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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  H2.3  H2.4  H2.7  H3.13  H3.17  H3.22  H3.24  H3.25  C13.1  C13.2  *Common Core Standards*  RH.11-12.2  RH.11-12.4  RH.11-12.6  RH.11-12.7  SL.11-12.1A-D  SL.11-12.4  WHST.11-12.1A  WHST.11-12.1D  WHST.11-12.1E  WHST.11-12.2B | Stanford History Education Group  - Why did the Founding Fathers write the Declaration of Independence?  - Claim, evidence, reasoning paragraph  Role Play  - Rethinking the US Constitutional Convention  Stanford 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*  H1.1  H1.3  H1.4  H1.6  H1.15  H1.16  H2.5  H3.2  H3.13  H3.17  H3.24  *Common Core Standards*  RH.11-12.2  RH.11-12.4  RH.11-12.6  RH.11-12.7  WHST.11-12.1A  WHST.11-12.1D  WHST.11-12.1E  WHST.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*  H1.1  H1.4  H1.6  H3.4  H3.5  H3.13  *Common Core Standards*  RH.11-12.1  RH.11-12.2  RH.11-12.4  WHST.11-12.1A  WHST.11-12.1D  WHST.11-12.1E  WHST.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*  H2.6-8  H2.21  H3.13  H3.24  H4.1  H4.14  H4.16  H4.22  *Common Core Standards*  RH.11-12.2  RH.11-12.4  RH.11-12.6  RH.11-12.7  RH.11-12.10  WHST.11-12.1A  WHST.11-12.1D  WHST.11-12.1E  WHST.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*  H3.6  H3.7  H3.13  H3.22  *Common Core Standards*  RH.11-12.2  RH.11-12.4  RH.11-12.6  RH.11-12.7  RH.11-12.10  WHST.11-12.1A  WHST.11-12.1D  WHST.11-12.1E  WHST.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*  H2.9  H2.10  H3.13  *Common Core Standards*  RH.11-12.2  RH.11-12.4  RH.11-12.6  RH.11-12.7  RH.11-12.10  WHST.11-12.1A  WHST.11-12.1D  WHST.11-12.1E  WHST.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*  H2.11  H2.21  H3.13  H3.18  H3.24  H4.1  H4.14  H4.22  *Common Core Standards*  RH.11-12.2  RH.11-12.4  RH.11-12.6  RH.11-12.7  RH.11-12.10  WHST.11-12.1A  WHST.11-12.1D  WHST.11-12.1E  WHST.11-12.2B | Project Tahoe  - *Korematsu v United States*  - Claim, evidence, reasoning paragraph  Stanford 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*  H2.12  H2.22  H3.10  H3.12  H3.16  H3.22  H4.1-3  H4.17  *Common Core Standards*  RH.11-12.2  RH.11-12.4  RH.11-12.6  RH.11-12.7  RH.11-12.10  WHST.11-12.1A  WHST.11-12.1D  WHST.11-12.1E  WHST.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*  H2.14  H3.9  H3.13  H3.19  H3.22-24  *Common Core Standards*  RH.11-12.2  RH.11-12.4  RH.11-12.6  RH.11-12.7  RH.11-12.10  WHST.11-12.1A  WHST.11-12.1D  WHST.11-12.1E  WHST.11-12.2B | Project Tahoe  - Cesar Chavez and the Farm Labor Movement (OUT)  - Claim, evidence, reasoning paragraph  Stanford 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*  H2.13  H2.15  H3.10  H3.13  H3.19  H3.23-24  H4.5  H4.17  H4.22  *Common Core Standards*  RH.11-12.2  RH.11-12.4  RH.11-12.6  RH.11-12.7  RH.11-12.10  WHST.11-12.1A  WHST.11-12.1D  WHST.11-12.1E  WHST.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*  H2.5  H2.25  H3.13  H3.22  H3.24  H3.25  *Common Core Standards*  RH.11-12.2  RH.11-12.4  RH.11-12.6  RH.11-12.7  RH.11-12.10  WHST.11-12.1A  WHST.11-12.1D  WHST.11-12.1E  WHST.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

Danzer, Gerald A. *The Americans*. Evanston, IL: McDougal Littell, 2007. Print.