

Key	
	First Days
	Teacher PD/Work Day
	No School
	E-Learning Day
	End of Grading Period
	Early Dismissal

## U.S. History II Pacing Guide

U.S. History II Semester 1	U.S. History II Semester 2
<p><b><u>1st Quarter (7/31/24 - 9/27/24)</u></b></p> <p><b>Unit 0: First Week of School</b></p> <ul style="list-style-type: none"> <li>● Dates: 7/31/24 - 8/2/24</li> <li>● Objectives: <ul style="list-style-type: none"> <li>○ Introductions</li> <li>○ Expectations, Consequences</li> <li>○ Goal setting</li> </ul> </li> </ul> <p><b>Unit 1: The Gilded Age</b></p> <ul style="list-style-type: none"> <li>● Dates: 8/5/24 -</li> <li>● Standards: SS10.US2.1, SS10.US2.2,</li> <li>● Objectives: <ul style="list-style-type: none"> <li>○ SWBAT explain how the U.S. transitioned from an agrarian to and industrial nation</li> </ul> </li> </ul> <p><b>Unit 2: Progressives and Imperialism</b></p> <ul style="list-style-type: none"> <li>● Dates: 8/5/24 -</li> <li>● Standards: SS10.US2.2, SS10.US2.3</li> <li>● Objectives: <ul style="list-style-type: none"> <li>○ SWBAT evaluate the complexities, origins, limitations, and effects of the Progressive and Populist Movements</li> <li>○ SWBAT evaluate and explain national legislation that was influenced by and affected social and political movements</li> <li>○ SWBAT compare and contrast presidential leadership</li> </ul> </li> </ul>	<p><b><u>3rd Quarter (1/9/25 - 3/21/25)</u></b></p> <p><b>Unit 6: World War II</b></p> <ul style="list-style-type: none"> <li>● Dates: 1/9/25 -</li> <li>● Standards: SS10.US2.8, SS10.US2.9, SS10.US2.10</li> <li>● Objectives: <ul style="list-style-type: none"> <li>○ SWBAT analyze the impact of fascism, Nazism, and communism on growing conflicts in Europe</li> <li>○ SWBAT explain the isolationist debate as it evolved from the 1920s to the bombing of Pearl Harbor and the subsequent change in the United States' foreign policy</li> <li>○ SWBAT identify roles of significant World War II leaders</li> <li>○ SWBAT evaluate the impact of the Munich Pact and the failed British policy of appeasement resulting in the invasion of Poland</li> <li>○ SWBAT locate on a map or globe the major battles of World War II and the extent of the Allied and Axis territorial expansion</li> <li>○ SWBAT describe military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings</li> <li>○ SWBAT explain reasons for and the results of dropping atomic bombs on Japan</li> <li>○ SWBAT explain events and consequences of war crimes</li> </ul> </li> </ul>

during the Progressive Era

- SWBAT evaluate the effects of American imperialism through the involvement of the Hawaiian Islands for economic and imperialism interests
- SWBAT describe the causes and consequences of the Spanish-American War
- Resources: "A People's History of the United States,"

### **Unit 3: World War I**

- Dates:
- Standards: SS10.US2.4
- Objectives:
  - SWBAT identify the role of militarism, alliances, imperialism, and nationalism in World War I
  - SWBAT explain controversies over the Treaty of Versailles of 1919, Woodrow Wilson's Fourteen Points, and the League of Nations
  - SWBAT explain how the Treaty of Versailles led to worsening economic and political conditions in Europe, including greater opportunities for the rise of fascist states in Germany, Italy, and Spain
  - SWBAT compare short and long-term effects of changing boundaries in pre- and post-World War I in Europe and the Middle East, leading to the creation of new countries

## **2nd Quarter (9/28/24 - 12/20/24)**

### **Unit 4: The Roaring 20's**

- Dates:
- Standards: SS10.US2.5, SS10.US2.6
- Objectives:
  - SWBAT analyze radio, cinema, and print media for their impact on the creation of mass culture
  - SWBAT analyze the works of major American artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H. L. Mencken, to characterize the era of the 1920s
  - SWBAT determine the relationship between technological innovations and the creation of increased leisure time
  - SWBAT identify notable authors of the 1920s, including John Steinbeck, William Faulkner, and Zora Neale Hurston

### **Unit 5: The Great Depression**

- Dates:
- Standards: SS10.US2.6, SS10.US2.7
- Objectives:
  - SWBAT assess effects of overproduction, stock market speculation, and restrictive monetary policies on the

committed during World War II, including the Holocaust, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention

### **Unit 7: The Cold War**

- Dates: - 3/21/25
- Standards: SS10.US2.11, SS10.US2.12, SS10.US2.13
- Objectives:
  - SWBAT describe the Cold War policies and issues, the domino theory, McCarthyism, and their consequences, including the institution of loyalty oaths under Harry S. Truman, the Alger Hiss case, the House Un-American Activities Committee, and the execution of Julius and Ethel Rosenberg
  - SWBAT locate areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China
  - SWBAT describe Alabama's role in the space program under the New Frontier
  - SWBAT describe major foreign events and issues of the John F. Kennedy Administration, including construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban missile crisis
  - SWBAT locate on a map or globe the divisions of Vietnam, the Ho Chi Minh Trail, and major battle sites
  - SWBAT describe the creation of North and South Vietnam

## **4th Quarter (3/22/25 - 5/29/25)**

### **Unit 8: the Civil Rights Movement**

- Dates: 3/22/25 -
- Standards: SS10.US2.14, SS10.US2.15
- Objectives:
  - SWBAT tracing the federal government's involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the nationalization of state militias, Brown versus Board of Education in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965
  - SWBAT explain contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King Jr.; James Meredith, Medgar Evers; Thurgood Marshall; the Southern Christian Leadership Conference; the Student Nonviolent Coordinating Committee; the Congress of Racial Equality; the National Association for the Advancement of Colored People; and the civil rights foot soldiers
  - SWBAT appraise contributions of persons and events in Alabama that influenced the modern Civil Rights Movement, including Rosa Parks, Autherine Lucy, John Patterson,

<ul style="list-style-type: none"> <li>○ pending economic crisis</li> <li>○ SWBAT describe the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression</li> <li>○ SWBAT analyze the Great Depression for its impact on the American family</li> <li>○ SWBAT analyze the conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression</li> </ul>	<p>George C. Wallace, Vivian Malone Jones, Fred Shuttlesworth, the Children’s March, and key local persons and events</p> <ul style="list-style-type: none"> <li>○ SWBAT describe the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcom X, and Stokely Carmichael and the Black Panther movement</li> <li>○ SWBAT describe the economic impact of African-American entrepreneurs on the modern Civil Rights Movement, including S. B. Fuller and A. G. Gaston</li> <li>○ SWBAT describe changing social and cultural conditions in the United States during the 1950s, 1960s, and 1970s</li> </ul> <p><b>Unit 9: Modern America</b></p> <ul style="list-style-type: none"> <li>● Dates: - 5/29/25</li> <li>● Standards: SS10.US2.16</li> <li>● Objectives: <ul style="list-style-type: none"> <li>○ SWBAT describe significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present</li> <li>○ SWBAT to analyze and explain the effects of the America’s continued involvement in the Middle East</li> </ul> </li> </ul>
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<p><b>AUGUST</b></p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● Unit 1: What factors contributed to the United States’ transition from an agrarian society to an industrial one?</li> <li>● Unit 2: how did the United States balance progressive reforms with imperialist actions?</li> </ul> <p><b>Accommodations:</b> printed handouts, student-accessible powerpoint</p> <p><b>Modifications:</b> additional time, peep partner</p> <p><b>ELL Support:</b> peer partner, visual resources, additional time</p>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 0: First Week of School</b> <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>● <b>Unit 1: The Gilded Age</b> <ul style="list-style-type: none"> <li>○ SS10.US2.1, SS10.US2.2</li> </ul> </li> <li>● <b>Unit 2: Progressives and Imperialism</b> <ul style="list-style-type: none"> <li>○ SS10.US2.2, SS10.US2.3</li> </ul> </li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 0: First Week of School</b> <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>● <b>Unit 1: The Gilded Age</b> <ul style="list-style-type: none"> <li>○ SWBAT explain how the U.S. transitioned from an agrarian to and industrial nation</li> </ul> </li> <li>● <b>Unit 2: Progressives and Imperialism</b> <ul style="list-style-type: none"> <li>○ SWBAT evaluate the complexities, origins, limitations, and effects of the Progressive and Populist Movements</li> <li>○ SWBAT evaluate and explain national legislation that was influenced by and affected social and political movements</li> <li>○ SWBAT compare and contrast presidential leadership during the Progressive Era</li> <li>○ SWBAT evaluate the effects of American imperialism through the involvement of the Hawaiian Islands for economic and imperialism</li> </ul> </li> </ul>
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		interests o SWBAT describe the causes and consequences of the Spanish-American War		
Monday	Tuesday	Wednesday	Thursday	Friday
<b>ESSENTIAL QUESTION: who are you and why are we here?</b>				
		<b>July 31 Unit 0</b>  First Day of School  Self-Introduction Syllabus Overview Safety Procedures	<b>1 Unit 0</b>  Announcements Soup, Salad, or Sandwich Hygiene Presentation	<b>2 Unit 0</b>  Distribute syllabus Password Game Google Classroom Student Survey
<b>ESSENTIAL QUESTION: what factors contributed to the United States' transition from an agrarian society to an industrial one?</b>				
<b>5 Unit 1: The Gilded Age</b>  PBS "The Gilded Age" Documentary and Questions in Google Classroom  Middle School Meeting 8:40 a.m.	<b>6 Unit 1: The Gilded Age</b>  Reflection Questions  Continue PBS "The Gilded Age" Documentary and Questions in Google Classroom	<b>7 Unit 1: The Gilded Age</b>  Reflection Questions  Continue PBS "The Gilded Age" Documentary and Questions in Google Classroom  11th/12th Grade Meeting 8:40 a.m.	<b>8 Unit 1: The Gilded Age</b>  Reflection Questions  Finish PBS "The Gilded Age" Documentary and Questions in Google Classroom	<b>9 Unit 1: The Gilded Age</b>  Current Event  Makeup Work
<b>ESSENTIAL QUESTION: what factors contributed to the United States' transition from an agrarian society to an industrial one?</b>				
<b>12 Unit 1: The Gilded Age</b>  Immigration and the Gilded Age  Activity: students will analyze political cartoons about immigration and then answer reflection questions	<b>13 Unit 1: The Gilded Age</b>  Immigration and the Gilded Age cont.  Review activity as a class  Class discussion	<b>14 Unit 1: The Gilded Age</b>  The Chinese Exclusion Act and Aftermath  Video: The Chinese Exclusion Act  Activity: students will do a short reading on the Chinese Exclusion Act and respond to questions  Class Discussion	<b>15 Unit 1: The Gilded Age</b>  Unit Review	<b>16 Unit 1: The Gilded Age</b>  Unit Test

**ESSENTIAL QUESTION: how did the United States balance progressive reforms with imperialist actions?**

<p><b>19</b> <b>Unit 2: Progressives and Imperialism</b></p> <p>The Progressive Era</p> <p>Activity: Unit 2 Progressive Era Overview Notes in Google Classroom</p>	<p><b>20</b> <b>Unit 2: Progressives and Imperialism</b></p> <p>Dubois, Washington, and Muckrakers</p> <p>Video: Muckrakers... or Investigative Journalists?</p> <p>Activity: Comparing Views of DuBois and Washington in Google Classroom</p>	<p><b>21</b> <b>Unit 2: Progressives and Imperialism</b></p> <p>Progressive and Imperialist Era Presidents</p> <p>Read: The Last Queen of Hawaii and discussion questions</p> <p>Activity: Comparing Progressive and Imperialist policies of presidents</p>	<p><b>22</b> <b>Unit 2: Progressives and Imperialism</b></p> <p>The Spanish-American War</p> <p>Activity: the Spanish-American War Guided Notes</p>	<p><b>23</b> <b>Unit 2: Progressives and Imperialism</b></p> <p>Makeup Work</p> <p>Unit 1 Test Retakes</p>
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**ESSENTIAL QUESTION: how did the United States balance progressive reforms with imperialist actions?**

<p><b>26</b> <b>Unit 2: Progressives and Imperialism</b></p> <p>Analyzing American Imperialism</p> <p>CNN10</p> <p>Activity: Analyzing American Imperialism</p>	<p><b>27</b> <b>Unit 2: Progressives and Imperialism</b></p> <p>Philippine Independence</p> <p>CNN10</p> <p>Activity: Independence for the Philippines</p>	<p><b>28</b> <b>Unit 2: Progressives and Imperialism</b></p> <p>The Populist Party</p> <p>Activity: the Populist Party Guided Notes</p> <p>Wrap Up: the Wheat Chart (students analyze supply and demand)</p>	<p><b>29</b> <b>Unit 2: Progressives and Imperialism</b></p> <p>Unit 2 Review</p>	<p><b>30</b> <b>Unit 2: Progressives and Imperialism</b></p> <p>Unit 2 Test</p>
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<p><b>SEPTEMBER</b></p> <p><b>Accommodations:</b> printed handouts, student-accessible powerpoint</p> <p><b>Modifications:</b> additional time, peep partner</p> <p><b>ELL Support:</b> peer partner, visual resources, additional time</p>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 3: World War I</b> <ul style="list-style-type: none"> <li>◦ SS10.US2.4</li> </ul> </li> <li>• <b>Unit 4: the Roaring 20's</b> <ul style="list-style-type: none"> <li>◦ SS10.US2.5, SS10.US2.6</li> </ul> </li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 3: World War I</b> <ul style="list-style-type: none"> <li>◦ SWBAT identify the role of militarism, alliances, imperialism, and nationalism in World War I</li> <li>◦ SWBAT explain controversies over the Treaty of Versailles of 1919, Woodrow Wilson's Fourteen Points, and the League of Nations</li> <li>◦ SWBAT explain how the Treaty of Versailles led to worsening economic and political conditions in Europe, including greater opportunities for the rise of fascist states in Germany, Italy, and Spain</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>○ SWBAT compare short and long-term effects of changing boundaries in pre- and post-World War I in Europe and the Middle East, leading to the creation of new countries</li> <li>● <b>Unit 4: the Roaring 20's</b> <ul style="list-style-type: none"> <li>○ SWBAT analyze radio, cinema, and print media for their impact on the creation of mass culture</li> <li>○ SWBAT analyze the works of major American artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H. L. Mencken, to characterize the era of the 1920s</li> <li>○ SWBAT determine the relationship between technological innovations and the creation of increased leisure time</li> <li>○ SWBAT identify notable authors of the 1920s, including John Steinbeck, William Faulkner, and Zora Neale Hurston</li> </ul> </li> </ul>		
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>ESSENTIAL QUESTION:</b>				
<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Labor Day</b>				
<b>ESSENTIAL QUESTION:</b>				
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<b>Unit 3: World War I</b>	<b>Unit 3: World War I</b>	<b>Unit 3: World War I</b>	<b>Unit 3: World War I</b>	<b>Unit 3: World War I</b>
Makeup Work	Causes of World War I	Causes of World War I	WW1 Propaganda	Central vs Allied Powers
Unit 2 Test Retakes	Video: How World War I Started	Video: Who Started World War I?	Video: Selling the War	Lecture: Central vs Allied Powers and maps
	Assignment: World War I Stations (students will work in groups to explore the causes of World War I: war to end all wars, militarism, alliances, imperialism, nationalism, and the assassination of archduke Ferdinand)	Presidential Debate	Assignment: WW1 Propaganda Poster Analysis	Video: WWI Oversimplified Part 1 and Part 2
		Class discussion		Assignment: WWI Timeline in Google Classroom
		11th and 12th Grade Field Trip (Touchstone)		
		Progress Reports passed out during 8th Period	Coffee House @ 5-6:30 p.m.	
	Grades due in PowerSchool			
<b>ESSENTIAL QUESTION:</b>				
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>

<b>Unit 3: World War I</b> Trench Warfare Video: Life in the Trenches Assignment: Trench Warfare Worksheet (students will read and analyze diagrams of trenches to answer questions on how trenches were used in war and the effects trench warfare had on soldiers)	<b>Unit 3: World War I</b> Trench Warfare part 2 Assignment: Trench Warfare Simulation (students will be divided into teams and given time to create a trench on their side of the classroom. They will be provided with paper balls to throw with the objective to gain land and capture the other team's flag)	<b>Unit 3: World War I</b> The World Wars Watch: the World Wars Documentary Series	<b>Unit 3: World War I</b> The World Wars Part 2 Watch: the World Wars Documentary Series	<b>Unit 3: World War I</b> The Treaty of Versailles
<b>ESSENTIAL QUESTION:</b>				
<b>23</b> <b>Unit 3: World War I</b> Word Search	<b>24</b> <b>Unit 3: World War I</b> Review Bingo	<b>25</b> <b>Unit 3: World War I</b> Unit Review	<b>26</b> <b>Unit 3: World War I</b> Unit Test	<b>27</b> <b>End of 1st Quarter</b> <b>Early Dismissal @1:00 p.m.</b>
<b>ESSENTIAL QUESTION:</b>				
<b>30</b> <b>Unit 4: The Roaring 20's</b> Makeup Work				

<h1 style="margin: 0;">OCTOBER</h1> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Unit 4: what social and economic factors shaped the Roaring 20's?</li> <li>• Unit 5: what were the effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis?</li> <li>• Unit 5: How did the Smoot-Hawley Tariff Act affect the global economy and contribute to the worldwide depression?</li> </ul>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 4: The Roaring 20's</b> <ul style="list-style-type: none"> <li>◦ SS10.US2.5, SS10.US2.6</li> </ul> </li> <li>• <b>Unit 5: the Great Depression</b> <ul style="list-style-type: none"> <li>◦ SS10.US2.6, SS10.US2.7</li> </ul> </li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 4: The Roaring 20's</b> <ul style="list-style-type: none"> <li>◦ SWBAT analyze radio, cinema, and print media for their impact on the creation of mass culture</li> <li>◦ SWBAT analyze the works of major American artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H. L. Mencken, to characterize the era of the 1920s</li> <li>◦ SWBAT determine the relationship between technological innovations and</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>Unit 5: In what ways did the Great Depression impact the American family structure and dynamics?</li> <li>Unit 5: What were the conditions created by the Dust Bowl, and how did they influence migration patterns during the Great Depression?</li> </ul> <p><b>Accommodations:</b> printed handouts, student-accessible powerpoint</p> <p><b>Modifications:</b> additional time, peep partner</p> <p><b>ELL Support:</b> peer partner, visual resources, additional time</p>	<p>the creation of increased leisure time</p> <ul style="list-style-type: none"> <li>SWBAT identify notable authors of the 1920s, including John Steinbeck, William Faulkner, and Zora Neale Hurston</li> </ul> <ul style="list-style-type: none"> <li><b>Unit 5: the Great Depression</b> <ul style="list-style-type: none"> <li>SWBAT assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis</li> <li>SWBAT describe the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression</li> <li>SWBAT analyze the Great Depression for its impact on the American family</li> <li>SWBAT analyze the conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression</li> </ul> </li> </ul>
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<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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**ESSENTIAL QUESTION:** what social and economic factors shaped the Roaring 20's?

	<p><b>1</b> <b>Unit 4: The Roaring 20's</b></p> <p>Intro to the Roaring 20's</p> <p>Video: the Roaring 20's</p> <p>Assignment: the Roaring 20's Guided Notes Presentation</p>	<p><b>2</b> <b>Unit 4: The Roaring 20's</b></p> <p>Watch the Vice Presidential Debate</p> <p>First 9 Weeks Grades due</p>	<p><b>3</b> <b>Unit 4: The Roaring 20's</b></p> <p>The Roaring 20's</p> <p>Assignment: Roaring 20's Reading and Questions</p> <p>If we have extra time watch more of the debate</p>	<p><b>4</b> <b>Unit 4: The Roaring 20's</b></p> <p>The Great Migration</p> <p>Video:the Great Migration</p> <p>Assignment: Marcus Garvey and the UNIA</p> <p>First 9 Weeks Report Cards</p>
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**ESSENTIAL QUESTION:** what social and economic factors shaped the Roaring 20's?

<p><b>7</b> <b>Unit 4: The Roaring 20's</b></p> <p>The Harlem Renaissance</p> <p>Assignment: Harlem Renaissance Stations Activity</p>	<p><b>8</b> <b>Unit 4: The Roaring 20's</b></p> <p>CNN10</p> <p>Assignment: Harlem Renaissance Stations Activity</p>	<p><b>9</b> <b>Unit 4: The Roaring 20's</b></p> <p>Harlem Renaissance Book Jacket Project</p> <p>Assignment: students will design a book jacket for a biography of a Harlem Renaissance writer</p> <p>UAH Field Trip</p>	<p><b>10</b> <b>Unit 4: The Roaring 20's</b></p> <p>Harlem Renaissance Book Jacket Project</p> <p><b>World Mental Health</b></p>	<p><b>11</b> <b>Unit 4: The Roaring 20's</b></p> <p>Harlem Renaissance Book Jacket Project</p>
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			Day – Afternoon Assembly Schedule	
<b>ESSENTIAL QUESTION:</b> what social and economic factors shaped the Roaring 20's?				
<b>14</b>	<b>15</b> <b>Unit 4: The Roaring 20's</b>  The Red Scare  Warm Up: what is Communism? What have you heard about it from others?  Video: the Palmer Raids  Discussion: why were people so scared of Communism/Socialism?  Assignment: Red Scare Analysis  7th Grade Assembly during Advisory	<b>16</b> <b>Unit 4: The Roaring 20's</b>  The Rise and Fall of Prohibition  Warm Up: analyze Hooch Hound cartoon (have students answer in a Padlet)  Video: National Ban on Alcohol  Discussion Questions:  Assignment: the Rise and Fall of Prohibition  Munkachy Pop-in at the beginning of class	<b>17</b> <b>Unit 4: The Roaring 20's</b>  The Red Scare cont.  Warm Up:  Video: The Trial of Sacco and Vanzetti  Listen: Sacco and Vanzetti Song  Assignment: Sacco and Vanzetti Questions	<b>18</b>  <b>E-Learning</b>  <b>10th and 12th Grade Testing</b>
<b>ESSENTIAL QUESTION:</b> what social and economic factors shaped the Roaring 20's?				
<b>21</b> <b>Unit 4: The Roaring 20's</b>  The Tulsa Massacre  Warm Up: how would you define a riot? How would you define a massacre?  Video: The massacre of Tulsa's Black Wall Street  Assignment: The Tulsa Massacre (students will analyze primary and secondary sources on the Tulsa Massacre. They will write a two-paragraph reflection on whether the	<b>22</b> <b>Unit 4: The Roaring 20's</b>  Great Gatsby Escape Room  Warm Up:  Assignment:	<b>23</b> <b>Unit 4: The Roaring 20's</b>  Unit 4 Review  CNN 10  Blooket Review	<b>24</b> <b>Unit 4: The Roaring 20's</b>  Unit 4 Test  CNN 10  Blooket Review  Unit 4: Test in Google Classroom	<b>25</b> <b>Unit 4: The Roaring 20's</b>  Field Day

event in Tulsa was a riot or massacre and provide evidence for their answer based on information from the sources)				
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**ESSENTIAL QUESTION:** what were the effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis?

<p><b>28</b> <b>Unit 5: The Great Depression</b></p> <p>Personal Leave – Prepare Sub Work</p> <p>The Great Depression</p> <p>Assignment: the Great Depression and New Deal Guided Notes</p> <p>Presentation</p>	<p><b>29</b> <b>Unit 5: The Great Depression</b></p> <p>Personal Leave – Prepare Sub Work</p> <p>The Great Depression</p> <p>Assignment: the Great Depression Photograph Analysis Webquest</p>	<p><b>30</b> <b>Unit 5: The Great Depression</b></p> <p>Personal Leave – Prepare Sub Work</p> <p>The New Deal</p> <p>Assignment: the New Deal – An Alphabet Soup of Agencies</p>	<p><b>31</b> <b>Unit 5: The Great Depression</b></p> <p>Personal Leave – Prepare Sub Work</p> <p>Huey Long and Share Our Wealth</p> <p>Assignment: Analyzing Huey Long’s Share Our Wealth</p>	
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<p><b>NOVEMBER</b></p> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What were the effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis?</li> <li>• How did the Great Depression impact the American family and the U.S. government?</li> </ul> <p><b>Accommodations:</b> printed handouts, student-accessible powerpoint</p> <p><b>Modifications:</b> additional time, peep partner</p> <p><b>ELL Support:</b> peer partner, visual resources, additional time</p>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 5: the Great Depression</b> <ul style="list-style-type: none"> <li>◦ SS10.US2.6, SS10.US2.7</li> </ul> </li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 5: the Great Depression</b> <ul style="list-style-type: none"> <li>◦ SWBAT assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis</li> <li>◦ SWBAT analyze the Great Depression for its impact on the American family</li> <li>◦ SWBAT analyze the New Deal and the pros and cons of increased federal programs</li> <li>◦ SWBAT analyze the conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression</li> </ul> </li> </ul>
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<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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**ESSENTIAL QUESTION:** How did the Great Depression impact the American family and the U.S. government?

				<b>1</b> <b>Unit 5: The Great Depression</b>  Personal Leave – Prepare Sub Work  The Dust Bowl  Assignment: Letter from a Dust Bowl Survivor
<b>ESSENTIAL QUESTION:</b> How did the Great Depression impact the American family and the U.S. government?				
<b>4</b> <b>Unit 5: The Great Depression</b>  Makeup Work Day  Warm Up: CNN 10 (10 minutes)  Election Pulse Check (5 minutes)  Makeup Work (35 minutes): give students the opportunity to catch up on any of the sub work from the week before and fix any tech issues on my end that prevented them from completing the work	<b>5</b> <b>Unit 5: The Great Depression</b>  The Great Depression  Objective(s): <ul style="list-style-type: none"> <li>SWBAT assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis</li> <li>SWBAT describe the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression</li> </ul> Warm Up: CNN 10 (10 minutes)  Political Cartoon Analysis (5 minutes): students will analyze a political cartoon of a man waiting outside of the Senate and respond to the following questions <ol style="list-style-type: none"> <li>What is the man waiting for?</li> <li>What is the message of this cartoon?</li> </ol>	<b>6</b> <b>Unit 5: The Great Depression</b>  Fireside Chats  Objective(s): <ul style="list-style-type: none"> <li>SWBAT analyze the New Deal and the pros and cons of increased federal programs</li> </ul> Video: FDR's First Fireside Chat Amid Banking Crisis (15 minutes)– students will watch the video on FDR's fireside chats and respond to the following questions <ul style="list-style-type: none"> <li>What was the purpose of the fireside chats?</li> <li>What made the chats so effective?</li> </ul> Assignment: FDR's First Fireside Chat – students will read a transcript of FDR's first Fireside Chat and respond to questions (15 minutes)	<b>7</b> <b>Unit 5: The Great Depression</b>  The New Deal  Objective(s): <ul style="list-style-type: none"> <li>SWBAT analyze the New Deal and the pros and cons of increased federal programs</li> <li>SWBAT analyze the Great Depression for its impact on the American family</li> </ul> Warm Up: CNN 10 (10 minutes)  Video: the New Deal (15 minutes)– students will watch a CrashCourse video on the New Deal and respond to the following questions <ul style="list-style-type: none"> <li>What were the three R's of the New Deal, and how did each category aim to address the challenges posed by</li> </ul>	<b>8</b> <b>Unit 5: The Great Depression</b>  Makeup Work  CNN 10 (10 min)  Makeup Work (40 min)

	<p>Video and Discussion (10 minutes): FDR's Inaugural Address</p> <p>Assignment: the Great Depression and New Deal Guided Notes – students will follow the presentation to complete their notes on what started the Great Depression, the role of FDR and federal programming (20 minutes)</p> <p><b>Election Day</b></p>		<p>the Great Depression?</p> <ul style="list-style-type: none"> <li>Considering the information presented about the New Deal and its impacts on various groups, do you believe the New Deal was ultimately beneficial or detrimental to American society?</li> </ul> <p>Assignment: review New Deal An Alphabet Soup of Agencies (20 minutes) – students research 9 organizations created as part of the New Deal and identify their purposes. We will review as a class</p>	
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**ESSENTIAL QUESTION:**How did the Great Depression impact the American family and the U.S. government?

<p><b>11</b></p> <p><b>Veterans Day</b></p>	<p><b>12</b></p> <p><b>Unit 5: The Great Depression</b></p> <p><b>Montevallo Campus Visit</b></p>	<p><b>13</b></p> <p><b>Unit 5: The Great Depression</b></p> <p><b>Unit 5: The Great Depression</b></p> <p>The New Deal</p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>SWBAT analyze the New Deal and the pros and cons of increased federal programs</li> <li>SWBAT analyze the Great Depression for its impact on the American family</li> </ul>	<p><b>14</b></p> <p><b>Unit 5: The Great Depression</b></p> <p><b>Analyzing the New Deal</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>SWBAT analyze the New Deal and the pros and cons of increased federal programs</li> <li>SWBAT analyze the Great Depression for its impact on the American family</li> </ul> <p>CNN 10 (10 min)</p>	<p><b>15</b></p> <p><b>Unit 5: The Great Depression</b></p> <p><b>Criticisms of the New Deal</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>SWBAT analyze the New Deal and the pros and cons of increased federal programs</li> <li>SWBAT analyze the Great Depression for its impact on the American family</li> </ul> <p>CNN 10 (10 min)</p>
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		<p>Warm Up: CNN 10 (10 minutes)</p> <p>Video: the New Deal (15 minutes)– students will watch a CrashCourse video on the New Deal and respond to the following questions</p> <ul style="list-style-type: none"> <li>• What were the three R's of the New Deal, and how did each category aim to address the challenges posed by the Great Depression?</li> <li>• Considering the information presented about the New Deal and its impacts on various groups, do you believe the New Deal was ultimately beneficial or detrimental to American society?</li> </ul> <p>Assignment: review New Deal An Alphabet Soup of Agencies (20 minutes) – students research 9 organizations created as part of the New Deal and identify their purposes. We will review as a class</p>	<p>Warm Up: how did the New Deal change politics during the Great Depression? (5 min)</p> <p>Have students review the Unit 5: Alphabet Soup of Agencies and the key functions of the executive departments created under the New Deal (25 min)</p> <p><b>Progress Reports Printed</b></p>	<p>Warm Up: why might some people oppose the New Deal? What were the major criticisms at the time? (5 min)</p> <p>Video: Huey Long (5 min) – students will watch one of Huey Long's speeches and discuss his speaking style and how it may have contributed to the support of his plan</p> <p>Assignment: Opposition to the New Deal (15 min) – students will read a passage about the criticisms to the New Deal and respond to questions</p> <p>ESL Version</p> <p><b>Progress Reports Distributed to Students</b></p>
<b>ESSENTIAL QUESTION:</b> How did the Great Depression impact the American family and the U.S. government?				
<b>18</b> <b>Unit 5: The Great Depression</b>	<b>19</b> <b>Unit 5: The Great Depression</b>	<b>20</b> <b>Unit 5: The Great Depression</b>	<b>21</b> <b>Unit 5: The Great Depression</b>	<b>22</b> <b>Unit 5: The Great Depression</b>

<p><b>Unit Review</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT analyze the New Deal and the pros and cons of increased federal programs</li> <li>• SWBAT analyze the Great Depression for its impact on the American family</li> <li>• SWBAT analyze the conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression</li> <li>• SWBAT assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis</li> </ul> <p>CNN 10 (10 min)</p> <p>Video: Great Depression (15 min) – review of the Great Depression</p> <p>Assignment: Unit 5 Great Depression Reading Review (20 min) – students will use their notes and links to texts in the assignment to review causes of the Great Depression, the Dust Bowl, FDR’s New Deal, and the areas in which the New Deal’s departments helped people recover</p>	<p><b>Unit Review</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT analyze the New Deal and the pros and cons of increased federal programs</li> <li>• SWBAT analyze the Great Depression for its impact on the American family</li> <li>• SWBAT analyze the conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression</li> <li>• SWBAT assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis</li> </ul> <p>CNN 10 (10 min)</p> <p>Assignment: complete unit 5 Great Depression Reading Review (20 min) – students will use their notes and links to texts in the assignment to review causes of the Great Depression, the Dust Bowl, FDR’s New Deal, and the areas in which the New Deal’s departments helped people recover</p> <p>Review: vocabulary crossword puzzle</p>	<p><b>Unit Review</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT analyze the New Deal and the pros and cons of increased federal programs</li> <li>• SWBAT analyze the Great Depression for its impact on the American family</li> <li>• SWBAT analyze the conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression</li> <li>• SWBAT assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis</li> </ul> <p>CNN 10 (10 min)</p> <p>Note Check (10 min) have students check for assignments in Google Classroom they will be able to use on the test</p> <p>Quizizz Review (25 min) – students will play at least two rounds of Quizizz to review for the test</p>	<p><b>Unit Test</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT analyze the New Deal and the pros and cons of increased federal programs</li> <li>• SWBAT analyze the Great Depression for its impact on the American family</li> <li>• SWBAT analyze the conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression</li> <li>• SWBAT assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis</li> </ul> <p>CNN 10 (10 min)</p> <p>Assignment: Unit 5 Test</p> <p>Modified Test</p>	<p>Makeup Work and Test Retakes</p> <p>CNN 10 (10 min)</p> <p>Makeup Work: give students the opportunity to turn in any missing or incomplete assignments from Unit 5 and retake tests from unit 4 and 5</p>
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<b>ESSENTIAL QUESTION:</b>				
<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>
<b>Thanksgiving Break</b>	<b>Thanksgiving Break</b>	<b>Thanksgiving Break</b>	<b>Thanksgiving Break</b>	<b>Thanksgiving Break</b>

<p><b>DECEMBER</b></p> <p><b>Accommodations:</b> printed handouts, student-accessible powerpoint</p> <p><b>Modifications:</b> additional time, peep partner</p> <p><b>ELL Support:</b> peer partner, visual resources, additional time</p>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 1: The Gilded Age</b> <ul style="list-style-type: none"> <li>○ SS10.US2.1, SS10.US2.2</li> </ul> </li> <li>● <b>Unit 2: Progressives and Imperialism</b> <ul style="list-style-type: none"> <li>○ SS10.US2.2, SS10.US2.3</li> </ul> </li> <li>● <b>Unit 3: World War I</b> <ul style="list-style-type: none"> <li>○ SS10.US2.4</li> </ul> </li> <li>● <b>Unit 4: the Roaring 20's</b> <ul style="list-style-type: none"> <li>○ SS10.US2.5, SS10.US2.6</li> </ul> </li> <li>● <b>Unit 5: the Great Depression</b> <ul style="list-style-type: none"> <li>○ SS10.US2.6, SS10.US2.7</li> </ul> </li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 1: The Gilded Age</b> <ul style="list-style-type: none"> <li>○ SWBAT explain how the U.S. transitioned from an agrarian to and industrial nation</li> </ul> </li> <li>● <b>Unit 2: Progressives and Imperialism</b> <ul style="list-style-type: none"> <li>○ SWBAT evaluate the complexities, origins, limitations, and effects of the Progressive and Populist Movements</li> <li>○ SWBAT evaluate and explain national legislation that was influenced by and affected social and political movements</li> <li>○ SWBAT compare and contrast presidential leadership during the Progressive Era</li> <li>○ SWBAT evaluate the effects of American imperialism through the involvement of the Hawaiian Islands for economic and imperialism interests</li> <li>○ SWBAT describe the causes and consequences of the Spanish-American War</li> </ul> </li> <li>● <b>Unit 3: World War I</b> <ul style="list-style-type: none"> <li>○ SWBAT identify the role of militarism, alliances, imperialism, and nationalism in World War I</li> <li>○ SWBAT explain controversies over the Treaty of Versailles of 1919, Woodrow Wilson's Fourteen Points, and the League of Nations</li> <li>○ SWBAT explain how the Treaty of Versailles led to worsening economic and political conditions in Europe, including greater opportunities for the rise of fascist states in Germany, Italy, and Spain</li> <li>○ SWBAT compare short and long-term effects of changing boundaries in</li> </ul> </li> </ul>
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		<p>pre- and post-World War I in Europe and the Middle East, leading to the creation of new countries</p> <ul style="list-style-type: none"> <li>● <b>Unit 4: the Roaring 20's</b> <ul style="list-style-type: none"> <li>○ SWBAT analyze radio, cinema, and print media for their impact on the creation of mass culture</li> <li>○ SWBAT analyze the works of major American artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H. L. Mencken, to characterize the era of the 1920s</li> <li>○ SWBAT determine the relationship between technological innovations and the creation of increased leisure time</li> <li>○ SWBAT identify notable authors of the 1920s, including John Steinbeck, William Faulkner, and Zora Neale Hurston</li> </ul> </li> <li>● <b>Unit 5: the Great Depression</b> <ul style="list-style-type: none"> <li>○ SWBAT assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis</li> <li>○ SWBAT analyze the Great Depression for its impact on the American family</li> <li>○ SWBAT analyze the New Deal and the pros and cons of increased federal programs</li> <li>○ SWBAT analyze the conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression</li> </ul> </li> </ul>		
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<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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**ESSENTIAL QUESTION:**

<p><b>2</b> <b>Final Exam Review</b></p> <p><b>Unit 1: the Gilded Age Review</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>● SWBAT explain how the U.S. transitioned from an agrarian to and industrial nation</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Assignment: Gilded Age Unit Packet (40 min) – students will review content from unit 1 on the positives and negatives of the Gilded Age, robber barons, the</p>	<p><b>3</b> <b>Final Exam Review</b></p> <p><b>Unit 1: the Gilded Age Review</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>● SWBAT explain how the U.S. transitioned from an agrarian to and industrial nation</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Assignment: complete Gilded Age Unit Packet (40 min) – students will review content from unit 1 on the positives and negatives of the Gilded Age, robber barons, the</p>	<p><b>4</b> <b>Final Exam Review</b></p> <p><b>Unit 2: Progressives and Imperialism Review</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>● SWBAT evaluate the complexities, origins, limitations, and effects of the Progressive and Populist Movements</li> <li>● SWBAT evaluate and explain national legislation that was influenced by and affected social and political movements</li> <li>● SWBAT compare and contrast presidential</li> </ul>	<p><b>5</b> <b>Final Exam Review</b></p> <p><b>Unit 2: Progressives and Imperialism Review</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>● SWBAT evaluate the effects of American imperialism through the involvement of the Hawaiian Islands for economic and imperialism interests</li> <li>● SWBAT describe the causes and consequences of the</li> </ul>	<p><b>6</b> <b>Final Exam Review</b></p> <p><b>Unit 3: World War I Review</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>● SWBAT identify the role of militarism, alliances, imperialism, and nationalism in World War I</li> <li>● SWBAT explain controversies over the Treaty of Versailles of 1919, Woodrow Wilson’s Fourteen Points, and the League of Nations</li> <li>● SWBAT explain how</li> </ul>
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transcontinental railroad, and immigration Modified Version	transcontinental railroad, and immigration Modified Version	leadership during the Progressive Era Warm Up: CNN 10 (10 min) Assignment: Progressive Era Unit Packet (40 min) – students will review content from unit 2 on the Progressive Era, U.S. imperialism, the annexation of Hawaii, and the Spanish-American War Modified Version	Spanish-American War Warm Up: CNN 10 (10 min) Assignment: complete Progressive Era Unit Packet (40 min) – students will review content from unit 2 on the Progressive Era, U.S. imperialism, the annexation of Hawaii, and the Spanish-American War Modified Version	the Treaty of Versailles led to worsening economic and political conditions in Europe, including greater opportunities for the rise of fascist states in Germany, Italy, and Spain Warm Up: CNN 10 (10 min) Assignment: World War I Complete Unit Review Guide (40 min) – students will review content from unit 3 on World War I, including trench warfare, the Treaty of Versailles, the causes of WWI, and the Spanish Flu Modified Version
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**ESSENTIAL QUESTION:**

<b>9</b> <b>Final Exam Review</b> <b>Unit 4: the Roaring 20's Review</b> <b>Objective(s):</b> <ul style="list-style-type: none"> <li>SWBAT analyze radio, cinema, and print media for their impact on the creation of mass culture</li> <li>SWBAT analyze the works of major American artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes,</li> </ul>	<b>10</b> <b>Final Exam Review</b> <b>Unit 4: the Roaring 20's Review</b> <b>Objective(s):</b> <ul style="list-style-type: none"> <li>SWBAT analyze radio, cinema, and print media for their impact on the creation of mass culture</li> <li>SWBAT analyze the works of major American artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes,</li> </ul>	<b>11</b> <b>Final Exams Window</b> <b>Unit 5: the Great Depression Review</b> <b>Objective(s):</b> <ul style="list-style-type: none"> <li>SWBAT analyze the New Deal and the pros and cons of increased federal programs</li> <li>SWBAT analyze the conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression</li> </ul>	<b>12</b> <b>Final Exams Window</b> <b>Unit 5: the Great Depression Review</b> <b>Objective(s):</b> <ul style="list-style-type: none"> <li>SWBAT analyze the New Deal and the pros and cons of increased federal programs</li> <li>SWBAT analyze the conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression</li> </ul>	<b>13</b> <b>Final Exams Window</b> <b>1st Period (Advisory)</b> <b>2nd Period Government Exam</b> <b>3rd Period U.S. History Exam</b> <b>4th Period Review</b>  U.S. History II First Semester Final Exam Modified Final Exam
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<p>and H. L. Mencken, to characterize the era of the 1920s</p> <ul style="list-style-type: none"> <li>• SWBAT identify notable authors of the 1920s, including John Steinbeck, William Faulkner, and Zora Neale Hurston</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Gilded Age Blooket Review (15 min)</p> <p>Assignment: Roaring 20's Unit Review Guide (25 min) – students will review content from the Roaring 20's, including the Harlem Renaissance, Prohibition, cultural changes for women, and major artists</p> <p>Modified Version</p>	<p>and H. L. Mencken, to characterize the era of the 1920s</p> <ul style="list-style-type: none"> <li>• SWBAT identify notable authors of the 1920s, including John Steinbeck, William Faulkner, and Zora Neale Hurston</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Progressive Era Blooket Review (15 min)</p> <p>Assignment: Roaring 20's Unit Review Guide (25 min) – students will review content from the Roaring 20's, including the Harlem Renaissance, Prohibition, cultural changes for women, and major artists</p> <p>Modified Version</p>	<p>Warm Up: CNN 10 (10 min)</p> <p>World War I Blooket Review (15 min)</p> <p>Assignment: the Great Depression Unit Packet (25 min) – students will review content from the Great Depression, including the impact of the banks' collapse, FDR and the New Deal, the purposes behind several of the agencies created through the New Deal, and how the Dust Bowl exacerbated economic struggles during the 1930's</p> <p>Modified Version</p> <p>CRP: students will engage with cultural competence and critical consciousness by learning and discussing current events on CNN 10 and reviewing the Great Depression, including federal programs created during the time period that still exist today</p>	<p>Warm Up: CNN 10 (10 min)</p> <p>Roaring 20's Blooket Review (10 min)</p> <p>Assignment: the Great Depression Unit Packet (20 min) – students will review content from the Great Depression, including the impact of the banks' collapse, FDR and the New Deal, the purposes behind several of the agencies created through the New Deal, and how the Dust Bowl exacerbated economic struggles during the 1930's</p> <p>Modified Version</p> <p>Great Depression Blooket Review (10 min)</p> <p>CRP: students will engage with cultural competence and critical consciousness by learning and discussing current events on CNN 10 and reviewing the Great Depression, including federal programs created during the time period that still exist today</p>	
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**ESSENTIAL QUESTION:**

<p><b>16</b></p> <p><b>Final Exams Window</b></p> <p><b>1st Period (Advisory)</b> <b>4th Period Government</b></p>	<p><b>17</b></p> <p><b>Final Exams Window</b></p> <p><b>1st Period (Advisory)</b> <b>6th Period U.S. History</b></p>	<p><b>18</b></p> <p><b>Final Exams Window</b></p> <p><b>1st Period (Advisory)</b> <b>8th Period Government</b></p>	<p><b>19</b></p> <p><b>Makeup Work</b></p>	<p><b>20</b></p> <p><b>End of Semester</b></p> <p><b>Early Dismissal @1:00 p.m.</b></p>
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<b>Exam</b> <b>5th Period U.S. History</b> <b>II Exam</b> <b>6th Period Review</b>  U.S. History II First Semester Final Exam  Modified Final Exam	<b>II Exam</b> <b>7th Period Exam (Planning)</b> <b>8th Period Review</b>  U.S. History II First Semester Final Exam  Modified Final Exam	<b>Exam</b> <b>2nd Period</b> <b>3rd Period</b>  U.S. History II First Semester Final Exam  Modified Final Exam		
<b>ESSENTIAL QUESTION:</b>				
<b>23</b>  <b>Winter Break</b>	<b>24</b>  <b>Winter Break</b>	<b>25</b>  <b>Winter Break</b>	<b>26</b>  <b>Winter Break</b>	<b>27</b>  <b>Winter Break</b>
<b>ESSENTIAL QUESTION:</b>				
<b>30</b>  <b>Winter Break</b>	<b>31</b>  <b>Winter Break</b>			

<h2 style="margin: 0;">JANUARY</h2> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Unit 6: World War II           <ul style="list-style-type: none"> <li>◦ What was the role of appeasement in the events leading up to WWII?</li> <li>◦ How did WWII influence the debate of nuclear weapons and the treatment of civilians during war times?</li> </ul> </li> </ul> <p><b>Accommodations:</b> printed handouts, student-accessible powerpoint</p> <p><b>Modifications:</b> additional time, peep partner</p> <p><b>ELL Support:</b> peer partner, visual resources, additional time</p>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 6: World War II</b> <ul style="list-style-type: none"> <li>◦ SS10.US2.8, SS10.US2.9, SS10.US2.10</li> </ul> </li> <li>• <b>Unit 7: the Cold War</b> <ul style="list-style-type: none"> <li>◦ SS10.US2.11, SS10.US2.12, SS10.US2.13</li> </ul> </li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 6: World War II</b> <ul style="list-style-type: none"> <li>◦ SWBAT analyze the impact of fascism, Nazism, and communism on growing conflicts in Europe</li> <li>◦ SWBAT explain the isolationist debate as it evolved from the 1920s to the bombing of Pearl Harbor and the subsequent change in the United States' foreign policy</li> <li>◦ SWBAT identify roles of significant World War II leaders</li> <li>◦ SWBAT evaluate the impact of the Munich Pact and the failed British policy of appeasement resulting in the invasion of Poland</li> <li>◦ SWBAT locate on a map or globe the major battles of World War II and the extent of the Allied and Axis territorial expansion</li> <li>◦ SWBAT describe military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings</li> <li>◦ SWBAT explain reasons for and the results of dropping atomic bombs on Japan</li> <li>◦ SWBAT explain events and consequences of war crimes committed during World War II, including the Holocaust, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention</li> <li>◦ SWBAT describe Alabama's participation in World War II, including the role of the Tuskegee Airmen, growth of the Port of Mobile, production of Birmingham steel, and the establishment of military bases</li> </ul> </li> <li>• <b>Unit 7: the Cold War</b> <ul style="list-style-type: none"> <li>◦ SWBAT describe the Cold War policies and issues, the domino theory, McCarthyism, and</li> </ul> </li> </ul>
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		<p>their consequences, including the institution of loyalty oaths under Harry S. Truman, the Alger Hiss case, the house Un-American Activities Committee, and the execution of Julius and Ethel Rosenberg</p> <ul style="list-style-type: none"> <li>○ SWBAT locate areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China</li> <li>○ SWBAT describe Alabama's role in the space program under the New Frontier</li> <li>○ SWBAT describe major foreign events and issues of the John F. Kennedy Administration, including construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban missile crisis</li> <li>○ SWBAT locate on a map or globe the divisions of Vietnam, the Ho Chi Minh Trail, and major battle sites</li> <li>○ SWBAT describe the creation of North and South Vietnam</li> </ul>		
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>ESSENTIAL QUESTION:</b>				
		<b>1</b> <b>Winter Break</b>	<b>2</b> <b>Winter Break</b>	<b>3</b> <b>Winter Break</b>
<b>ESSENTIAL QUESTION:</b>				
<b>6</b> <b>Teacher PD/Work Day</b>	<b>7</b> <b>Teacher PD/Work Day</b>	<b>8</b> <b>Teacher PD/Work Day</b>	<b>9</b> <b>Welcome Back</b> <b>Objective(s):</b> Student Check in (10 min)  2nd Semester Reset (10 min): go over new late work policy and setting expectations for the second semester  Assignment: Year Compass – students will reflect on 2024 and what they accomplished (30 min)  <b>Students Return 2nd Semester</b>	<b>10</b> <b>E-Learning Day (due to weather)</b>  Assignment: complete Year Compass. Reflect on 2024 and set goals for 2025 and what you want your year to look like.
<b>ESSENTIAL QUESTION: What was the role of appeasement in the events leading up to WWII?</b>				
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>

<p><b>Unit 6: World War II</b></p> <p><b>Welcome Back</b></p> <p>Warm up: CNN 10 (10 min)</p> <p>Assignment: complete Year Compass. Reflect on 2024 and set goals for 2025 and what you want your year to look like.</p>	<p><b>Unit 6: World War II</b></p> <p><b>The Rise of Fascism Day 1</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT analyze the impact of fascism, Nazism, and communism on growing conflicts in Europe</li> <li>SWBAT identify roles of significant World War II leaders</li> </ul> <p>Warm up: CNN 10 (10 min)</p> <p>Analyzing Hitler's Speeches –how are Hitler's speeches connected to the end of WWI and world depression? (10 min)</p> <p>Assignment: The Rise of Dictators Timeline – students will learn about 16 events from the interwar era to analyze the rise of dictators and create a timeline (30 min)</p>	<p><b>Unit 6: World War II</b></p> <p><b>The Rise of Fascism Day 2</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT analyze the impact of fascism, Nazism, and communism on growing conflicts in Europe</li> <li>SWBAT identify roles of significant World War II leaders</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Video: How Did Hitler Rise to Power (5 min)</p> <p>Assignment: Charles Lindenberg on European Wars Reading Activity – students will read a speech from Charles Lindenberg on American isolationism and respond to questions (20 min)</p> <p>Modified Version</p> <p>ESL Version</p> <p>Finish Timeline (15 min)</p>	<p><b>Unit 6: World War II</b></p> <p><b>Appeasement</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT identify roles of significant World War II leaders</li> <li>SWBAT evaluate the impact of the Munich Pact and the failed British policy of appeasement resulting in the invasion of Poland</li> <li>SWBAT locate on a map or globe the major battles of World War II and the extent of the Allied and Axis territorial expansion</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Activity: graphic organizer (paper) – students will following along with the Appeasement presentation and complete their graphic organizer on the Treaty of Versailles regulations, the Munich Conference, and the results (20 min)</p> <p>Appeasement Presentation</p> <p>Assignment: Appeasement Before World War II Reading Activity – students will read about how appeasement was used in negotiations and why so many people gave in to Hitler (20 min)</p>	<p><b>Unit 6: World War II</b></p> <p><b>Allied Leaders</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT identify roles of significant World War II leaders</li> <li>SWBAT describe military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Assignment: Allied Leaders of WWII Guided Notes – students will learn about the contributions and accomplishments of the leaders of the Allied Powers (15 min)</p> <p>Allied Leaders Presentation</p> <p>Video: Winston Churchill Gives Speech on Nazi Propaganda and Uniting Against Hitler (5 min)</p> <p>Activity: An Unlikely Hero at Pearl Harbor Reading</p>
<p><b>ESSENTIAL QUESTION: What was the role of appeasement in the events leading up to WWII?</b></p>				
<p><b>20</b></p>	<p><b>21</b></p>	<p><b>22</b></p>	<p><b>23</b></p>	<p><b>24</b></p>

<p><b>MLk Day</b></p>	<p><b>Unit 6: World War II</b></p> <p><b>E-Learning Day due to weather</b></p> <p>Assignment: An Unlikely Hero at Pearl Harbor Reading</p>	<p><b>Unit 6: World War II</b></p> <p><b>Makeup Work</b></p> <p>Students will finish their E-Learning assignment and any missing work from Google Classroom</p>	<p><b>Unit 6: World War II</b></p> <p><b>Battles of WWII</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT locate on a map or globe the major battles of World War II and the extent of the Allied and Axis territorial expansion</li> <li>SWBAT describe military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Video: Crash Course WWII Part 1 and question sheet (15 min)</p> <p>Assignment: Battles and Events of WWII Guided Notes – students will explore the many battles of WWII (25 min)</p> <p>Presentation</p>	<p><b>Unit 6: World War II</b></p> <p><b>Battles of WWII</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT locate on a map or globe the major battles of World War II and the extent of the Allied and Axis territorial expansion</li> <li>SWBAT describe military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Assignment: finish Battles and Events of WWII Guided Notes (25 min)</p>
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**ESSENTIAL QUESTION: what effects did WWII have on gender roles and race relations in the United States?**

<p><b>27</b></p> <p><b>Unit 6: World War II</b></p> <p><b>Americans Contributing to the War Effort</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT describe Alabama’s participation in World War II, including the role of the Tuskegee Airmen, the Aliceville Prisoner of War camp, growth of the Port of Mobile, production of Birmingham steel, and the establishment of military bases</li> </ul> <p>Warm Up: CNN 10 (10 min)</p>	<p><b>28</b></p> <p><b>Unit 6: World War II</b></p> <p><b>Americans Contributing to the War Effort</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT describe Alabama’s participation in World War II, including the role of the Tuskegee Airmen, the Aliceville Prisoner of War camp, growth of the Port of Mobile, production of Birmingham steel, and the establishment of military bases</li> </ul> <p>Warm Up: CNN 10 (10 min)</p>	<p><b>29</b></p> <p><b>Unit 6: World War II</b></p> <p><b>America and the Homefront During WWII</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT describe Alabama’s participation in World War II, including the role of the Tuskegee Airmen, the Aliceville Prisoner of War camp, growth of the Port of Mobile, production of Birmingham steel, and the establishment of military bases</li> </ul> <p>Warm Up: CNN 10 (10 min)</p>	<p><b>30</b></p> <p><b>Unit 6: World War II</b></p> <p><b>Hiroshima and Nagasaki Day 1</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT explain events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention</li> </ul> <p>Warm Up: CNN 10 (10 min)</p>	<p><b>31</b></p> <p><b>Unit 6: World War II</b></p> <p><b>Hiroshima and Nagasaki Day 2</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT explain events and consequences of war crimes committed during World War II, including the Holocaust, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention</li> </ul> <p>Warm UP: CNN 10 (10 min)</p> <p>Activity: Two-Time A-Bomb</p>
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<p>Video: Crash Course Black History Black Americans and WWII (15 min)</p> <p>Assignment: American Contribution Awards – students will divide into groups and read about the Tuskegee Airmen, Nisei Soldiers, Rosie the Riveter, and the Navajo Code Talkers. They will then create and design an award for each group (25 min)</p>	<p>Assignment: complete American Contribution Awards (20 min)</p> <p>Share awards with the class (10 min)</p> <p>Activity: American Contributions to WWII Reflection Questions – students will reflect on the readings about the Navajo Code Talkers, Nisei Soldiers, Tuskegee Airmen, and Rosie the Riveter (10 min)</p>	<p>Video: Crash Course World War II the Homefront – students will watch a Crash Course video on life in America during WWII and respond to questions (15 min)</p> <p>Assignment: America and the Homefront Guided Notes – students will take notes on the social, political, and economic impacts of WWII on the U.S. and what life was like for Americans (15 min)</p> <p>Presentation</p>	<p>Activity: President Truman on Using the A Bomb Reading Activity – students will read a diary entry from Truman about the decision to use the atomic bomb (15 min)</p> <p>Video: (5 min)</p> <p>Assignment: America and the 1947 Japanese Constitution – students will analyze posters that explained the changes in government to the Japanese during American occupation. They will match each poster to the description in the chart and then explain the new idea the poster is introducing (20 min)</p>	<p>Survivor Reading Activity – students will read about Tsutomu Yamaguchi who survived two atomic bombs and became an advocate against the use of nuclear weapons and respond to questions (15 min)</p> <p>Assignment: complete America and the 1947 Japanese Constitution and review some of the questions as a class (20 min)</p>
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<h2>FEBRUARY</h2> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>Unit 6: World War II       <ul style="list-style-type: none"> <li>What was the role of appeasement in the events leading up to WWII?</li> <li>How did WWII influence the debate of nuclear weapons and the treatment of civilians during war times?</li> </ul> </li> <li>Unit 7: the Cold War</li> </ul> <p><b>Accommodations:</b> printed handouts, student-accessible powerpoint</p> <p><b>Modifications:</b> additional time, peep partner</p> <p><b>ELL Support:</b> peer partner, visual resources, additional time</p>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li><b>Unit 6: World War II</b> <ul style="list-style-type: none"> <li>SS10.US2.8, SS10.US2.9, SS10.US2.10</li> </ul> </li> <li><b>Unit 7: the Cold War</b> <ul style="list-style-type: none"> <li>SS10.US2.11, SS10.US2.12, SS10.US2.13</li> </ul> </li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li><b>Unit 6: World War II</b> <ul style="list-style-type: none"> <li>SWBAT analyze the impact of fascism, Nazism, and communism on growing conflicts in Europe</li> <li>SWBAT explain the isolationist debate as it evolved from the 1920s to the bombing of Pearl Harbor and the subsequent change in the United States’ foreign policy</li> <li>SWBAT identify roles of significant World War II leaders</li> <li>SWBAT evaluate the impact of the Munich Pact and the failed British policy of appeasement resulting in the invasion of Poland</li> <li>SWBAT locate on a map or globe the major battles of World War II and the extent of the Allied and Axis territorial expansion</li> <li>SWBAT describe military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings</li> <li>SWBAT explain reasons for and the results of dropping atomic bombs on Japan</li> <li>SWBAT explain events and consequences of war crimes committed during World War II, including the Holocaust, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention</li> <li>SWBAT describe Alabama’s participation in World War II, including the role of the Tuskegee Airmen, the Aliceville Prisoner of War camp, growth of the Port of Mobile,</li> </ul> </li> </ul>
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					<ul style="list-style-type: none"> <li>production of Birmingham steel, and the establishment of military bases</li> <li><b>Unit 7: the Cold War</b> <ul style="list-style-type: none"> <li>SWBAT describe the Cold War policies and issues, the domino theory, McCarthyism, and their consequences, including the institution of loyalty oaths under Harry S. Truman, the Alger Hiss case, the house Un-American Activities Committee, and the execution of Julius and Ethel Rosenberg</li> <li>SWBAT locate areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China</li> <li>SWBAT describe Alabama's role in the space program under the New Frontier</li> <li>SWBAT describe major foreign events and issues of the John F. Kennedy Administration, including construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban missile crisis</li> <li>SWBAT locate on a map or globe the divisions of Vietnam, the Ho Chi Minh Trail, and major battle sites</li> <li>SWBAT describe the creation of North and South Vietnam</li> </ul> </li> </ul>
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<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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**ESSENTIAL QUESTION:** How did WWII influence the debate of nuclear weapons and the treatment of civilians during war times?

<p><b>3</b> <b>Unit 6: World War II</b></p> <p><b>Japanese Internment Day 1</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT explain events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention</li> </ul> <p>Warm Up: Cantrell and Waller ACT 76C Prep – students will watch the Strategy video and take notes on</p> <p>Activity: Eleanor Roosevelt Reading Activity – students will read a short column written by Eleanor Roosevelt on treating Japanese Americans fairly after Pearl Harbor and</p>	<p><b>4</b> <b>Unit 6: World War II</b></p> <p><b>Japanese Internment Day 2</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT explain events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Assignment: complete Japanese American Internment in WWII – students will analyze primary sources on Japanese American internment and complete a chart with questions (20 min)</p>	<p><b>5</b> <b>Unit 6: World War II</b></p> <p><b>The Massacre of Nanjing and Invasion of Korea</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT explain events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention</li> </ul> <p>Warm UP: CNN 10 (10 min)</p> <p>Assignment: Nanjing Massacre Reading</p>	<p><b>6</b> <b>Unit 6: World War II</b></p> <p><b>The Holocaust</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT explain events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention</li> </ul>	<p><b>7</b> <b>Unit 6: World War II</b></p> <p><b>The Holocaust</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT explain events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention</li> </ul>
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<p>discussion questions (10 min)</p> <p>Video: Japanese American Incarceration Camps (5 min)</p> <p>Assignment: Japanese American Internment in WWII – students will analyze primary sources on Japanese American internment and complete a chart with questions (20 min)</p> <p>Modified Version</p> <p>ESL Version</p> <p>Observation w/ Furman 12:30-1:30 p.m.</p>	<p>Video: George Takei “Why I Love a Country that once Betrayed Me” (5 min)</p> <p>Reading Activity: <a href="#">Yuri Kochiyama on Japanese-American Internment Camps</a> – students will read about personal experience of Yuri Kochiyama and respond to questions (15 min)</p> <p><a href="#">Modified Version</a></p>			
<p><b>ESSENTIAL QUESTION:</b> How did WWII influence the debate of nuclear weapons and the treatment of civilians during war times?</p>				
<p><b>10</b> <b>Unit 6: World War II</b></p> <p><b>The Double V Movement / WW2 and Civil Rights</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT explain events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention</li> </ul>	<p><b>11</b> <b>Unit 6: World War II</b></p> <p><b>The Double V Movement / WW2 and Civil Rights</b></p> <p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>SWBAT explain events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention</li> </ul>	<p><b>12</b> <b>Unit 6: World War II</b></p> <p><b>Unit 6 Review</b></p>	<p><b>13</b> <b>Unit 6: World War II</b></p> <p><b>Unit 6 Test</b></p>	<p><b>14</b> <b>Unit 6: World War II</b></p> <p><b>Test Retakes and Makeup Work</b></p>
<p><b>ESSENTIAL QUESTION:</b></p>				
<p><b>17</b></p>	<p><b>18</b></p>	<p><b>19</b></p>	<p><b>20</b></p>	<p><b>21</b></p>

February Break	February Break	February Break	February Break	February Break
<b>ESSENTIAL QUESTION:</b>				
24	25	26	27	28
<b>ESSENTIAL QUESTION:</b>				

<b>MARCH</b>  <b>Accommodations:</b> printed handouts, student-accessible powerpoint  <b>Modifications:</b> additional time, peep partner  <b>ELL Support:</b> peer partner, visual resources, additional time		<b>Standards:</b> <ul style="list-style-type: none"> <li>• Unit :</li> <li>• Unit :</li> </ul> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• Unit :</li> <li>• Unit :</li> </ul>		
		<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<b>ESSENTIAL QUESTION:</b>				
<b>3</b> Unit 7: the Cold War Objective(s):	<b>4</b> Unit 7: the Cold War Objective(s):	<b>5</b> Unit 7: the Cold War Objective(s):	<b>6</b> Unit 7: the Cold War Objective(s):	<b>7</b> Unit 7: the Cold War Objective(s):
<b>ESSENTIAL QUESTION:</b>				
<b>10</b> Unit 7: the Cold War Objective(s):	<b>11</b> Unit 7: the Cold War Objective(s):	<b>12</b> E-Learning 11th Grade Testing	<b>13</b> Unit 7: the Cold War Objective(s):	<b>14</b> Unit 7: the Cold War Objective(s):
<b>ESSENTIAL QUESTION:</b>				
<b>17</b> Unit 7: the Cold War Objective(s):	<b>18</b> Unit 7: the Cold War Objective(s):	<b>19</b> Unit 7: the Cold War Objective(s):	<b>20</b> Unit 7: the Cold War Objective(s):	<b>21</b> End of 3rd Quarter

<b>ESSENTIAL QUESTION:</b>				
<b>24</b> Spring Break	<b>25</b> Spring Break	<b>26</b> Spring Break	<b>27</b> Spring Break	<b>28</b> Spring Break
<b>ESSENTIAL QUESTION:</b>				
<b>31</b> Unit 8: Civil Rights Movement Objective(s):				

<b>APRIL</b>  <b>Accommodations:</b> printed handouts, student-accessible powerpoint  <b>Modifications:</b> additional time, peep partner  <b>ELL Support:</b> peer partner, visual resources, additional time	<b>Standards:</b> <ul style="list-style-type: none"> <li>• Unit :</li> <li>• Unit :</li> </ul> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• Unit :</li> <li>• Unit :</li> </ul>
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Monday	Tuesday	Wednesday	Thursday	Friday
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<b>ESSENTIAL QUESTION:</b>				
	<b>1</b> Unit 8: Civil Rights Movement Objective(s):	<b>2</b> Unit 8: Civil Rights Movement Objective(s):	<b>3</b> Unit 8: Civil Rights Movement Objective(s):	<b>4</b> Unit 8: Civil Rights Movement Objective(s):

<b>ESSENTIAL QUESTION:</b>				
<b>7</b> Unit 8: Civil Rights Movement Objective(s):	<b>8</b> Unit 8: Civil Rights Movement Objective(s):	<b>9</b> Unit 8: Civil Rights Movement Objective(s):	<b>10</b> Unit 8: Civil Rights Movement Objective(s):	<b>11</b> Unit 8: Civil Rights Movement Objective(s):

<b>ESSENTIAL QUESTION:</b>				
<b>14</b> E-Learning ACAP Testing for 6th, 7th, and 8th Grade	<b>15</b> E-Learning ACAP Testing for 6th, 7th, and 8th Grade	<b>16</b> E-Learning ACAP Testing for 6th, 7th, and 8th Grade	<b>17</b> E-Learning ACAP Testing for 6th, 7th, and 8th Grade	<b>18</b> E-Learning ACAP Testing for 6th, 7th, and 8th Grade
<b>ESSENTIAL QUESTION:</b>				
<b>21</b> Unit 9: Modern America Objective(s):	<b>22</b> Unit 9: Modern America Objective(s):	<b>23</b> Unit 9: Modern America Objective(s):	<b>24</b> Unit 9: Modern America Objective(s):	<b>25</b> Unit 9: Modern America Objective(s):
<b>ESSENTIAL QUESTION:</b>				
<b>28</b> Unit 9: Modern America Objective(s):	<b>29</b> Unit 9: Modern America Objective(s):	<b>30</b> Unit 9: Modern America Objective(s):		

<b>MAY</b>		<b>Standards:</b> <ul style="list-style-type: none"> <li>• Unit :</li> <li>• Unit :</li> </ul> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• Unit :</li> <li>• Unit :</li> </ul>		
<b>Accommodations:</b> printed handouts, student-accessible powerpoint  <b>Modifications:</b> additional time, peep partner  <b>ELL Support:</b> peer partner, visual resources, additional time				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>ESSENTIAL QUESTION:</b>				
			<b>1</b> Unit 9: Modern America Objective(s):	<b>2</b> Weather Day/ Teacher Work Day
<b>ESSENTIAL QUESTION:</b>				

5 Unit 9: Modern America Objective(s):	6 Unit 9: Modern America Objective(s):	7 Unit 9: Modern America Objective(s):	8 Unit 9: Modern America Objective(s):	9 Unit 9: Modern America Objective(s):
<b>ESSENTIAL QUESTION:</b>				
12	13	14	15	16
<b>ESSENTIAL QUESTION:</b>				
19	20	21 Final Exam Window	22 Final Exam Window	23 Final Exam Window
<b>ESSENTIAL QUESTION:</b>				
26 Memorial Day	27 Final Exam Window	28 Final Exam Window High School Graduation	29 Final Exam Window Last Day of School Early Dismissal @1:00 p.m.	30 Last Day of School for Teachers

<b>Month</b>  <b>Special Events:</b> <ul style="list-style-type: none"> <li>•</li> </ul> <b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>•</li> </ul> <b>Accommodations:</b> printed handouts, student-accessible powerpoint  <b>Modifications:</b> additional time, peep partner  <b>ELL Support:</b> peer partner, visual resources, additional time		<b>Standards:</b> <ul style="list-style-type: none"> <li>• Unit :</li> <li>• Unit :</li> </ul> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• Unit :</li> <li>• Unit :</li> </ul>		
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>ESSENTIAL QUESTION:</b>				

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