



**Gasconade R-2**  
**Objective Course Curriculum Report for: American**  
**History - Eleventh Grade**

*Generated on 11/23/2015*

Name

American History Objective 1

Unit Objective

01.1 Describe how the first inhabitants migrated to America and how they lived and developed their cultures.

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Sequence

1

Assessment Methods

Essential Questions

Course

American History

## Unit

01.1

## Objective used to assess students

## Formative Assessment Activities

On a map students will document the route used by the first Americans to reach the Americas.

## Depth of Knowledge

DOK 1

## Learning Activity

Students will listen to a lecture on the migration of the first Americans and discuss.

Students will discuss reasons for migration and why it lead them to the Americas

Students will use this information to map out the route the first Americans traveled on a map of the Western Hemishpere.

## Research-based Instructional Strategies

Teacher will give lecture on causes of the migration of the first Americans.

Teacher will initiate discussion by referring to possible causes for migration.

Teacher will explain requirements for the map assignment.

## Supporting Resources

Map of North America

## Correction Exercise

## Enrichment Exercise for Accelerated Learners

## Remediation for Struggling Learners

Give special needs students a finished copy of the map to use as a model for their own.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
3	Social Studies	Grades: K-12	principles and processes of governance systems	
5	Social Studies	Grades: K-12	the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
1.9	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Identify, analyze and compare the institutions, traditions and art forms of past and present societies

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 2

Unit Objective

02.1 Justify the necessity of the American Revolution and evaluate its causes. a. Various Acts (Stamp, Tea, etc.) b. Boston Massacre

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2

Assessment Methods

Essential Questions

Course

American History

Unit

02.1

Objective used to assess students

Formative Assessment Activities

A. Students will rank causes according to which they feel are most important. They will then explain their reasoning for ranking the causes in this order in a short writing response. B. Students will conduct a mock trial over the Boston Massacre. DOK-3

### Depth of Knowledge

90%

### Learning Activity

Students will take notes over causes of the American Revolution and view a short video over the causes. Students will then work in groups to create a newspaper page that includes editorials, political cartoons, and advertisements discussing the causes of the American Revolution from the viewpoints of both loyalists and patriots. Students will view the famous engraving of the Boston Massacre to find inaccuracies in it. Students will use the premise of finding inaccuracies in the engraving to conduct research to hold a mock trial for the British soldiers involved in the Boston Massacre.

### Research-based Instructional Strategies

Teacher will lecture over the causes of the American Revolution. The students will use cooperative learning groups to create newspapers and prepare for the mock trial. The teacher will lead a class discussion to discuss inaccuracies in the famous Boston Massacre engraving.

### Supporting Resources

Causes of American Revolution

### Correction Exercise

### Enrichment Exercise for Accelerated Learners

### Remediation for Struggling Learners

### English Language Learner

### District Defined



Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.10	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
3.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Reason inductively from a set of specific facts and deductively from general premises

4.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Explain reasoning and identify information used to support decisions
4.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Identify tasks that require a coordinated effort and work with others to complete those tasks

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 3

Unit Objective

01.2 Compare and contrast characteristics of the three colonial regions. a. Economic b. Political c. Social

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## Sequence

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## Assessment Methods

## Essential Questions

## Course

American History

## Unit

01.3

## Objective used to assess students

## Formative Assessment Activities

Complete 3 column T-chart comparing and contrasting the economic, political, and social differences of the three colonial regions.DOK-2

## Depth of Knowledge

70%

## Learning Activity

Students will take notes over the differences in the colonial regions.Students will use their books to help them correctly fill in the 3 column T-chart.

## Research-based Instructional Strategies

Teacher will lecture over differences of the colonial regions. Teacher will model how to correctly fill in the T-chart.

### Supporting Resources

Colonial Regions T-chart  
Colonial Regions Notes  
Colonial Regions Resources

### Correction Exercise

### Enrichment Exercise for Accelerated Learners

### Remediation for Struggling Learners

### English Language Learner

### District Defined

### Objective is A+

### Missouri School Improvement Program

### Show-Me Standards

Code	Subject	Grade	Standard	Goal
6	Social Studies	Grades: K-12	relationships of the individual and groups to institutions and cultural traditions	
7	Social Studies	Grades: K-12	the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name



Unit Objective

01.1 Investigate the items exchanged in the Columbian Exchange and assess their impact on both Native Americans and Europeans.

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Assessment Methods

Essential Questions

Course

American History

Unit

**Objective used to assess students****Formative Assessment Activities**

Students will research items exchanged and create a flow chart showing these exchanges. They will then assess which side had the most impact on the other in a short written response. DOK-3

**Depth of Knowledge**

85%

**Learning Activity**

Students will be taking notes of items exchanged in the Columbian Exchange. Students will further their knowledge of items exchanged through Internet research. All of this knowledge will be compiled into a flow chart that clearly demonstrates the exchange.

**Research-based Instructional Strategies**

Teacher will lecture over specific items and ideas exchanged in the Columbian Exchange. The teacher will then briefly model an example of an effective flow chart.

**Supporting Resources**

Columbian Exchange

**Correction Exercise****Enrichment Exercise for Accelerated Learners****Remediation for Struggling Learners**

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RE
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
7	Social Studies	Grades: K-12	the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
1.2	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Conduct research to answer questions and evaluate information and ideas
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Grade and Course Level Standards

Common Core Standards

Version

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 5

Unit Objective

02.2 Describe major battles of the American Revolution and identify the war strategies used by both sides in selected battles.

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Sequence

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Assessment Methods

Essential Questions

Course

American History

Unit

02.2

Objective used to assess students

## Formative Assessment Activities

Students will be given a list of the major battles. They will then briefly explain what occurred at each battle and match at least 1 war strategy used in that battle. DOK-1,3

## Depth of Knowledge

80%

## Learning Activity

Students will take notes over the various American Revolution battles. As they are taking notes they will be provided with a list of Sun Tzu's Art Of War battle strategies. They will then identify which strategies were used by both sides in each battle through a class discussion with the teacher.

## Research-based Instructional Strategies

Teacher will lecture and provide notes over selected battles. The teacher will then model how to apply the war strategies to the battles. Finally the teacher will use guided practice as they help students apply the war strategies to the battles throughout the course of the lecture.

## Supporting Resources

American Revolution Battles

## Correction Exercise

## Enrichment Exercise for Accelerated Learners

## Remediation for Struggling Learners

## English Language Learner

## Missouri School Improvement Program

## Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.10	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
4.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Explain reasoning and identify information used to support decisions

## Grade and Course Level Standards



Common Core Standards

Version

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Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 6

Unit Objective

02.3 Explain how the causes of the American Revolution helped form the ideas that would shape our government. a. Quartering Act b. Writs of assistance c. Declaration of Independence

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Sequence

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Assessment Methods

Essential Questions

Course

American History

## Unit

02.3

## Objective used to assess students

## Formative Assessment Activities

Students will explain how A-C directly impacted provisions in our government in a short written response. DOK- 2

## Depth of Knowledge

90%

## Learning Activity

Through a question and answer session the students will be able to explain how a and b lead to specific amendments in our Constitution. In groups the students will review a section of the Declaration of Independence and restate it in their own words. They will then explain if there are any parts of their section that lead to specific amendments or ideas found in the Constitution.

## Research-based Instructional Strategies

Teacher will use class discussion and cooperative learning to help students develop their own ideas for how British actions impacted our government.

## Supporting Resources

Declaration of Independence

## Correction Exercise

## Enrichment Exercise for Accelerated Learners

## Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
6	Social Studies	Grades: K-12	relationships of the individual and groups to institutions and cultural traditions	
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
3	Social Studies	Grades: K-12	principles and processes of governance systems	
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
1.10	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
4.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Explain reasoning and identify information used to support decisions

Grade and Course Level Standards

Common Core Standards

Version

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Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 7

## Unit Objective

03. Identify sources in the development of the American political and government systems. a. Magna Carta b. English Bill of Rights c. Articles of Confederation d. Declaration of Independence e. Theorists (Rousseau, Montesquieu, Locke, etc.)  
f. Constitutional Convention

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## Sequence

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## Assessment Methods

## Essential Questions

## Course

American History

## Unit

03.

Objective used to assess students

Formative Assessment Activities

Complete a table with the headings of a-f. The first column will be concepts included anywhere in the Constitution, such as freedom of speech. When students find a similar concept in one of a-f, the student will identify where it is found in that document on the table. DOK- 1

Depth of Knowledge

85%

Learning Activity

Students will use the Internet to research primary documents and identify specific ideas that these documents contributed to our Constitution.

Research-based Instructional Strategies

The teacher will construct the chart to allow for the students to use inquiry-based learning in identifying key principles and ideas.

Supporting Resources

Roots of our Constitution presentation and table Government Formation Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner



District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
1	Social Studies	Grades: K-12	principles expressed in the documents shaping constitutional democracy in the United States	
7	Social Studies	Grades: K-12	the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
3	Social Studies	Grades: K-12	principles and processes of governance systems	
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

## Family and Community Involvement

### Name

American History Objective 8

### Unit Objective

03.1

Explain how the first Political Parties came to fruition by discussing: a) Federalists  
b) Democratic Republicans c) The Bank of the United States  
d) the Presidential elections of 1796 and 1800

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### Sequence

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### Assessment Methods

### Essential Questions

## Course

American History

## Unit

03.1

## Objective used to assess students

## Formative Assessment Activities

Students will discuss and takes notes on the rise of the first political parties in the United States. The students will then do research (using resources from the internet, their textbook, secondary and primary sources; use a library research day). Once research is completed students will gather in groups of four and form a debate team. Each debate team will be assigned a Political Party from the 1700's (Democratic Republican and Federalist) and a topic that they will argue with the opposing team. Each team should be prepared using their research and ready to debate with the opposing team. The debate will be held in class in traditional debate fashion.

## Depth of Knowledge

75%

## Learning Activity

Students will be lectured on the events that led to the first political parties in the United States. In their notes they will discuss the events and causes of the first political parties, discuss the positives and negatives of the first political parties, then discuss the results and what it did for the early government of the United States.

## Research-based Instructional Strategies

Introduce the content to the students with a guided reading of the chapter. Present notes on the content in a power point presentation. Students will take notes during the power point presentation.

Check for student understanding by asking questions throughout the lecture and after the lecture is completed.

## Supporting Resources

Use Chapter 6 in the American Vision textbook.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

Reserve the library and a computer for 1-2 class periods for research

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
3	Social Studies	Grades: K-12	principles and processes of governance systems	
6	Social Studies	Grades: K-12	relationships of the individual and groups to institutions and cultural traditions	
7	Social Studies	Grades: K-12	the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
4.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Develop, monitor and revise plans of action to meet deadlines and accomplish goals

4.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Identify tasks that require a coordinated effort and work with others to complete those tasks
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**Grade and Course Level Standards**

Code	Subject	Grade	Strand	Concept	Expectation
2.C	Social Studies	US History	Knowledge of principles and processes of governance systems	Processes of governmental systems	Analyze the roles and influence of political parties and interest groups from Reconstruction to the present

**Common Core Standards**

**Version**

1

**Files**

**Date Range**

**Other Standards**

**Other Diverse Learners**



Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 9

Unit Objective

03.2  
Discuss the causes and effects of the War of 1812.

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### Sequence

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### Assessment Methods

### Essential Questions

### Course

American History

### Unit

03.2

### Objective used to assess students

### Formative Assessment Activities

Students are to complete a graphic organizer as they read about the War of 1812 in their text books.

### Depth of Knowledge

85%

### Learning Activity

Students will be assigned one of the causes of the War of 1812 and then identify the effect in their notes. Instruct them to be prepared to share their answers with the class. Students should record their own results as well as their classmate's.

## Research-based Instructional Strategies

Assign students to read Chapter 6 section 4 in the American Vision text book. Model a cause and effect chart on the chalk board or smart board and give them one example of what is expected on the chart. As a class identify the causes of the War of 1812. Monitor the class so that the chart is in their notebook and that they are recording the causes as we identify them.

## Supporting Resources

<http://freeology.com/graphicorgs/pdf/causeeffect.pdf>

## Correction Exercise

## Enrichment Exercise for Accelerated Learners

## Remediation for Struggling Learners

## English Language Learner

## District Defined

## Objective is A+

## Missouri School Improvement Program

Code	Subject	Grade	RI
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## Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
2.3	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Exchange information, questions and ideas while recognizing the perspectives of others
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Grade and Course Level Standards

Common Core Standards

Version

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Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 10

Unit Objective

04.1 Identify the various concepts that led to westward expansion in the U.S. and the impact they had on the U.S. a. Louisiana Purchase b. Oregon Trail c. Gold Rush

d. The Lewis and Clark Expedition

e. Manifest Destiny

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Sequence

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Assessment Methods

Essential Questions

Course

American History

Unit

04.1

Objective used to assess students

Formative Assessment Activities

Students will be able to identify a-e due to their location on a map and their importance to the growth of the U.S. through multiple choice.DOK- 1

Depth of Knowledge

85%

### Learning Activity

Students will be able to explain the importance of a-e in a Bellwork question. The students will then color code a blank map to identify areas that each of a-e took place.

### Research-based Instructional Strategies

Teacher will lecture over the importance of each expansion movement. Teacher will lead a group discussion of the importance of each expansion after the students have completed Bellwork. The teacher will model the map activity for the class.

### Supporting Resources

### Correction Exercise

### Enrichment Exercise for Accelerated Learners

### Remediation for Struggling Learners

### English Language Learner

### District Defined

### Objective is A+

### Missouri School Improvement Program

Code	Subject	Grade	RE
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### Show-Me Standards

Code	Subject	Grade	Standard	Goal
6	Social Studies	Grades: K-12	relationships of the individual and groups to institutions and cultural traditions	
7	Social Studies	Grades: K-12	the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range



Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 11

Unit Objective

04.2 Assess the impact of the Monroe Doctrine and how it affected the role of the U.S. in global affairs.

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Sequence

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Assessment Methods

Essential Questions

Course

American History

Unit

04.2

Objective used to assess students

Formative Assessment Activities

Students will complete questions from Internet activity and reading discussing the key components of the Monroe Doctrine and its impact on U.S. policies.DOK- 2

Depth of Knowledge

75%

### Learning Activity

Research on the Internet for answers to questions.

### Research-based Instructional Strategies

The teacher will use inquiry-based learning for the students to identify answers to the questions provided on the website.

### Supporting Resources

[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=574](http://edsitement.neh.gov/view_lesson_plan.asp?id=574)

### Correction Exercise

### Enrichment Exercise for Accelerated Learners

### Remediation for Struggling Learners

### English Language Learner

### District Defined

### Objective is A+

### Missouri School Improvement Program

### Show-Me Standards

Code	Subject	Grade	Standard	Goal
7	Social Studies	Grades: K-12	the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
1.2	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Conduct research to answer questions and evaluate information and ideas
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
3.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Reason inductively from a set of specific facts and deductively from general premises

Grade and Course Level Standards

Common Core Standards

Version

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 12

Unit Objective

Investigate why settlers emigrated from the United States to Texas and fought Mexico to gain independence.

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Sequence

12

Assessment Methods

Essential Questions

Course

American History

Unit

04.3

Objective used to assess students

## Formative Assessment Activities

Give a paper test including short answer and matching questions.

## Depth of Knowledge

80%

## Learning Activity

Explain to students that Texas draws on a rich history that includes having been a part of Mexico. Have students research the various flags that have flown over Texas throughout its history. Have students prepare displays showing each flag, and explain when and why it was used.

## Research-based Instructional Strategies

Arrange students into pairs. Have them outline the information in their notes. Create a teacher's hard copy and display it for the students to compare with their own once the assignment is completed.

## Supporting Resources

Schedule a computer lab or library day where students can do research for the history of Texas and their flags activity.

## Correction Exercise

## Enrichment Exercise for Accelerated Learners

## Remediation for Struggling Learners

## English Language Learner

## District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
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Show-Me Standards



Code	Subject	Grade	Standard	Goal
5	Social Studies	Grades: K-12	the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	
6	Social Studies	Grades: K-12	relationships of the individual and groups to institutions and cultural traditions	
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
2.7	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Use technological tools to exchange information and ideas
4.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Identify tasks that require a coordinated effort and work with others to complete those tasks

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 13

Unit Objective

Analyze the Jacksonian Era by discussing

- a. the spoils system
- b. the Trail of Tears
- c. the Indian Removal Act
- d. the Bank of the United States

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Sequence

13

Assessment Methods

Essential Questions

Course

American History

## Unit

04.4

## Objective used to assess students

## Formative Assessment Activities

Assign Ch. 8 as a reading assignment. Ask questions regarding the reading. Have students write questions and answers down in their notes.

## Depth of Knowledge

80%

## Learning Activity

The students will take the objectives and put into an outline.

## Research-based Instructional Strategies

Teacher will instruct students on how to create an outline using the specified objectives. Teacher will closely monitor student's work and check for understanding.

## Supporting Resources

Use the American Vision textbook.

## Correction Exercise

## Enrichment Exercise for Accelerated Learners

## Remediation for Struggling Learners

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
3	Social Studies	Grades: K-12	principles and processes of governance systems	
6	Social Studies	Grades: K-12	relationships of the individual and groups to institutions and cultural traditions	
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 14

## Unit Objective

Analyze the Industrial Revolution and its effects on society, taking a specific look at:

- a. Interchangeable parts (Eli Whitney)
- b. Eli Whitney, the cotton gin and its effect on the economy of the South
- c. Francis Cabot Lowell and the factory town (Lowell, Mass.)
- d. New forms of transportation (National Road, canals, steamboats, turnpikes,)
- e. Rise in the population of cities
- f. formation of labor unions

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## Sequence

14

## Assessment Methods

## Essential Questions

## Course

American History

## Unit

5.1

## Objective used to assess students

## Formative Assessment Activities

Students will break into groups of 3-4 and using one of the topics listed in a through f from the objectives. The groups will be expected to create a presentation on the chosen topic to present to the teacher/class. Provide several research resources for the students to pull information from.

## Depth of Knowledge

75%

## Learning Activity

Students will take notes over the Industrial Revolution from the Smart Board and added commentary by teacher, including a-f objectives.

## Research-based Instructional Strategies

Students will be lectured over the Industrial Revolution using the Smart Board and Microsoft Power Point programs. Make sure to highlight a-f in the objectives.

## Supporting Resources

Ch. 7 and 8 in the American Vision textbook

## Correction Exercise

## Enrichment Exercise for Accelerated Learners

## Remediation for Struggling Learners

Reserve the A+ Lab or the school library to do research for the assessment activity.



English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
4	Social Studies	Grades: K-12	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
5	Social Studies	Grades: K-12	the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.9	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Identify, analyze and compare the institutions, traditions and art forms of past and present societies

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 15

Unit Objective

05.1 Identify and explain the impact of the events that lead up to the Civil War and assess their impact in causing the Civil War and Reconstruction. a. Dred Scott case b. Kansas-Nebraska Act c. Missouri Compromise d. Social issues e. Economic issues

f. The Compromise of 1850

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Sequence

15

Assessment Methods

Essential Questions

## Course

American History

## Unit

06.1

## Objective used to assess students

## Formative Assessment Activities

A. Create a presentation explaining each of a-f and ranking how important each was in causing the Civil War. B. Identify each cause and its impact on the multiple choice section of a test. DOK- 1,2

## Depth of Knowledge

80%

## Learning Activity

Students will take notes over causes of the Civil War and watch a video discussing these causes.

## Research-based Instructional Strategies

Teacher will lecture and lead a class discussion over the causes of the Civil War.

## Supporting Resources

Civil War cause presentation  
Civil War Newspaper Project

## Correction Exercise

## Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RE
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
6	Social Studies	Grades: K-12	relationships of the individual and groups to institutions and cultural traditions	
4	Social Studies	Grades: K-12	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

4.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Identify tasks that require a coordinated effort and work with others to complete those tasks
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Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions



Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 16

Unit Objective

05.2 Describe and identify the major battles of the Civil War and their roles in the outcome of the war.

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Sequence

16

## Assessment Methods

## Essential Questions

## Course

American History

## Unit

06.2

## Objective used to assess students

## Formative Assessment Activities

Identify the events that occurred at each battle through matching section of a test. DOK- 1

## Depth of Knowledge

80%

## Learning Activity

Students will research selected battles of the Civil War and write descriptions of the battles.

## Research-based Instructional Strategies

The teacher will provide the students with selected battles to allow for inquiry-based learning as the students research the selected battles.

## Supporting Resources

Civil War Newspaper Project Gods and General worksheet

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
7	Social Studies	Grades: K-12	the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information
2.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Perform or produce works in the fine and practical arts

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 18

Unit Objective

05.3 Compare and contrast the different Reconstruction plans proposed at the end of the Civil War and develop own Reconstruction plan.

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Sequence

17

Assessment Methods

Essential Questions

Course

American History

Unit

06.3

Objective used to assess students

Formative Assessment Activities

Students will create their own Reconstruction plan by using ideas they feel work best from the actual Reconstruction plans learned about in class.DOK- 3

## Depth of Knowledge

70%

## Learning Activity

Students will use a T-chart to compare and contrast the Reconstruction plans presented at the end of the Civil War. Students will identify social, economic, and legal restrictions on African-Americans during this time due to black codes on a T-chart. Students will summarize the Civil War amendments (13, 14, 15).

## Research-based Instructional Strategies

The teacher will lecture over the different Reconstruction plans. The teacher will then model how to correctly complete the T-charts.

## Supporting Resources

Reconstruction plans and effects  
Civil War Newspaper Project

## Correction Exercise

## Enrichment Exercise for Accelerated Learners

## Remediation for Struggling Learners

## English Language Learner

## District Defined

## Objective is A+

## Missouri School Improvement Program

Code	Subject	Grade	RE
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### Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
3.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Reason inductively from a set of specific facts and deductively from general premises

### Grade and Course Level Standards

### Common Core Standards

### Version

1

### Files

### Date Range



Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 19

Unit Objective

06.1 Identify and analyze the factors that brought the U.S. into WWI.

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Sequence

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Assessment Methods

Essential Questions

Course

American History

Unit

07.1

Objective used to assess students

Formative Assessment Activities

Students will explain which 3 factors had the most impact in bringing the U.S. in to the war and explaining why they feel these are the 3 most important factors in a constructed response writing.DOK- 1,3

Depth of Knowledge

75%

## Learning Activity

Students will take notes over causes of WWI and participate in a teacher lead class discussion of these causes.

## Research-based Instructional Strategies

Teacher will lecture over the causes of WWI and lead a class discussion.

## Supporting Resources

Factors for U.S. entry to WWI

## Correction Exercise

## Enrichment Exercise for Accelerated Learners

## Remediation for Struggling Learners

## English Language Learner

## District Defined

## Objective is A+

## Missouri School Improvement Program

## Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 20

Unit Objective

06.2 Assess the changes in citizens lives in the U.S. as a result of WWI. a. Propaganda b. Civil liberties

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Sequence

19

Assessment Methods

Essential Questions

Course

American History

Unit

07.2

Objective used to assess students

Formative Assessment Activities

A. Students will view propaganda posters from the time and determine the effectiveness of the propaganda through class discussion. B. Students will read about the restrictions in civil liberties during the time and determine if they were justifiable then and today through a constructed response writing. DOK- 1, 3

Depth of Knowledge

85%

## Learning Activity

Students will take notes over effects of propaganda. The students will then identify the purpose and effect of selected pieces of propaganda from the era. Students will read the court case and decision of Eugene Debs and answer questions over the restrictions of freedom of speech.

## Research-based Instructional Strategies

The teacher will lecture over the purposes of propaganda and facilitate a class discussion over the purpose and effectiveness of selected pieces of propaganda. When it is necessary the teacher will facilitate the discussion with guided practice by helping students look for key components of the propaganda. The teacher will provide guided practice in leading a class discussion of the answers to the questions related to the Debs case.

## Supporting Resources

Propaganda and civil liberties presentation

## Correction Exercise

## Enrichment Exercise for Accelerated Learners

## Remediation for Struggling Learners

## English Language Learner

## District Defined

## Objective is A+

## Missouri School Improvement Program

## Show-Me Standards

Code	Subject	Grade	Standard	Goal
6	Social Studies	Grades: K-12	relationships of the individual and groups to institutions and cultural traditions	
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.10	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
4.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Explain reasoning and identify information used to support decisions

Grade and Course Level Standards

Common Core Standards

Version



Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 21

Unit Objective

06.3 Differentiate between the various beliefs in U.S. foreign policy as a result of WWI. a. Wilson's 14 Points

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Sequence

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Assessment Methods

Essential Questions

Course

American History

Unit

07.3

Objective used to assess students

## Formative Assessment Activities

Students will be able to correctly match the different political stances with their viewpoints on a table found on the website in the resources section. DOK- 3

## Depth of Knowledge

70%

## Learning Activity

Students will answer questions and complete the chart from the website to determine the different viewpoints, especially politicians, during the time.

## Research-based Instructional Strategies

The teacher will help facilitate the inquiry-based lesson by monitoring students and providing guided practice and modeling when necessary.

## Supporting Resources

[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=475](http://edsitement.neh.gov/view_lesson_plan.asp?id=475)

## Correction Exercise

## Enrichment Exercise for Accelerated Learners

## Remediation for Struggling Learners

## English Language Learner

## District Defined

## Objective is A+

## Missouri School Improvement Program

### Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
1.2	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Conduct research to answer questions and evaluate information and ideas
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

### Grade and Course Level Standards

### Common Core Standards

### Version

1

### Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 22

Unit Objective

07.1 Conclude how economic factors were causes of the stock market crash and Great Depression. a. Speculation b. Bank runs c. Overproduction d. Uneven distribution of wealth e. Low consumption f. Installment plan g. Lowering of interest rates

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Sequence

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Assessment Methods

Essential Questions

Course

American History

Unit

08.1

Objective used to assess students

Formative Assessment Activities

Create a cause and effect chart that effectively demonstrates how one economic factor lead to another and eventually lead to a depression.DOK 2, 3

### Depth of Knowledge

80%

### Learning Activity

Students will participate in a variety of lessons from the stlouisfed.org website that explain economic concepts and factors that lead to a depression.Students will complete a flow chart showing how one economic factor lead to the next.

### Research-based Instructional Strategies

The teacher will lecture over the economic factors that caused the Great Depression.The teacher will effectively model and provided guided practice with selected lessons from the St. Louis Federal Reserve website.Teacher will model how to correctly complete the cause and effect chart.

### Supporting Resources

<http://www.stlouisfed.org/greatdepression/curriculum.html>Economic factors of Great Depression chart

### Correction Exercise

### Enrichment Exercise for Accelerated Learners

### Remediation for Struggling Learners

### English Language Learner

### District Defined

### Objective is A+





Code	Subject	Grade	Standard	Goal
7	Social Studies	Grades: K-12	the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
4	Social Studies	Grades: K-12	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 23

Unit Objective

07.2 Analyze the lives of families during the Great Depression

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Sequence

22

Assessment Methods

Essential Questions

Course

American History

## Unit

08.2

## Objective used to assess students

## Formative Assessment Activities

Students will watch the Grapes of Wrath and write an essay which breaks down parts of the movie that provides examples of poverty, misfortune, and social injustice. DOK- 1

## Depth of Knowledge

80%

## Learning Activity

Students will watch the Grapes of Wrath to identify examples of poverty, misfortune, and social injustice. Students will complete a webquest over life during the depression.

## Research-based Instructional Strategies

Teacher will lead a class discussion that focuses on the effects of the Great Depression on families lives. The teacher will place students in cooperative learning groups to complete the inquiry-based webquest. The teacher will model and provided guided practice when necessary.

## Supporting Resources

Grapes of Wrath video Great Depression webquest

## Correction Exercise

## Enrichment Exercise for Accelerated Learners

## Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
4.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Explain reasoning and identify information used to support decisions

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 24

Unit Objective

07.3 Illustrate various New Deal programs and explain the economic concept for how these programs lead the U.S. out of the Great Depression.

Created By

System

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Sequence

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Assessment Methods

Essential Questions

Course

American History

Unit

08.3

Objective used to assess students

Formative Assessment Activities



A. Students will create a presentation over a New Deal program that shows the areas worked, projects completed, statistics, and timelines. B. Students will effectively explain the economic concept developed by Keyes that brought us out of the depression, in terms of business, labor, and government. DOK- 2, 3

### Depth of Knowledge

80%

### Learning Activity

A. Students will work in groups and complete research to develop a presentation that focuses on the impact of their particular program. B. Students will participate in a class discussion over the business cycle and the economic concept of Keyes that was used by the government in the New Deal.

### Research-based Instructional Strategies

A. The teacher will provide the guidelines for the presentation and the students will work in cooperative groups on an inquiry-based lesson. B. Teacher will lead a class discussion and model an example of the business cycle in chart form.

### Supporting Resources

New Deal presentation guidelines Business cycle MAP released item

### Correction Exercise

### Enrichment Exercise for Accelerated Learners

### Remediation for Struggling Learners

### English Language Learner

### District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

4.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Identify tasks that require a coordinated effort and work with others to complete those tasks
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Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 25

Unit Objective

08.1 Identify the causes of WWII as result of the end of WWI. a. Treaty of Versailles  
1. Effects on Germany 2. Hitler's Non-compliance

Created By

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Modification Date

11/19/2013 6:45:20 PM +00:00

Sequence

24

## Assessment Methods

## Essential Questions

## Course

American History

## Unit

09.1

## Objective used to assess students

## Formative Assessment Activities

Complete cause and effect chart showing the negative impact of the Treaty of Versailles on the German nation and how this resulted in non-compliance by Hitler as a cause of WWII. DOK- 1, 3

## Depth of Knowledge

85%

## Learning Activity

Students will participate in a class reading and discussion over the provisions found in the Treaty of Versailles. The students will then identify key provisions to include in their cause and effect chart.

## Research-based Instructional Strategies

The teacher will lead the students in a class discussion and reading over selected parts of the Treaty of Versailles. Teacher will provide guided practice for the students in choosing key provisions found in the Treaty of Versailles and how these provisions helped bring on WWII.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RE
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
7	Social Studies	Grades: K-12	the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Grade and Course Level Standards

Common Core Standards

Version



Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 26

Unit Objective

08.2 Explain reasons for U.S. entry to WWII. a. Pearl Harbor b. Alliances c. Economics

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Sequence

25

Assessment Methods

Essential Questions

Course

American History

Unit

09.2

Objective used to assess students

### Formative Assessment Activities

Students will pick a side and answer the following in constructed response format and use a-c as arguments: "The U.S. had no choice but to enter WWII." DOK- 2, 3

### Depth of Knowledge

80%

### Learning Activity

Students will take notes and participate in a class discussion over the reasons for U.S. entry to WWII.

### Research-based Instructional Strategies

The teacher will lecture over the reasons the U.S. entered WWII and lead a class discussion over this topic.

### Supporting Resources

### Correction Exercise

### Enrichment Exercise for Accelerated Learners

### Remediation for Struggling Learners

### English Language Learner

### District Defined

### Objective is A+



Code	Subject	Grade	Standard	Goal
7	Social Studies	Grades: K-12	the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information
3.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Reason inductively from a set of specific facts and deductively from general premises
4.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Explain reasoning and identify information used to support decisions

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 27

Unit Objective

08.3 Research and debate the human rights and ethical dilemmas involved with WWII. a. Holocaust and denial b. Nazi war criminals c. Japanese-American Internment d. Dropping of the atomic bomb

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Sequence

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Assessment Methods

Essential Questions

Course

American History

## Unit

09.3

## Objective used to assess students

## Formative Assessment Activities

Students will research one of a-d in a group and present one side of the argument in a formal classroom debate with another group. DOK- 3

## Depth of Knowledge

75%

## Learning Activity

Students will participate in a class discussion and readings over these particular topics. Students will participate in groups to research their debate and prepare arguments for their debate.

## Research-based Instructional Strategies

The teacher will lead class discussions over these topics. Teacher will create cooperative learning groups for students to participate in as part of this inquiry-based lesson.

## Supporting Resources

## Correction Exercise

## Enrichment Exercise for Accelerated Learners

## Remediation for Struggling Learners



English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RE
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
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4.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Explain reasoning and identify information used to support decisions

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

## Family and Community Involvement

### Name

American History Objective 28

### Unit Objective

08.4 Analyze the impact on U.S. foreign policies as a result of WWII. a. Marshall Plan b. Protector of democracy

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### Sequence

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### Assessment Methods

### Essential Questions

### Course

Unit

09.4

Objective used to assess students

Formative Assessment Activities

Students will answer a What If? scenario by creating a presentation and showing it to the class. (Ex. What if we did not lend money to help rebuild Europe after WWII? What if we never got involved in Vietnam?)DOK- 4

Depth of Knowledge

85%

Learning Activity

Students will complete a worksheet on the Marshall Plan and its impact by using the Internet for research.

Research-based Instructional Strategies

Teacher will lead the students in guided practice as they complete the research for this inquiry-based activity.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
7	Social Studies	Grades: K-12	the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
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1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
4.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Identify tasks that require a coordinated effort and work with others to complete those tasks

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise



Family and Community Involvement

Name

American History Objective 29

Unit Objective

09.1 Compare and contrast the similarities and differences in communism and democracy.

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Sequence

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Assessment Methods

Essential Questions

Course

Unit

10.1

Objective used to assess students

Formative Assessment Activities

Complete a T-chart demonstrating the similarities and differences of communism and democracy. DOK- 2

Depth of Knowledge

80%

Learning Activity

Students will take notes and participate in a class discussion over communism and democracy.

Research-based Instructional Strategies

Teacher will lecture and lead a class discussion over communism and democracy.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
6	Social Studies	Grades: K-12	relationships of the individual and groups to institutions and cultural traditions	
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
4	Social Studies	Grades: K-12	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Grade and Course Level Standards

Common Core Standards

Version

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 32

Unit Objective

09.2 Explain how the Red Scares that occurred in the U.S. affected society during the time.

Created By

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Sequence

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Assessment Methods

Essential Questions

Course

American History

Unit

10.2

Objective used to assess students

## Formative Assessment Activities

Students will participate in small group discussions over mob mentality and fear of the spread of communism then discuss their views in a whole class discussion. DOK- 2

## Depth of Knowledge

75%

## Learning Activity

The students will participate in a group that has to build a house out of playing cards. The students will be advised that one person in their group is a communist and is only there to sabotage the efforts of the group. When they are finished the group will decide who the communist is. After the debate and discussion the teacher will reveal there were no communist in each group and that it was just a fabrication by the teacher. The students will then participate in a class discussion pertaining to how this relates to the actual Red Scare.

## Research-based Instructional Strategies

Teacher will lecture over Red Scare and their impact. The teacher will then assign students to cooperative learning groups to participate in the performance event of creating the house of playing cards.

## Supporting Resources

## Correction Exercise

## Enrichment Exercise for Accelerated Learners

## Remediation for Struggling Learners

## English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards



Code	Subject	Grade	Standard	Goal
6	Social Studies	Grades: K-12	relationships of the individual and groups to institutions and cultural traditions	
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
1.10	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
4.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Identify tasks that require a coordinated effort and work with others to complete those tasks

## Grade and Course Level Standards

## Common Core Standards

Version

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Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 33

Unit Objective

09.3 Describe the various competitions between the U.S. and USSR during the Cold War and how they affected the outcome of the war. a. Arms Race b. Space Race c. Athletics (Olympics) d. Civil Rights

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Sequence

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Assessment Methods

Essential Questions

Course

American History

Unit

10.3

Objective used to assess students

### Formative Assessment Activities

Students will create presentations over 1 of a-d explaining the importance of these competitions and how they affected the Cold War.DOK- 2

### Depth of Knowledge

80%

### Learning Activity

Students will take notes over the importance of the various competitions and their importance.Students will participate in groups to research the competitions in-depth and create presentations to describe how they affected the outcome of the Cold War.

### Research-based Instructional Strategies

Teacher will lecture over the importance of these competitions.Teacher will place students in cooperative groups to participate in this inquiry-based learning activity.

### Supporting Resources

We Didn't Start The Fire WebQuest

### Correction Exercise

### Enrichment Exercise for Accelerated Learners

### Remediation for Struggling Learners

### English Language Learner

### District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information
4.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Explain reasoning and identify information used to support decisions
4.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Identify tasks that require a coordinated effort and work with others to complete those tasks

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

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Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Unit Objective

09.4 Analyze the conflicts that resulted due to the Cold War and the impact it had on our nation. a. Korea b. Cuba c. Vietnam

Created By

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Assessment Methods

Essential Questions

Course

American History

Unit



**Objective used to assess students****Formative Assessment Activities**

Students will pick 1 of a-c and create a presentation explaining how and why we got involved in the conflict. They will also develop their own conclusion to how it impacted our country. DOK- 2, 3

**Depth of Knowledge**

85%

**Learning Activity**

Students will take notes over the conflicts. Students will view a video over one of the conflicts to gain an understanding of the impact on our nation at the time. (Ex: Thirteen Days). Students will work in groups to create a presentation analyzing one of the conflicts.

**Research-based Instructional Strategies**

Teacher will lead a lecture and class discussion over the conflicts and their impact. The teacher will use cooperative groups for students to participate in the inquiry-based learning activity.

**Supporting Resources**

We Didn't Start The Fire WebQuest

**Correction Exercise****Enrichment Exercise for Accelerated Learners****Remediation for Struggling Learners**

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
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4.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Explain reasoning and identify information used to support decisions
4.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Identify tasks that require a coordinated effort and work with others to complete those tasks

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

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Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Unit Objective

10. Evaluate the importance and effectiveness of the social movements during the 1960s and 1970s. a. Civil Rights b. Counter-culture movement c. Women's Rights

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Sequence

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Assessment Methods

Essential Questions

Course

American History

Unit

## Objective used to assess students

## Formative Assessment Activities

Students will write an essay over 1 of a-c. In the essay they will evaluate the importance and effectiveness of the particular movement. They will also make recommendations for how the particular movement could have been more successful. DOK- 2, 3

## Depth of Knowledge

85%

## Learning Activity

Students will create a presentation over key events in the civil rights movement and the techniques used by minorities in their protests. Students will listen to and read the lyrics of selected Vietnam era songs to get a sense of the disputes of the time. Students will create a timeline showing important events in the evolution of women's rights.

## Research-based Instructional Strategies

The teacher will lecture over a-c. The teacher will place students in cooperative learning groups to complete their civil rights presentations. The teacher will lead a class discussion on Vietnam era songs of protest and provide guided practice where necessary on the meaning and importance of the lyrics. The teacher will model for students how to create an effective timeline and provide examples if necessary.

## Supporting Resources

Songs of Protest lesson We Didn't Start The Fire WebQuest

## Correction Exercise

## Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RE
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
6	Social Studies	Grades: K-12	relationships of the individual and groups to institutions and cultural traditions	
2	Social Studies	Grades: K-12	continuity and change in the history of Missouri, the United States and the world	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
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4.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Explain reasoning and identify information used to support decisions

## Grade and Course Level Standards

## Common Core Standards



Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 36

Unit Objective

11. Use the tools of social studies inquiry and research to analyze historical data. a. Ability to read and use a map b. Knowledge of the 5 themes of geography

Created By

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System

Modification Date

11/19/2013 6:19:18 PM +00:00

Sequence

33

Assessment Methods

Essential Questions

Course

American History

Unit

12

Objective used to assess students

### Formative Assessment Activities

A. Demonstrate map skills on the SMARTBoard and through classroom discussion. DOK- 2B. Selected and constructed response activities on a written exam. DOK- 1

### Depth of Knowledge

80%

### Learning Activity

SMARTBoard activities and guided practice. Define the 5 themes and provide examples for each from the local area in written form. Apply the Human-Environment interaction theme to various environments found on Earth.

### Research-based Instructional Strategies

The teacher will make a presentation of map skills and the 5 themes. Teacher will use guided practice in using map skills.

### Supporting Resources

### Correction Exercise

### Enrichment Exercise for Accelerated Learners

### Remediation for Struggling Learners

### English Language Learner

### District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
7	Social Studies	Grades: K-12	the use of tools of social science inquiry (such as surveys, statistics, maps, documents)	
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
1.10	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
3.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Reason inductively from a set of specific facts and deductively from general premises
4.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Explain reasoning and identify information used to support decisions

Grade and Course Level Standards

Common Core Standards

Version

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Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

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Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

American History Objective 37

Unit Objective

12. Define and apply appropriate classroom/course vocabulary during discussions and all assessments.

Created By

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Modification Date

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Sequence

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Assessment Methods

Essential Questions

Course

Unit

13

Objective used to assess students

Formative Assessment Activities

Assessed on every formal assessment and during class discussions.DOK- 1, 2, 3

Depth of Knowledge

80%

Learning Activity

Students will be given a list of vocabulary at the beginning of each unit of study. They will use classroom discussion, textbook and other resources to develop a definition based on the context and will apply the vocabulary appropriately in classroom discussion, and daily assignments throughout the unit.

Research-based Instructional Strategies

Provide a list of appropriate vocabulary.Lead in classroom discussions to introduce and check for appropriate application of vocabulary.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners



English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Goal	Standard
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures

Grade and Course Level Standards

Common Core Standards

Version

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Files

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Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

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Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement