

<p>Theme/Unit: 8.1 Division and Reunion (8 weeks)</p> <p>Enduring Understandings: ESSENTIALQUESTIONS:</p> <p>What political, social, and economic factors caused the Civil War? What were the conflicting perspectives on slavery? What kind of nation did the founding fathers create? What is to be done with the institution of slavery? Must sectionalism ultimately lead to disunion? What was the course of the Civil War? What were its political, social, and economic ramifications? What were the political, social, and economic effects of the Civil War? What happened to the South after the Civil War? What were the long-term economic, political, and social implications of Reconstruction?</p>	Reading Outcomes	<p style="text-align: center;">Standards-Based Essential Skills to be Targeted Throughout the Unit</p> <ol style="list-style-type: none"> 1. To understand the series of events and resulting conditions that led to the American Civil War 2. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives 3. To participate in a negotiating and compromising role-playing activity that mirrors the attempts at political compromise in the 1850s 4. To understand the development and progress of the Civil War 5. To investigate key turning points in the Civil War in New York State and United States history and explain why these events or developments are significant. 6. To map information about people, places, and environments 7. To describe the relationships between people and environments and the connections between people and places 8. To identify and collect economic information related to the Civil War from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources 9. To understand how the Civil War affected the development of the postwar United States and influenced other countries 10. To describe how ordinary people and famous historic figures in the local community, the State, and the United States have advanced fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents 11. To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability 12. To value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality 13. To analyze the role played by the United States in international politics, past and present 	<p>Textbook Q and A DBQs Battlefield maps</p>	<u>Instructional Resources</u>	
<p>Assessments:</p> <p>Formative – During Unit: Westward expansion review quiz, Causes of the Civil War quiz, Civil War quiz, Reconstruction quiz</p> <p>Summative – End of Unit: Civil War Era Test</p> <p>Presentation:</p>	Writing Outcomes	<p>NYS Social Studies Standards 1-5</p>	<p>Literature Based Writing:</p> <p>Informational Writing: Causes of the Civil War essay</p>	Literature	<p>Uncle Tom’s Cabin The Liberator Gettysburg Address</p>
				Poetry	<p>“Uncle Tom’s Cabin” – Warrant “Civil War” – Guns n Roses</p>
				Informational	<p>Textbook</p>

<p>Notes: Various Powerpoints</p> <p>Review: Various review games</p> <p>Websites:</p>	Language/Listening and Speaking			Focus Vocabulary	<p>Tier 2 – Academic Vocabulary: See Academic Vocabulary list</p> <hr/> <p>Tier 3 – Content Vocabulary: See Essential Vocabulary and Essential People List</p>
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<p>Theme/Unit: 8.2 An Industrial Society (6 weeks)</p> <p>Enduring Understandings: What are the causes and effects of scarcity? How did the United States respond to the three basic economic questions in the late 1800s? What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced? Is there an American culture? How is cultural diversity both a benefit and a problem? How did massive immigration lead to new social patterns and conflicts? Why do some people view the same event differently? Why was the United States a magnet to so many people? What specific social, economic, and political problems needed reform in the late-19th century? How can an individual help to bring about change in society? What is the amendment process? How did the federal government help the reform movement through amendments and legislation? Do these problems exist today? To what extent?</p>	Reading Outcomes	<p style="text-align: center;">Standards-Based Essential Skills to be Targeted Throughout the Unit</p> <ol style="list-style-type: none"> 1. To understand how industrialization led to significant changes in the economic patterns for producing, distributing, and consuming goods and services 2. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources 3. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth 4. To understand how scarcity requires people and nations to make choices that involve costs and future considerations 5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services 6. To understand how industrialization altered the traditional social pattern of American society and created a need for reform 7. To investigate key turning points in New York State and United States history and explain why these events or developments are significant 8. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national and religious groups including Native Americans Indians, in New York State and the United States at different times and in different locations 9. To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability 10. To describe historic events through the eyes and experiences of those who were there 11. To understand how scarcity requires people and nations to make choices that involve costs and future considerations 1. To understand how industrialization led to a need for reevaluating and changing the traditional role of government in relation to the economy and social conditions 12. To investigate key turning points in New York State and United States history and explain why these events or developments are significant 13. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States 14. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious 15. To describe historic events through the eyes and experiences of those who were there 	<p>Textbook Q and A DBQs Reading exercises with literature of the age Collective Bargaining activity</p>	Instructional Resources	Literature	<p>The Jungle The Gospel of Wealth The Octopus History of the Standard Oil Company How the Other Half Lives</p>	
<p>Assessments: Formative – During Unit: Age of Industry quiz, Immigration quiz, Urbanization quiz, Labor Unions quiz, Progressive Era Summative – End of Unit: Industrialization Test Presentation:</p>	Writing Outcomes	<p>NYS Social Studies Standards 1-5</p>	<p>Literature Based Writing:</p> <p>Informational Writing: Immigrant’s letter home Draw your own political cartoon</p>	Poetry	<p>Various political cartoons by Thomas Nast</p>	Informational	<p>Textbook</p>
<p>Notes: Various Powerpoints Review: Various review games Websites:</p>	Language/Listening and Speaking			Focus Vocabulary	<p>Tier 2 – Academic Vocabulary: See Academic Vocabulary list</p>	<p>Tier 3 – Content Vocabulary: See Essential Vocabulary and Essential People List</p>	

<p>Theme/Unit:</p> <p>8.3 The US as an Independent Nation in an Increasingly Interdependent World (5 weeks)</p> <p>Enduring Understandings: What were the causes and effects of United States involvement in foreign affairs at the turn of the 20th century? What were the domestic and foreign issues of this time period? What are the costs and benefits of neutrality and foreign intervention? How did the role of the United States in foreign affairs change at the turn of the century?</p>	<u>Reading Outcomes</u>	<p>Standards-Based Essential Skills to be Targeted Throughout the Unit</p> <ol style="list-style-type: none"> 1.To understand how and why the United States grew during the 19th century 2.To recognize that American territorial and economic growth had widespread economic, political, and social impacts both at home and abroad 3.To describe the reasons for periodizing history in different ways 4.To understand the relative importance of United States domestic and foreign policies over time 5.To analyze the role played by the United States in international politics, past and present 6.To compare and contrast different interpretations of key events and issues in New York State and United States history and offer reasons for these different accounts 7. To understand how American relations with other nations developed between the end of the Civil War and the end of World War I 8.To describe the reasons for periodizing history in different ways 9.To understand the relative importance of United States domestic and foreign policies over time 10.To analyze the role played by the United States in international politics, past and present 11.To describe the relationships between people and environments and the connections between people and places 	<p>Textbook Q and A DBQs Trench Warfare documents WWI battlefield maps</p>	<u>Instructional Resources</u>	
<p>Assessments:</p> <p>Formative – During Unit: Imperialism quiz, Federal Reserve quiz, Causes of WWI quiz, WWI quiz</p> <p>Summative – End of Unit: Quarter 2 progressive exam</p> <p>Presentation:</p>	<u>Writing Outcomes</u>	<p>NYS Social Studies Standards 1-5</p>	<p>Literature Based Writing:</p> <p>Informational Writing: Pro vs. Con - Imperialism</p>	<u>Poetry</u>	<p>“Over There”</p>
<p>Notes: Various Powerpoints</p> <p>Review: Various review games</p> <p>Websites:</p>	<u>Language/Listening and Speaking</u>			<u>Focus Vocabulary</u>	<p>Tier 2 – Academic Vocabulary: See Academic Vocabulary list</p>
					<p>Tier 3 – Content Vocabulary: See Essential Vocabulary and Essential People List</p>

<p>Theme/Unit: 8.4 The US between Wars (4 weeks)</p> <p>Enduring Understandings: What were the economic, political, and social changes of the 1920s? How was Prohibition an outgrowth of the earlier temperance movement? How did the role of government change from the 1920s to the 1930s? Why did the crash of the market affect those who did not own stock? How did the concept of checks and balances relate to the New Deal? How was New York a model for federal programs? What parts of the New Deal legislation are still in effect today?</p>	<u>Reading Outcomes</u>	<p style="text-align: center;">Standards-Based Essential Skills to be Targeted Throughout the Unit</p> <ol style="list-style-type: none"> 1.To understand the economic, social, and political development of America in the period between World War I and World War II 2.To understand the relative importance of United States domestic and foreign policies over time 3.To analyze the role played by the United States in international politics, past and present 4.To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious 5.To understand how people in the United States and throughout the world are both producers and consumers of goods and services 6 .To understand the economic, political, and social impacts of the Great Depression on the United States 7 .To understand the economic, political, and social changes that took place in the world during the 1930s 8 .To explain how societies and nations attempt to satisfy their basic needsand wants by utilizing scarce capital, natural, and human resources 9 .To understand how scarcity requires people and nations to make choices that involve costs and future considerations 10 .To evaluate economic data by differentiating fact from opinion and identifying frames of reference 11 .To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions 	<p>Textbook Q and A DBQs Reading exercises involving literature of the time</p>	<u>Instructional Resources</u>	
<p>Assessments:</p> <p>Formative – During Unit: Roaring Twenties quiz, Great Depression quiz, New Deal quiz</p> <p>Summative – End of Unit: 1920s/Depression Test</p> <p>Presentation:</p>	<u>Writing Outcomes</u>	<p>NYS Social Studies Standards 1-5</p>	<p>Literature Based Writing:</p> <p>Informational Writing: Depression Diary Migrant worker’s letter home New Deal DBQ essay</p>	<u>Poetry</u>	<p>Cinderella Man – movie FDR/New Deal political cartoons</p>
<p>Notes: Various Powerpoints</p> <p>Review: Various review games</p> <p>Websites:</p>	<u>Language/Listening and Speaking</u>			<u>Focus Vocabulary</u>	<p>Tier 2 – Academic Vocabulary: See Academic Vocabulary list</p> <p>Tier 3 – Content Vocabulary: See Essential Vocabulary and Essential People List</p>

<p>Theme/Unit:</p> <p>8.5 The US assumes Worldwide Responsibilities (8 weeks)</p> <p>Enduring Understandings: How did the Versailles Treaty lead to World War II? How could the use of the first atomic bomb be considered a turning point in United States history? Why is World War II considered a “total war” affecting all aspects of American life? How and why did the leadership role of the United States differ after World War II and World War I? How and why did the United States help the nations of Europe after World War II? What was the Cold War? How was it different from previous wars? How were World War II and the Vietnam War different? How were the Vietnam War and the Gulf War different? How has our relationship with Latin America changed?</p>	Reading Outcomes	<p style="text-align: center;">Standards-Based Essential Skills to be Targeted Throughout the Unit</p> <ol style="list-style-type: none"> 1.To understand why World War II began and how it changed the lives of millions of people 2.To be aware of the much different world left as a legacy of World War II 3.To investigate key turning points in New York State and United States history and explain why these events or developments are significant 4.To understand the relative importance of United States domestic and foreign policies over time 5.To analyze the role played by the United States in international politics, past and present 6.To describe historic events through the eyes and experiences of those who were there 7.To understand why the United States assumed a leadership role in the post-World War II world 8.To appreciate the historical background for the formation of United States foreign policy of this era 9.To understand the relative importance of United States domestic and foreign policies over time 10.To analyze the role played by the United States in international politics, past and present 11.To understand the historic, political, and social context in which United States foreign policy has evolved during the post-Cold War era 12.To understand the relative importance of United States domestic and foreign policy over time 13.To analyze the role played by the United States in international politics, past and present 	<p>Textbook Q and A DBQs Video clips Q and A</p>	<u>Instructional Resources</u>	
<p>Assessments:</p> <p>Formative – During Unit: World War II quiz, 1950s/1960s Cold War quiz, Vietnam Era quiz, 1980s Cold War quiz</p> <p>Summative – End of Unit: Cold War Test</p> <p>Presentation:</p>	Writing Outcomes	<p>NYS Social Studies Standards 1-5</p>	<p>Literature Based Writing:</p> <p>Informational Writing: Compare and contrast: US and Soviet Union (economic, social, political) Cold War DBQ Essay Argument: Atomic Bomb, right or wrong?</p>	Poetry	<p>Various Vietnam protest songs Wartime propaganda posters</p>
<p>Notes: Various Powerpoints</p> <p>Review: Various review games</p> <p>Websites:</p>	Language/Listening and Speaking			Focus Vocabulary	<p>Tier 2 – Academic Vocabulary: See Academic Vocabulary list</p> <p>Tier 3 – Content Vocabulary: See Essential Vocabulary and Essential People List</p>

<p>Theme/Unit: 8.6 The Changing Nature of the American People from World War II to the present (5 weeks)</p> <p>Enduring Understandings: How did the Cold War affect the lives of people in the United States? How did the United States deal with the assassination of one president and the resignation of another? How has the fall of communism changed the balance of power in the world? What will be the role of the United States in the 21st century?</p>	<p style="text-align: center;">Reading Outcomes</p>	<p style="text-align: center;">Standards-Based Essential Skills to be Targeted Throughout the Unit</p> <p>1.To understand that the period immediately following World War II was a prolonged period of prosperity with a high level of public confidence in the United States 2.To investigate key turning points in New York State and United States history and explain why these events or developments are significant 3.To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts 1.To understand the economic, social, and political trends that shaped the end of the 20th century and point to the 21st century 2.To investigate problems and opportunities the United States faces in its immediate future</p>	<p>Textbook Q and A DBQs Excerpts from Civil Rights Leaders</p>	<p>Instructional Resources</p>	
<p>Assessments:</p> <p>Formative – During Unit: 1950s Quiz, Civil Rights Quiz, 1960s/1970s quiz, 1980s-present quiz Summative – End of Unit: Final Exam Presentation:</p>		<p style="text-align: center;">Writing Outcomes</p>	<p>NYS Social Studies Standards 1-5</p>	<p>Literature Based Writing:</p> <p>Informational Writing: “What does the future hold?” essay</p>	<p>Literature</p>
<p>Notes: Various Powerpoints Review: Various review games Websites:</p>	<p style="text-align: center;">Language/Listening and Speaking</p>				<p>Poetry</p>
					<p>Informational</p>
				<p>Focus Vocabulary</p>	<p>Tier 2 – Academic Vocabulary: See Academic Vocabulary list</p> <hr/> <p>Tier 3 – Content Vocabulary: See Essential Vocabulary and Essential People List</p>