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| **Weeks** | **Unit** | **Standards** | **Common Core Connections & Assessments** | **Additional Instruction & Assessments** |
| 6 | Review Unit:American Beginnings, A New Nation, Civil War & Reconstruction, Westward Expansion | *Nevada Skills Standards*H2.1 H2.2 H2.3H2.4H2.7H3.13H3.17 H3.22H3.24 H3.25C13.1 C13.2*Common Core Standards*RH.11-12.2RH.11-12.4RH.11-12.6RH.11-12.7SL.11-12.1A-DSL.11-12.4WHST.11-12.1AWHST.11-12.1DWHST.11-12.1EWHST.11-12.2B |  Stanford History Education Group- Why did the Founding Fathers write the Declaration of Independence? - Claim, evidence, reasoning paragraphRole Play- Rethinking the US Constitutional ConventionStanford History Education Group- Was Lincoln a Racist? - Claim, evidence, reasoning paragraph | - Notes on writing a claim- Practice writing claims- Notes on finding evidence and using direct quotes- Practice finding quotes to support claim, and attributing evidence- Notes on reasoning - American Revolution PPT + Questions- Exit ticket: Explain what the author means when he says, “They believed they saw an evil and deliberate conspiracy to crush liberty in America.”- Exit ticket: What will your role be in our new Constitutional Convention? What groups are you looking to ally yourself with? Why?- Exit ticket: Who is Stephen Douglas and what is his relationship to Abraham Lincoln?- America Moves West PPT + Notes- “American Progress” image analysis - Unit Test- Homework: Article of the Week is distributed every week on Monday and response is submitted on Thursday (article changes yearly based on current events) |
| 2-3 | Industrialization & Immigration | *Nevada Skills Standards*H1.1H1.3H1.4H1.6H1.15 H1.16 H2.5 H3.2 H3.13H3.17 H3.24 *Common Core Standards*RH.11-12.2RH.11-12.4RH.11-12.6RH.11-12.7WHST.11-12.1AWHST.11-12.1DWHST.11-12.1EWHST.11-12.2B | Stanford History Education Group- What factors contributed to the Chinese Exclusion Act? - Claim, evidence, reasoning paragarph | - Practice writing claims- Practice finding quotes to support claim, and attributing evidence- Urbanization & Immigration PPT + Questions- Child Labor & Lewis Hines: Questions + Primary Sources- Exit ticket: How would you compare the Chinese Exclusion Act to current events?- Unit Test- Homework: Article of the Week  |
| 2-3 | Progressive Era | *Nevada Skills Standards*H1.1H1.4H1.6H3.4 H3.5 H3.13*Common Core Standards*RH.11-12.1RH.11-12.2RH.11-12.4WHST.11-12.1AWHST.11-12.1DWHST.11-12.1EWHST.11-12.2B | Stanford History Education Group- What were the attitudes of settlement house social reformers towards immigrants? - Structured Academic Controversy- Claim, evidence, reasoning paragraph | - Practice writing claims- Practice finding quotes to support claim, and attributing evidence- Politics in the Gilded Age PPT + Questions- Exit ticket: What is assimilation? How is assimilation demonstrated in Document D: Immigrants and their Children? - Unit Test- Homework: Article of the Week |
| 2-3 | Imperialism & World War I | *Nevada Skill Standards*H2.6-8H2.21 H3.13H3.24 H4.1H4.14 H4.16 H4.22 *Common Core Standards*RH.11-12.2RH.11-12.4RH.11-12.6RH.11-12.7RH.11-12.10WHST.11-12.1AWHST.11-12.1DWHST.11-12.1EWHST.11-12.2B | Stanford History Education Group- Were critics of World War I anti-American?- Claim, evidence, reasoning paragraph  | - Practice writing claims- Practice finding quotes to support claim, and attributing evidence- Practice writing reasoning that connects evidence to the claim- Textbook: Read the chapter “The Spanish American War” + Questions- World War I Review PPT + Notes- Exit ticket: What is yellow journalism? How could yellow journalism have contributed to the public’s beliefs about the sinking of the Maine? - Unit Test- Homework: Article of the Week |
| 1-2 | 1920’s | *Nevada Skill Standards*H3.6H3.7H3.13H3.22*Common Core Standards*RH.11-12.2RH.11-12.4RH.11-12.6RH.11-12.7RH.11-12.10WHST.11-12.1AWHST.11-12.1DWHST.11-12.1EWHST.11-12.2B | Stanford History Education Group- Why did people, including women, oppose women’s’ suffrage? - Palmer Raids- Claim, evidence, reading paragraphs | - Practice writing claims- Practice finding quotes to support claim, and attributing evidence- Practice writing reasoning that connects evidence to the claim- Exit ticket: Based on the reading, can you think of any reasons that women’s suffrage would be scary to anti-suffragists?- Exit ticket: Based on the reading, why is communism so scary to US citizens at this time? - Unit Test- Homework: Article of the Week |
| 1-2 | The Great Depression & New Deal | *Nevada Skills Standards*H2.9H2.10H3.13*Common Core Standards*RH.11-12.2RH.11-12.4RH.11-12.6RH.11-12.7RH.11-12.10WHST.11-12.1AWHST.11-12.1DWHST.11-12.1EWHST.11-12.2B |  Stanford History Education Group- Social Security: Which historical account of social security is more accurate? - Claim, evidence, reasoning paragraph- What Causes the Zoot Suit Riots?- Claim, evidence, reasoning paragraph | - Practice writing claims- Practice finding quotes to support claim, and attributing evidence- Practice writing reasoning that connects evidence to the claim- Reading: “The Great Depression: How did America Get There?” - Reading: “Causes of The Great Depression”- Exit ticket: How would FDR respond to the concerns about social security of that the authors of Document B & C present? - Exit ticket: Visit <http://research.pomona.edu/zootsuit/en/trial/> Based on the reading, how do you think the Sleepy Lagoon Murder Trial influenced the Zoot Suit Riots?- Unit Test- Homework: Article of the Week |
| 2-3 | World War II | *Nevada Skills Standards*H2.11H2.21H3.13H3.18H3.24H4.1H4.14H4.22*Common Core Standards*RH.11-12.2RH.11-12.4RH.11-12.6RH.11-12.7RH.11-12.10WHST.11-12.1AWHST.11-12.1DWHST.11-12.1EWHST.11-12.2B | Project Tahoe- *Korematsu v United States*- Claim, evidence, reasoning paragraphStanford History Education Group:- How should we remember the dropping of the atomic bomb? - Claim, evidence, reasoning paragraph | - Practice writing claims- Practice finding quotes to support claim, and attributing evidence- Practice writing reasoning that connects evidence to the claim- Exit ticket: *Korematsu v United States* has never been overturned, though Fred Korematsu was eventually issued a formal apology from President Gerald Ford. Would it be better if this case was overturned? Explain.- Exit ticket: Can we judge Truman’s decision to drop the atomic bomb? Explain your reasoning. - Unit Test- Homework: Article of the Week |
| 2-3 | 1950’s & The Cold War | *Nevada Skills Standards*H2.12H2.22H3.10H3.12H3.16H3.22H4.1-3H4.17*Common Core Standards*RH.11-12.2RH.11-12.4RH.11-12.6RH.11-12.7RH.11-12.10WHST.11-12.1AWHST.11-12.1DWHST.11-12.1EWHST.11-12.2B | Stanford History Education Group- Why did the Russians pull their missiles out of Cuba? - Claim, evidence, reasoning paragraph - Is the image of a happy 1950’s housewife accurate? - Claim, evidence, reasoning paragraph | - Practice writing claims- Practice finding quotes to support claim, and attributing evidence- Practice writing reasoning that connects evidence to the claim- Exit ticket: Do you think African-American, Latina, Asian American, and women from other minority groups had similar experiences to those depicted in these documents? - Unit Test- Homework: Article of the Week |
| 3 | 1960’s & Civil Rights | *Nevada Skills Standards*H2.14H3.9H3.13H3.19H3.22-24*Common Core Standards*RH.11-12.2RH.11-12.4RH.11-12.6RH.11-12.7RH.11-12.10WHST.11-12.1AWHST.11-12.1DWHST.11-12.1EWHST.11-12.2B | Project Tahoe- Cesar Chavez and the Farm Labor Movement (OUT)- Claim, evidence, reasoning paragraphStanford History Education Group- Was John F Kennedy a strong supporter of civil rights? - Claim, evidence, reasoning paragraph | - Practice writing claims- Practice finding quotes to support claim, and attributing evidence- Practice writing reasoning that connects evidence to the claim- Exit ticket: According to Cesar Chavez, how is farm labor similar to slavery. Use evidence from the texts to support your answer. - Unit Test- Homework: Article of the Week |
| 2 | Vietnam | *Nevada Skills Standards*H2.13H2.15H3.10H3.13H3.19H3.23-24H4.5H4.17H4.22*Common Core Standards*RH.11-12.2RH.11-12.4RH.11-12.6RH.11-12.7RH.11-12.10WHST.11-12.1AWHST.11-12.1DWHST.11-12.1EWHST.11-12.2B | Project Tahoe- Gulf of Tonkin (one pager) - What effect did the protest movements of the 1960’s have on ending the war in Vietnam? - Claim, evidence, reasoning paragraph | - Practice writing claims- Practice finding quotes to support claim, and attributing evidence- Practice writing reasoning that connects evidence to the claim- Exit ticket: Do you believe that police or the military are ever justified in shooting at protesters? Explain. - Unit Test- Homework: Article of the Week |
| 1-2 | 21st Century | *Nevada Skills Standards*H2.5H2.25H3.13H3.22H3.24H3.25*Common Core Standards*RH.11-12.2RH.11-12.4RH.11-12.6RH.11-12.7RH.11-12.10WHST.11-12.1AWHST.11-12.1DWHST.11-12.1EWHST.11-12.2B | Project Tahoe- Is affirmative action a good thing, or reverse racism? - Claim, evidence, reasoning paragraph | - Practice writing claims- Practice finding quotes to support claim, and attributing evidence- Practice writing reasoning that connects evidence to the claim- Exit ticket: Explain the pros and cons of affirmative action. - Unit Test- Homework: Article of the Week |

Bibliography

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