Lindsey Savage

1-23-13

SEC 300

Spring 2013 Curriculum Plan

Third & Fourth Nine Weeks: American History II- 11th Grade

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| Unit 1: A Nation Divided and Rebuilt (2 Weeks) |
| Reconstruction Ch. 18 Pg. 568Quiz After First Week Test at End of Unit | Use Historical Analysis and Interpretation to consider multiple perspectives of various peoples of the past. AH2.H.1.3 |
| Unit 2: America Transformed (4 Weeks) |
| Growth in the West Ch. 19 Pg. 594Industrialization and Immigration Ch. 20 Pg. 628Quiz After 2 WeeksThe Progressive Era Ch. 21 Pg. 670Becoming a World Power Ch.22 Pg. 692Test at End of Unit | Explain the roles of various racial and ethnic groups in settlement and expansion since Reconstruction. AH2.H.3.3Explain how opportunity and mobility impacted various groups within American society. AH2. H.8.2Analyze the relationship between innovation, economic development, progress, and various perceptions of the “American Dream.” AH2.H.8.1Explain how national economic and political interests helped set the direction of United States foreign policy. AH2.H.6.1 |
| Unit 3: War, Depression, and Recovery (8 Weeks) |
| World War I Ch. 23 Pg. 718Quiz After 2 Weeks | Explain the impact of wars on American economy. AH2.H.7.2 |
| The Great Depression and the New Deal Pg. 774Quiz After 2 WeeksThe Rise of Dictators and World War II Pg. 804Test at End of Unit | Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis. AH2.H.8.4Explain the reasons for United States involvement in global wars. AH2.H.6.2 |
| Unit 5: Tensions at Home and Abroad (4 Weeks) |
| The Civil Rights Era Pg. 870The Vietnam War Years Pg. 906Quiz After 2 WeeksAmerica in a Changing World Pg. 934Test at End of Unit | Analyze the political issues that impacted the United States since Reconstruction. AH2.H.4.1Explain the reasons for United States involvement in global wars. AH2.H.6.2Analyze voluntary and involuntary immigration trends. AH2.H.3.4 |

Additional Supplementary Resources for American History II:

1. *The Jungle* by: Upton Sinclair
2. The History Channel Website

 <http://www.history.com/>

1. The History Sage Website (actually designed for AP U.S. History, but it’s still helpful)

<http://www.historysage.com/jcms/>

1. Rubric Template for Assignments, Projects, & Papers

 <http://rubistar.4teachers.org>

1. *Code Talker: The First and Only Memoir by One of the Original Navajo Code Talkers of WWII* by: Chester Nez with Judith Schiess Avila
2. Owl Purdue Online Writing Lab

<http://owl.english.purdue.edu/owl/resource/658/01>

1. Pick one grade: 9 -12. \_\_\_\_11\_\_\_\_\_\_\_\_

2. Pick a course you want to teach. \_\_\_American History II\_\_\_\_\_\_\_\_\_\_\_

3. State Standards: Find the corresponding North Carolina curriculum standards at: <http://www.ncpublicschools.org/acre/standards/new-standards/>

Calendars:

Assume you were hired for New Hanover County Schools this past year.

a. How many grading periods do you have? \_\_\_\_2\_\_\_\_\_\_\_\_\_\_\_\_

b. How many instructional days per grading period? \_\_\_\_35\_\_\_\_\_\_\_\_\_\_

c. How many days are reserved for teacher work days and testing? \_\_\_\_5\_\_\_\_\_\_\_\_\_

Curriculum Mapping:

1. What the students have been expected to learn during their past school years?

Students have been expected to learn, memorize, and analyze events that have occurred throughout history whether they are from World History, Civics & Economics, or American History I.

1. What the students are to learn during the present school year?

Students are going to be introduced to American History after the Reconstruction period and be able to analyze, write about, and verbally discuss them.

1. What they are going to be required to learn in future grades?

Students are going to be required to learn how to analyze, memorize, write about, and verbally discuss historical events from different time periods and different countries using the information and techniques that they learned in 11th grade.

Standards not thoroughly covered in the course:

* Evaluate key turning points since Reconstruction in terms of their lasting impact. AH2.H.2.2
* Explain how environmental, cultural, and economic factors influenced the pattern of migration and settlement within the United States since the end of Reconstruction. AH2.H.3.2 (Touched on in Units 2 & 4)
* Explain how judicial, legislative, and executive actions affected the distribution of power between levels of government since Reconstruction.
* Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction. AH2.H.8.3