

Huntsville City Schools

2020 - 2021 Pacing Guide

6th Grade Social Studies U.S. History

Important Notes:

- Alabama Course of Study objectives are given by number
- Resources and Instructional Strategies are suggestions for the topic studied; teachers are not required to use all resources listed and can supplement their teaching with additional resources that support the Course of Study Standards.
- The number of days listed are approximate and are padded to allow a little extra time for review and tests
- The problems listed for each section are suggested types of problems. Teachers can still assign even, odd, or selected problems from each type of problem.
- To access ELlevation you must be logged in using your school email and password.
- The TDW options listed for each section are suggested. Teachers can still assign their own documents and accompanying questions.

Online Resources:

- [ReadWorks](#)
- [NewsELA](#)
- [Youtube](#)
- [History Channel](#)
- [mrdonn.org](#)
- [oerproject.org](#)
- [chooseyourstory.org](#)
- [ancient.eu](#)
- [khanacademy.com](#)
- [scholastic.com](#)
- [ducksters.com](#)
- [kidsdiscovery.com](#)
- [youtube.com](#) (Ted-Ed)
- [nationalgeographic.org](#)
- [brainpop.com](#)
- [sheg.stanford.edu](#)
- [teachinghistory.org](#)
- [PBS](#)
- PBS Learning (<https://aptv.pbslearningmedia.org>)
- [Blank Foldable Template](#)
- [Graphic Organizers](#)
- Cnn10 - Student News: www.cnn.com/cnn10
- iCivics - www.iCivics.org
- Flocabulary - www.flocabulary.com
- Seterra Map Games - www.seterra.com
- Geography Resources - <https://geography.name/>
- Ellevation - www.Ellevationeducation.com
- Text Dependent Questioning - <https://achievethecore.org/category/1158/ela-literacy-text-dependent-questions>
- [Text Dependent Writing Rubric](#)

Instructional Strategies:

ELlevation: **Note:** Be sure to check the “Math Collection” for specific topic resources”

Build Background:

- * Brainstorm Walk
- * I Notice, I Wonder

Clarify Input:

- * “5 and 2”
- * Anchor Charts
- * Essential Questions
- * Guided Notes
- * “Teach! Teach!”
- * TPR

Fortify Output:

- * Find Your Match
- * Clock Buddies
- * Think, Write, Pair Share
- * Which Corner?

Foster Interactions:

- * “Don’t Mention it”
- * Find the Fib

Develop Academic Language:

- * 360 Words
- * Word Walls

Assess Language and Learning:

- * Wordless Books
- * Whiteboard Checkpoints
- * Differentiated Question Prompts

ARI/Instructional Strategies (Alabama Reading Initiative)

ARI represents the Alabama Reading Initiative. Below are ARI/Instructional strategies that can be easily adapted to work well with mathematics. Some of the strategies can be interchangeable between before, during, and after in lesson planning. There are many instructional strategies that can be used in the classroom and you are not limited to these alone. If you have other ARI/Instructional strategies that work well for you and your students, use them to assist with academic growth and development. Have fun experimenting with different strategies to reach all students and address the different learning styles.

Suggested time period	ARI/Instructional Strategy	Explanation/How to use the strategy
Before:	Admit Slip	<p>Purpose: 1) reflect on content of previous lesson or learned concept</p> <p>The admit-slip strategy requires students to write responses to questions you pose at the beginning of class. Admit slips help students reflect on what they have learned and express what or how they are thinking about the information. Admit slips easily incorporate writing into your content area classroom and require students to think critically.</p>
	KWL	<p>Purposes: 1) link prior knowledge to new information 2) generate questions to guide meaningful learning 3) create own meaning and learning from new text</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. On the whiteboard, on a handout, or on students' individual clean sheets, three columns should be drawn. 2. Label Column 1 K, Column 2 W, Column 3 L. 3. Before reading, viewing or listening, students fill in the Know column with words, terms, or phrases from their background or prior knowledge. If the students are drawing on a topic previously learned, then the K column may be topic related. But if the topic is something brand-new, and they don't know anything much about it, you should use the K column to have them recalling a similar, analogous, or broader idea. 4. Then have students generate questions about what they might learn or want to learn about the topic, which might follow a quick glance at the topic headings, pictures, problems and charts that are found in the text or on a handout provided. This helps set their purpose for the lesson or concept and focuses their attention on key ideas. 5. After the math lesson and reading, students should fill in their new knowledge gained from the content. They can also clear up misperceptions about the topic which might have shown up in the Know column before they learned anything about the topic. This is the stage of metacognition: Does the student fully understand?
	Think Pair Share	<p>Purposes: There are a variety of uses for this activity 1) Think. The teacher provokes students' thinking with a problem, question, prompt or observation. The students should take a few moments just to THINK about the question and jot down their thoughts. 2) Pair with someone...Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. 3) Share. After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.</p>

	Quick Write	<p>Purposes: 1) introduce a concept and connect this concept with prior knowledge or experiences and 2) allow students to discuss and learn from each other</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce a single word, phrase, problem, or question to the class. 2. Students copy the concept on index cards or sheet of paper. 3. Students are given two to five minutes to write whatever comes to their minds relative to the concept. They may write freely using single words, phrases, sentences, etc. 4. After time is called, students may volunteer to share their thoughts on the subject.
	Turn and Talk/ Table Talk	<p>Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the whiteboard or project overhead. 2. Each student has two minutes to read the question or statement, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.
	Bell Ringer/Bell Work/Warm Up	<p>Bell ringers are questions or tasks posted before students enter the classroom. They are to be completed before class starts, or, as the name suggests, as the bell rings. Bell ringers provide benefits to both the student and the teacher in all classroom settings ranging from elementary to high school. Bell ringers help to encourage promptness, organization, responsibility, spark prior knowledge, reinforce concepts, promote student engagement and so much more.</p>
During:	Think Pair Share	<p>Purposes: There are a variety of uses for this activity 1) Think. The teacher provokes students' thinking with a problem, question, prompt, or observation. The students should take a few moments just to THINK about the question and jot down their thoughts. 2) Pair with someone...Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. 3) Share. After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.</p>

	Turn and Talk/ Table Talk	<p>Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the chalkboard. 2. Each student has two minutes to read the topic, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.
	Jot Notes	<p>Jot Notes are basically lesson notes the students jot down before, during and after the lesson (in some cases) ...The notes can be given in a variety of formats or structures...Example: chart format, graphic organizer, table format, guided notes, foldables, etc....</p>
	Quadrant Cards / Frayer Model	<p>Purposes: 1) motivate students to engage in vocabulary study and expand vocabulary 2) Reinforce concepts etc.....</p> <p>Procedure:</p> <p>Divide a sheet of paper into four parts Adapt to meet your students' needs.... whether you want to emphasize on vocabulary, connecting concepts, or organizing steps or procedures for graphing or solving etc....</p>
	Venn Diagram	<p>Purpose: compare concepts</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Draw two circles overlapping. Each circle represents a concept. 2. Unique characteristics of the two ideas being compared are recorded in the outer of the two overlapping circles. Common characteristics are recorded where the circles overlap. 3. Teacher should model the strategy first.

	Charts/Foldables	<p>Purposes: 1) engage with concept/lesson/text 2) construct graphic organizer/chart/foldable 3) self-monitor comprehension</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Create a Jot Chart, project on the whiteboard or produce a print copy for each student. The chart/matrix should be structured as follows. You can also use foldables to accomplish these tasks. <ul style="list-style-type: none"> o Main ideas/items for description or analysis are listed across the top of the chart. o Question/characteristics of the main concepts are listed down the left side of the chart. 2. Discuss the purpose of the chart with students before the assignment. Give an example of a completed chart to help clarify its functions. 3. Have students complete the chart or foldable as you go through the lesson or assign tasks to groups etc...As the teacher, you decide and adapt this to meet the needs of your students and what you want to accomplish from the task. 4. Discuss the students' findings and compile the results into a group chart. Stress the relationships between the data in the chart.
	Partner Learning	<p>Purpose: 1) To engage students in the content and spark meaningful discussions 2) To encourage collaboration and improve knowledge among students 3) Promote socialization and boost self-esteem 4) Reinforce concepts taught through open questioning and answer sessions</p> <p>Procedure: The students are paired up and given a task to complete together; open discussions, sharing of ideas, writing, final product presentation, etc....</p>
	Concept Map	<p>Purpose: activate and organize knowledge about a specific topic</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Select the main idea or topic of discussion; write it on a chart, overhead, or whiteboard; and put a circle around it. 2. Have students brainstorm subtopics; knowledge related to the topic. Use lines to connect to the main topic. 3. Have students brainstorm specific vocabulary, ideas, mathematical knowledge related to each subtopic. Record these ideas beneath each subtopic. Add new knowledge to the concept map as learning progresses.
	Graphic Organizer	<p>Purposes: 1) provide a visual model of the structure of lesson and 2) provide a format for organizing information and concepts</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce the graphic organizer to the students. Demonstrate how it works by noting key concepts and ideas on the organizer. 2. Have groups of students practice using the graphic organizer with ideas from independently read mathematical text and/or mathematical information presented during lessons. Students can share their ideas with the class. 3. Choose an organizer that matches what you want to accomplish with your students for the topic or lesson.

	Jigsaw	<p>Purposes: 1) engage with mathematical concept or text 2) self-monitor comprehension 3) integrate new information with prior knowledge 4) respond to mathematical concept or text through discussion</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide class into 4-6 member groups; each member becomes an expert on a different topic/concept assigned by teacher. 2. Members of the teams with the same topic meet in an expert group with a variety of resource materials and texts available to explore their topic. 3. The students prepare how they will teach the information to others. 4. Everyone returns to their jigsaw (home) teams to teach what they learned to the other members. It may be helpful to supply each student with a graphic organizer for note taking purposes. 5. Team members listen and take notes as their classmate teaches them
After:	Cooperative Learning/ Partner Learning/Practice	<p>Cooperative learning is the process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learn. Each group is given a task or assignment to complete. Often a record keeper and team leader are assigned to keep everyone on task. Collaboration and discussion are expected with a final assignment or project completed and submitted. Open discussions between the teacher and/or students can occur during class as well.</p>
	Stations/ Carousels etc....	<p>Purposes: This strategy can fit almost any purpose developed.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Teacher determines what topics/lessons will be placed on chart paper. 2. Chart paper is placed on walls around the room. 3. Teacher places students into groups of three- four. 4. Students begin at a designated chart. 5. They read the question or phrase, discuss with group, and respond directly on the chart or assigned task sheet. 6. After an allotted amount of time, students rotate to next chart. 7. Students read next question and records new response or discussion points. 8. Continue until each group has responded to each prompt. 9. Teacher shares information from charts and conversations heard while responding. <p>** This strategy can be modified by having the chart “carousel” to groups, rather than groups moving to chart.</p>

	Exit slip	<p>Purpose: 1) reflect on content of lesson</p> <p>The exit-slip strategy requires students to write responses to questions you pose at the end of class. Exit slips help students reflect on what they have learned and express what or how they are thinking about the new information. Exit slips easily incorporate writing into your content area classroom and require students to think critically.</p> <p>There are three categories of exit slips (Fisher & Frey, 2004):</p> <ul style="list-style-type: none"> • Prompts that document learning, <ul style="list-style-type: none"> o Ex. Write one thing you learned today. o Ex. Discuss how today's lesson could be used in the real world. • Prompts that emphasize the process of learning, <ul style="list-style-type: none"> o Ex. I didn't understand... o Ex. Write one question you have about today's lesson. • Prompts to evaluate the effectiveness of instruction <ul style="list-style-type: none"> o Ex. Did you enjoy working in small groups today?
	Turn and Talk/Table Talk	<p>Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the whiteboard or project overhead. 2. Each student has two minutes to read the question or statement, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.

	KWL	<p>Purposes: 1) link prior knowledge to new information 2) generate questions to guide meaningful learning 3) create own meaning and learning from new text</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. On the whiteboard, on a handout, or on students' individual clean sheets, three columns should be drawn. 2. Label Column 1 K, Column 2 W, Column 3 L. 3. Before reading, viewing, or listening, students fill in the Know column with words, terms, or phrases from their background or prior knowledge. If the students are drawing on a topic previously learned, then the K column may be topic related. But if the topic is something brand-new, and they don't know anything much about it, you should use the K column to have them recalling a similar, analogous, or broader idea. 4. Then have students generate questions about what they might learn or want to learn about the topic, which might follow a quick glance at the topic headings, pictures, problems and charts that are found in the text or on a handout provided. This helps set their purpose for the lesson or concept and focuses their attention on key ideas. 5. After the math lesson and reading, students should fill in their new knowledge gained from the content. They can also clear up misperceptions about the topic which might have shown up in the Know column before they learned anything about the topic. This is the stage of metacognition: Does the student fully understand?
	Think Pair Share	<p>Purposes: There are a variety of uses for this activity 1) Think. The teacher provokes students' thinking with a problem, question, prompt, or observation. The students should take a few moments just to THINK about the question and jot down their thoughts. 2) Pair with someone...Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. 3) Share. After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.</p>
	Quick Write	<p>Purposes: 1) introduce a concept and connect this concept with prior knowledge or experiences and 2) allow students to discuss and learn from each other</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce a single word, phrase, problem, or question to the class. 2. Students copy the concept on index cards or sheet of paper. 3. Students are given two to five minutes to write whatever comes to their minds relative to the concept. They may write freely using single words, phrases, sentences, etc. 4. After time is called, students may volunteer to share their thoughts on the subject.

	Hands on Activity/ Graphs, charts, diagrams, etc.	Hand on activities are simply activities which students physically in some way connect with their learning...writing, drawing, graphing, demonstration through movement, use of manipulatives etc.... Hands-on activities are especially important in the classroom because it allows students to engage in kinesthetic learning. Educational studies have shown that kinesthetic learning, where a student performs some type of physical activity rather than just listening to a lecture, is the most popular type of learning with students - doing or working on something before, during, and/or after the lesson, helps them to gain a better understanding of the material. It allows students to experiment with trial and error, learn from their mistakes, and understand the potential gaps between theory and practice. It also encourages students to collaborate with their peers and share information from different perspectives.
--	---	---

Formatting:

- Honors or advanced material is highlighted in blue. Example: **Advanced: Page 145 #75-86**
- Remediation is highlighted in yellow. Example: **Remediation: Small group on fractions**

The Textbook for this course is:

Prentice Hall: America History of Our Nation

Huntsville City Schools
2020 - 2021 Pacing Guide
6th Grade Social Studies U.S. History
First Semester

1st 9 – weeks (August 17 – October 23)
 44 instructional days; 22 A-Days and 22 B-Days

Time Period	Unit Topic	Standards	Resources
Week 1 – 3	Industrialization & Urbanization	<p>6.1 Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late 19th century to World War I.</p>	<p>Chapter 18 Sections 1-5 Remediation: Pg 608: Cause & Effect (TE) Advanced: Pg 616: Expressing Opinions (TE)</p> <p>Instructional Content Nav - ELA / Literacy: Text-Dependent Questions</p> <p>TEXT DEPENDENT ANALYSIS WRITING (TDW4) SCORING GUIDELINES</p> <ul style="list-style-type: none"> - ReadWorks - NewsELA - Reading a Chart Inventions Change the Nation - Comparing Primary Sources: Labor Unions - History and Literature: How I found America <p>The new Technology and Inventions of The Gilded Age - Video The Triangle Shirtwaist Factory Fire History - Video Robber Barons or Captains of Industry? - Video The Tenement Museum Virtual Tour of the Tenement at 97 Orchard Street - Virtual Field Trip The Confino Family Story - Primary Source Activity</p>

<p>Week 3 – 5</p>	<p>Progressive Era Women’s Rights Terrorism (9/11)</p>	<p>6:2 Describe reform movements and changing social conditions during the Progressive Era in the United States.</p> <p>6:12 Evaluate significant political issues and policies of presidential administrations since WWII.</p>	<p>Chapter 19 Sections 1-4 Remediation: Pg 650: Vocabulary Flashcards (TE)</p> <p>Advanced: Pg 652: Who’s Who (TE)</p> <p>Chapter 29 Section 1 Remediation: Pg 968 (TE)</p> <p>Advanced: Pg 970 (TE)</p> <p><u>TEXT DEPENDENT ANALYSIS WRITING (TDW) SCORING GUIDELINES</u></p> <ul style="list-style-type: none"> - ReadWorks - NewsELA - Prohibition Stanford History Education Group <p>Understanding September 11 - Lesson plan Progressive Era: Progressive Presidents - Video Boss Tweed - Video The Progressive Era - Video</p>
<p>Week 6</p>	<p>American Imperialism</p>	<p>6.1 Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late 19th century to World War I.</p>	<p>Chapter 20 Sections 1-4 Remediation: Pg 688: Discussing Ideas (TE)</p> <p>Advanced: Pg 682: Alaskan Timeline (TE)</p> <p><u>TEXT DEPENDENT ANALYSIS WRITING (TDW) SCORING GUIDELINES</u></p> <ul style="list-style-type: none"> - ReadWorks - NewsELA <p>Biography: Queen Liliuokalani (Why has Liliuokalani become a symbol of Hawaiian culture and tradition?)</p> <p>American Imperialism - Political Cartoon Activity</p>

<p>Week 7 – 9</p>	<p>WWI</p>	<p>6:3 Identify causes & consequences of WWI and reasons for the United States' entry into the war.</p> <p>6:4 Identify cultural and economic developments in the U.S. from 1900 through the 1930s.</p>	<p>Chapter 21 Sections 1-4 Remediation: Pg 706: Guided Reading (TE) Pg: 710: Creating Artwork (Te) Advanced: Pg 716: Drawing aPoster (TE) Pg: 726: Debating (TE)</p> <p><u>TEXT DEPENDENT ANALYSIS WRITING (TDW) SCORING GUIDELINES</u></p> <ul style="list-style-type: none"> - <u>ReadWorks</u> - <u>NewsELA</u> - <u>History Reading Skill: Identify and Connect Main Ideas</u> - <u>Skills for Life: Recognize Propaganda</u> <p><u>Primary Source: Zimmerman Telegram</u> (Why did Zimmermann make the offer to Mexico conditional on the United States' going to war against Germany?)</p> <p><u>History Bomb WWI</u> - video <u>Causes of World War I Activity</u> - Political Cartoons <u>The Posters That Sold World War I to the American Public</u> - Article</p>
-----------------------	------------	---	--

2nd 9 – weeks (October 26 – December 22)
 38 instructional days; 19 A-Days and 19 B-Days

Time Period	Unit Topic	Standards	Resources
Week 10 – 13	Roaring Twenties Harlem Renaissance	6:4 Identify cultural and economic developments in the U.S. from 1900 through the 1930s.	<p>Chapter 22 Sections 1-4 Remediation: Pg 751: Clarify Meaning (TE)</p> <p>Advanced: Pg748: Evaluating Music Pg 754: Journal Entries (TE)</p> <p><u>TEXT DEPENDENT ANALYSIS WRITING (TDW) SCORING GUIDELINES</u></p> <ul style="list-style-type: none"> - ReadWorks - NewsELA - Chicago Race Riots of 1919 - Palmer Raids <p><u>Biography: Al Capone</u> (What does the passage above tell you about Capone’s character?)</p> <p><u>Biography: Zora Neale Hurston</u> (How might Hurston’s childhood hardships have helped her write about people facing their own struggles?)</p> <p><u>Skills for Life: Interpret Economic Data</u> <u>Prohibition: Activities</u> <u>Lindbergh Flies the Atlantic, 1927</u> <u>Harlem WebQuest Activity</u> <u>1920s Radio Broadcast Lesson Plan</u> <u>Jacob Lawrence - The Migration Series Lesson Plan</u></p>

<p>Week 14 – 16</p>	<p>Great Depression Dust Bowl</p>	<p>6:5 Explain the causes and effects of the Great Depression on the people of the United States.</p>	<p>Chapter 23 Sections 1-4 Remediation: Pg 778: Who's Who of New Deal Programs (TE) Pg790: Comprehension Aids:</p> <p>Advanced: Pg 780: Arguing the Case (TE) Pg 788: Mapping Migration (TE) Pg:792: Debating (TE)</p> <p><u>TEXT DEPENDENT ANALYSIS WRITING (TDW) SCORING GUIDELINES</u></p> <ul style="list-style-type: none"> - ReadWorks - NewsELA - History Reading Skill: Analyze Cause and Effect - Apply Information: FDR's Fireside Chats <p>Dust Bowl Interactive Activity Great Depression: Causes and Definition HISTORY.com. - HISTORY - video links The Great Depression - 5 Minute History Lesson - video</p>
<p>Week 17 – 18</p>	<p>New Deal</p>	<p>6:5 Explain the causes and effects of the Great Depression on the people of the United States.</p>	<p><u>TEXT DEPENDENT ANALYSIS WRITING (TDW) SCORING GUIDELINES</u></p> <ul style="list-style-type: none"> - ReadWorks - NewsELA <p>Frances Perkins: Biography (Based on the above passage, what conclusions can you draw about Perkins' character and personality?)</p> <p>Out of the Darkness: TVA and the Great Depression Great Depression: Causes and Definition HISTORY.com. - HISTORY - video links</p>

Second Semester

3rd 9 – weeks (January 4 – March 12)

48 instructional days; 24 A-Days and 24 B-Days

Time Period	Unit Topic	Standards	Resources
Week 19 – 21	WWII	<p>6.6 Identify causes and consequences of WWII and the reasons for the United States' entry into the war.</p> <p>6.7 Identify changes on the American home front during WWII.</p>	<p>Chapter 24 Sections 1-4 Remediation: Pg 802 Make a chart (TE) Pg 810 Make an Alliance Web Advanced: Pg 818 Debate Opportunities (TE)</p> <p>TEXT DEPENDENT ANALYSIS WRITING (TDW) SCORING GUIDELINES</p> <ul style="list-style-type: none"> - ReadWorks - NewsELA <p>Primary Source: The Attack on Pearl Harbor (How do you think Americans felt about joining the war after December 7, 1941?)</p> <p>WWII Foldables History of World War 2 History Bombs - Video TVA and the War Effort: Making the Atomic Bomb Giving Voice to History: Japanese Americans in WWII - lesson plan Teaching Japanese-American Internment through Primary Sources</p>
Week 22 – 23	Holocaust	<p>6.6 Identify causes and consequences of WWII and the reasons for the United States' entry into the war.</p>	<p>TEXT DEPENDENT ANALYSIS WRITING (TDW) SCORING GUIDELINES</p> <ul style="list-style-type: none"> - ReadWorks - NewsELA <p>Reading a Table World War II Civilian Casualties (What do you think accounts for the fact that the Holocaust did not extend to Japan, even though it was a strong Axis power?)</p> <p>Holocaust Museum Holocaust Websites</p>

<p>Week 24 – 25</p>	<p>Cold War</p>	<p>6:8 Describe how the U.S.'s role in the Cold War influenced domestic & foreign events.</p>	<p>Chapter 25 Sections 1-4 Remediation: Pg 840 Making a Chart (TE) Advanced:Pg 848 Research & Report (TE)</p> <p><u>TEXT DEPENDENT ANALYSIS WRITING (TDW) SCORING GUIDELINES</u></p> <ul style="list-style-type: none"> - ReadWorks - NewsELA - History Reading Skill: Analyze Cause and Effect - Reading a Table: The Baby Boom <p>History and Literature One Day in the Life of Ivan Denisovich (How would you describe the overall life of prisoners in the labor camp?)</p> <p>Korean War Foldables The Arms Race History Bombs - video History of the Cold War History Bombs - video Duck And Cover (1951) Bert The Turtle - video</p>
<p>Week 26 – 27</p>	<p>Civil Rights Movement</p>	<p>6:9 Critique major social and cultural changes in the United States since WWII.</p> <p>6:12 Evaluate significant political issues and policies of presidential administrations since WWII.</p>	<p>Chapter 26 Sections 1-4 Remediation: Pg 896 Create a List (TE) Advanced:Pg 888 Make a Newspaper Front Page(TE)</p> <p><u>TEXT DEPENDENT ANALYSIS WRITING (TDW) SCORING GUIDELINES</u></p> <ul style="list-style-type: none"> - ReadWorks - NewsELA - Geography and History: The Selma March <p>Biography: Earl Warren (What lesson do you think today's politicians might learn from the life of Earl Warren?)</p> <p><u>CIVIL RIGHTS WEBQUEST</u></p> <ul style="list-style-type: none"> - Greensboro Sit-In - Facts, Date & Definition - HISTORY - Leaders of the Civil Rights Movement

4th 9 – weeks (March 15 – May 28)
 46 instructional days; 23 A-Days and 23 B-Days
 +4 Exam Days

Time Period	Unit Topic	Standards	Resources
Week 28	Civil Rights Movement	<p>6:9 Critique major social and cultural changes in the United States since WWII.</p> <p>6:12 Evaluate significant political issues and policies of presidential administrations since WWII.</p>	<p>TEXT DEPENDENT ANALYSIS WRITING (TDW) SCORING GUIDELINES</p> <ul style="list-style-type: none"> - ReadWorks - NewsELA - Rosa Parks- Making Inferences <p>Primary Source: I Have a Dream (How would you summarize King’s directions to African Americans as to how they should go about gaining equality?)</p> <p>The Children's March - video</p> <ul style="list-style-type: none"> - TEACHER'S GUIDE <p>Selma - The Bridge to the Ballot</p> <ul style="list-style-type: none"> - VIEWER'S GUIDE GRADES 6-12 <p>Brown v. Board of Education- Make Decisions</p>
Week 29 - 30	Vietnam War	<p>6:9 Critique major social and cultural changes in the United States since WWII.</p> <p>6:10 Analyze changing economic priorities and cycles of economic expansion & contraction for impact on society since WWII.</p>	<p>Chapter 27 Sections 1-4</p> <p>Remediation: Pg 916 Write a Summary (TE)</p> <p>Advanced:Pg 912 Connect to Science (TE)</p> <p>TEXT DEPENDENT ANALYSIS WRITING (TDW) SCORING GUIDELINES</p> <ul style="list-style-type: none"> - ReadWorks - NewsELA - Synthesize Information Questions <p>Biography: Lyndon B. Johnson (How do you think the Johnson presidency will be remembered?)</p> <p>The Vietnam War - History Channel</p> <p>Vietnam Photos</p>

<p>Week 30 - 31</p>	<p>Moon Landing Watergate</p>	<p>6:8 Describe how the United States' role in the Cold War influenced domestic and international events. 6:10 Analyze changing economic priorities and cycles of economic expansion & contraction for impact on society since WWII.</p>	<p>TEXT DEPENDENT ANALYSIS WRITING (TDW) SCORING GUIDELINES</p> <ul style="list-style-type: none"> - ReadWorks - NewsELA <p>Comparing Viewpoints: Presidential Platforms (What do you think is the overall purpose of having a party platform in a presidential election year?)</p> <p>History and Literature All the President's Men (What do you think was Nixon's biggest mistake in his handling of the Watergate scandal?)</p> <p>Richard Nixon mini biography for students - video</p>
<p>Week 32 - 33</p>	<p>Modern Presidential Administrations Terrorism</p>	<p>6:8 Describe how the United States' role in the Cold War influenced domestic and international events. 6:12 Evaluate significant political issues and policies of presidential administrations since WWII.</p>	<p>Chapter 28 Sections 1-4 Remediation: Pg 940 Make A Chart (TE) Advanced:Pg 956 Create a Flow Chart (TE)</p> <p>TEXT DEPENDENT ANALYSIS WRITING (TDW) SCORING GUIDELINES</p> <ul style="list-style-type: none"> - ReadWorks - NewsELA - Obama & Innovative Government <p>Primary Source: Carter's "Crisis of Confidence" Speech (How do you think most Americans felt about Carter's message?)</p> <p>Jimmy Carter - U.S. President Mini Bio BIO - video Ronald Reagan - U.S. President Mini Bio BIO - video George H.W. Bush - U.S. President Mini Bio BIO - video Bill Clinton - The United States' 42nd President Mini Bio Biography George W. Bush - The United States' 43rd President Mini Bio Biography Barack Obama: 44th President of the United States of America Biography</p>
<p>Week 34 - 35</p>	<p>Technological Advancements throughout the decades</p>	<p>6.11 Identify technological advancements on society in the United States since World War II.</p>	<p>TEXT DEPENDENT ANALYSIS WRITING (TDW) SCORING GUIDELINES</p> <ul style="list-style-type: none"> - ReadWorks - NewsELA <p>Document Based Questions Constructed Response Question</p> <p>Frontline/Gulf War Curriculum Guide FRONTLINE</p>