> | <p>3.) Identify causes and consequences of the Spanish-American War.</p> <p>Examples: Teddy Roosevelt and the Rough Riders, William Gorgas</p> <ul style="list-style-type: none"> • Locating major territories that were part of the treaty ending the Spanish-American War |
| <p>Social Studies (2004) Grade(s): 6 United States</p> | <p>4.) Describe changing social conditions during the Progressive Period.</p> <p>Examples: eight-hour work day, child labor laws, workmen's compensation laws</p> |

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| <p>Studies: 1877 to the Present</p> <p>Web Resources: 1</p> <p>Lesson Plans: 9</p> | <ul style="list-style-type: none"> • Describing countries of origin and experiences of new immigrants to the United States Example: Ellis Island experience • Identifying political and social leaders of the Progressive Movement Examples: Theodore Roosevelt, William Howard Taft, Woodrow Wilson, Robert LaFollette, Jane Addams, Mary Harris "Mother" Jones, Clara Barton, Grover Cleveland • Analyzing the impact of early civil rights movements on the lives of Americans • Identifying cultural changes from 1900-1920 resulting from religious beliefs, industrialization, urbanization, and changes in communication and technology |
| <p>Social Studies (2004)</p> <p>Grade(s): 6</p> <p>United States</p> <p>Studies: 1877 to the Present</p> <p>Web Resources: 0</p> <p>Lesson Plans: 2</p> | <p>5.) Identify causes of World War I and reasons for entry into the war by the United States.</p> <ul style="list-style-type: none"> • Describing the role of the United States in World War I both militarily and on the home front • Identifying important people involved in World War I Examples: Sergeant Alvin York, President Woodrow Wilson, Baron von Richthofen (Red Baron), Archduke Franz Ferdinand, Kaiser Wilhelm II, Prime Minister David Lloyd George, French statesman Georges Clemenceau • Discussing technological advances and their impact on the economy of the United States Examples: machine gun, tank, submarine, airplane, poisonous gas, gas mask, and industrial support necessary for their manufacture • Locating on a map or globe major countries involved in World War I and boundary changes after the war • Explaining rejection of world leadership by the United States after World War I Example: reaction of Congress to Treaty of Versailles and League of Nations |
| <p>Social Studies (2004)</p> <p>Grade(s): 6</p> <p>United States</p> <p>Studies: 1877 to the Present</p> <p>Web Resources: 1</p> <p>Lesson Plans: 16</p> | <p>6.) Identify cultural and economic developments in the society of the United States from 1877 through the 1930s.</p> <p>Examples: impact of Harlem Renaissance, Jazz Age, radio, movies, automobiles, flappers, household appliances, and speakeasies; Prohibition; leadership of the United States in international trade</p> <ul style="list-style-type: none"> • Discussing contributions of inventors from 1877 to World War I Examples: George Washington Carver, Henry Ford, Thomas Edison, Wilbur and Orville Wright • Describing development of the modern woman Examples: Amelia Earhart, Zelda Fitzgerald • Identifying notable people of the 1920s Examples: Babe Ruth, Charles Lindbergh, Ernest Hemingway, F. Scott Fitzgerald, Andrew Wyeth, Frederic Remington, Langston Hughes, Louis Armstrong, Henry Ford |

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| | <ul style="list-style-type: none"> • Describing results of the economic policies of the Harding, Coolidge, and Hoover Administrations <p>Examples: higher wages, more consumer goods, collapse of the farm economy, extension of personal credit, stock market crash</p> |
| <p>Social Studies (2004)</p> <p>Grade(s): 6</p> <p>United States Studies: 1877 to the Present</p> <p>Web Resources: 0</p> <p>Lesson Plans: 6</p> | <p>7.) Identify causes of the Great Depression.</p> <ul style="list-style-type: none"> • Describing the effect of the Great Depression on the people of the United States <p>Examples: closing of farms, rising unemployment, building of Hoovervilles, migration of Okies</p> <ul style="list-style-type: none"> • Locating on a map the area of the United States known as the Dust Bowl • Describing the importance of the election of Franklin D. Roosevelt as President of the United States <p>Examples: Hundred Days, New Deal, National Recovery Administration, Civilian Conservation Corps, Social Security Act, Agricultural Adjustment Act, Works Progress Administration</p> <ul style="list-style-type: none"> • Describing the impact of the Tennessee Valley Authority (TVA) on the life of Alabamians • Locating river systems utilized by TVA |
| <p>Social Studies (2004)</p> <p>Grade(s): 6</p> <p>United States Studies: 1877 to the Present</p> <p>Web Resources: 0</p> <p>Lesson Plans: 11</p> | <p>8.) List key figures, significant events, and reasons for the involvement of the United States in World War II.</p> <p>Examples:</p> <ul style="list-style-type: none"> - key figures-Franklin D. Roosevelt, Winston Churchill, Harry S. Truman, Joseph Stalin, Adolph Hitler, Benito Mussolini, Michinomiya Hirohito, Hideki Tojo; - significant events-Battles of Normandy, Stalingrad, and Midway; Battle of the Bulge; - reasons-Pearl Harbor, threat by Axis powers to Europe and Asia <ul style="list-style-type: none"> • Locating on a map or globe countries controlled by the Axis powers from 1939-1942 • Locating on a map or globe Allied countries and key battles in World War II • Describing the development and use of the atomic bomb • Describing social costs associated with World War II <p>Examples: Holocaust, civilian and military casualties</p> <ul style="list-style-type: none"> • Explaining the importance of treaties ending World War II |
| <p>Social Studies (2004)</p> <p>Grade(s): 6</p> | <p>9.) Identify changes in the American home front during World War II.</p> <p>Examples: rationing, retooling of factories to change from production of consumer items to production of military equipment</p> |

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| <p>United States Studies: 1877 to the Present Web Resources: 1 Lesson Plans: 2</p> | <ul style="list-style-type: none"> • Describing the changing role of women in the society of the United States during World War II Example: members of workforce, Women's Army Corps (WAC), Women Accepted for Volunteer Emergency Service (WAVES), and United Service Organization (USO) • Describing the changing role of African Americans and Japanese Americans in the society of the United States during World War II Examples: Tuskegee Airmen as a segregated military unit, separation of Japanese Americans into internment camps |
| <p>Social Studies (2004) Grade(s): 6 United States Studies: 1877 to the Present Web Resources: 0 Lesson Plans: 2</p> | <p>10.) Identify major social and cultural changes in the United States from 1945 to 1960.</p> <p>Examples: movement to suburbs, introduction of television and rock and roll, increased birth rate during baby boom, changes in transportation due to the Federal Highway Act</p> |
| <p>Social Studies (2004) Grade(s): 6 United States Studies: 1877 to the Present Web Resources: 0 Lesson Plans: 2</p> | <p>11.) Identify critical events occurring in the United States and throughout the world from the Truman through the Johnson Administrations, including the Cold War, Berlin Airlift, Korean Conflict, space race, construction of Berlin Wall, Bay of Pigs invasion, Cuban Missile Crisis, and Vietnam War.</p> <ul style="list-style-type: none"> • Identifying Alabama's role in the Cold War Examples: rocket production at Redstone Arsenal, helicopter training at Fort Rucker • Locating on a map areas of international conflict from 1945-1969 |
| <p>Social Studies (2004) Grade(s): 6 United States Studies: 1877 to the Present Web Resources: 0 Lesson Plans: 2</p> | <p>12.) Identify components of John F. Kennedy's New Frontier and Lyndon B. Johnson's Great Society.</p> <p>Examples:</p> <ul style="list-style-type: none"> - New Frontier-Peace Corps, tax cuts, space program; - Great Society-Medicare, Medicaid, War on Poverty, Job Corps, Head Start program, federal funding for education |
| <p>Social Studies (2004) Grade(s): 6</p> | <p>13.) Describe the role of major civil rights leaders and significant events occurring during the modern Civil Rights Movement.</p> |

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| <p>United States Studies: 1877 to the Present</p> <p>Web Resources: 1</p> <p>Lesson Plans: 19</p> | <p>Examples:</p> <ul style="list-style-type: none"> - civil rights leaders-Rosa Parks; Martin Luther King, Jr.; - events-Brown versus Board of Education; Montgomery bus boycott; student sit-ins; march on Washington, D.C.; Freedom Rides; Civil Rights Act of 1964; Malcolm X; voter registration efforts; Selma-to-Montgomery march |
| <p>Social Studies (2004)</p> <p>Grade(s): 6</p> <p>United States Studies: 1877 to the Present</p> <p>Web Resources: 0</p> <p>Lesson Plans: 3</p> | <p>14.) Identify cultural and economic changes throughout the United States from 1960 to the present.</p> <p>Examples:</p> <ul style="list-style-type: none"> - cultural-rock and roll, antiwar protests, counter-culture, hippies, fashion, cellular telephones, rise in single-parent families; - economic-War on Poverty, Elementary and Secondary Education Act (ESEA), inflation, budget deficits <ul style="list-style-type: none"> • Describing the impact of technological and social changes on the society of the United States from 1970 to the present |
| <p>Social Studies (2004)</p> <p>Grade(s): 6</p> <p>United States Studies: 1877 to the Present</p> <p>Web Resources: 0</p> <p>Lesson Plans: 1</p> | <p>15.) Explain major political events from the Nixon Administration to the present, including the Vietnam War; Watergate; the collapse of the Soviet Union; the Gulf War; the September 11, 2001, terrorist attacks; and the War on Terrorism.</p> <ul style="list-style-type: none"> • Identifying important legislation created from the Nixon Administration to the present <p>Examples: Clean Air Act, Environmental Protection Act, Endangered Species Act, Patriot Act, Americans with Disabilities Act</p> <ul style="list-style-type: none"> • Describing the changing role of women and minorities in society from 1970 to the present • Locating on a map sites of significant historical events occurring between 1970 and the present |

ALABAMA HIGH SCHOOL GRADUATION EXAM SOCIAL STUDIES OBJECTIVES

I-1 Identify and evaluate America's exploration, development, and divergence.

II-1 Recognize and comprehend the impact of the influences of intellectual and religious thought on the political systems

II-2 Identify and comprehend the provisions of essential documents of the government.

III-1 Identify and evaluate the impact of the American Revolution

III-2 Identify and evaluate the Era of Expansion

III-3 Identify and evaluate the impact of American social and political reform and the emergence of a distinct culture.

IV-1 Identify and evaluate events, causes, and effects of the Civil War Era.

V-1 Identify and evaluate the events that led to the settlement of the West

V-2 Evaluate the concepts, developments, and consequences of industrialization and urbanization.

VI-1 Evaluate the causes of World War I

VI-2 Analyze the effects of World War I

VII-1 Analyze the advent and impact of the Great Depression and the New Deal on American life

VII-2 Analyze America's involvement in World War II

Phenix City Public Schools
6th grade Curriculum Guide

Course Title: 1877 to Present

Length of Course: 1 year

| Week Number | Chapter | Lesson | COS/AHSGE | Objectives | Vocabulary |
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| Week 1 | | Introduction to social studies | COS – 1 AHSGE – N/A | SWBAT: <ul style="list-style-type: none"> demonstrate mastery of basic map skills, regions, identify the 50 states, and postal abbreviations or other pertinent information. | |
| Week 2 | Chapter 3 “Crossing the Continent” | 1: “Rails Across the Nation” | COS – 1, 6 AHSGE – 1-1, 3-2, 5-1 | SWBAT: <ul style="list-style-type: none"> Identify innovations that allowed people and news to cross the country more quickly. Describe the challenges faced by the Union Pacific railroad. Evaluate the importance of Chinese workers to the Central Pacific railroad. Explain how the transcontinental railroad changed travel in the US. | Pony Express Telegraph Transcontinental railroad Time zone Standard time |
| Week 3 | Chapter 3 “Crossing the Continent” | 2: “Pioneers on the Plains” | COS – 1, 6 AHSGE - 1-1, 3-2, 5-1 | SWBAT: <ul style="list-style-type: none"> Describe the purposes of the Homestead Act. Evaluate the challenges that homesteaders faced. Analyze the reasons why exodusters came to the Great Plains. Explain how technology helped pioneers turn the Great Plains into productive farmland | Pioneer Homestead Act Homesteader Sodbuster Exoduster Technology Climography |
| Week 4 | Chapter 3 “Crossing the Continent” | 3: “Cowboys and Miners” | COS – 1, 6 AHSGE - 1-1, 3-2, 5-1 | SWBAT: <ul style="list-style-type: none"> Explain the factors that made cattle drives profitable. Identify the reasons why cattle drives came to an end. Evaluate the lasting effect of the search for gold in the West. | Cattle drive Gold rush Entrepreneur |
| Week 5 | Chapter 3 “Crossing the Continent” | 4: War in the West” | COS – 1, 6 AHSGE - 1-1, 3-2, 5-1 | SWBAT: <ul style="list-style-type: none"> Identify changes that threatened the traditional way of life for Native Americans of the Great Plains. | Reservation Battle of Little Bighorn |

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| | | | | <ul style="list-style-type: none"> Summarize the outcome of wars between the US and Native Americans. Describe ways in which Native Americans are keeping their traditions alive today. | |
| Week 6 | Chapter 3 "Crossing the Continent" | Review & Testing | | | |
| Week 7 | Chapter 4 "Industry and Immigration" | 1: "Inventors Change the World" | COS – 2, 4, 6 AHSGE – 5-2 | SWBAT: <ul style="list-style-type: none"> Identify important inventions by Alexander Graham Bell and Thomas Edison. Describe some of the inventions that changed transportation. Explain how inventions led to the rise of new industries. | Investor Outline |
| Week 8 | Chapter 4 "Industry and Immigration" | 2: "The Rise of Big Business" | COS – 1, 2, 4, 6 AHSGE – 5-2 | SWBAT: <ul style="list-style-type: none"> Identify key industrial leaders and the businesses they started. Explain how railroads helped the US' economy grow. Compare the role of business owners and consumers in a free enterprise system. Describe important effects of the rise of big business in the US. | Corporation Stock Monopoly Free enterprise Consumer Human resource Capital resource |
| Week 9 | Chapter 4 "Industry and Immigration" | 3: "New Americans" | COS – 2, 4, 6 AHSGE - | SWBAT: <ul style="list-style-type: none"> Identify reasons why immigrants came to the US in the late 1800s and early 1900s. Compare and contrast the immigration stations at Ellis Island and Angel Island. Evaluate the challenges that faced new immigrants. | Prejudice Diversity |
| Week 10 | Chapter 4 "Industry and Immigration" | 4: "The Labor Movement" | COS – 2, 4, 6 AHSGE - | SWBAT: <ul style="list-style-type: none"> Describe conditions that led to the rise of labor unions. Explain the main goals of labor unions such as the AFL. Identify ways in which conditions began to improve for workers in the early 1900s. | Sweatshop Labor union strike |
| Week 11 | Chapter 4 "Industry and Immigration" | Review & Testing | | | |
| Week 12 | Chapter 5 "Changing Ways of Life" | 1: "Rural Life Changes" | COS – 4, 6 AHSGE – 5-2 | SWBAT: <ul style="list-style-type: none"> Explain how mechanization changed farm life. Relate how industrialization provided access | Manual labor Mechanization Reaper Threshing machine |

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| | | | | <p>to consumer goods.</p> <ul style="list-style-type: none"> • Explain the impact of the increased availability of telephones. • Describe the changes brought about by advancements in electrification. | |
| Week 13 | Chapter 5 "Changing Ways of Life" | 2: "Life in the Growing Cities" | COS – 4, 6 AHSGE – 5-2 | <p>SWBAT:</p> <ul style="list-style-type: none"> • Explain the reasons for the growth of cities, including immigration and urbanization • Relate how rapid industrialization and urbanization led to overcrowding. • Identify the challenges face by urban areas as a result of population and technological changes. • Describe efforts to solve problems faced by urban areas. | <p>Urbanization Tenement Settlement house Political machine Suspension bridge Line graph Circle graph</p> |
| Week 14 | Chapter 5 "Changing Ways of Life" | 3: Unequal Opportunities" | COS – 4, 6 AHSGE – 4-1 | <p>SWBAT:</p> <ul style="list-style-type: none"> • Explain how prejudice and segregation affected people's lives. • Relate the effect of Jim Crow laws on African Americans. • Explain the economic and social reasons for the migration of African Americans to the North. | <p>Tenant Enfranchise Great Migration</p> |
| Week 15 | Chapter 5 "Changing Ways of Life" | 4: "Women's Rights" | COS – 4, 6, 15 AHSGE – 4-1 | <p>SWBAT:</p> <ul style="list-style-type: none"> • Describe the effects of the women's suffrage movement. • Relate the rights and educational opportunities gained for women. • Explain the role of Susan B. Anthony in the suffrage movement. | <p>Suffrage Suffragist Nineteenth Amendment</p> |
| Week 16 | Chapter 5 "Changing Ways of Life" | Review & Testing | | | |
| Week 17 | Chapter 6 "Changing Ways of Life" | 1: "Expanding Overseas" | COS – 2, 3, 6 AHSGE – 4-1 | <p>SWBAT:</p> <ul style="list-style-type: none"> • Discuss the expansion of the US territories during the late 1800s. • Analyze settlement patterns and movement of people after the Civil War. • Explain the causes and events of the | <p>Yellow journalism Spanish-American War Rough Riders Buffalo Soldiers Isthmus Source Credible</p> |

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| | | | | Spanish-American War. <ul style="list-style-type: none"> Explain the results of the Spanish-American War. | |
| Week 18 | Chapter 6 "Changing Ways of Life" | 2: "The Progressive Movement" | COS – 4 AHSGE - | SWBAT: <ul style="list-style-type: none"> Analyze how social, political, moral, and economic reforms during the Roosevelt presidency affected Americans. Explain the role of media and the arts in the Progressive Movement. Explain the effects of the Progressive Movement reforms on the workplace. Discuss the accomplishments and limitations of the Progressive Movement | Trust Progressives Muckraker Blue Laws Conservation Political cartoon |
| Week 19 | Chapter 6 "Changing Ways of Life" | 3: "World War I" | COS – 5, 6 AHSGE – 6-1, 6-2 | SWBAT: <ul style="list-style-type: none"> Relate the causes of WW1 and identify the countries of the Allied Powers and Central Powers. Explain issues of isolationism and the reasons for US involvement in the war. Discuss the technological advances in warfare as they affected society. Describe the impact at home and abroad of the US involvement in WWI. | World War I Nationalism Alliance Isolationism League of Nations Treaty of Versailles |
| Week 20 | Chapter 6 "Changing Ways of Life" | Review & Testing | | | |
| Week 21 | Chapter 7 "Times of Plenty, Times of Hardship" | 1: "An Industrial Nation" | COS – 6, 7 AHSGE – 5-2 | SWBAT: <ul style="list-style-type: none"> Explain how Henry Ford's assembly line changed American industry. Describe how the automobile changed life in the US. Describe how mass media and advertising affected American culture. | Assembly line Mass production Mass media Fact Opinion |
| Week 22 | Chapter 7 "Times of Plenty, Times of Hardship" | 2: "The Roaring Twenties" | COS – 6, 7 AHSGE - | SWBAT: <ul style="list-style-type: none"> Explain how Prohibition came about and why it failed. Identify leaders in art, literature, and music who influenced culture in the US. Explain how mass media helped make athletes and pilots popular in the 20s. Describe how working life changed for women in the 1920s. | Prohibition Eighteenth Amendment Twenty-first Amendment Jazz Harlem Renaissance |

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| Week 23 | Chapter 7 "Times of Plenty, Times of Hardship" | 3: "The Good Times End" | COS – 6, 7 AHSGE – 7-1 | SWBAT: <ul style="list-style-type: none"> Identify the weaknesses of the economy in the 1920s. Describe what happened during the stock market crash of 1929. Analyze the causes of the Great Depression. Explain how the Great Depression affected the lives of Americans. | Unemployment Stock market Great Depression Credit |
| Week 24 | Chapter 7 "Times of Plenty, Times of Hardship" | 4: "The New Deal" | COS – 6, 7 AHSGE – 7-1 | SWBAT: <ul style="list-style-type: none"> Identify and explain the major programs of the New Deal. Analyze the causes and effects of the Dust Bowl. Describe the popular forms of entertainment in the 1930s. | New Deal Social Security Drought Dust Bowl Migrant worker inflation |
| Week 25 | Chapter 7 "Times of Plenty, Times of Hardship" | Review & Testing | | | |
| Week 26 | Chapter 8 "World War II" | 1: "World War II Begins" | COS – 8, 9, 15 AHSGE – 7-2 | SWBAT: <ul style="list-style-type: none"> Describe the events that led to the start of WWII. Analyze the effect of Japan's attack on Pearl Harbor. Identify the major Axis and Allied Powers. | Dictator Fascism Axis Allies World War II Lend-Lease |
| Week 27 | Chapter 8 "World War II" | 2: "The Home Front" | COS – 8, 9, 15 AHSGE – 7-2 | SWBAT: <ul style="list-style-type: none"> Explain how WWII affected the US economy. Identify new opportunities that women and African Americans found during the war. Describe the way that Japanese Americans were treated after Pearl Harbor. Analyze the importance of technology in WWII. | Rationing Tuskegee Airmen Atomic bomb Manhattan Project |
| Week 28 | Chapter 8 "World War II" | 3: "The World at War" | COS – 8, 9, 15 AHSGE – 7-2 | SWBAT: <ul style="list-style-type: none"> Analyze battles that were major turning points in WWII. Describe the impact of atomic bombs on the outcome of WWII. Summarize the main events of the Holocaust. | Battle of Midway Battle of Stalingrad Battle of the Bulge Concentration camp Holocaust Latitude Longitude Grid International Date Line |
| Week 29 | Chapter 8 "World War II" | Review & Testing | | | |

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| Week 30 | Chapter 9 "The Postwar World" | 1: "The World is Divided" | COS – 8, 10, 11 AHSGE – 7-2 | SWBAT: <ul style="list-style-type: none"> Describe Europe and Japan after WWII. Summarize the role of the US as a superpower after WWII. Describe the United Nations and the role the US had in its establishment. Define the Cold War, explain its origins, and identify the participants. | Aggressor Marshall Plan United Nations Communism Ideology NATO Berlin Airlift Cold War Propaganda Primary source Secondary source |
| Week 31 | Chapter 9 "The Postwar World" | 2: "Boom Years at Home" | COS – 8, 10, 11, 15 AHSGE – 7-2 | SWBAT: <ul style="list-style-type: none"> Identify elements that contributed to the rapid growth of the American economy after WWII. Identify the factors that led to changing patterns in US society following WWII. Explain how Americans turned their energies to developing peacetime technologies, and relate the industries that benefited most from these technologies. Explain the impact the new technologies of the 20th century had on American life. | Suburbs AFL-CIO GI Bill of Rights Consumer credit Credit card Commute |
| Week 32 | Chapter 9 "The Postwar World" | 3: "Cold War Conflicts" | COS – 10, 11 AHSGE - | SWBAT: <ul style="list-style-type: none"> Describe the major conflicts in which the US has been directly involved that reflect the divisions of the Cold War. Describe the effects of Cold War tensions on Americans. Relate the events and impact of the Cuban Missile Crisis. | Korean War Red Scare Arms race Cuban Missile Crisis Berlin Wall |
| Week 33 | Chapter 9 "The Postwar World" | Review & Testing | | | |
| Week 34 | Chapter 10 "A Changing Nation" | 1: African Americans and Civil Rights" | COS – 13, 14, 15 AHSGE – 2-2 | SWBAT: <ul style="list-style-type: none"> Identify causes and effects of the Civil Rights movement. Describe three ways that segregation affected American society. List the sequence of events that resulted in the struggle for civil rights becoming a mass movement. Explain the importance of the Civil Rights Act of 1964 and the Voting Rights Act of | Civil rights Passive resistance |

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| | | | | 1965. | |
| Week 35 | Chapter 10 "A Changing Nation" | 2: "The Cold War Continues" | COS – 13, 14, 15 AHSGE - | SWBAT: <ul style="list-style-type: none"> Explain what the space race was and list the important events of the space race. Explain why the US sent soldiers to fight in Vietnam. Describe how the Vietnam conflict ended. Describe how Cold War tensions between the free world and the communist world caused conflict at home and abroad. | Space race Vietnam Conflict Guerrilla warfare |
| Week 36 | Chapter 10 "A Changing Nation" | 3: "Years of Change" | COS – 13, 14, 15 AHSGE – 2-2 | SWBAT: <ul style="list-style-type: none"> Explain how women in the mid-1900s did not have the same rights to work as men. Describe ways women in the mid-1900s took action to gain equality. Name three other groups of Americans who have fought for their rights in the last 50 years, and tell one thing about each of their struggles. List 2 ways Americans worked to improve the environment of the late 1900s. | National Organization for Women United Farm Workers of America Americans with Disabilities Act Equal Employment Opportunity Commission Earth Day Environmental Protection Agency |
| Week 37 | Chapter 10 "A Changing Nation" | 4: "Changing World, Changing Roles" | COS – 11, 13, 14, 15 AHSGE - | SWBAT: <ul style="list-style-type: none"> Describe how Richard Nixon's trip to China affected US/China relations. State reasons why tensions rose in the Middle East during the 1970s. Explain the process that led to the collapse of communism in Europe in the 1900s. Explain how the role of the US and its military forces has changed in the years following the Cold War. | Arms control Persian Gulf War Internet Map projection |
| Week 38 | Chapter 10 "A Changing Nation" | Review & Testing | | | |
| Week 39 | Chapter 11 "The United States Today" | 1: "The Fifty States" | COS – 14, 15 AHSGE – 2-2 | SWBAT: <ul style="list-style-type: none"> Identify the 5 main regions of the US. Describe why the population of the Sunbelt increased. Explain the meaning of the motto <i>E Pluribus Unum</i>. Identify the main places of origin for immigrants to the US in recent years. | Region Sunbelt Ideals Ethnic group Distribution map Population density map |
| Week | Chapter 11 | 2: "Government of the | COS – 14, 15 | SWBAT: | Democracy |

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| 40 | "The United States Today" | People" | AHSGE – 2-2 | <ul style="list-style-type: none"> Describe how the republican system of government works in the US. Identify some of the rights and responsibilities of US citizenship. Explain how the Electoral College system works. Analyze why the US Constitution is called a "living document." | Popular sovereignty Citizen Electoral college Legislative Branch Executive Branch Judicial Branch |
| Week 41 | Chapter 11 "The United States Today" | 3: "Economy and Trade" | COS – 14, 15 AHSGE - | SWBAT: <ul style="list-style-type: none"> Explain the economic rule of supply and demand. Analyze how the business and job market has changed in recent years. Evaluate the effects of new technology on daily life. Explain how American trading policies have changed since the end of the Cold War. Describe the effects of interdependence and globalization. | Supply, demand, producer Opportunity cost Export, import NAFTA Globalization Interdependence research |
| Week 42 | Chapter 11 "The United States Today" | Review & Testing | | | |
| Week 43 | Chapter 12 "Global Challenges" | 1: "New Dangers" | COS – 14, 15 AHSGE - | SWBAT: <ul style="list-style-type: none"> Summarize the events and importance of 9/11/01 Describe ways in which Americans united in response to terrorist attacks. Identify military actions taken by the US after 9/11/01 | Terrorist Weapons of mass destruction |
| Week 44 | Chapter 12 "Global Challenges" | 2: "Looking Ahead" | COS – 14, 15 AHSGE - | SWBAT: <ul style="list-style-type: none"> Explain how new technologies may help protect the environment. Describe global problems that people are working to solve. Make predictions about how life may change in the future. | Atmosphere Global warming Artificial intelligence generalization |
| Week 45 | Chapter 12 "Global Challenges" | Review & Testing | | | |
| End of Year | EOC Review & Test | | | | |

