

Boonton School District

Course Title:	United States History	Grade Level(s):	8		
Curriculum Area / Level:	Social Studies/Middle School Grade 8	Credits:			
Course prerequisites and/or co-requisites:					
Course Description:	<p>A survey course of the history of the United States beginning with the death of George Washington written through the 1970's. Periodically, and with great intention, issues once facing our nation will be related to today's current political, societal, and emotional climate, with the focus being on linking past and present. Key topics of discussion include the Indian Removal Act, the Abolitionist movement, the Civil War, Reconstruction, the Industrial Revolution, the Gilded Age, Immigration, and both World Wars.</p>				
Created by:	Terence O'Dell	Date:	August 2016	BOE Approval	9/26/16
District Equity Statement:	<p>As required by state law, it is the policy of Boonton School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap in its educational programs or activities and to maintain a learning environment that is free from sexual harassment. Courses of study and instructional materials shall be designed and selected in order to eliminate discrimination and promote understanding, sex equity, and mutual respect among people. No course offering, including but not limited to physical education, health, technology education, vocational, home economics, music and adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap. Furthermore, there shall be no discrimination against students as to any educational activity or program because of pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family or marital status. If a student requests to be excluded or a physician certifies that such is necessary for her physical, mental, or emotional well-being, she must be provided with adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.</p>				

Division of Umbrella & Mini Units

Umbrella Unit 1 Topic / Name: A NATION DIVIDED	Mini Unit(s) <i>(Add to the list of mini units as necessary)</i> 1A. THE ERA OF GOOD FEELINGS 1B. THE ABOLITIONIST MOVEMENT 1C. AMERICA AT WAR; WITH ITSELF
Umbrella Unit 2 Topic / Name: A NATION REBORN	Mini Unit(s) <i>(Add to the list of mini units as necessary)</i> 2A. RECONSTRUCTION 2B. FREEDOM FOR ALL? 2C. PROGRESSIVE REFORM AND A TIME OF CHANGE
Umbrella Unit 3 Topic / Name: AN INDUSTRIAL MELTING POT	Mini Unit(s) <i>(Add to the list of mini units as necessary)</i> 3A. INDUSTRIAL REVOLUTION AND AMERICAN BUSINESS 3B. IMMIGRATION TO THE UNITED STATES 3C. AMERICAN INNER CITY LIFE
Umbrella Unit 4 Topic / Name: A WORLD LEADER IN TRYING TIMES	Mini Unit(s) <i>(Add to the list of mini units as necessary)</i> 4A. WORLD WAR I 4B. THE ROARING TWENTIES 4C. WORLD WAR II AND THE HOLOCAUST 4D. THE DECADES

UMBRELLA UNIT 1

Title:	A NATION DIVIDED
Duration:	TEN WEEKS (MARKING PERIOD 1)
Essential Questions:	<i>How did the good feelings of the early 19th century contradict today's political landscape? Why was slavery such an important issue that it was able to tear the country apart and result in a Civil War? In what ways did the abolitionist movement represent more than just the abandonment of slavery? How did technological and ideological advancement change the climate of the country? The war? Why were some battles of the Civil War much more important than others?</i>
Summative Assessments: (Assessment at the end the learning period)	Unit Tests with Primary Source Interpretation (Reading for Meaning initiative)
Formative Assessments: (Ongoing assessments during the learning period)	Tests Quizzes Collected Closure Activities 1-2 Page Critical Thinking Response Papers (approx. 2-3) The Assassination of Lincoln
Differentiation:	Twitter Posts Kahoot Nearpod and Prezi presentations Rotisserie Style Primary Source Reading

TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
8.1.8.D.3	Demonstrate how information may be biased on a controversial issue
8.2.8.G.1	Explain why human designed systems, products and environments need to be constantly monitored, maintained, and improved.
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.A.2	Implement problem-solving strategies to solve a problem in school or the community.
9.1.8.F.1	Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

MINI UNIT 1A	
Title:	The Era of Good Feelings
Duration:	15 Days
Overview:	The lack of political parties in the United States led to a wonderful period of peace and progressive reform, but the emerging opposite points of view on slavery were beginning to cast a very large shadow over the country.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Identify the Missouri Compromise	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Locate several key Civil War locations and routes on maps	6.1.8.B, 6.1.8.C, 6.1.8.D
Explain the Procedural Steps of Southern Secession	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Identify several attempts to compromise between the North and South	6.1.8.A, 6.1.8.B, 6.1.8.C
Point to the 1860 election as a turning point in American history	6.1.8.A, 6.1.8.C, 6.1.8.D
Explain the theory behind Southern Secession	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D

Resources Mini Unit 1A:	American Nation Ch. 15 Supplemental Resources from American Nation Online: Docsteach.org Smithsonian Institute's <i>Reading like a Historian</i> Nearpod Prezi Superteachertools Mr. Donn's History Digg
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MINI UNIT 1B	
Title:	The Abolitionist Movement
Duration:	15 Days
Overview:	As the divide between view points on slavery becomes more geographic, several attempts at reconciliation seem improbable. Peaceful talks soon become violent clashes, setting the stage for the only recourse; Civil War
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Recognize the goals of the Abolitionist Movement	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D
Comprehend the impact of <i>Uncle Tom's Cabin</i> on American society (Historical Significance)	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D
Point to the 1860 election as a turning point in American history	6.1.8.A, 6.1.8.C, 6.1.8.D
Essential Outcomes - Upon completion of this course	Alignment to Standards

students will be able to (procedural):	
Debate Modern issues in the format of the great 1850's compromisers	6.1.8.A, 6.1.8.C
Explain the Secession of the Confederate States of America	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Interpret the South's goal of maintaining slavery	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D
Justify slavery from a Southern Point of view	6.1.8.A, 6.1.8.C, 6.1.8.D
Recognize the importance of bias when interpreting a historical work	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D 8.1.8.D.3
Resources Mini Unit 1B:	American Nation Ch. 15 Supplemental Resources from American Nation Uncle Tom's Cabin Excerpt Biographies on critical abolitionists and politicians Online: Docsteach.org Smithsonian Institute's <i>Reading like a Historian</i> Nearpod Prezi Superteachertools Mr. Donn's History Digg

MINI UNIT 1C	
Title:	America at War; With Itself
Duration:	20 Days
Overview:	With no sign of compromise in sight, and all options exhausted, the Southern attack on American troops at Fort Sumter in April, 1861 kicks off America's Civil War.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Account for key advantages and disadvantages had by the North and the South	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D 8.2.8.G.1
Comprehend the importance of the Emancipation Proclamation	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D
Account for the roles of African Americans in the war effort	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D 8.2.8.G.1, 9.8.F.1
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Describe the military aims of the opposing sides;	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D
Identify the unification goals Lincoln expressed in the Gettysburg Address	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D
Explain strategies that allowed the Union to defeat the Confederacy	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 9.8.A.2
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Comprehend the importance of the Emancipation Proclamation	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 9.8.A.1

Identify the unification goals Lincoln expressed in the Gettysburg Address	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D
Resources Mini Unit 1C:	American Nation Ch. 15 Supplemental Resources from American Nation Gettysburg Address informational text Civil War Maps Leading military figure biographies African American soldier journal excerpts Online: Docsteach.org Smithsonian Institute's <i>Reading like a Historian</i> Mr. Donn's History Digg UNC Map Share

UMBRELLA UNIT 2

Title:	A NATION REBORN
Duration:	10 Weeks (Marking Period 2)
Essential Questions:	<p><i>How would Lincoln have addressed the issue of Reconstruction?</i></p> <p><i>What did Lincoln's "Charity for All" speech promise the United States? How might his death account for the problems faced?</i></p> <p><i>How did the attempt at Reconstruction affect relationships and rebuilding collaborations between the unified North and the South?</i></p> <p><i>Could the problems encountered by the South during Reconstruction have been avoided?</i></p> <p><i>How did the impeachment of Andrew Johnson demonstrate the true power of the president? Of congress?</i></p> <p><i>How did the rise of the Ku Klux Klan enable the white South to regain control, hindering reconstruction?</i></p> <p><i>How did cases such as Plessy v. Ferguson (1896) doom minorities for nearly 80 years?</i></p>
Summative Assessments: (Assessment at the end the learning period)	Unit Tests with Technology attachment
Formative Assessments: (Ongoing assessments during the learning period)	<p>Tests</p> <p>Quizzes</p> <p>Collected Closure Activities</p> <p>1-2 Page Critical Thinking Response Papers (approx. 2-3)</p> <p>Interest Groups</p>
Differentiation:	<p>Twitter Posts</p> <p>Kahoot</p> <p>Nearpod and Prezi presentations</p>

	Rotisserie Style Primary Source Reading Think-Pair-Share periods <i>FacingHistory's 3-2-2-1-1 Method</i>
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.2.8.B.1	Design and create a product using the design process that addresses a real world problem with specific criteria and constraints.
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.

MINI UNIT 2A	
Title:	RECONSTRUCTION
Duration:	15 Days
Overview:	With the Civil War over and the U.S. reeling over the death of the President, plans to reunite the

Nation are put forth.	
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Identify the unification goals Lincoln expressed in the Gettysburg Address	6.1.8.A, 6.3.A.1, 6.3.8.D.1
Identify the problems encountered by the South during Reconstruction	6.1.8.A, 6.1.8.B, 6.1.8.C, 8.1.8.A.5
Point to the rise of the Ku Klux Klan as enabling the white South to regain control	6.1.8.A, 6.1.8.B, 8.1.8.A.5
Outline the Supreme Court Case <i>Plessy v. Ferguson</i> (1896)	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 6.3.8.D.1
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Compare differences between Lincoln and Johnson's reconstruction plans;	6.1.8.A
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Outline the Supreme Court Case <i>Plessy v. Ferguson</i> (1896)	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 6.3.8.D.1

Explain the congressional voting process using impeachment and several acts as a guideline.	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 6.3.8.D.1
Resources Mini Unit 2A:	<p>American Nation Ch. 16-17 Supplemental Resources from American Nation Freedmen’s Bureau timeline Aftershock: The Second Civil War video (clips) Primary Source documents Online: Docsteach.org Smithsonian Institute’s <i>Reading like a Historian</i> Mr. Donn’s History Digg</p>

MINI UNIT 2B	
Title:	FREEDOM FOR ALL ?
Duration:	15 DAYS
Overview:	A Reconstruction pushes on, and several amendments are passed to restrict White America’s ability to subjugate minorities, leaping over generational prejudices becomes the US’s biggest struggle.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Explain the tactics were used to restrict the rights of free blacks	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.3.8.D.1
Demonstrate how an amendment become a law	6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 6.3.8.D.1
Explain the long term impact Jim Crow law has on the South	6.1.8.A, 6.3.8.A.1, 6.3.8.D.1, 9.1.8.C.1
Essential Outcomes - Upon completion of this course	Alignment to Standards

students will be able to (procedural):	
Demonstrate the ways the Radical Republicans worked around Johnson's presidential power	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 6.3.8.D.1
Explain why Congressional elections often carry more weight than presidential ones	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 6.3.8.D.1
Explain the formation of interest groups and their significance	6.1.8.D, 6.3.A.1, 6.3.8.D.1, 8.1.8.A.5, 9.1.8.C.1, 9.1.8.C.3
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Explain the roots of segregation and why it's referred to as legal slavery	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.3.A.1, 6.3.8.D.1, 9.1.8.C.1
Demonstrate the process of presidential impeachment	6.1.8.A, 8.1.8.A.5, 9.1.8.C.1
Resources Mini Unit 2B:	American Nation Ch. 16-17 Supplemental Resources from American Nation Primary Source documents Online: Docsteach.org Smithsonian Institute's <i>Reading like a Historian</i> Mr. Donn's History Digg Prezi

MINI UNIT 2C	
Title:	PROGRESSIVE REFORM AND A TIME FOR A CHANGE
Duration:	15 Days
Overview:	As the 19th century comes to a close, African Americans searching for a better life migrate North.

	Meanwhile, politicians realizing the societal stagnancy of their time, work to make life better for all Americans.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Explain the forced relocation of the Native American population	6.1.8.A,6.1.8.C, 6.1.8.D, 6.3.A.1, 6.3.8.D.1
Point to the reasons why California became an important state in the mid 19th century.	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.8.D.1, 8.2.8.B.1
Explain Robert LaFollette’s influential reform program in Wisconsin	6.1.8.A, 9.1.8.C.1
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Demonstrate an understanding of the Fort Laramie treaties and their subsequent violation.	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 6.3.8.D.1, 8.2.8.B.1
Demonstrate the process of a court case getting to the Supreme Court	6.1.8.A, 6.1.8.B, 6.1.8.D, 6.3.A.1, 6.3.8.D.1
	6.1.8.A, 6.1.8.B, 6.3.A.1, 6.3.8.D.1, 8.2.8.B.1
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Explain how migration, beyond just the movement of an individual, works	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D,6.3.8.D.1, 9.1.8.C.1
Demonstrate how a political party or grassroots organization is able to form	6.1.8.B, 6.3.8.D.1, 8.2.8.B.1
Resources Mini Unit 2C:	American Nation Ch. 16-17 Supplemental Resources from American Nation Primary Source documents

	<p>Fort Laramie Treaties (Full-Text) Wounded Knee poems Ghost Dance/Multicultural Presentations Online: Docsteach.org Smithsonian Institute's <i>Reading like a Historian</i></p>
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UMBRELLA UNIT 3

Title:	AN INDUSTRIAL MELTING POT
Duration:	10 WEEKS (MARKING PERIOD 3)
Essential Questions:	<p><i>How had industrial expansion changed the landscape of the United States forever and what resulted because of it?</i></p> <p><i>How did immigration and the immigrants themselves impact American cities and social life?</i></p> <p><i>How had industry caused socio-economic problems and exposed governmental corruption towards the turn of the century?</i></p> <p><i>How had America's long-standing isolationist stance helped and hindered the country's development?</i></p> <p><i>How did emerging American imperialism help and hurt the country at the turn of the century?</i></p> <p><i>How did the character of Theodore Roosevelt reflect social and political changes in the early 20th century?</i></p> <p><i>How had the role of women change over the course of the early 20th century?</i></p>
Summative Assessments: (Assessment at the end the learning period)	Unit 3 Assessment with Immigration Journal (PARCC Preparedness Charts)
Formative Assessments: (Ongoing assessments during the learning period)	<p>Tests</p> <p>Quizzes</p> <p>Collected Closure Activities</p> <p>1-2 Page Critical Thinking Response Papers (approx. 2-3)</p> <p>Immigration Journals</p>
Differentiation:	<p>Audio Diaries</p> <p>Twitter Posts</p> <p>Rotisserie Style Primary Source Reading</p>

	Think-Pair-Share periods <i>FacingHistory's</i> 3-2-2-1-1 Method GoogleDocs Creative and Expository Writing
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
8.2.8.C.2	Compare and contrast current and past incidences of ethical and unethical use of labor in the United States or another country and present results in a media-rich presentation.
8.2.8.F.1	Explain the impact of resource selection and processing in the development of a common technological product or system.
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
9.8.1.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
9.2.8.F.2	Examine the implications of legal and ethical behaviors when making financial decisions.

MINI UNIT 3A	
Title:	INDUSTRIAL REVOLUTION AND AMERICAN BUSINESS
Duration:	15 DAYS
Overview:	As new business reaches the United States, a small group of industrialist attain the vast majority of American wealth. The ethics which they adhere to in order to attain this wealth are questionable indeed.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Describe how the railroads fueled industrial growth	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.2.8.F.1, 9.8.1.C.1
Underline key inventions of the late 19th century	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.2.8.C.2, 8.2.8.F.1, 9.8.1.C.1
Account for the emergence of steel being responsible for transforming industry	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 9.8.1.C.1
Explain the role of Theodore Roosevelt in regulation of “big business.”	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 9.8.1.C.1
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Outline Henry Ford’s plan for the automobile industry	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.2.8.C.2, 8.2.8.F.1, 9.8.1.C.1, 9.2.8.F.2
Point to later 19th century factory conditions as responsible for the formation of labor unions.	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.2.8.C.2

Essential Outcomes - Upon completion of this course students will understand (conceptual):		Alignment to Standards
Weigh the arguments for and against big business		6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.2.8.C.2, 8.2.8.F.1, 9.8.1.C.1, 9.2.8.F.2
Account for the emergence of steel being responsible for transforming industry		6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.2.8.C.2, 8.2.8.F.1
Resources Mini Unit 3A:	American Nation Ch. 20 Supplemental Resources from American Nation Primary Source documents Assembly Line lesson Captain of Industry/Robber Baron K-W-L (<i>Facing History</i>) Online: Docsteach.org Smithsonian Institute's <i>Reading like a Historian</i>	

MINI UNIT 3B	
Title:	IMMIGRATION TO THE UNITED STATES
Duration:	15 DAYS
Overview:	The promise of a successful life beckons over 16 million immigrants to American shores over a thirty year span. Once these immigrants arrive, they find the streets they'd heard were paved with gold came with lofty risks.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards

<p>Explain the reasoning behind the rise of immigration in the late 1800s</p>	<p>6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1</p>
<p>Account for the cultural and social changes in America, jumpstarted by immigration</p>	<p>6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.2.8.C.2, 8.2.8.F.1, 9.8.1.C.1</p>
<p>Retell the roles of women during the Progressive Era</p>	<p>6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.2.8.F.1, 9.8.1.C.1</p>
<p>Essential Outcomes - Upon completion of this course students will be able to (procedural):</p>	<p>Alignment to Standards</p>
<p>Explain the reasoning behind the rise of immigration in the late 1800s</p>	<p>6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1</p>
<p>Describe the attempts by congress to regulate big business</p>	<p>6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.2.8.C.2, 8.2.8.F.1, 9.8.1.C.1, 9.2.8.F.2</p>
<p>Essential Outcomes - Upon completion of this course students will understand (conceptual):</p>	<p>Alignment to Standards</p>
<p>Interpret the anti-immigrant feeling rapidly rising in America</p>	<p>6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1</p>
<p>Resources Mini Unit 3B:</p>	<p>American Nation Ch. 20 Supplemental Resources from American Nation Primary Source documents Immigrant Journals</p>

	<p>Ellis Island/They Stole our Names at Angel Island Poems from the Islands Online: Docsteach.org Smithsonian Institute's <i>Reading like a Historian</i> Ellis Island Virtual Tour</p>
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MINI UNIT 3C	
Title:	AMERICAN INNER CITY LIFE
Duration:	15 DAYS
Overview:	As the United States becomes inundated with new immigrants, it attains the title “the melting pot of the world.” It is at this time the burgeoning American cities begin to take shape, rife with disease, poverty, and sorrow.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Explain the reasoning behind the rise of immigration in the late 1800s	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D,
Underline the poor living conditions of the early American city;	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.2.8.C.2, 8.2.8.F.1
Retell the emergence of widely known political corruption	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.2.8.C.2

Essential Outcomes - Upon completion of this course students will be able to (procedural):		Alignment to Standards
Account for the growth of the modern American city;		6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.2.8.C.2, 8.2.8.F.1, 9.8.1.C.1, 9.2.8.F.2
Retell the changes taking place and forming a new American culture		6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.2.8.C.2, 8.2.8.F.1, 9.8.1.C.1, 9.2.8.F.2
Identify how the spoils system was hurting the economic growth of the United States;		6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 9.8.1.C.1
Essential Outcomes - Upon completion of this course students will understand (conceptual):		Alignment to Standards
Account for the cultural and social changes in America, jumpstarted by immigration;		6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.2.8.F.1, 9.8.1.C.1, 9.2.8.F.2
Point to the emergent tactic of muckraking as responsible for influencing public opinion;		6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1
Resources Mini Unit 3C:	American Nation Ch. 20-21 Supplemental Resources from American Nation Primary Source documents <i>Jacob Riis How the Other Half Lives</i> <i>The Jungle</i> by Upton Sinclair Immigrant Journals Online: Docsteach.org Smithsonian Institute's <i>Reading like a Historian</i>	

	<p>Progressive Era WebQuest American Inner City life WebQuest</p>
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UMBRELLA UNIT 4

Title: A WORLD LEADER IN TRYING TIMES

Duration: 10 WEEKS

Essential Questions:

How had the role of women change over the course of the early 20th century?
How had the United State's initial neutrality shift to hostility and result in an American war victory?
How, in the Jazz Age, was America thriving socially and economically in a period that become known as the Roaring 20's?
How did the Roaring 20's come to an abrupt end in the Fall of 1929?
How did the world's economic crisis allow leaders like Hitler and Mussolini to rise to power?
Why did the New Deal and FDR's presidency prove to be beneficial for the United States as a whole?
Why did the United States maintain strict neutrality through the 1930's?
How did the course of certain events eventually draw the US into the war?
How was the attack on Pearl Harbor handled in the hours before, during, and days following, and what could have been done differently?
How had the domestic war effort propelled the United States out of depression and empower the American woman?
Why was winning certain battles essential in reversing the tide of war in Europe and the Pacific?
How did the Atomic Bomb's creation and use establish the United States as the world's first superpower in 1945?
How had the German government made the European Jews and others responsible for their economic woes?
Why was the Nazi party so successful in exterminating such a large amount of people, without a majority of the outside world aware of it?
How was European Jewish life and culture affected by the Holocaust?
How did the Nazi's carry out the atrocities against the victims of the Holocaust?
Why is the Korean War regarded as America's Forgotten war?
Why is this long period of turmoil between the United States and the Soviet Union called the Cold War?
How were leaders such as Martin Luther King and Malcolm X radically different, but equally effective?
Why was it so important for Johnson to pass Civil Rights legislation in 1964?
Why was the Vietnam conflict different than any other war that America had fought in the past?

**Summative Assessments:
(Assessment at the end the**

Unit 4 Assessment with New Deal Reading for Meaning Component.

learning period)	
Formative Assessments: (Ongoing assessments during the learning period)	<p>Tests Quizzes Collected Closure Activities 1-2 Page Critical Thinking Response Papers (approx. 2-3) Concentration Camp Research African American Inventors Project</p>
Differentiation:	<p>Audio Diaries Twitter Posts Rotisserie Style Primary Source Reading Think-Pair-Share periods <i>FacingHistory's</i> 3-2-2-1-1 Method GoogleDocs Creative and Expository Writing</p>
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
8.1.8.A.3	Create a multimedia presentation including sounds and images
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.

MINI UNIT 4A	
Title:	WORLD WAR I
Duration:	10 DAYS
Overview:	As the United States remains isolated from the rest of the world, focusing on events inside its borders, German provocation leads the US into its first major conflict since the Civil War.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
List the policies formulated by America with regards to Latin America	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.1.8.A.3, 9.1.8.C.1
Explain the immediate impact the American troops had on the Allied forces	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.1.8.A.3, 9.1.8.C.1
Demonstrate the importance of Wilson's Fourteen Points and the establishment of the League of Nations	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.1.8.A.3, 9.1.8.C.1
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Explain the broiling tensions in Europe in 1914	6.1.8.A, 6.1.8.B, 6.1.8.D, 6.3.A.1
Retell the incident that caused the immediate outbreak of The Great War	6.1.8.A, 6.3.A.1, 8.1.8.A.3, 9.1.8.C.1

Outline the reasons for the United States becoming involved in the war	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 9.1.8.C.1
Describe the war effort organized by the American government	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.1.8.A.3, 9.1.8.C.1
Identify differences in nation strategy for world peace, following World War I;	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 9.1.8.C.1
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Explain the importance of the creation of the Panama Canal	6.1.8.A, 6.1.8.B, 6.1.8.C, 9.1.8.C.1
Identify the Isolationist policy of the United States in the early stages of the war	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 9.1.8.C.1
Resources Mini Unit 4A:	American Nation Ch. 24 Supplemental Resources from American Nation Primary Source documents Lusitania and Zimmermann Telegram cheat sheets Monroe Doctrine text Online: Docsteach.org Smithsonian Institute's <i>Reading like a Historian</i> World War I WebQuest Lodge v. Wilson (Facing History)

MINI UNIT 4B	
Title:	THE ROARING TWENTIES
Duration:	10 Days
Overview:	The end of World War I and subsequent economic and cultural revolution lead the United States to it's most prosperous decade in its history.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Retell the continuing governmental corruption with Warren Harding's Presidency	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1,9.1.8.C.1
Describe the Teapot Dome Scandal	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1
Identify those in the 1920's who did not prosper	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 9.1.8.C.1
Explain the continuing struggles of African Americans in the Roaring 20's	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.1.8.A.3, 9.1.8.C.1
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Explain the role of the automobile in the booming 1920's economy	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 9.1.8.C.1
Examine the emergent <i>Jazz Age</i> and how Harlem NY	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 8.1.8.A.3

was its epicenter.	
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Describe the attempt at Prohibition and why it inevitably failed	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 8.1.8.A.3, 9.1.8.C.1
List changes in the life of the American woman throughout the 1920's	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 8.1.8.A.3, 9.1.8.C.1
Explain the new style of writing in the 1920's and how it differed from earlier styles	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 8.1.8.A.3, 9.1.8.C.1
Resources Mini Unit 4B:	<p>American Nation Ch. 24 Supplemental Resources from American Nation Primary Source documents Selection of works, art, and music from the Harlem Renaissance Interpretation of Political Cartoons Reflection on primary documents and first hand accounts about the growth of the automobile industry Online: Docsteach.org Smithsonian Institute's <i>Reading like a Historian</i></p>

MINI UNIT 4C	
Title:	WORLD WAR II AND THE HOLOCAUST
Duration:	15 DAYS
Overview:	As the Great Depression cripples the United States, and new Asian and European powers seek to flex their imperialist muscles, the United States is again called to action to restore order and peace in the world. Meanwhile, the systematic extermination of an entire race is happening in Europe in the most clandestine of fashions.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Explain why the New Deal was a turning point in the Great Depression	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D
How was the attack on Pearl Harbor handled in the hours before, during, and days following, and what could have been done differently	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1
How did the Atomic Bomb's creation and use establish the United States as the world's first superpower in 1945	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.1.8.A.3
How did the Nazi's carry out the atrocities against the victims of the Holocaust	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.1.8.A.3, 9.1.8.C.1
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards

<p>Identify main causes of the Great Depression</p>	<p>6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D</p>
<p>How did the course of certain events eventually draw the US into the war</p>	<p>6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 8.1.8.A.3, 9.1.8.C.1</p>
<p>How had the domestic war effort propelled the United States out of depression and empower the American woman</p>	<p>6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 8.1.8.A.3, 9.1.8.C.1</p>
<p>Why was winning certain battles essential in reversing the tide of war in Europe and the Pacific?</p>	<p>6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D</p>
<p>How had the German government made the European Jews and others responsible for their economic woes?</p>	<p>6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.1.8.A.3, 9.1.8.C.1</p>
<p>Why was the Nazi party so successful in exterminating such a large amount of people, without a majority of the outside world aware of it?</p>	<p>6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.1.8.A.3, 9.1.8.C.1</p>
<p>Essential Outcomes - Upon completion of this course students will understand (conceptual):</p>	<p>Alignment to Standards</p>
<p>; Describe how New Deal programs affected women</p>	<p>6.1.8.A, 6.1.8.B, 6.1.8.C,9.1.8.C.1</p>

and minorities	
Why did the United States maintain strict neutrality through the 1930's?	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.1.8.A.3
How was European Jewish life and culture affected by the Holocaust?	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.1.8.A.3, 9.1.8.C.1
Resources Mini Unit 4C:	American Nation Ch. 25-26 Supplemental Resources from American Nation Primary Source documents Novel; <i>The Wave</i> Maps of Europe/Pacific Campaigns FDR's New Deal/Infamy speeches Hitler Biography Online: Docsteach.org Smithsonian Institute's <i>Reading like a Historian</i>

MINI UNIT 4D	
Title:	THE DECADES
Duration:	15 DAYS
Overview:	The second half of the 20th century is home to the world's greatest technological and social advances. Conflicts, scandals, landmark court cases and a new society emerge in this unit, tying up any loose ends and bringing us to present day.
Essential Outcomes - Upon completion of this	Alignment to Standards

course students will know (declarative):	
Retell of Soviet expansion in the years following World War II	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 9.1.8.C.1
Point to key reasons why the United States became involved in the Korean War	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D
Explain why the long period of turmoil between the United States and the Soviet Union is called the <i>Cold War</i>	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1
Identify the 1950's as essential in bringing equal rights back into the forefront of the American vision	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 8.1.8.A.3
Account the role of the media and television in the Vietnam War;	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 9.1.8.C.1
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Demonstrate how success in World War II allowed the country to thrive in the late 40's and 50's.	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.1.8.A.3
Identify the expansion of the United States'	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D

economy during the 1950's	
Explains the actions of foreign nations, such as Cuba and Vietnam, contributing to the <i>Cold War</i> ?	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.1.8.A.3
Point to tactics used by Civil Rights activists, including boycotts and sit-ins	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.1.8.A.3
Identify key people from the Vietnam War era	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 8.1.8.A.3, 9.1.8.C.1
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Account for the roles of foreign nations in the Cold War between the United States and Soviet Union.	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 9.1.8.C.1
Retell of Rosa Parks and the Montgomery Bus Boycott, and the impact it had on the South	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 9.1.8.C.1
Identify the role of the assassinations of Dr. King and Malcolm X in the movement	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.1.8.A.3, 9.1.8.C.1
Demonstrate how the Vietnam conflict different than any other war that America had fought in the past	6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D

<p>Understand the <i>peace</i> movement, and how it directly translated to and from the war abroad</p>	<p>6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 6.3.A.1, 8.1.8.A.3, 9.1.8.C.1</p>
<p>Explain how the United States “lost” the war in Vietnam</p>	<p>6.1.8.A, 6.1.8.B, 6.1.8.C, 6.1.8.D, 9.1.8.C.1</p>
<p>Resources Mini Unit 4D:</p>	<p>American Nation Ch. 29-36 Supplemental Resources from American Nation Primary Source documents Supreme Court Case Studies Emmett Till documentary <i>The Cold War</i> art collection Walter Cronkite television broadcast Eisenhower/Kennedy/Johnson/Nixon biographies Korea: The Forgotten War (Facing History) Online: Docsteach.org Smithsonian Institute’s <i>Reading like a Historian</i></p>

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