



Curriculum Map
United States History II
Honors
Saugus High School
Saugus, MA 01906

**SAUGUS HIGH SCHOOL SOCIAL STUDIES DEPARTMENT
MISSION STATEMENT***

The Saugus High School Social Studies Department is committed to academic excellence in education, promoting cultural enrichment and citizenship. Through the use of student-based learning, a variety of assessment models, and the integration of innovative pedagogic techniques, our department has focused its programs around the following:

STUDENT EXPECTATIONS

1. AUTONOMOUS LEARNING SKILLS

- Takes responsibility for his/her own learning
- Accepts the responsibilities of citizenship
- Can set priorities and identify achievable goals

2. CRITICAL THINKING

- Listens and reads actively and thinks critically in a variety of genres
- Analyzes and evaluates information
- Demonstrates the ability to select, synthesize, organize and develop ideas

3. EFFECTIVE WRITING SKILLS

- Communicates ideas and information with coherence, clarity, and understanding of audience
- Integrates the use of a variety of communication forms

4. PROBLEM SOLVING SKILLS

- Utilizes and evaluates multiple problem solving strategies
- Generates new and creative ideas by taking risks to solve problems
- Applies problem solving techniques in a variety of disciplines

5. PERSONAL AND SOCIAL RESPONSIBILITY

- Takes responsibility for personal actions, demonstrates honesty, fairness, and integrity
- Respects one's own cultures and others
- Appreciates diversity and acts responsibly as a member of the community by participating in a variety of activities which demonstrate civic pride

STUDENT GOALS

- Providing a factual base of knowledge and skills in order to develop higher order thinking i.e. critical thinking ability, problem solving, decision making, organizing and planning
- Continuing the process of implementing technology
- Fostering an appreciation of world cultures and history, as well as the cultural diversity of the United States
- Meeting the dictates of the Frameworks for History and Social Science as determined by the Commonwealth of Massachusetts (August 2003)
- Developing an interdisciplinary curriculum associating the social sciences with the study of humanities, as well as the core curriculum
- Relating contemporary issues to course offerings
- Encouraging civic and social responsibility

* In conjunction with the Saugus High School Mission Statement (2000)

SEMESTER 1 UNITED STATES HISTORY II (123)

Week 1		Week 2	
Performance Standards		Performance Standards	
<p>Review material <u>U.S. I.40</u> Provide examples of various effects of the Civil War <u>U.S.I.41</u> Explain the policies and consequences of Reconstruction</p> <p><u>USII.1</u> Explain the various causes of the Industrial Revolution. A. Economic impetus B. Technological and scientific advances C. Role of business leaders, entrepreneurs, and inventors.</p>		<p><u>USII.3</u> Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and 20th centuries, and describe the major roles of these immigrants in the industrialization of America.</p>	
Unit/Topic/Lesson UNIT FOUR, FIVE		Unit/Topic/Lesson UNIT FIVE	
<p>Chapter 13: Reconstruction Chapter 14: Expansion of American Industry Sections 1 and 2, Pg. 384-393 American Spirit, Chap.15 A1, B1, B2 Guided Read/Rev, Pg. 7 Pol. Cartoons: Source15</p>		<p>Chapter 14 Sections 3 and 4, Pg. 398-402 American Spirit, Chap. 25 C1, C2 Guided Read/Rev, Pg. 9 Primary Source Document: E. Lazarus, “The New Colossus”</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<p>-Discuss the development of new technologies, such as electricity and steel. -Analyze ideology of middle class (Social Darwinism, Gospel of Wealth, etc.)</p>	<p>How have electricity and the telephone transformed our lives?</p>	<p>-Discuss pull and push factors for “new immigration”. -Explain connection between immigration and economic growth. -Analyze reasons for growth of nativism.</p>	<p>What are the comparisons to be made between the nativist movement of the late 19th century and nativism in the 21st century?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead</p>	<p>American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Reading Quiz Chap. 14, Sections 1 and 2</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Reading Quiz Chap. 14, Sections 3 and 4 Guided Read/Rev. Quiz Pg. 10</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 3		Week 4	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><u>USIL.4</u> Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians</p>		<p><u>USII.5</u> Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial Era. A. Knights of Labor B. AFL (Gompers) C. Populist Party D. Socialist Party (Debs)</p>	
Unit/Topic/Lesson UNIT FIVE		Unit/Topic/Lesson UNIT	
<p>American Spirit, Chap. 25 D1, D2 Guided Read/Rev, Pg. 11 Political Cartoons: Source 17 Section Reviews</p>		<p>Chapter 16: Politics, Immigration, Urban Life Sections 1 and 2, Pg. 440- 448 American Spirit, Chap. 26 A1, A3 Guided Read/Rev, Pg. 15 Document Based Question</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<p>-Discuss the effects of technology and political disunity upon the destruction of Native American culture. -Establish economic causes for western development.</p>	<p>How did technology and US government policy affect Native American culture in the late 19th century?</p>	<p>-Compare the AFL with the Knights of Labor. -Analyze the connection with radical political movements and labor unions in the late 19th century.</p>	<p>Why were unions relatively unsuccessful at attaining their goals during the Gilded Age?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Film: <i>Dances with Wolves</i></p>	<p>American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Test Chapter 14</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Guided Read/Rev. Quiz Pg. 17 Reading Quiz Chap. 16, Sections 1 and 2 DBQ: Industrial Statesmem Or Robber Barons</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 5		Week 6	
Performance Standards		Performance Standards:	
<p><u>USII.2</u> Explain the important consequences of the Industrial Revolution.</p> <p>A. Big business B. Environmental impact C. Expansion of cities</p>		<p><u>USII.3</u> Continued</p>	
<p align="center">Unit/Topic/Lesson UNIT FIVE</p> <p>Chapter 17: Cultural And Social Trans-Formations Pg. 468 American Spirit: Chap.26 B1, C1, C2 Guided Read/Rev, Pg. 19 Pol. Cartoons Source 18</p>		<p align="center">Unit/Topic/Lesson UNIT FIVE</p> <p>Chapter 17 Section 3, Pg. 477 American Spirit, Chap. 26 D1, D2 Guided Read/Rev. Pg. 80 Primary Source Document To Consider: Younghill Kang, <i>East Goes West.(1937)</i></p>	
<p>Objectives (Students will...)</p> <p>-Discuss the environmental damage done by the Industrial Revolution. -Explain the social effects of urbanization upon the class system in the United States</p>	<p>Essential Question</p> <p>How did the Industrial Revolution affect the development of a class system in the United States?</p>	<p>Objectives (Students will...)</p> <p>-Determine how white society discriminated against African Americans after Reconstruction. -Explain how the African American community responded</p>	<p>Essential Question</p> <p>What was a possible explanation to the occurrence of white Americans repressing African Americans yet at the same time embracing aspects of their music and culture?</p>

<p>Teacher Resources</p> <p>American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources</p> <p>Overhead</p>	<p>Teacher Resources</p> <p>American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media/Technology</p> <p>Overhead</p>
<p>Evaluation/Activities</p> <p>Guided Read/Rev. Quiz Pg. 20 Reading Quiz Chap. 16, Sections 3 and 4 Reading Quiz Chap. 17, Section 1</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Evaluation/Activities</p> <p>Quiz Pg. 81 Reading Quiz Chap. 17, Section 3</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 7		Week 8	
<p align="center">Performance Standards</p> <p><u>USIL.6</u> Analyze the causes and course of America’s growing role in world affairs from Civil War to WWI. A. Social Darwinism B. Purchase of Alaska from Russia</p>		<p align="center">Performance Standards</p> <p><u>USIL.6</u> Continued C. America’s growing influence in Hawaii leading to annexation D. The Spanish-American War</p>	
<p align="center">Unit/Topic/Lesson UNIT FIVE</p> <p>Guided Read/Rev. Pg. 82, 86 Political Cartoons: Source 19</p>		<p align="center">Unit/Topic/Lesson UNIT SIX</p> <p>Chapter 18: Becoming a World Power Sections 1 and 2 Pg.494-06 Guided Read/Rev. Pg. 9 Literature Activity: The Open Boat American Profiles Activity: Walter Reed</p>	
<p align="center">Objectives (Students will...)</p> <p>-Analyze political cartoons</p>	<p align="center">Essential Question</p> <p>What were the political, economic, and social causes of imperialism during the late 19th century in the United States?</p>	<p align="center">Objectives (Students will...)</p> <p>-Understand how overproduction of industrial and agricultural goods threatened the US economy -Examine how the US took advantage of several incidents to reaffirm the validity of the Monroe Doctrine</p>	<p align="center">Essential Question</p> <p>How did America shift from an isolationist country to an imperialist country?</p>
<p align="center">Teacher Resources</p> <p>American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Overhead</p>	<p align="center">Teacher Resources</p> <p>American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Overhead</p>
<p align="center">Evaluation/Activities</p> <p>Quiz Pg. 85 Test Chapter 16, 17</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Reading Quiz Chap. 18, Sections 1 and 2</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 9		Week 10	
<i>Performance Standards</i>		<i>Performance Standards</i>	
USII.6 Continued E. US expansion into Asia under the Open Door Policy F. President Roosevelt's Corollary to the Monroe Doctrine		USII.6 Continued G. America's role in building the Panama Canal H. President Taft's Dollar Diplomacy	
Unit/Topic/Lesson UNIT SIX Chapter 18 Section 3, Pg. 507 Using a time zone map Time and Place		Unit/Topic/Lesson UNIT SIX Chapter 18 Section 4, Pg. 514	
Objectives (Students will...) -Identify the forceful and high handed manner in which Pres. Roosevelt conducted foreign policy	Essential Question Why did the United States intervene in Asia and South America during the early 20 th C?	Objectives (Students will...) -Explain how the US secured a strip of land in Panama to build a canal. -Understand why Pres. Taft preferred economic pressure to military force in conducting American foreign policy.	Essential Question For what reason(s) was the Panama Canal such an important development for the United States?
Teacher Resources American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Overhead	Teacher Resources American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Overhead
Evaluation/Activities Reading Quiz Chap. 18, Section 3	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Evaluation/Activities Reading Quiz Chap. 18, Section 4 Test Chapter 18	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 11	Week 12
<i>Performance Standards</i>	<i>Performance Standards</i>
<p><u>USII.8</u> Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. A, B, C People—A-I Policies—A-H</p>	<p><u>USII.8</u> Continued D, E, F</p>

Unit/Topic/Lesson UNIT		Unit/Topic/Lesson UNIT	
<p>Chapter 19: The Era of Progressive Reform Section 1, Pg. 520-526 Guided Read/Rev, Pg. 44,45 Lecture: Progressivism, muckrakers, legislation Discussion: Income tax and redistribution of wealth</p>		<p>Chapter 19 Sections 2 and 3, Pg. 527-539 Guided Read/Rev, Pg. 46,47 Primary Source Document to Read: President Theodore Roosevelt, “The New Nationalism,” speech (1910) Lecture and role play</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Define the origins of Progressivism	How did progressivism affect the relationship between the government and society in the United States?	-Explain the legislative impact of Progressivism -Examine the impact of Progressivism on national politics	Why was Theodore Roosevelt considered our most progressive president?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead	American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Essay: Describe the economic, political, and social welfare reforms brought about during the Progressive Era. Quiz Chap. 19, Section 1 Primary Source Notecards: AS Chap. 19, A1, A2	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Quiz Chap. 19, Sections 2 and 3 Essay: Explain Progressivism in the U.S. Primary Source Notecards:AS Chap. 19, B1, B2, C1	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 13		Week 14	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><u>USII.8</u> Continued G, H <u>USII.9</u> Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights.</p>		<p><u>USII.6</u> Analyze the causes and course of America’s growing role in world Affairs from Civil War to World War I.</p>	
Unit/Topic/Lesson UNIT SIX		Unit/Topic/Lesson UNIT SIX	
<p>Chapter 19 Section 4, Pg.539-546 Guided Read/Rev, Pg 48,49 Discuss: Booker T. Washington, WEB DuBois, Carrie Chapman Catt, Marcus Garvey, NAACP, Alice Paul Lecture and Identification</p>		<p>Chapter 20: The World War I Era Sections 1 and 2, Pg. 548-558 Guided Read/Rev, Pg. 80, 81 Lecture: Road to war, etc Map</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Understand “a turning point in history” and the impact of the 19 th Amendment	What social, economic and political developments led to the rise of the suffrage movement in the United States?	-Review the road to WWI -Understand why some people thought that the United States was on the brink of greatness by entering into WWI.	What were the causes of American involvement in World War I?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead	American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Quiz Chap. 19, Section 4 Primary Source Notecards; AS Chap. 19, C2, D1 Test Chapter 19	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Quiz Chap. 20, Sections 1 and 2 Primary Source Notecards: AS Chap. 20, A1,2, B1,2 Essay: What was the reaction in the US to the outbreak of WW I.	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 15		Week 16	
Performance Standards		Performance Standards	
<p><u>USII.7</u> Explain the course and significance of Pres. Wilson’s wartime diplomacy, his Fourteen Points, League of Nations, and the failure of the Versailles treaty.</p>		<p><u>USII.10</u> Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World I and throughout the 1920’s. A, B</p>	
Unit/Topic/Lesson UNIT SIX		Unit/Topic/Lesson UNIT SIX	
<p>Chapter 20 Sections 3 and 4, Pg.559-567 Guided Read/Rev, Pg. 82-85 Primary Source Document to Read: President Woodrow Wilson, “Peace Without Victory,” Speech (1917) Lecture, Terms, Cartoons</p>		<p>Chapter 21: A Story Era Sections 1 and 2, Pg. 580-590 Lecture, Term Identification Group Activity: Create posters showing changes politically, socially, or culturally after World War I.</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Examine the role played by the Americans in WWI on the European front and home front -Understand Wilson’s Fourteen Points and its key elements.	Why did the American Senate refuse to ratify the Versailles treaty and cause a shift towards isolationism in the United States after WWI?	-Identify postwar adjustments that troubled the nation. -Define the social and political developments during the 1920’s	Why did America experience a period of economic growth during the Roaring Twenties?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead	American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Quiz Chap. 20 Sections 3 and 4 Primary Source Notecards: AS Chap. 20, C1,C2, D1	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Reading Quiz Chap. 21, Sections 1 and 2 Primary Source Notecards: AS Chap. 21, A1,A2,B1	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 17		Week 18	
Performance Standards		Performance Standards	
<p><u>USII.10</u> Continued C, D</p>		<p><u>USII.10</u> Continued E</p>	
Unit/Topic/Lesson UNIT SEVEN		Unit/Topic/Lesson UNIT SEVEN	
<p>Chapter 21 Sections 3 and 4, Pg. 591-595 Lecture, Tern Identification Stock Market Game: Students Invest in 1920's stocks.</p>		<p>Chapter 21 Section 5, Pg. 600 Lecture Cartoon: Analyze a cartoon from the 1920s</p>	
<p>Objectives (Students will...) -Understand the new manners and new morals of the 1920's -Examine the new developments in radio, movies, advertising etc. that furthered the process of creating a national culture.</p>	<p>Essential Question How do the Scopes Trial and Prohibition reflect the conflict between premodern America and modern America?</p>	<p>Objectives (Students will...) -Describe some of the efforts to control Americans' moral and beliefs in the 1920's</p>	<p>Essential Question How did the United States differ politically in the 1920's from the Progressive Era?</p>
<p>Teacher Resources American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Computer Research-Stock Market Game</p>	<p>Teacher Resources American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Overhead</p>
<p>Evaluation/Activities Reading Quiz Chap. 21, Sections 3 and 4 Graphic Organizer: Changes in Technology and Culture</p>	<p>Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Evaluation/Activities Reading Quiz Chap. 21, Section 5 Primary Source Notecards AS Chap. 21, C1,C2,D1 Test Chap. 21</p>	<p>Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 19		Week 20	
<i>Performance Standards</i> REVIEW FOR MID YEAR EXAM		<i>Performance Standards</i> MID YEAR EXAM WEEK	
Unit/Topic/Lesson UNITS REVIEW UNITS FOUR, FIVE, SIX, SEVEN		Unit/Topic/Lesson	
Objectives (Students will...) -Demonstrate knowledge of content material as presented in Semester 1 -Understand test-taking strategies: multiple choice, open response, and primary source documents	Essential Question What do students know and are able to do?	Objectives (Students will...)	Essential Question
Teacher Resources Study Guides and Preview Materials	Media Resources	Teacher Resources	Media Resources
Evaluation/Activities MID YEAR STANDARDIZED EXAM FOR UNITED STATES HISTORY II (123)	Completion date: Completed by: Comments	Evaluation MID YEAR STANDARDIZED EXAM FOR UNITED STATES HISTORY II (123)	Completion date: Completed by: Comments

SEMESTER 2 UNITED STATES HISTORY II (123)

Week 21		Week 22	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><u>US11.11</u> Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression. A, B, C</p>		<p><u>USII.12</u> Analyze the important policies, institutions, and personalities of the New Deal era: People A-E Policies A-G</p>	
Unit/Topic/Lesson UNIT SEVEN		Unit/Topic/Lesson UNIT SEVEN	
<p>Chapter 22: Crash and Depression Sections 1, 2, 3 and 4, Pgs. 608-628 Lecture: Stock Market Crash Term Identification Time Line: Mark Events Leading to the Depression</p>		<p>Chapter 23: New Deal Sections 1 and 2 Pg. 638-651 Lecture: Effects of ND on laissez-faire Essay: Compare the attacks from the political left and political right upon FDR's policies Term Identification</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<p>-Describe the economy of the late 1920's -Understand the events of the stock market crash -Examine the social effects of the Depression -Explain the 1932 election and why it was a "turning point" in history</p>	<p>What were the causes of the Great Depression?</p>	<p>-Express the ideas from policies of the New Deal that helped restore the optimism of the America people</p>	<p>How did FDR's New Deal transform the American capitalist system?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead</p>	<p>American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Reading Quiz Chap. 22, Sections 2, 3 ,4 Primary Source Notecards, AS Chap. 22, A1, B1, C1, C2</p>	<p>Completed by:</p> <p>Comment: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Reading Quiz Chap 23, Sections 1 and 2 Notecards AS Chap 23, BS C2, C3</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 23		Week 24	
Performance Standards		Performance Standards	
<p><u>USII.12</u> Continued Institutions A-C</p> <p><u>USII.13</u> Explain how the Great Depression and the New Deal affected American society</p>		<p><u>USII.14</u> Explain the strength of American isolationism after WWI and analyze US foreign policy</p> <p><u>USII.15</u> Analyze German and Japanese aggression; summarize battles and events of WW II A-E</p>	
Unit/Topic/Lesson UNIT SEVEN		Unit/Topic/Lesson UNIT EIGHT	
<p>Chapter 23 Sections 2 and 3 Pg. 647-657 Lecture: Development of a broker state Project: Outline voting Demographics in northern Cities during the Great Depression Term Identification</p>		<p>Chapter 24: WWII Sections 1 and 2 Pg. 664-676 Map: Allied and Axis Lecture: Shift from Isolationism to Intervention Debate: Simulated debate Between American Interventionists and Isolationists in 1939</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Explain why the New Deal was criticized both for what it did and what it did not do. -Determine the legacies of the New Deal	How were labor relations transformed by the New Deal?	-Understand the conditions in Europe after WWI that laid the foundation for a second global conflict -Examine how the American military strength turned the tide of the war in favor of the Allies	Why did America shift from an isolationist mood to an interventionist mood between 1919 and 1941?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Computer Research: Voting Demographics	American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Film: Band of Brothers
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Reading Quiz Chap 23 Section 3 Primary Source Notecards AS Chap 23, C4, D1 Unit Test	Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Reading Quiz Chap 24 Sections 1 and 2 Primary Source Notecards. AS Chap 24, A1,A2,B1 Graphic Organizer: Examine similarities/differences between two dominant dictatorships—Communist Russia and Nazi Germany	Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 25		Week 26	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><u>USIL.15</u> Continued <u>USIL.16</u> Explain the reasons for the dropping of the atom bombs on Japan and their short and long-term effects <u>USIL.17</u> Explain domestic events that took place during the war</p>		<p><u>USIL.18</u> Analyze factors contributing to the Cold War and describe the policy of containment <u>USIL.19</u> Analyze sources and locate areas of Cold War conflict <u>USIL.20</u> Explain the causes and consequences of the Vietnam War <u>USIL.21</u> Analyze failure of Communist economic policies <u>USIL.17</u> Continued</p>	
Unit/Topic/Lesson UNIT EIGHT		Unit/Topic/Lesson UNIT EIGHT, NINE	
<p>Chapter 24 Sections 3 and 4 Pg. 677-685 Political Cartoon Discussion: Vision of a free/democratic postwar world as seen by FDR, Churchill, Stalin Project: Create an album of WWII in which students chronicle steps leading to war, major battles, and key events</p>		<p>Chapter 26: Cold War and American Society Sections 1-3 Pg. 718-732 Lecture, Map, Chart Chapter 31: Vietnam and American Society Sections 1, 2, 5 Pg. 728-732, 850-857, 867-871 Chart, Timeline, Essay</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<p>-Examine the life for American soldiers on the war front -Describe the role women played -Analyze why dropping the Atomic Bomb was a “turning point” in history</p>	<p>How did WWII affect the development of women’s economic and social rights?</p>	<p>-Identify the origins of the Cold War -Examine the policy of containment -Discuss the war in the 1960’s, its brutality, student protest, and end</p>	<p>Why did the US and Soviet Union enter into a period of protracted conflict after WWII?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Computer Research: Album</p>	<p>American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead Movie</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Reading Quiz Chap 24 Sections 3 and 4 Primary Source Notecards, AS Chap 24, C1, C2, D1, D2 Essay: What was the Purpose of the Manhattan Project and what resources were required to accomplish this purpose? Map: Allied Advancement In Europe and Africa, 1942-1945</p>	<p>Completed by:</p> <p>Comments: Alternative Evaluation: Paper, Project, Poster</p>	<p>Research Chap 25, Sec 1, 2, 4 Primary Source Notecards AS Chap 25, A1, C1, C2 Role Play Unit Test Reading Quiz Chap 26, Sec 1-3 Primary Source Notecards AS Chap 26, A1,A2 Movie Critique</p>	<p>Completed by:</p> <p>Comments: Alternative Evaluation: Paper, Project, Poster</p>

Week 27		Week 28	
Performance Standards		Performance Standards	
<p><u>USII.17</u> Continued <u>USII.22</u> Analyze the causes and consequences of important domestic Cold War trends A-E <u>USII.23</u> Domestic policies of Pres. Truman and Eisenhower</p>		<p><u>USII. 24</u> McCarthyism People A-E Institutions A-C</p>	
Unit/Topic/Lesson UNIT EIGHT		Unit/Topic/Lesson UNIT EIGHT	
<p>Chapter 27: Postwar Years at Home Sections 1-3 Pg. 742-763 Discussion: Feminine Mystique Lecture: GI Bill Chapter 26: The Cold War and American Society Section 4 Pg. 754-759, 733-737 Lecture, Discussion Research: Hollywood Ten</p>		<p>Chapter 26 Section 4 Pg. 733-737 Lecture: Truman’s Loyalty Program, McCarthy Era, Truman’s Fair Deal, Discussion: Alger Hiss</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<ul style="list-style-type: none"> -Understand the postwar years at home -Examine the effort to contain communism abroad and why it made Americans fear subversion at home 	How did the development of the atomic bomb and the Cold War affect American society?	<ul style="list-style-type: none"> -Analyze the campaigns to expose suspected communists among American citizens 	Why were McCarthy’s tactics successful in elevating his power and damaging the lives of thousands of Americans?

Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Computer Research</p>	<p>American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Reading Quiz Chap 26 Section 4 Reading Quiz Chap 27 Sections 1-3 Primary Source Notecards AS Chap 27, A1,A2,B1,B2 Project: Reenact the meeting between Pres. Truman and Molotov at the Potsdam Conference</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Essay: Explain Joseph McCarthy’s role in the Anticommunist crusade Unit Test</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 29		Week 30	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><u>USII.25</u> Analyze the origins, goals, and key events of the Civil Rights movement People A-E Institutions and Events A-E</p>		<p><u>USII.26</u> Describe the accomplishments of the Civil Rights movement A-B</p>	
Unit/Topic/Lesson UNIT NINE		Unit/Topic/Lesson UNIT NINE	
<p>Chapter 28: The Kennedy and Johnson Years Section 1, 2 Pg. 770-791 Lecture: New Frontier, Great Society Discussion: NAACP Supreme Court Cases Read: “ I Have a Dream” Speech and <i>Letter from Birmingham City Jail</i></p>		<p>Chapter 29: The Civil Rights Movement Sections 1,2 Pg. 796-801, 803-807 Lecture: Leaders and Struggles, Nonviolent Confrontations Timeline Viewpoints: School Integration</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<p>-Compare and contrast the Kennedy and Johnson years. -Identify “The New Frontier” and “The Great Society”</p>	<p>What factors led to the birth of the civil rights movement?</p>	<p>-Identify the leaders and strategies of the civil rights groups -Examine nonviolent confrontation and determine why it was a “turning point” in history</p>	<p>How did the general strategy of the civil rights movement shift from a unifying nonviolent movement into a divisive violent movement?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead</p>	<p>American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Reading Quiz Chap 28 Section 1 and 2 Drawing Conclusions: TV and JFK Exploring Oral History Primary Source Notecards AS Chap 28 Unit Test</p>	<p>Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Reading Quiz Chap 29 Section 1 and 2 Timeline Demonstrating Reasoned Judgment Using Autobiography and Biography</p>	<p>Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 31		Week 32	
Performance Standards		Performance Standards	
USII.26 Continued		USII.27 Analyze the causes and course of the women's rights movement in the 1960's to 1970's	
Unit/Topic/Lesson UNIT NINE		Unit/Topic/Lesson UNIT NINE	
Chapter 29 Continued Section 3 and 4 Pg.818-821 Lecture: Political Response Chart: Civil Right Act 1984 Lecture: Black Power Map: DeFacto Segregation Graphic Organizer of Nonviolent Confrontation		Chapter 30: Continuing Social Revolution Section 1 Pg. 824-829 Timeline Lecture: Women's Movement Interpreting Graphs Discussion NOW Viewpoint: Working Moms	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Examine Kennedy's reaction and Johnson's role in gaining passage of civil rights legislation in 1964 and 1965 -Explain the challenge of "black power"	How successful was the civil rights movement in terms of the positive advancement of social and economic equality for African Americans?	-Describe how the civil rights movement influenced the women's movement.	How did Betty Friedan's novel <i>The Feminine Mystique</i> identify the issues confronting middle class women in the United States?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead	American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Reading Quiz Chap 29 Sections 3 and 4 Primary Source Notecards Unit Test	Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Reading Quiz Chap 30 Section 1 Recognizing Bias Primary Source Notecards	Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 33		Week 34	
Performance Standards		Performance Standards:	
<p><u>USII.28</u> Analyze domestic policies and events during Presidencies of Kennedy, Johnson, and Nixon</p>		<p><u>USII.28</u> Continued</p>	
Unit/Topic/Lesson UNIT NINE		Unit/Topic/Lesson UNIT NINE	
<p>Chapter 28 Section 3 Pg. 784-791 Lecture: Foreign Policy in The 1960's Links Across Time: Intervention in Latin Am. Interpreting Maps: Bay Of Pigs</p>		<p>Chapter 31: Vietnam War and Am. Society Sections 1-4 Pg. 850-871 Lecture, Maps, Video Chapter 32: The Nixon Years Chapter 33: Post Watergate Pg.880-902 Report: Turing Point</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Determine America's foreign policy in the 1960's	How did the Great Society build upon past accomplishments of the Progressive Era and the New Deal?	-Review the Vietnam War and American society during 1960 to 1975 -Examine the Nixon years and the Watergate scandal	Why was the election of 1968 a seminal "turning point" in American history?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead	American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead Video on Vietnam War
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Reading Quiz Chap 28 Section 3 Primary Source Notecards Essay	Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Reading Quiz Chap 31 Sections 1-4 Reading Quiz Chap 32 Section 1-4 Essay	Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 35		Week 36	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><u>USII.29</u> Analyze presidency of Ronald Regan</p> <p><u>USII.30</u> Describe some of the major economic and social trends of the late 20th century</p>		<p><u>USII.31</u> Analyze the important domestic policies and events of the Clinton presidency</p>	
Unit/Topic/Lesson UNIT NINE		Unit/Topic/Lesson UNIT TEN	
<p>Chapter 28 Section 3 Graphic Organizer: Foreign Policy in the 1960's Unit Test Chapter 30: Continued Section 4 Pg. 841-843 Lecture Discussion: <i>Silent Spring</i></p>		<p>Chapter 35: The Promise of Chang Sections 1 and 2 Pg. 960-965 Lecture: Clinton Administration Lecture: U.S. Domestic Policies American Profile: Hillary Clinton Maps and Charts</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<p>-Review America's foreign policy in the 1960's</p> <p>-Discuss environmental and consumer movements in the 1960's</p>	<p>How did Reagen create a conservative movement that would dominate the political sphere for thirty years?</p>	<p>-Discuss the Post Watergate Period 1974 to 1980</p> <p>-Examine the high tide of the conservative movement from 1980 to 1992</p> <p>-Explain what is meant by the "promise of change" during the 1900's</p>	<p>Why were many of Clinton's domestic initiatives doomed to failure?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead</p>	<p>American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Reading Quiz Chap 30 Section 4 Primary Source Notecards Unit Test</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Reading Quiz Chap 35 Sections 1 and 2 Primary Source Notecards Unit Test</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 37		Week 38	
<i>Performance Standards</i>		<i>Performance Standards</i>	
USII.32 Explain the importance of the 2000 presidential election		USII.33 Analyze the course and consequences of America's recent diplomatic initiatives	
Unit/Topic/Lesson UNIT TEN Epilogue: The Nation Looks Ahead Current Events Research Projects		Unit/Topic/Lesson UNIT TEN Epilogue: The Nation Looks Ahead Current Events Research Projects	
Objectives (Students will...) -Identify the challenges that faced the country in the 21 st century	Essential Question How did Bush's victory signify a victory of conservatism over liberalism?	Objectives (Students will...) -Identify the challenges that face the country in the 21 st century	Essential Question How did 9/11 transform the relationship between the US and the rest of the world?
Teacher Resources American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Computer Research	Teacher Resources American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Computer Research
Evaluation/Activities Epilogue: The Nation Looks Ahead Current Events Research Projects	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Evaluation/Activities Epilogue: The Nation Looks Ahead Current Events Research Projects	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster:

Week 39		Week 40	
<i>Performance Standards</i> REVIEW FOR FINAL EXAM		<i>Performance Standards</i> FINAL EXAM WEEK	
Unit/Topic/Lesson UNITS REVIEW UNITS SEVEN, EIGHT, NINE, TEN		Unit/Topic/Lesson	
Objectives (Students will...) -Demonstrate knowledge of content material as presented in Semester 2 -Understand test-taking strategies: multiple choice, open response, and primary source documents	Essential Question What do students know and are able to do?	Objectives (Students will...)	Essential Question
Teacher Resources Study Guides and Preview Materials	Media Resources	Teacher Resources	Media Resources
Evaluation/Activities STANDARDIZED FINAL EXAM FOR UNITED STATES HISTORY II (123)	Completion date: Completed by: Comments	Evaluation STANDARDIZED FINAL EXAM FOR UNITED STATES HISTORY II (123)	Completion date: Completed by: Comments