	<u>CURRICULUM</u> End Product of Learning, "What" You Teach			INSTRUCTION Means to the End Product, "How" You Teach	TECHNOLOGY Means to Engage Students and Provide Practice	INTERVENTIONS Means to Support Struggling Students	ASSESSMENT Validation to Revise Curriculum & Instruction
TIME FRAME [By Month/ Quarter]	STANDARD OR BENCHMARK	CONTENT: What we want students to "KNOW".	SKILL: What we want students to "DO".	Varied Teaching/Learning Strategies Resources/Comments	District Approved Software and Online Sites	District Adopted Research- Based Materials	Varied Classroom Assessment Strategies
QUARTER 1	16.C.3b, 18.B.3a 16.A.3b, 18.B.3a 14.D.3, 18.B.3a	-after more Southern states joined the Confederacy, fighting began on Confederate territory -army life and new technology brought unexpected hardships to millions of soldiers -both the Union and the Confederacy won important victories in the first years of the war -Rising anger over slavery increased tensions between the North and South and led to violenceThe South was an agricultural economy that depended on the slave labor; North had more industry and commerce. '-Election of Abraham	-analyze the events that led up to the first shots at Fort Sumter -explain what strategy each side used to prepare for battle -summarize the significance of the Battle of Bull Run for both sides -explain why so many civilians volunteered to fight -summarize ways the Civil War was considered a new kind of war -describe Union victories in the West -summarize Southern success in the East -Understand main ideas based on their notes -Explain how McClellan improved the Union army	Pre-teaching/Reading Strategies include but are not limited to: KWL; Directed Reading-Thinking Activity (DRTA); Knowledge Rating; Predicting: Preview, Locate Add, Note (P.L.A.N.) People Search; BrainstormingReader's Theatre Abe Lincoln in Illinois During Reading Strategies include but are not limited to: Think, Pair Share; Read, Cover, Remember, Retell (RCRR); Venn Diagram; Y-Charts; Cluster Diagrams; Three Column Journals; Interpreting, Maps, Charts and Graphs; Evaluating Primary and Secondary Sources; Note-taking, such as Cornell Method, FQR, sticky note Method; Time line and Sequence Chains. -Groups filling in single chart paper to explain to the other groups about a Heading of the Section. -Throughout each unit use graphic organizers to help students organize information. Depending on the section, discuss: Compare and Contrast, Problem/Solution, Sequential Order, Cause/Effect, Descriptive Text *At least once a week discuss specifically signal words that lead you to believe a certain graphic organizer should be used OR practice using that graphic organizer as a class and/or for homework.	Hapara: Teacher Dashboard Chromebooks: Google-Docs, Google Presentation, Google-sites, America The Story of US: "Division" America The Story of US: itunes – "Civil War" Ms. Barry's Website: https://sites.google.com/a/culver71.net/ms-barry-s-class/ "Glory" –DVD Schoolnet Assessments American History: Online textbook using activation codes. American History: Power Point Presentations with Media Gallery American History: Easy Planner	American History: Activities for Struggling Readers and Inclusion (imbedded in Resource Units 1-10) American History: Best Practices Toolkit American History: Audio Book in English/Spanish Online Textbook: Feature to read to the students/audio and animations. www.classzone.com – has review notes on the "interactive review"; practice quizzes; graphic organizers	Unit tests and quizzes (publisher and teacher-made) Informal daily observations Group and individual presentations Informal Questioning Class Discussion Exit Slips Reading Check-ups Projects and Performance Assessments with Rubrics Daily work (review activities) Schoolnet assessments Google-Presentations on various Sections of the Chapter Schoolnet Assessment on Powerschool. -Formal and informal assessments
		Lincoln as president in 1860 led to seven		After Reading Strategies include but are	American History: Test Generator		

	Southern states to	not limited to: Cause-Ef	fect Mapping;	
	secede from the Union.	Distinguishing Fact from	Opinion; American History textbook	
	(South Carolina,	Detecting Bias; Determin		
	Mississippi, Florida,	Collaborative Rereading	Cumulative Time Classzone.com	
	Alabama, Georgia,	Lines.	CMARTROARD A CCC	
	Louisiana, Texas).	-Group Skits	SMART BOARD Activities	
	For C.10 of	-Review labs on www.Je		
	Essential Question:		Microsoft Word	
	What events, leaders,		DDC ore	
	and strategies shaped the early years of war?	Resources include but ar	PBS.org	
	the early years of war?	-American Hist		
		Reconstruction	7	
		2008 McDoug	of Littall	
		-Rand McNally	Classroom Atlas http://www.youtube.com/wa	
		-Our Federal a		
		Constitutions:	-"We are coming Father	
		A.J.S. Publicat		
		-Primary and S	econdary Sources	
		-Teacher create		
		Toucher cround	war/	
			(The memoirs, diary,	
			and life of Private	
			Jefferson Moses,	
			Company G, 93rd	
			Illinois Volunteers)	
			innois voidincers)	
			www.pacivilwar.com/	
			diary.html	
			(Pennsylvania Civil	
			War Diary of Captain	
			James Wren)	
			Flipped classroom	
			videos Section 2:	
			, 13000 See Hom 2.	
			1.41 11	
			http://www.youtube.co	
			m/watch?v=68k3QAm	
			_f74&feature=related	
			http://www.youtube.co	
			m/watch?v=HZMjlJH	
			Q	
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				http://www.history.co	
				m/topics/american-	
				civil-war/videos#civil-	
				war-tech	
				war-teen	
				Flipped Classroom	
				videos section 3:No	
				End in Sight	
				1.4//	
				http://www.youtube.co	
				m/watch?v=hqD50IaG	
				14E	
				(Battle of Shiloh) -8	
				minutes	
				http://www.youtube.co	
				m/watch?v=QCI-	
				<u>1c5vbn8</u>	
				fall of new Orleans – 8	
				minutes	
				illinutes	
				http://www.youtube.co	
				m/watch?v=HjKKoLH	
				wwB8	
				(lee invades the north)	
				4 minutes	
				4 minutes	
				http://www.youtube.co	
				m/watch?v=HjIbFTrq	
				<u>wU8</u>	
				battle of Antietam	
				6 minutes	
QUARTER	14.C.3, 14.D.3	-the Emancipation	-analyze how the		
1	,	Proclamation promised	Emancination		
		freedom to slaves in the	Emancipation Proclamation affected the		
		Confederacy and	war effort		
		allowed African			
		allowed African	-identify contributions		

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		Americans to join the Unions army	African-American soldiers made to the Union cause		
	14.C.3, 14.D.3 15.D.3a, 15.E.3a	-as the war dragged on, social, economic, and political change effected both the Union and the Confederacy	-describe the disagreements that emerged inside the Union and the Confederacy -identify economic and social changes caused by the Civil War		
	14.D.3 18.B.3a	-after a series of Southern victories, the North began winning battles that led to the defeat of the Confederacy	-explain the significance of the battles of Gettysburg and Vicksburg -analyze why the Confederacy fell		
	14.C.3, 14.D.3	-the Civil War transformed the nation	-describe the losses and costs of the war -analyze how the war transformed the nation		
QUARTER	14.C.3, 14.D.3	-during Reconstruction,	Identify the goals of		
1	14.F.3a,	the president and	presidential		
	16.B.3c	Congress fought over	Reconstruction and		
		how to rebuild the South	summarize its successes		
			and failures		
			-explain the laws passed		
			to enforce the goals of		
			Congressional		
			Reconstruction -describe how		
			Reconstruction affected		
	14.C.3, 14.D.3,		national politics and		
	15.A.3b, 15.A.3c,	-as the South rebuilt,	governments in the South		
	15.C.3	millions of freed	-explain how former		
		African Americans	slaves responded to their		
		worked to improve their	new freedom -describe the new		
		lives	systems of Land		
			ownership, work		
			contracts, and		
			sharecropping		
			-summarize the ways the		
			Ku Klux Klan resisted Reconstruction		
			Reconstruction		
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	14.C.3, 14.D.3, 14.F.3a, 15.A.3d, 15.E.3b	-as white Southerners regained power in Congress, Reconstruction ended, as did African American advances toward equality	-describe the Republican Party's efforts to protect African American rights -identify reasons why Reconstruction weakened -explain the events that led to the end of Reconstruction				
QUARTER 1 Illinois Constituti on	14.A.3 , 14.B.3, 14.C.3, 14.F.3a. 14.A.3, 14.B.2, 14.B.3, 14.C.3, 14.D.1	-the Illinois Constitution is a flexible plan for governing the state. Article 1 includes the Bill of Rights which protects individual rights and the common good.	-summarize the Preamble and its stated goals -summarize issues addressed in the Bill of Rights and their importance in Illinois government -discuss voting qualifications				
	14.C.3	-how the three branches of Illinois government share power	-describe the election, qualifications, and powers of the legislative branch -describe the lawmaking process -describe the election, qualifications, powers and duties of the governor -describe the judicial branch of government and the state court system				
		-describe the relationship between local, state and national governments	-define powers belonging to local, state and national governments -describe shared powers between state and national governments				
QUARTER 2	15.C.3, 15.D.3c, 15.E.3b	-a railroad completed in 1869, spanned the continent and helped open the way for settlers in the West	-describe how the transcontinental railroad was built -summarize how the railroads changed the nation	Pre-teaching/Reading Strategies include but are not limited to: KWL; Directed Reading-Thinking Activity (DRTA); Knowledge Rating; Predicting: Preview, Locate Add, Note (P.L.A.N.); People Search; Brainstorming.	Hapara: Teacher Dashboard Chromebooks: Google-Docs, Google Presentation, Google-sites,	American History: Activities for Struggling Readers and Inclusion (imbedded in Resource Units 1-10) American History: Best	Unit tests and quizzes (publisher and teacher-made) Informal daily observations Group and individual presentations

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	15.A.3d, 15.C.3,	-the mining and cattle	-explain how the	During Reading Strategies include but are	America The Story of US:		Informal Questioning
	15.D.3c, 16.E.3b	industries contributed to	discovery of gold and	not limited to: Think, Pair Share; Read,	Heartland	American History: Audio	
		population growth in	silver in the West caused	Cover, Remember, Retell (RCRR); Venn		Book in English/Spanish	Class Discussion
		western territories	a population surge	Diagram; Y-Charts; Cluster Diagrams;	America The Story of US:		
				Three Column Journals; Interpreting, Maps,	Cities	Online Textbook: Feature to	Exit Slips
			-summarize the growth	Charts and Graphs; Evaluating Primary and		read to the students/audio and	1
			and decline of the long	Secondary Sources; Note-taking, such as	Ms. Barry's Website:	animations.	Reading Check-ups
			cattle drives in the cattle	Cornell Method, FQR, sticky note	https://sites.google.com/a/cu	difficultions.	reduing check ups
			I .			, ,	D : 4 ID C
			industry	Method; Time line and Sequence Chains.	lver71.net/ms-barry-s-class/	www.classzone.com - has	Projects and Performance Assessments
						review notes on the	with Rubrics
			-compare the myths and	-Throughout each unit use graphic	Schoolnet Assessments	"interactive review"; practice	
			realities of the West	organizers to help students organize		quizzes; graphic organizers	Daily work (review activities)
			during this time	information.	American History: Online		
			-identify forces that	Depending on the section, discuss: Compare	textbook using activation		Schoolnet assessments
			increased population in	and Contrast, Problem/Solution, Sequential	codes.		
			western cities and in the	Order, Cause/Effect, Descriptive Text	Codes.		Google-Presentations on various Sections
	14 C 2 16 D 2-	Notivo Amariana af		Order, Cause/Effect, Descriptive Text	Amaniaan Higgs A1		
	14.C.3, 16.D.3a	-Native Americans of	Southwest	****	American History: Audio		of the Chapter
		the Great Plains fought		*At least once a week discuss specifically	Book in English/Spanish		
		to maintain their way of	-describe Native	signal words that lead you to believe a			Schoolnet Assessment on Powerschool.
		life as settlers poured	American life on the	certain graphic organizer should be used	American History: Power		-Formal and informal assessments
		onto their lands	Great Plains	OR practice using that graphic organizer as	Point Presentations with		
				a class and/or for homework.	Media Gallery		
			-identify ways Native		ĺ		
			Americans tried to resist	After Reading Strategies include but are	American History: Easy		
			efforts by the settlers to	not limited to: Cause-Effect Mapping;	Planner		
			take their lands	Distinguishing Fact from Opinion;	1 iainiei		
			take their failus				
				Detecting Bias; Determining Point of View;	American History: Test		
			-summarize the forces	Collaborative Rereading; Cumulative Time	Generator		
	14.C.3, 14.D.3,	-a wave of farmers	that led to the end of	Lines.			
	15.A.3a, 15.C.3,	moved to the Plains in	traditional Native		American History textbook		
	15.D.3c, 15.E.3b,	the 1800s, and faced	American life	Resources include but are not limited to:	website:		
	16.E.3b	many economic		-American History: Beginnings	Classzone.com		
	10.2.50	problems	-explain the	through Reconstruction			
		problems	government's land	2008 McDougal Littell	SMART BOARD Activities		
			policies		SWAKT BOAKD ACTIVITIES		
				-Rand McNally Classroom Atlas			
			-describe farm life on the	-Our Federal and State	Microsoft Word		
			Great Plains	Constitutions;			
			-summarize how and why	A.J.S. Publications	PBS.org		
			farmers organized to gain	-Primary and Secondary Sources			
			political power	-Teacher created materials	Youtube.com		
			-describe the closing of				
			the frontier and historical				
			views on it				
			VICWS OII IL				
OLIABTER	15 A 2 15 D 21	. ,. 1	1 7 4 4				
QUARTER	15.A.3c, 15.B.3b,	-new inventions and	-describe the growth				
2	15.C.3, 15.D.3c,	corporations created the	created by the industrial				
	15.E.3b, 16.C.3c	Gilded Age of industrial	Revolution and changes				
		growth and great wealth	in American life				

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	for a few	-compare corporations with privately-owned businesses and describe how they changed the American business world -summarize the results of economic growth			
14.C.3, 14.D.3, 16.C.3b, 16.E.3c	-immigration and industrialization spurred the rapid growth of American cities	-identify reasons why cities grew quickly and how urban life changed -describe the new immigrants and their settlement patterns -explain the process of assimilation and native reaction to the new immigrants -summarize problems created by rapid urban growth and tell why political machines controlled certain cities			
14.A.3, 14.C.3, 14.D.3, 14.F.3a, 16.B.3c	-segregation and discrimination against African Americans were commonplace in the years after the Civil War	-describe the history of racism in America, the increase in segregation and violence, and the development of Jim Crow laws -summarize the responses to racism of African Americans and contrast the approaches of Washington and DuBois			
14.C.3, 14.D.3, 15.A.3b, 15.E.3b, 16.C.3c, 16.D.3b	-as business leaders guided industrial expansion, workers organized to gain	-list reasons why workers organized unions and identify issues in early labor unions -describe the struggle between business and labor, including early setbacks, gains and strikes.			
16.D.3b, 16.E.3c	-industrialization and new technology created a mass culture in the United States.	-identify causes and effects of expanded education and publishing during this historical			

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			perioddescribe the development of the consumer society and mass culture.		
QUARTER 2	14.B.3, 14.C.3, 14.D.3, 15.B.3b, 15.E.3b. 16.C.3c	-Progressive reformers promoted social welfare, expanded democracy, and created economic reform	-identify the goals of the Progressive movement -analyze Theodore Roosevelt's square deal -explain Roosevelt's civil rights dilemma		
	14.B.3, 14.D.3, 15.B.3b, 14.F.3a, 15.E.eb, 16.B.3c	-Progressive reforms continued under Presidents William Howard Taft and Woodrow Wilson	-evaluate Taft's progressive policies -summarize Wilson's record as a progressive president		
	14.C.3, 14.D.3, 14.F.3a, 15.E.3a, 15.D.3c, 15.E.3a, 15.E.3b	-during the Progressive Era, women became leaders in reform movements and won the right to vote	-identify new roles for women -describe the contributions of women progressive leaders -analyze the events that led to suffrage for women		
	14.E.3, 16.B.3d	-the United States took its first steps in becoming a world power by acquiring Alaska and Hawaii.	-identify the reasons why the United States became an imperial power -explain how the United States gained possession of Alaska and Hawaii		
	14.D.3, 14.E.3, 16.B.3d	-the United States went to war with Spain and won colonies in the Caribbean and the Pacific	-explain why the United States went to war with Spain over Cuba in 1898 -describe the battle for the Philippines and Cuba -analyze the different viewpoints on the new American empire		
	14.D.3, 14.E.3, 16.B.3d	-The United States expanded its influence in China and in Latin America, and built the Panama Canal	-explain how the United States became a power in the Pacific -summarize U.S. interests in Latin America		

QUARTER	14.D.3, 14.E.3,	-after the outbreak of	-analyze the causes of	Pre-teaching/Reading Strategies include	Hapara: Teacher	American History: Activities	Unit tests and quizzes (publisher and
3	14.D.3, 14.E.3, 16.B.3d	World War I, the United	World War I	but are not limited to: KWL; Directed	Dashboard	for Struggling Readers and	teacher-made)
	10.D.Ju	States eventually joined	-explain how the United	Reading-Thinking Activity (DRTA);	Dasnoura	Inclusion (imbedded in	toucher-made)
		the Allies to fight	States became involved	Knowledge Rating; Predicting: Preview,	Chromebooks:Google-Docs,	Resource Units 1-10)	Informal daily observations
		against the Central	in the war	Locate Add.	Google Presentation,	Resource Offics 1-10)	informal daily observations
			in the war	Note (P.L.A.N.) People Search;	Google-sites,	Amariaan History Bost	Crown and individual presentations
		Powers			Google-sites,	American History: Best	Group and individual presentations
			1 1 4 11	Brainstorming.	A : 771 G. CIIG	Practices Toolkit	
	14.02.14.02	-the war required	-describe the social		America The Story of US:	4	Informal Questioning
	14.C.3, 14.D.3,	sacrifice for Americans	changes brought about in	During Reading Strategies include but are	Heartland	American History: Audio	a
	14.E.3, 15.C.3,	at home and changed	America as the country	not limited to: Think, Pair Share; Read,		Book in English/Spanish	Class Discussion
	15.E.3b	their daily lives	raised an army and navy	Cover, Remember, Retell (RCRR); Venn	Ms. Barry's Website:		
			-explain how the	Diagram; Y-Charts; Cluster Diagrams;	https://sites.google.com/a/cu	Online Textbook: Feature to	Exit Slips
			government rallied the	Three Column Journals; Interpreting, Maps,	lver71.net/ms-barry-s-class/	read to the students/audio and	
			country to support the	Charts and Graphs; Evaluating Primary and		animations.	Reading Check-ups
			war effort	Secondary Sources; Note-taking, such as	Schoolnet Assessments		
				Cornell Method, FQR, sticky note		www.classzone.com - has	Projects and Performance Assessments
	16.B.3d, 18.B.3a	-U.S. forces helped the	-explain how American	Method; Time line and Sequence Chains.		review notes on the	with Rubrics
		Allies win World War I	efforts helped to win the		American History: Online	"interactive review"; practice	
			war for the Allies	-Throughout each unit use graphic	textbook using activation	quizzes; graphic organizers	Daily work (review activities)
			-summarize how World	organizers to help students organize	codes.		
			War I came to an end and	information.			Schoolnet assessments
			what its effects were	Depending on the section, discuss: Compare	American History: Audio		
				and Contrast, Problem/Solution, Sequential	Book in English/Spanish		Google-Presentations on various Sections
	14.C.3, 14.D.3,	-the war left Americans	-compare and contrast the	Order, Cause/Effect, Descriptive Text			of the Chapter
	14.E.3, 15.A.3b,	divided over foreign	Treaty of Versailles and		American History: Power		
	15.A.3d, 15.C.3,	policy and domestic	Woodrow Wilson's plans	*At least once a week discuss specifically	Point Presentations with		Schoolnet Assessment on Powerschool.
	15.D.3c	issues	for peace	signal words that lead you to believe a	Media Gallery		-Formal and informal assessments
	10.0.00	Issues	-analyze social changes	certain graphic organizer should be used	Integral States		
			that occurred after war	OR practice using that graphic organizer as	American History: Easy		Students create a digital timeline of the
			that occurred arter war	a class and/or for homework.	Planner		Holocaust from the beginning to the
				a class and/or for nonework.	Tamer		ending events using www.powtoon.com
					American History: Test		chang events using <u>www.powtoon.com</u>
				After Reading Strategies include but are	Generator		
				not limited to: Cause-Effect Mapping;	Generator		
				Distinguishing Fact from Opinion;	American History textbook		
				Detecting Bias; Determining Point of View;	website:		
				Collaborative Rereading; Cumulative Time	Classzone.com		
				Lines.	CMARTROARD A-4: ::		
				December in the de best are and limited.	SMART BOARD Activities		
				Resources include but are not limited to:	Missess fr West		
				-American History:	Microsoft Word		
				Reconstruction through the	ppg		
				Present	PBS.org		
				2008 McDougal Littell	l		
				-Rand McNally Classroom Atlas	Youtube.com		
				-Our Federal and State			
				Constitutions;	www.powtoon.com		
				A.J.S. Publications			
				-Primary and Secondary Sources			
				-Teacher created materials			

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QUARTER 3	14.D.3, 15.D.C3, 16.B.3c	-during the 1920's most Americans were eager for a "return to normalcy" and prosperity	-explain why Warren G. Harding appealed to many voters in 1920 -summarize how the economy grew and struggled in the 1920's -describe the scandal that overshadowed Harding's presidency and how Calvin Coolidge minimized the damage		
	14.C.3, 14.D.3	-changes in the roles of women and in popular culture led to new attitudes and lifestyles, but also to conflicts in society	-describe daily life in the 1920's		
	14.D.3, 15.A.3c, 15.A.3d	-after World War I, African Americans confronted new challenges and made great contributions to American culture	-describe reactions to racial tensions that occurred in the 1920s -explain the significance of the Harlem Renaissance		
QUARTER 3	14.D.3, 15.A.3c, 15.A.3d	-when the prosperity of the 1920s collapsed, President Herbert Hoover struggled to address the country's economic problems	-explain why the prosperity of the 1920s was misleading -identify events that led to the Great Depression -describe President Herbert Hoover's policies for dealing with the Depression and America's response to		
	14.A.3, 14.C.3, 14.D.3, 14.F.3a, 15.E.3b	-President Franklin D. Roosevelt launched an aggressive program to fight the Great Depression	those policies -summarize the steps that FDR took to boost public confidence and bring relief to those who suffered economic distress -explain the purpose and scope of Roosevelt's		

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			Second New Deal -identify reasons why the		
			New Deal slowed down		
	14 4 2 14 6 2		New Dear slowed down		
	14.A.3, 14.C>3,				
	14.D.3, 14.F.3a,	-the Great Depression	-describe the effects of		
	15.A.3d	and the policies of the	the drought on the Great		
		New Deal forever	Plains and the effects of		
		changed American	unemployment on		
		society and government	millions of Americans		
			-explain how the		
			Depression inspired		
			artistic and cultural		
			achievements		
			-summarize ways in		
			which minorities were		
			affected by the		
			Depression		
			-evaluate the impact of		
			the New Deal on		
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			-understand now dictators		
	10.B.3u	to world war ii	E		
			European countries		
			-identify the countries		
			dictators invaded before		
			World War II began		
		made great			
	14.E.3, 15.E.3b				
		Allied victory	-explain why Japanese		
			internment camps		
			-analyze how the Allies		
	14.E.3, 16.B.3d		advanced in Europe and		
		-the Allies defeated the	North Africa		
		Axis powers in Europe	-summarize how		
		and Africa			
			defensive on the Eastern		
			and Western fronts		
			and anservered		
			-describe how Japan		
	14.E.3, 16.B.3d		extended its empire at the		
QUARTER 3		-the rise if dictators led to World War II Americans at home made great contributions to the Allied victory -the Allies defeated the Axis powers in Europe and Africa	-summarize how Germany was put on the defensive on the Eastern and Western fronts -describe how the Allies achieved victory in Europe and the horrors they discovered -describe how Japan		

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	14.C.3, 14.D.3, 14.E.3, 16.B.3d	-after early losses, the Allies defeated the Japanese in the Pacific	beginning of the war -explain how the Allies recaptured much of the territory the Japanese had invaded -summarize how the United States developed atomic weapons and ended the war with them -describe the human and economic costs of the war and contrast the impact		
		-World War II had deep and lasting effects on the United States and the world	on the United States with that of other nations -explain steps that were taken to create a more peaceful world after the war -summarize the changes that occurred in America and the world after the war ended		
Quarter 3	14.C.3, 14.D.3, 14.E.3, a5.A.3a	-the end of World War II led to prosperity and a	-summarize how the United States' economy		
	14.C.3, 14.D.3, 14.E.3	new war against communism -the Cold War and the Korean War produced a wave of anticommunist sentiment	and political climate changed after World War II -describe the origins and expansion of the Cold War -explain how fear of communism affected people in the United States -identify events leading to the Korean War and the war's outcome -explain the significance of McCarthyism to the American people -describe how the Cold War affected countries around the world		
	15.C.3, 16.E.3c	-economic growth and			
		the Cold War caused	-describe the American dream achieved by many		
		many changes in American society	people in the 1950s		

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			-identify groups of people who did not prosper in				
			the 1950s				
			-summarize the cultural				
			influences on children				
			and teenagers in the				
			1950s				
			17508				
QUARTER	14.A.3, 14.B.3,	-between the 1870s and	policies both helped and	Pre-teaching/Reading Strategies include	Hapara: Teacher Dashboard	American History: Activities	Unit tests and quizzes (publisher and
4	14.C.3, 14.D.3,	1950s, African	hurt African Americans	but are not limited to: KWL; Directed		for Struggling Readers and	teacher-made)
	14.F.3a, 16.B.3c	Americans lost many	after Reconstruction	Reading-Thinking Activity (DRTA);	Chromebooks:Google-Docs,	Inclusion (imbedded in	,
		civil rights they had	-identify ways in which	Knowledge Rating; Predicting: Preview,	Google Presentation,	Resource Units 1-10)	Informal daily observations
		gained during	African Americans sought	Locate Add, Note (P.L.A.N.) People	Google-sites,		
		Reconstruction	to improve their lives and	Search; Brainstorming.		American History: Best	Group and individual presentations
			fight for social justice		America The Story of US:	Practices Toolkit	
			_ ~	During Reading Strategies include but are	Superpower		Informal Questioning
				not limited to: Think, Pair Share; Read,		American History: Audio	
			-describe efforts of civil	Cover, Remember, Retell (RCRR); Venn	America The Story of Us:	Book in English/Spanish	Class Discussion
	14.A.3, 14.C.3,	-Changes after World	rights workers to protest	Diagram; Y-Charts; Cluster Diagrams;	Millenium		
	14.D.3, 14.F.3a,	War II helped African	discrimination against	Three Column Journals; Interpreting, Maps,		Online Textbook: Feature to	Exit Slips
	16.B.3c	Americans make	African Americans after	Charts and Graphs; Evaluating Primary and	Ms. Barry's Website:	read to the students/audio and	
		progress in their	segregation policies	Secondary Sources; Note-taking, such as	https://sites.google.com/a/cu	animations.	Reading Check-ups
		struggle for equality	expanded	Cornell Method, FQR, sticky note	lver71.net/ms-barry-s-class/		
			-explain how opponents	Method; Time line and Sequence Chains.		www.classzone.com - has	Projects and Performance Assessments
			of racial equality reacted		Schoolnet Assessments	review notes on the	with Rubrics
			to civil rights	-Throughout each unit use graphic		"interactive review"; practice	
			demonstrations and how	organizers to help students organize	American History: Online	quizzes; graphic organizers	Daily work (review activities)
			civil rights workers	information.	textbook using activation		
			responded	Depending on the section, discuss: Compare	codes.		Schoolnet assessments
				and Contrast, Problem/Solution, Sequential			
				Order, Cause/Effect, Descriptive Text	American History: Audio		Google-Presentations on various Sections
			-describe the tactics used		Book in English/Spanish		of the Chapter
	14.C.3, 14.D.3,	-the civil rights	by civil rights activists to	*At least once a week discuss specifically			
	14.F.3a	movement led to the	increase public awareness	signal words that lead you to believe a	American History: Power		Schoolnet Assessment on Powerschool.
		end of legal segregation	of discrimination towards	certain graphic organizer should be used	Point Presentations with		-Formal and informal assessments
			African Americans	OR practice using that graphic organizer as	Media Gallery		
			-explain the importance of	a class and/or for homework.			
			the Civil Rights Act of		American History: Easy		
			1964 and the Voting		Planner		
			Rights Act	A 64 D 12 54 12 1	A History To (
			-identify conflicts in the	After Reading Strategies include but are not limited to: Cause-Effect Mapping;	American History: Test		
			civil rights movement in the late 1960s and the	Distinguishing Fact from Opinion;	Generator		
			ramifications of those	Distinguishing Fact from Opinion; Detecting Bias; Determining Point of View;	American History textbook		
			conflicts	Collaborative Rereading; Cumulative Time	website:		
			Confincts	Lines.	Classzone.com		
	14.C.3, 14.D.3,	-the African American	-summarize the efforts of	Lanes.	Ciasszone.com		
	14.C.3, 14.D.3, 14.F.3a	struggle for equality	Mexican Americans and	Resources include but are not limited to:	SMART BOARD Activities		
	17.1 .Ju	struggic for equality	MICAICAII AIIICIICAIIS AIIU	resources include out are not ininied to.	STITULE DOUGH ACTIVITIES	I .	

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QUARTER 4		their fight for civil rights	equality in the United States -explain the ways in which women were still discriminated against after World War II	Reconstruction through the Present 2008 McDougal Littell -Rand McNally Classroom Atlas -Our Federal and State Constitutions; A.J.S. Publications -Primary and Secondary Sources -Teacher created materials	Microsoft Word PBS.org Youtube.com	
	14.D.3, 14.E.3, 16.B.3d	intensified its military and political interests in Southeast Asia	-describe the issues in Indochina which led to the Vietnamese revolt -summarize the history of American support for the French in Indochina and U.S. involvement in the conflict -describe events that shaped U.S. policy in Vietnam and how fear of Communism drew the U.S. into the war			
	14.D.3, 14.E.3, 16.B.3d	-the United States sent ground troops to Vietnam expecting victory, but soldiers soon grew frustrated	-summarize the decision to begin bombing Vietnam and send direct combat troops there -contrast the tactics and strengths of Viet Cong and U.S. troops -describe the Tet offensive and its effects on American opinions			
	14.C.3, 14.D.3, 14.E.3	-as the war escalated, it divided American society	-describe groups that were opposed to the Vietnam War and their reasons -identify two basic groups of Americans at the time and some of the reasons they opposed one another -summarize how the Vietnam War affected American politics, elections, and governmental decisions -identify causes and			

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	14.E.3, 14.F.3a	lasting effects in the United States and Southeast Asia	effects of America's participation in and withdrawal from Vietnam		
QUARTER 4	14.D.3, 14.E.3, 15.D.3a	-President Richard M. Nixon governed a divided nation and faced a political scandal that forced him to resign	-identify domestic problems that President Nixon faced -describe ways that Nixon eased Cold War tensions -summarize the events of the Watergate scandal and its effects on the country -describe important events and challenges d=faced by presidents Ford and Carter		
	14.D.3, 14.E.3, 15.E.3b 14.C.3, 14.D.3, 14.E.3, 14.F.3a, 14.E.3, 15.D.3c	-during the 1980s, conservatives reshaped U.S. domestic policy, and world events influenced U.S. foreign policy	-identify the domestic goals of President Reagan -describe the end of the Cold War and the events leading up to the Persian Gulf War -summarize the conflicts between Congress and President Clinton and the United States' role in the war in Kosovo		
	17.13., 13.13.00	-the United States faces great challenges in the 21st century	-identify the issues in the 2000 election and the events that made it so controversial -describe the events of September 11, 2001, and the ways the United States responded -summarize challenges facing the United States today and the strengths to build a future		