

Unit	Content	Skills	Assessment	Standards
<p align="center"><b>The Civil War</b></p>	<ul style="list-style-type: none"> <li>• Civil War Timeline</li> <li>• America Story of Us</li> <li>• Military Tactics</li> <li>• Treatment of Slaves</li> <li>• Life as a Soldier</li> </ul>	<p>Research Compare and contrast Vocabulary Relating text and visuals Summarizing Document Analysis Reading comprehension</p>	<p>Civil War Research Paper Video Guide Primary Source Research</p>	<p>Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.</p> <p>16.C.3c (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present.</p>
<p align="center"><b>Reconstruction</b></p>	<ul style="list-style-type: none"> <li>• Ending of the Civil War</li> <li>• Student Reconstruction Plan</li> <li>• Reconstruction Jigsaw</li> <li>• Jim Crow Laws</li> </ul>	<p>Research Compare and contrast Vocabulary Relating text and visuals Summarizing Asking questions Reading comprehension Note taking</p>	<p>Study Guide Test Jigsaw Research</p>	<p>16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</p>
<p align="center"><b>Westward Expansion and Industrialization</b></p>	<ul style="list-style-type: none"> <li>• Lackawanna Valley Image Analysis</li> <li>• Transcontinental Railroad</li> <li>• New Technologies</li> <li>• Manufacturing Techniques</li> <li>• Growth of Labor Unions</li> <li>• Factory and Home Conditions</li> </ul>	<p>Compare and contrast Vocabulary Relating text and visuals Summarizing Predicting Asking questions Reading comprehension Note taking</p>	<p>Young Peoples History Reading Comprehension Questions Study Guide Test Debate</p>	<p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p> <p>16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).</p> <p>16.C.3c (US) Describe how</p>

				economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.
<b>The Progressive Era</b>	<ul style="list-style-type: none"> <li>• Muckrakers</li> <li>• Food Safety</li> <li>• Immigration</li> <li>• Prohibition</li> <li>• Women's Rights</li> </ul>	<p>Research</p> <p>Compare and contrast</p> <p>Vocabulary</p> <p>Relating text and visuals</p> <p>Summarizing</p> <p>Predicting</p> <p>Asking questions</p> <p>Reading comprehension</p> <p>Map identification</p> <p>Note taking</p>	<p>Comprehension/ Research</p> <p>Essay Test</p> <p>Debate</p> <p>Comprehension Questions</p> <p>Image Analysis</p>	<p>18.B.3b Explain how social institutions contribute to the development and transmission of culture.</p> <p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p>
<b>Imperialism and WWI</b>	<ul style="list-style-type: none"> <li>• US Involvement in world imperialism</li> <li>• Alaska and Hawaii</li> <li>• Spanish-American War</li> <li>• Causes of WWI</li> <li>• US Involvement in WWI</li> <li>• Treaty of Paris</li> <li>• Zimmermann Telegram</li> <li>• Influenza Pandemic</li> </ul>	<p>Research</p> <p>Compare and contrast</p> <p>Vocabulary</p> <p>Relating text and visuals</p> <p>Summarizing</p> <p>Asking questions</p> <p>Reading comprehension</p> <p>Note taking</p> <p>Debate</p> <p>Critical Thinking</p>	<p>Imperialism Quiz</p> <p>WWI Test</p> <p>Study Guides</p>	<p>18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p> <p>17.C.3b Explain how patterns of resources are used throughout the world.</p> <p>16.B.3d (US) Describe ways in which the United States developed as a world political power.</p>
<b>Roaring 20's and Great Depression</b>	<ul style="list-style-type: none"> <li>• 1920's Consumerism</li> <li>• 1920's Slang and Culture</li> <li>• Causes of the Great Depression</li> <li>• Federal Depression Programs</li> <li>• Mexican Deportation Programs</li> </ul>	<p>Research</p> <p>Compare and contrast</p> <p>Vocabulary</p> <p>Relating text and visuals</p> <p>Summarizing</p> <p>Asking questions</p>	<p>1920's Student Advertisement</p> <p>Great Depression Image Stations</p>	<p>18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p>

	<ul style="list-style-type: none"> <li>Dust Bowl</li> </ul>	<p>Reading comprehension Note taking Critical Thinking</p>		<p>17.B.3a Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources</p>
<b>WWII &amp; Holocaust</b>	<ul style="list-style-type: none"> <li>Holocaust Timeline</li> <li>Nuremberg Laws</li> <li>Holocaust Stories and Primary Sources</li> <li>Image Analysis</li> <li>Causes of WWII</li> <li>US Involvement in WWII</li> <li>Japanese Internment Camps</li> <li>Atomic Bomb Debate</li> </ul>	<p>Vocabulary Relating text and visuals Summarizing Asking questions Reading comprehension Note taking Critical Thinking Debating</p>	<p>Timeline Research WWII Test Study Guide Debate Video Guide</p>	<p>18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p> <p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p>
<b>Decades</b>	<ul style="list-style-type: none"> <li>1950s – 1990s <ul style="list-style-type: none"> <li>Presidents</li> <li>World Events</li> <li>U.S. Events</li> <li>Tolerance <ul style="list-style-type: none"> <li>50s – Latino Rights (Hernandez v. Texas)</li> <li>60s – Civil Rights Movement</li> <li>70s – American Disabilities Avocation (504 Plan)</li> <li>80s – Women in new roles</li> <li>90s – LGBTQ Rights</li> </ul> </li> </ul> </li> </ul>	<p>Research Compare and contrast Vocabulary Relating text and visuals Summarizing Asking questions Reading comprehension Note taking Critical Thinking Group Work Presenting</p>	<p>Decades Teaching Project</p>	<p>18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.</p> <p>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</p>