



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence:  
Grade 11- American History

Purpose of Planning	Unit One American Religion Q1, Weeks 1-3	Unit Two Colonial Development Q1, Weeks 4-8	Unit Three Revolt & New Nation Q1 W9 – Q2 W4	Unit Four A Growing New Nation Q2 W3-W8	Unit Five The Great Divide Q2 W9- Q3 W3
Unit Topic and Overview:	Early Colonial Settlements and the Prosperity Doctrine: The Spectrum of Christian belief in America.	Development of the New England, Middle, and Southern Colonies: the American Colonies evolve.	American Revolution and development of the U.S. Government, U.S. Constitution.	Early American leadership, War of 1812, Manifest Destiny, and Westward Expansion, and the Rise of Slavery in the South.	Economic and Political Tensions between the North & South, the Civil War, Reconstruction, and the Industrial Revolution.
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should have background knowledge of the early colonial period, vocabulary relating to the period, and previous mapping and writing skills. Students must have previous knowledge of colonization and migration of peoples. Students must possess basic academic vocabulary over exploration and cultures and have a working knowledge of the five building blocks of a civilization.	Students should possess background knowledge of Colonial geography, immigrant migration patterns, the regional conflicts, European nation's claims to land, and the development of early colonial settlements and trade centers in America. Students must possess a working knowledge of how civilizations develop, and have background knowledge into religious persecution.	Students should possess background knowledge of the causes of the American Revolution, the political geography of the 13 states, academic vocabulary associated over the colonial period 1700-1781, and the social and economic impact of the U.S. severing ties with England. Students should have previous knowledge of revolutions, and how/why people previously fought against tyranny.	Students should possess background knowledge of the primary documents that led to the development of the United States, and its governance. Students must have prior knowledge of the European control of America before the U.S. government came into being. Students must possess geography knowledge of the various regions of the U.S. and North/South America.	Students should possess background knowledge of the growing divide in the U.S. from 1820-1861. Students should have prior knowledge of the economic, social, and political ideologies of the various geographic regions of the United States. Students must have previous exposure to academic vocabulary related to cultures in the U.S., both North and South, prior to 1820.



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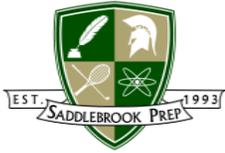
<p><b>Essential Knowledge &amp; Student Expectations</b> *What are the anticipated learning outcomes for students?</p>	<p>Students demonstrate knowledge by: Differentiating between various colonial settlement’s religion, culture, and political structures. Students will demonstrate mastery of the impact region played on the early American colonies, and the migration factors of the people therein.</p>	<p>Students demonstrate knowledge by: Distinguishing the social, political, economic, and cultural differences &amp; similarities between the three regions of English colonies in North America. Determining the philosophies of creating colonial governments, and the cause and effects of England’s economic policies on the 13 colonies, leading to revolution.</p>	<p>Students demonstrate knowledge by: Determining the primary causes and effects of the American Revolution. Compare and contrast the military strengths of Great Britain and the American Colonies. Evaluate the strengths and weaknesses of the Articles of Confederation. Analyze the intent of the U.S. Constitution as a “living document” for governance.</p>	<p>Students will demonstrate knowledge by: Analyzing flaws in the new American government. Evaluating the intent of Manifest Destiny, as expansion grew the U.S. Comparing &amp; Contrasting the cultures, economies, and political beliefs of Free and Slave States. Understanding the series of political compromises, which divided the nation into “North” &amp; “South”</p>	<p>Students will demonstrate knowledge by: Determining the social, economic, political, social turmoil caused by the War. Students will evaluate the Reconstruction years, analyzing programs that unified the nation and those that kept it divided. Students will synthesize the economic data involving Reconstruction to determine the long-term effects on the Southern states.</p>
<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students’ knowledge builds across units.</p>	<p><b><u>Anchor Text(s):</u></b> - “The Americans” (McDougal-Littell 2009) -“America: The Last Best Hope Volumes I and II” (Thomas Nelson 2012) <b><u>Literary Texts:</u></b> - Mayflower Compact - “A Model of Christian Charity” -“Sinners in the Hands of an Angry God”  <b><u>Informational Texts</u></b> •The New England Primer</p>	<p><b><u>Anchor Text(s):</u></b> “The Americans” (McDougal-Littell 2009) -“America: The Last Best Hope Volumes I and II” (Thomas Nelson 2012) <b><u>Literary Texts:</u></b> -<i>Bacon’s Rebellion</i> by Kevin Pratt - <i>Tobacco Land</i> by Alex Finlayson -Common Sense by Thomas Paine <b><u>Informational Text:</u></b> • The Declaration of Independence</p>	<p><b><u>Anchor Text(s):</u></b> - “The Americans” (McDougal-Littell 2009) -The Articles of Confederation -The Constitution of the United States <b><u>Literary Texts:</u></b> -<i>The Swamp Fox: Francis Marion</i> by Scott D. Aiken <b><u>Informational Text:</u></b> • The Constitution of the United States of America • The Federalist Papers • Virginia &amp; New Jersey Plans</p>	<p><b><u>Anchor Text(s):</u></b> -“The Americans” (McDougal-Littell 2009) -Missouri Compromise -Compromise of 1850 <b><u>Literary Texts:</u></b> -<i>Uncle Tom’s Cabin</i> by Harriet Beecher Stowe - <i>King Cotton Diplomacy</i> by Frank Owsley <b><u>Informational Text:</u></b> • Manifest Destiny: American Expansion and the Empire- Anders Stephanson</p>	<p><b><u>Anchor Text(s):</u></b> - “The Americans” (McDougal-Littell 2009) - Ten Percent Plan  <b><u>Literary Texts:</u></b> -<i>Reconstruction: America’s Unfinished Revolution 1863-1877</i> by Eric Foner - Carpetbaggers (article) Atlanta Journal Constitution  <b><u>Informational Text:</u></b> • Jim Crow Laws • New York Tribune(article)- <i>The 54<sup>th</sup> Massachusetts</i></p>



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<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<p><b>Video:</b> Mayflower Compact <a href="https://www.youtube.com/watch?v=s3fPullxOWo">https://www.youtube.com/watch?v=s3fPullxOWo</a> -Religions of Colonies <a href="https://www.youtube.com/watch?v=p47tZLJbdag">https://www.youtube.com/watch?v=p47tZLJbdag</a> -American Colonies: <a href="https://www.youtube.com/watch?v=o69TvQgyGdg">https://www.youtube.com/watch?v=o69TvQgyGdg</a> -Puritan Life/Crucible: <a href="https://www.teacherspayteachers.com/Product/Puritans-and-The-Crucible-Background-PowerPoint-1357740">https://www.teacherspayteachers.com/Product/Puritans-and-The-Crucible-Background-PowerPoint-1357740</a> -Map of Early Colonies: <a href="http://matsumoto.eesd.org/TM28/col09/images/cmap13lab.jpg">http://matsumoto.eesd.org/TM28/col09/images/cmap13lab.jpg</a> <b>Power-point:</b> <a href="http://mrfarshtey.net/apus_class_presentations.html">http://mrfarshtey.net/apus_class_presentations.html</a> -Various teacher-created power point presentations</p>	<p><b>Video:</b> -Colonial Trade: <a href="http://www.roebuckclasses.com/maps/histmap/colonialproductstritrade.jpg">http://www.roebuckclasses.com/maps/histmap/colonialproductstritrade.jpg</a> -Bacon's Rebellion: <a href="http://www.nps.gov/jame/learn/historyculture/bacons-rebellion.htm">http://www.nps.gov/jame/learn/historyculture/bacons-rebellion.htm</a> -Colonial Migration Map: <a href="http://americanphilosophy.net/puritanmigration.jpg">http://americanphilosophy.net/puritanmigration.jpg</a> -Loyalists/Patriots Map: <a href="http://flashmedia.glynn.k12.ga.us/webpages/kadams/photos/19602/2map-06-01.jpg">http://flashmedia.glynn.k12.ga.us/webpages/kadams/photos/19602/2map-06-01.jpg</a> <b>Power-point:</b> <a href="http://mrfarshtey.net/apus_class_presentations.html">http://mrfarshtey.net/apus_class_presentations.html</a> -Various teacher-created power point presentations</p>	<p><b>Video:</b> -Articles of Confederation to Constitution- Crash Course <a href="https://www.youtube.com/watch?v=bO7FQsCcbD8">https://www.youtube.com/watch?v=bO7FQsCcbD8</a> -U.S. Politics Came From... <a href="https://www.youtube.com/watch?v=r161cLYzuDI">https://www.youtube.com/watch?v=r161cLYzuDI</a> -American Revolution <a href="https://www.youtube.com/watch?v=HIUISBXQHCV">https://www.youtube.com/watch?v=HIUISBXQHCV</a> <b>Power-point:</b> <a href="http://mrfarshtey.net/apus_class_presentations.html">http://mrfarshtey.net/apus_class_presentations.html</a> -Various teacher-created power point presentations</p>	<p><b>Video:</b> -Westward Expansion, Popular Sovereignty, Causes of Civil War: <a href="https://www.youtube.com/watch?v=LQQJDR_rX30">https://www.youtube.com/watch?v=LQQJDR_rX30</a> -Westward Expansion <a href="https://www.youtube.com/watch?v=Q16OZkgSxfM">https://www.youtube.com/watch?v=Q16OZkgSxfM</a> -Louisiana Purchase <a href="https://www.youtube.com/watch?v=3Ox6vGteek">https://www.youtube.com/watch?v=3Ox6vGteek</a> -King Cotton (Political Cartoon): <a href="http://www.cs.arizona.edu/patterns/weaving/other/SAMPLES/stim_ct.gif">http://www.cs.arizona.edu/patterns/weaving/other/SAMPLES/stim_ct.gif</a> -North/South Comparison: <a href="http://www.econedlink.org/lessons/images_lessons/729_18601.gif">http://www.econedlink.org/lessons/images_lessons/729_18601.gif</a> Slavery &amp; Culture <a href="http://www.ushistory.org/us/27b.asp">http://www.ushistory.org/us/27b.asp</a> <b>Power-point:</b> <a href="http://mrfarshtey.net/apus_class_presentations.html">http://mrfarshtey.net/apus_class_presentations.html</a> -Various teacher-created power point presentations</p>	<p><b>Video:</b> -Civil War Crash Course <a href="https://www.youtube.com/watch?v=rY9zHNOjGrS">https://www.youtube.com/watch?v=rY9zHNOjGrS</a> -Ken Burn's Civil War PBS (various clips) -Reconstruction <a href="https://www.youtube.com/watch?v=nowsS7pMApl">https://www.youtube.com/watch?v=nowsS7pMApl</a> -Industrial Revolution: <a href="https://www.youtube.com/watch?v=zhL5DCizj5c">https://www.youtube.com/watch?v=zhL5DCizj5c</a> -Black Codes <a href="http://www.history.com/topics/black-history/black-codes">http://www.history.com/topics/black-history/black-codes</a> -<b>Film:</b> <i>Glory</i> (various clips) -<b>Video Lesson &amp; Quiz</b> <a href="http://study.com/academy/lesson/reconstruction-acts-of-1867-definition-lesson-quiz.html">http://study.com/academy/lesson/reconstruction-acts-of-1867-definition-lesson-quiz.html</a> <b>Power-point:</b> <a href="http://mrfarshtey.net/apus_class_presentations.html">http://mrfarshtey.net/apus_class_presentations.html</a> -Various teacher-created power point presentations</p>
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<p><b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> <li>-Lecture with the use of power-point.</li> <li>-Comparative literary review with discussion</li> <li>- Mapping projects</li> <li>-Small group role-play project.</li> <li>-Essay writing noting the life and culture of early colonists.</li> <li>- Political Cartoons</li> <li>-Venn Diagram</li> <li>-Film Clips &amp; Web Quests</li> </ul>	<ul style="list-style-type: none"> <li>-Lecture with the use of power-point.</li> <li>-Comparative literary review with discussion</li> <li>- Mapping projects of colonial imports/exports</li> <li>-Small group role-play: of colonial roles for England.</li> <li>-Writing Workshop</li> <li>-Political Cartoons</li> <li>-Comparative Literature with Text-Marking following (NGCARPD) standards</li> </ul>	<ul style="list-style-type: none"> <li>-Lecture with the use of power-point.</li> <li>-Comparative literary review with discussion</li> <li>- Mapping assignments</li> <li>-Small group role-play and student presentations.</li> <li>-Primary document analyzation and reflective student writing assignments.</li> <li>- Venn Diagrams comparing colonial subtypes</li> </ul>	<ul style="list-style-type: none"> <li>-Lecture with the use of power-point.</li> <li>-Comparative literary review with discussion</li> <li>- Mapping projects</li> <li>-Small group role-play project.</li> <li>-Primary document analysis</li> <li>-Comparative literature review</li> <li>- Political Cartoons</li> <li>-Venn Diagram</li> <li>-Film Slips &amp; Web Quests</li> </ul>	<ul style="list-style-type: none"> <li>-Lecture with the use of power-point.</li> <li>-Comparative literary review with discussion</li> <li>- Mapping (Military Strategy, Industry, Migration Patterns)</li> <li>-Small group role-play</li> <li>- Political Cartoons</li> <li>-Venn Diagram: North v. South (Military, Industry, Shipping, Populations)</li> <li>-Film Clips &amp; Guided Webquests</li> </ul>
<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<p><u>Informal Assessments:</u> Teacher questioning/class discussion, small group presentations. <u>Formal Assessments:</u> Tests, Quizzes, Group Religion Power-Point Project, Document Analysis, and Essay Writing, Play/Reenactment Readings.</p>	<p><u>Informal Assessments:</u> Class Readings, Homework, Debates/Discussion, small group presentations <u>Formal Assessments:</u> Tests, Quizzes, Geography Assignments, Literature Reading, Primary Source Document Writing/Essay Writings</p>	<p><u>Informal Assessments:</u> Class Readings, Homework, Debates/Discussion, small group presentations <u>Formal Assessments:</u> Tests, Quizzes, Geography, primary document writing, researched political debates, and comparative literature analysis.</p>	<p><u>Informal Assessments:</u> Class Readings, Homework, Debates/Discussion, small group presentations <u>Formal Assessments:</u> Tests, Quizzes, Geography, primary document writing, researched political debates, and comparative literature analysis.</p>	<p><u>Informal Assessments:</u> Class Readings, Homework, Debates/Discussion, small group presentations <u>Formal Assessments:</u> Debates, Journaling, Tests, Quizzes, Literature Reading,</p>



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<p><b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)</p>	<p><b>“The Crucible” Project:</b> identifying early colonial views and culture within the play “The Crucible”. Readings in class and essay writing following the readings. <b>American Literature English 11 Drama</b></p>	<p><b>Mapping Colonial Industry:</b> Students will map the political, economic, and national allegiances of the three-regions of the 13 colonies. Students will showcase the trade, <b>Economics Geography</b></p>	<p><b>Loyalist v. Patriots:</b> Creating Trading Cards- famous figures on both sides of the Revolutionary War. Their political beliefs and background information will be illustrated on the cards. <b>Art, Humanities</b></p>	<p><b>Manifest Destiny v. Imperialism Debates:</b> Students will be selected to argue against Manifest Destiny, or for it. They will provide outside research into Imperialism to strengthen their positions and presentations. Debates judged by class/instructor. <b>American Government Information Literacy Speech &amp; Debate</b></p>	<p><b>The Jim Crow Experience:</b> Students are divided into four groups for this role-play that takes place during Reconstruction Era: White Southerners, African-American Southerners, Northeastern African-Americans, and Western African-Americans. Students research conditions and journal their experiences over a 10 year period (1867-1877).</p>
<p><b>Honors Course Differentiation(s):</b></p>	<p><b>Comparative Essay:</b> -Compare and contrast Puritanical values to contemporary values essay. -Additional test questions involving higher order questioning to denote mastery.</p>	<p><b>Colonial Marketing Campaign:</b> -Honor Students will select one of the 13 colonies to complete a printed brochure which includes: population data, economic data, migration data, political population data, and key points within the cities and towns of note. Students will present a power-point presentation to class and other students will determine the value.</p>	<p><b>Declaration &amp; Constitution Document-Based Questioning:</b> -Honor students will be given two mini-DBQ’s over the Declaration of Independence and the U.S. Constitution. Students will be required to thoroughly analyze both documents by chunking sections and research previous civilizations system of governance to find origins of U.S. ideology and political basis</p>	<p><b>Industrial War:</b> Honor students will be asked to research pre-war status and post-Civil War effects on Industry in the United States. Students will geographically compare and contrast North &amp; South. Honors students will analyze the impact industrial development had on providing the Union with advantages. Students will also research and present(via power point) the Reconstruction-Era changes in industry for the southern states.</p>	<p><b>Reconstructing the South:</b> Honor students are given a specific area of southern states’: political, communication, transportation, monetary, and industrial infrastructure- that had to be rebuilt following the Civil War. Students will present their reconstruction topic to the class, with a visual presentation followed by a Q &amp; A with classmates.</p>



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<b>Integrated Common Core Standards (List):</b> *See Below for Links	CCSS.ELA-Literacy.RH.11-12.1 CCSS.ELA-Literacy.RH.11-12.7 CCSS.ELA-Literacy.RH.11-12.9 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.CCRA.R.5 CCSS.ELA-Literacy.CCRA.R.9 CCSS.ELA-Literacy.CCRA.W.1 SS.912.A.1.1 SS.912.A.1.3 SS.912.W.2.5.1	CCSS.ELA-Literacy.RI.11-12.9 CCSS.ELA-Literacy.RH.11-12.6 CCSS.ELA-Literacy.CCRA.W.1 CCSS.ELA-Literacy.CCRA.R.5 CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.CCRA.R.9.1-3 SS.912.W.2.5.1 SS.912.W.2.5.2	CCSS.ELA-Literacy.RH.11-12.4 CCSS.ELA-Literacy.RH.11-12.3 CCSS.ELA-Literacy.CCRA.R.5 CCSS.ELA-Literacy.CCRA.R.9 CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.7 SS.912.A.1 – SS.912.A.2 SS.912.8.3 SS.912.C.1 SS.912.C.2	CCSS.ELA-Literacy.CCRA.R.5 CCSS.ELA-Literacy.CCRA.R.9 CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.CCRA.W.1 SS.912.W.2.5.1 SS.912.W.2.5.2 SS.8.A.4	CCSS.ELA-Literacy.CCRA.R.5 CCSS.ELA-Literacy.RH.11-12.3 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.CCRA.R.9 CCSS.ELA-Literacy.CCRA.W.1 SS.912.A.2.1 SS.912.A.2.2 SS.912.A.2.3 SS.912.A.2.4 SS.912.A.2.5 SS.912.A.2.6 SS.912.W.2.5.1 SS.912.W.2.5.2
<b>Integrated CCSS Writing Standards (List):</b> *See Below for Links	CCSS.ELA-Literacy.W.11-12.3 CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.9.a CCSS.ELA-Literacy.WHST.11-12.1 CCSS.ELA-Literacy.WHST.11-12.2	CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.9.a CCSS.ELA-Literacy.WHST.11-12.3 CCSS.ELA-Literacy.WHST.11-12.4 CCSS.ELA-Literacy.WHST.11-12.5 CCSS.ELA-Literacy.WHST.11-12.6	CCSS.ELA-Literacy.CCRA.W.5 CCSS.ELA-Literacy.CCRA.W.8 CCSS.ELA-Literacy.CCRA.W.9 CCSS.ELA-Literacy.CCRA.W.1 CCSS.ELA-Literacy.W.11-12.9.a CCSS.ELA-Literacy.WHST.11-12.7 CCSS.ELA-Literacy.WHST.11-12.8	CCSS.ELA-Literacy.W.11-12.9.a CCSS.ELA-Literacy CCSS.ELA-Literacy.WHST.11-12.9 CCSS.ELA-Literacy.WHST.11-12.10	CCSS.ELA-Literacy.W.11-12.9.a CCSS.ELA-Literacy.CCRA.W.9 CCSS.ELA-Literacy.CCRA.W.1 CCSS.ELA-Literacy.W.11-12.9.a CCSS.ELA-Literacy.WHST.11-12.7
<b>Links to CCSS Curriculum Standards:</b> *Science follows NGSS	The following links will be used to incorporate the CCSS and other applicable standards: <ul style="list-style-type: none"> <li>• The <a href="#">Common Core State Standard</a> expectations in Grade 11.</li> <li>• The <a href="#">K-12 English LA and Content Area Writing Standards</a></li> <li>• The <a href="#">K-12 Reading Standards</a></li> <li>• The <a href="#">K-12 Mathematics Standards</a></li> <li>• The <a href="#">K-12 NGSS Science &amp; Social Studies Standards</a></li> </ul>				

Purpose of Planning	Unit One American Religion Q3, W4 - W6	Unit Two Colonial Development Q3, W7 - W9	Unit Three Revolt & New Nation Q4, W1 – W4	Unit Four A Growing New Nation Q4, W5 - W7	Unit Five The Great Divide Q4, W8 - W9
<b>Unit Topic and Overview:</b>	<b>Urbanization, the New Century, Political Machines, and Progressivism.</b>	<b>Imperialism, World War I, and the Roaring Twenties.</b>	<b>The Great Depression, World War II, and the Cold War.</b>	<b>Korean War, Social Change, Vietnam, and the 1980's.</b>	<b>The History of 20<sup>th</sup> Century Genocide, and Modern Geo-Political Issues.</b>
<b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?	Students must have acquired academic vocabulary relating to: capitalism, laissez-faire trade, foreign conflicts, and division of the United States following the Civil War. Students must demonstrate higher order understanding of causes and effects of a nation torn by war, and the limitations the Reconstruction Era. Students will have previous academic knowledge of: civil works, causes of mass migrations, advancements in communication, transportation, and science.	Students must possess a basic understanding of how communication, transportation, and trade were advancing at rapid rates following industrialization. Students will bring a primary knowledge of supply and demand economics into this unit of study. Students must have previous knowledge of Imperialism through colonization, and how that belief was universal among many foreign nations, and the effects of European militarism on U.S. interests.	Students must possess basic economics knowledge and vocabulary, understanding what affects the national and world economies (i.e. wars, famine, drought, etc.). Students will have previously learned about Imperialism, and the growing militarism movements world-wide. Students will also have prior knowledge of World War I, and previous conflicts that affected multiple continents. Students will use the academic vocabulary developed from World History, to understand the growing tensions of the Cold War (1945-1991), and the advancements in weaponry that led to fear and determent for all developed nations.	Students must possess background knowledge of the global long-term effects of World War I, the Great Depressions, and World War II, and the major events and outcomes associated with each. Students must show the ability to analyze Cold War conflicts from both perspectives, and have a working knowledge of political alliances and political maneuvering which leads to foreign wars. Students must demonstrate a firm understanding of the academic vocabulary (i.e. containment, Marshall Plan, and the Truman Doctrine). Students will have previously learned about the two superpowers, and the political organizations they formed.	Students must demonstrate previous knowledge of the Holocaust, and the political, military, and social causes of that genocide. Students are required to have studied the holocaust and other atrocities committed during WWII. Students will have demonstrated geography skills, which allows for the genocides of Europe, Africa, and Asia- to be studied with an understanding of the regions in which these took place. Students will have previously studied totalitarian dictators, religious and social persecution, and analyzed government directives with lead to genocide.

<p style="text-align: center;"><b>Essential Knowledge &amp; Student Expectations</b></p> <p>*What are the anticipated learning outcomes for students?</p>	<p>Students demonstrate knowledge by: Analyzing various forms of industrial production by evaluating the Robber Barrons/Titans of Industry. Students will develop a deep understanding of social Darwinism, and the various economic, social, and religious impacts of this principle and practice. Exploring the political, economic, and social impacts of the Gilded Age on the American people.</p>	<p>Students demonstrate knowledge by: Evaluating the causes of Imperialism and the rise of militarism, through comparing the U.S. policy of Manifest Destiny to European colonization of Africa (Berlin Conference 1881). Students will analyze the political and economic rationales for the U.S. to enter WWI, and the aftermath on the nation’s people. Evaluating the economic boom of the 1920’s, the social and political reform movements, and Federal intervention in the economy.</p>	<p>Students demonstrate knowledge by: Analyzing the various causes of the global financial collapse, the Great Depression. Evaluating the economic, social, and political effects of the Roaring Twenties and the greed it produced. Students will compare and contrast the dictators of Europe and Asia, with the democratic leadership. Evaluating the post-World War II era and the rise of two super powers: Russia v. U.S.A. Analyzing the Cold War from a political/economic standpoint- benefits and consequences to both nations.</p>	<p>Students will demonstrate knowledge by: Compare the conflicts in East Asia to the containment policy the Presidents Truman, Eisenhower, Kennedy and Johnson had developed. Evaluate the social and political changes effecting the U.S. during the 1960’s and the social protests and unrest caused by the Vietnam War. Students will compare and contrast the baby boomer generation, to that of the “hippie movement”, including the changes in popular culture. Compare the 1970’s to the 1980’s (political, social, economic, industrial, and military. Innovations of the 1980’s.</p>	<p>Students will demonstrate knowledge by: Analyze five genocides that took place around the world, (the Holocaust, Nanking, Kosovo, Rwanda, and Syria) and determine common threads found in each tragedy. Evaluate the ways to prevent future genocides from taking place- through: social, political, military, and economic means. Develop an understanding of the contemporary world order, and issues that affect each continent’s people in the 21<sup>st</sup> centuries. Synthesize a plan for assisting and benefitting and the world’s people equitably, if possible.</p>
<p style="text-align: center;"><b>Anchor Text and Supplemental Texts</b></p> <p>*Illustrate texts used, and how students’ knowledge builds across units.</p>	<p><b>Anchor Text(s):</b> - “The Americans” (McDougal-Littell 2009) <b>Literary Texts:</b> - <b>Informational Texts</b> •</p>	<p><b>Anchor Text(s):</b> “The Americans” (McDougal-Littell 2009) <b>Literary Texts:</b> <b>Informational Text:</b> •</p>	<p><b>Anchor Text(s):</b> - “The Americans” (McDougal-Littell 2009) <b>Literary Texts:</b> -<i>Leah’s Pony</i> by Elizabeth Friedrich - <b>Informational Text:</b> •</p>	<p><b>Anchor Text(s):</b> -“The Americans” (McDougal-Littell 2009) <b>Literary Texts:</b> <b>Informational Text:</b> •</p>	<p><b>Anchor Text(s):</b> - “The Americans” (McDougal-Littell 2009) <b>Literary Texts:</b> <b>Informational Text:</b> - -<i>The Rwandan Genocide: History of a Genocide</i> by Gerard Prunier -<i>A Witness to Genocide: the “Ethnic Cleansing” of Bosnia</i>, Roy Gutman</p>

<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<p><b>Video:</b> HistoryChannel.com A&amp; E Biographies <b>Film Clip(s)</b> - Gangs of New York(edit) - Far and Away</p> <p><b>Power-point:</b> <a href="http://mrfarshtey.net/apus_class_presentations.html">http://mrfarshtey.net/apus_class_presentations.html</a> -Child Labor during Industrialization <a href="https://www.youtube.com/watch?v=KHmqEqJN59o">https://www.youtube.com/watch?v=KHmqEqJN59o</a></p> <p><b>Power-point:</b> -Various teacher-created power point presentations</p>	<p><b>Video:</b> History Channel.com A&amp;E Biographies <b>Film Clip(s)</b> -The Great Gatsby -</p> <p><b>Power-point:</b> <a href="http://mrfarshtey.net/apus_class_presentations.html">http://mrfarshtey.net/apus_class_presentations.html</a> -Various teacher-created power point presentations</p>	<p><b>Video:</b> HistoryChannel.com A&amp;E Biographies <b>Film Clip(s)</b> -Cinderella Man -Saving Private Ryan (edited) -</p> <p><b>Power-point:</b> <a href="http://mrfarshtey.net/apus_class_presentations.html">http://mrfarshtey.net/apus_class_presentations.html</a> -Various teacher-created power point presentations</p>	<p><b>Video:</b> HistoryChannel.com A&amp;E Biographies <b>Film Clips:</b> -Forrest Gump -</p> <p><b>Power-point:</b> <a href="http://mrfarshtey.net/apus_class_presentations.html">http://mrfarshtey.net/apus_class_presentations.html</a> -Various teacher-created power point presentations</p>	<p><b>Video:</b> -Nazi Concentration Camp <a href="https://archive.org/details/nazi_concentration_camps">https://archive.org/details/nazi_concentration_camps</a> -Serbia/Bosnia Genocide <a href="https://www.youtube.com/watch?v=DZ8ykQ1y-Dc">https://www.youtube.com/watch?v=DZ8ykQ1y-Dc</a> -Darfur Genocide <a href="https://www.youtube.com/watch?v=USLDoliFzzg#t=31">https://www.youtube.com/watch?v=USLDoliFzzg#t=31</a></p> <p><b>Film Clips:</b> -The Pianist -Hotel Rwanda</p> <p><b>Power-point:</b> <a href="http://mrfarshtey.net/apus_class_presentations.html">http://mrfarshtey.net/apus_class_presentations.html</a></p> <p><b>Links:</b> -Bosnia/Serbia: <a href="https://www.hmh.org/la/Genocide_Bosnia.shtml">https://www.hmh.org/la/Genocide_Bosnia.shtml</a> -Compare and Contrast Syria to Bosnia: <a href="http://www.worldpolicy.org/blog/2013/09/16/syrias-civil-war-has-become-genocide">http://www.worldpolicy.org/blog/2013/09/16/syrias-civil-war-has-become-genocide</a> -Various teacher-created power point presentations -Bosnia (HC) Presents: <a href="http://www.history.com/topics/bosnian-genocide">http://www.history.com/topics/bosnian-genocide</a></p>
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<p><b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used</p>	<p>-Lecture with the use of power-point. -Comparative literary review with discussion - Mapping projects -Small group role-play project. -Essay writing noting the life and culture of early colonists.</p>	<p>-Lecture with the use of power-point. -Comparative literary review with discussion - Mapping projects of colonial imports/exports -Writing Workshop -Comparative Literature with Text-Marking following (NGCARPD) standards</p>	<p>-Lecture with the use of power-point. -Comparative literary review with discussion - Mapping assignments -Small group role-play and student presentations. -Primary document analyzation and reflective student writing assignments.</p>	<p>-Lecture with the use of power-point. -Comparative literary review with discussion - Mapping projects -Small group role-play project.</p>	<p>-Lecture with the use of power-point. -Comparative literary review with discussion - Mapping projects -Small group role-play project.</p>
<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<p><u>Informal Assessments:</u> Teacher questioning/class discussion, small group presentations. <u>Formal Assessments:</u> Tests, Quizzes, Group Religion Power-Point Project, Writing Essay.</p>	<p><u>Informal Assessments:</u> Class Readings, Homework, Debates/Discussion, small group presentations <u>Formal Assessments:</u> Tests, Quizzes, Geography Assignments, Literature Reading and Essay Writing</p>	<p><u>Informal Assessments:</u> Class Readings, Homework, Debates/Discussion, small group presentations <u>Formal Assessments:</u> Tests, Quizzes, Geography, primary document writing, researched political debates,</p>	<p><u>Informal Assessments:</u> Class Readings, Homework, Debates/Discussion, small group presentations <u>Formal Assessments:</u> Tests, Quizzes, Geography Assignments, Literature Reading and Essay Writing</p>	<p><u>Informal Assessments:</u> Class Readings, Homework, Debates/Discussion, small group presentations <u>Formal Assessments:</u> Final Examination (Semester Two)</p>

<p><b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)</p>	<p><b>From Immigrant to Giant:</b> Students will create a 10-entry journal chronicling the imaginary story of their rise from poor immigrant to a titan of industry in America. Students will create visual aids which accentuate the storytelling presentation as they read their journals, and answer questions from peers. <b>Geography, Economics, Sociology, Science, Information Literacy</b></p>	<p><b>Berlin Conference:</b> Students will run a mock conference, after pairs have been assigned one European nation to represent at the 1881 Berlin Conference. The military strength and economic prowess of each pair’s nation- will dictate which African colonies they annex, migrated to, and develop industries and military presence in. Students will create a plan of action that best suites the needs of their European nation’s leaders. Students visually and verbally present their colonization plans to the class. <b>Geography, Economics, Writing, World History, Industrial Engineering(Weapons).</b></p>	<p><b>Cinderella Man:</b> Students will watch the film Cinderella Man, and complete a journal and film log questionnaire throughout. Students will be asked to share their journal of the story- elaborating on their perspectives of the events the film portrays the Braddock family going through. <b>Writing, Economics, American Literature</b> <b>Your Nation At War:</b> Students will work in groups to determine why their Axis nation lost the war, and what could have swung the balance of the war in their favor. <b>Research- Information Literacy, World History Geography, Economics, Military History- WWII.</b></p>	<p><b>Vietnam War Debates:</b> The year is 1969, and SPS students will be placed into one group debating this controversial war, to exam and then teach to the class through debates. Students will be divided into four distinct groups: Anti-War Protestors, Vietnam Veterans, Military Officers, and Patriotic Americans. Students will then research arguments that best support and strengthen their side of the conflict. Students will be required to present four compelling points of research, prepare an introductory speech, and complete two retorts to their opponents. <b>Writing, IL Research, Comparative American Literature, Sociology, Psychology.</b></p>	<p><b>Stop Genocide Project:</b> Students will formulate a global plan, working in conjunction with international organizations and NATO- to prevent future genocide. Students will create a social media platform, develop political coalitions with world leaders, and determine what economic, political, and military measures must be taken to effectively prevent a future genocide. Students will present their plans to the class, and defend their plans against scrutiny. <b>Writing, World History, Economics, Comparative Politics, Research- IL, Human Geography Computer Applications.</b></p>
<p><b>Honors Course Differentiation(s):</b></p>	<p><b>Robber Baron Project:</b> Honor students select a Robber Barron (Morgan, Vanderbilt, Carnegie, Rockefeller, and Ford) and complete a comparative analysis of their integration method (Essay)</p>	<p><b>Harlem Renaissance:</b> Honor students will research one artisit/form of artistic expression, and present an artist or style of art to the class using: music, fashion, dance, painting, poetry, etc. (Presentation)</p>	<p><b>Propaganda Posters:</b> Honor students will create a full-sized propaganda poster that supports one of three themes: Homefront Conservation, Military Recruitment, or Enemy Vilifying. Students will choose any Allied/Axis nation to represent.</p>	<p><b>-None-</b></p>	<p><b>Final Exam Additions:</b> Honors students will be required to complete one additional Free Response Essay, and one additional Document-Based Question. Both pf these two questions will constitute 20% of the final exam grade.</p>

<p><b>Integrated Common Core Standards (List):</b> *See Below for Links</p>	<p>CCSS.ELA-Literacy.RH.11-12.1 CCSS.ELA-Literacy.RH.11-12.7 CCSS.ELA-Literacy.RH.11-12.9 SS.912.A.3 SS.912.A.4 SS.912.W.5</p>	<p>CCSS.ELA-Literacy.RH.11-12.1 CCSS.ELA-Literacy.RH.12-12.9 SS.912.A.3 SS.912.A.4 SS.912.W.6</p>	<p>CCSS.ELA-Literacy.RH.11-12.1 CCSS.ELA-Literacy.RH.12-12.9 SS.912.A.4 SS.912.A.5 SS.912.W.7</p>	<p>CCSS.ELA-Literacy.RH.11-12.1 CCSS.ELA-Literacy.RH.12-12.9 SS.912.A.5 -SS.912.A.6.10 SS.912.W.8</p>	<p>CCSS.ELA-Literacy.RH.11-12.1 CCSS.ELA-Literacy.RH.12-12.9 SS.912.A.6-SS.912.A.6.10 SS.912.W.9</p>
<p><b>Integrated CCSS Writing Standards (List):</b> *See Below for Links</p>	<p>CCSS.ELA-Literacy.W.11-12.3 CCSS.ELA-Literacy.W.12.5-12.9.a</p>	<p>CCSS.ELA-Literacy.W.11-12.9.a</p>	<p>CCSS.ELA-Literacy.W.11-12.9.a</p>	<p>CCSS.ELA-Literacy.W.11-12.9.a</p>	<p>CCSS.ELA-Literacy.W.11-12.9.a</p>
<p><b>Links to CCSS Curriculum Standards:</b> *Science follows NGSSS</p>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> <li>• The <a href="#">Common Core State Standard</a> expectations in Grade 11.</li> <li>• The <a href="#">K-12 English LA and Content Area Writing Standards</a></li> <li>• The <a href="#">K-12 Reading Standards</a></li> <li>• The <a href="#">K-12 Mathematics Standards</a></li> <li>• The <a href="#">K-12 NGSSS Science &amp; Social Studies Standards</a></li> </ul>				