

**Abbott Lawrence Academy 2019-2020 Curriculum Map:
Year at a Glance
Subject: AP U.S. History | Grade: 10**

Unit Title	Time Allocation (# of weeks based on 38 weeks in school year)	Essential Questions (for unit)	Core Text/Supplemental Learnings (include major references)	Performance Tasks (How will you know that students have mastered the taught concepts)
Unit 1: Period 1 1491-1607; Period 2 1607-1754	4 weeks	<p>How does environment impact the development of civilization?</p> <p>How do the settlers of a community impact its development?</p> <p>Has Puritanism shaped American values?</p> <p>Was colonial America a democratic society?</p>	<p>America's History Ch 3, 4</p> <p>City Upon a Hill, John Winthrop</p> <p>Letter of John Pory</p> <p>DBQ Primary Sources, Prompt from 1993 AP Exam</p> <p>Image: The Kincaid Site, Herb Roe</p> <p>Transatlantic Migration 1500-1760, Stanley Engerman and Kenneth Sokoloff p. 121 of textbook</p>	<p>Columbus Gallery Walk Paragraph</p> <p>Summer LEQ - Comparing MA Bay & VA</p> <p>Reading Quiz, Ch. 1&2</p> <p>Reading Quiz, Ch 3&4</p> <p>Mini-DBQ - Puritan influence on New England</p> <p>Unit 1+ 2 Test- Multiple Choice and Short Answer</p> <p>Binder Checks (1)</p>
Unit 2: Period 3 1754-1800	4 weeks	<p>What causes revolution?</p> <p>To what extent was the American Revolution a revolt against taxes?</p> <p>How successful were the Articles of Confederation in proving the US with a government?</p> <p>Could the constitution have been written without compromise?</p>	<p>America's History Ch 5, 6, 7, 8</p> <p>Tea & Stamp Act</p> <p>Engraving of the Boston Massacre</p> <p>Declaration of Independence</p> <p>Articles of Confederation</p> <p>United States Constitution</p>	<p>Reading Quizzes, Ch. 5&6; 7&8</p> <p>Period 3 Test - MC and short answer</p> <p>AP DBQ - Causes of Revolution</p> <p>Binder Checks (1)</p>
Unit 3: Period 4 1800-1848	3 weeks	<p>Was a common American identity formed at the cost of minorities?</p> <p>Is expansion the same thing as progress?</p> <p>Was the age of Jackson an age of democracy?</p> <p>Have reformers had a significant impact on the problems of American society?</p>	<p>America's History Ch 9, 10, 11, 12</p> <p>Zinn Ch. 7</p> <p>Amsco Chapter 8</p> <p>Speech by John A. Morris about railroad on July 4, 1828</p> <p>Henry David Thoreau, Walden, or Life in the Woods, 1854</p> <p>History Channel- Erie Canal video clip</p> <p>Eric Johnson Trail of Tears</p>	<p>Reading Quizzes, Ch. 9&10; 11&12</p> <p>Period 4 Test- MC and short answer</p> <p>AP LEQ - Prompt on Mex-Am War and slavery</p> <p>Reform Creative Project</p> <p>Binder Checks (1)</p>

			lyrics Kerri Washington Actor Portrayal of Sojourner Truth's speech, Ain't I A Woman? Video <i>Declaration of Sentiments</i> Excerpts from Susan B. Anthony Bio	
Unit 4: Period 5 1844-1877	4 weeks	How did sectionalism alter Americans' perception of themselves? Was the Civil War inevitable? Does Abraham Lincoln deserve to be called the "Great Emancipator"? Was it possible to have a peace of reconciliation after the Civil War?	America's History Ch 13, 14, 15, 16 Zinn Ch. 9 Amsco chapters 14, 15 (p. 268- 318) William T. Sherman, Letter to the Mayor of Atlanta Civil War Photographs The Gettysburg Address	Reading Quizzes- Ch. 13&14; 15&16 Reconstruction Political Cartoons & Presentations Midterm (including Short Answer & DBQ essay) Unit MC Test with SAQ Binder Checks (1)
Unit 5: Period 6 1865- 1898	3 weeks	How did American Exceptionalism influence US foreign policy? How did industrialization influence the United States, both socially and economically? Was the United States justified in going to war against Spain in 1898? Did America fulfill the dreams of immigrants?	America's History Ch 17, 18, 19, 20 Zinn Ch. 11 Amsco chapters 14, 15 (p. 268- 318) Plessy v Ferguson, (1896)- The Rise and Fall of Jim Crow Judge Harlan Dissent, Plessy v Ferguson Bios of Industry Leaders Standard Oil Documents	Reading Quizzes- Ch. 17&18; 19&20 Research paper (Eng/Speech/History) Unit Test (MC and short answer) LEQ Essay Binder Checks (1)
Unit 6: Period 7 1890-1945	4 weeks	What role did ethnocentrism play in making the US a world power? Should the United States have entered World War I? Should the US employ atomic (nuclear) weapons to defeat its enemies in war? How did the US respond to domestic and global conflicts?	America's History Ch 21, 22, 23, 24 Zinn Ch. 14, 16 Amsco Ch. 20-25 (p. 409-555) Memoirs of Secretary of War Henry L. Stimson (1947) Agreements of the Yalta Conference (February 11,1945) Agreement Regarding Japan	Reading Quizzes- Chapters 21&22; 23&24 Period 7 Test- MC and short answer AP DBQ: FDR & Great Depression (2003) Binder Checks (1)
Unit 7: Period 8 1945-1980	3 weeks	How did the dropping of atomic bombs influence the US in world affairs?	America's History Ch 25, 26, 27, 28, 29	Reading Quizzes- Ch. 25& 26; 27, 28&29

		<p>Was the Cold War inevitable?</p> <p>Did the Civil Rights Movement of the 1950s expand democracy for all Americans?</p> <p>Do the ideas of the 1960s still have relevance today?</p>	<p>Zinn Ch. 17</p> <p>Amsco pgs. (Chapters 26-29), pages 557-649</p> <p>Letter From a Birmingham Jail</p> <p>Excerpts from Most Dangerous Vietnam War Footage</p> <p>John Kerry Speech</p> <p><i>Eyes on the Prize</i> documentary</p>	<p>Period 8 Test- MC and short answer</p> <p>AP DBQ: Rise of Women's Rights</p> <p>Binder Checks (1)</p>
<p>Unit 8: Period 9 1980- Present</p>	<p>2 weeks</p>	<p>How has media changed the way citizens view/participate in politics?</p> <p>Is it the responsibility of the United States today to be the world's "policeman?"</p> <p>Can global terrorism be stopped?</p>	<p>America's History Ch 30, 31</p> <p>Zinn Ch. 22, 23</p> <p>Amsco (Ch. 30, 31), pages 653-701</p> <p>Collegeboard 2016 Exam</p>	<p>Reading Quiz- Ch. 30&31</p> <p>AP Practice Exam (April 10)</p> <p>Binder Checks (1)</p>
<p>Unit 9: Test Review</p>	<p>3 weeks</p>	<p>How do I score a 5 on my AP exam?</p> <p>Note: Test is Friday May 10</p>	<p>Amsco APUSH Test Review</p> <p>Practice Exams</p> <p>Albert Site: MC practice</p>	<p>Practice Quizzes</p> <p>Practice Short Answer</p> <p>Practice Writing Prompts</p> <p>AP Exam</p>
<p>Unit 10: Intro to Gov't & Politics/ Final Project</p>	<p>3 weeks</p>	<p>How do I understand my rights and role as a future participant in U.S. gov't and politics?</p>	<p>Student Research</p> <p>Secondary sources on elections</p>	<p>Position Papers and presentations on government</p>

Notes

136 instruction days until practice test = 27 weeks

Abbott Lawrence Academy 2017-2018 Curriculum Map:
Subject: APUSH | Grade: 10
Unit 1: Period 1, 1491-1607 & Period 2, 1607-1754 (4 weeks)

Essential Questions					
How does environment impact the development of civilization?					
How do the settlers of a community impact its development?					
Has Puritanism shaped American values?					
Was colonial America a democratic society?					
Learning Objectives for Unit					
SWBAT describe the similarities and differences among Native American societies and how geography affected their lifestyle.					
SWBAT compare and contrast European society with that of Native Americans, and articulate the impact of the Columbian Exchange. · SWBAT describe how different labor systems developed in North America and how different systems affected the lives of Americans and US society.					
SWBAT analyze the extent to which a colonial identity had developed before the American Revolution.					
Performance tasks: Formative and Summative					
<ul style="list-style-type: none"> ● Columbus Gallery Walk Paragraph Reading Quiz, Ch. 1&2 ● Reading Quiz, Ch 3&4 DBQ: Influence of Puritans ● Unit 1 Test- Multiple Choice and Short Answer ● Binder Checks (1) 					
Collegeboard AP Standards	Content Objectives What students will know and be able to do at the end of the unit	Language Objectives The reading, speaking, writing, and listening skills will you teach, re-teach, or review so students will be able to explain and apply the content, skills, and/or procedures.	Academic Language The formal-language skills- vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge	Texts and Supplemental Learnings	Cross-Content Connections
1.1 As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.	SWBAT describe the initial interactions between the Spanish and Native Americans and how the Columbian Exchange began. SWBAT explain the expectations for participating in a gallery walk. SWBAT analyze text and images using context from summer work.	SWBAT read and summarize the initial encounters of the Spanish and Native Americans and define/offer examples of the Columbian Exchange. SWBAT verbally discuss text and images and draw connections to an essential question. SWBAT synthesize evidence from the text and images in writing to answer the EQ.	Comparison, Hypothesize, Source, Evidence, Claim, Reasoning, Context Pueblo, Navajo Sioux, Apache. Great Basin, Great Plains, Iroquois Confederacy of the Northeast; Creek, Chocktaw, or Cherokee of the Southeast, joint-stock trading company, encomienda system, smallpox, caste, Mestizo, Zambo, mulatto, joint-stock companies	America’s History Ch 3, 4 Zinn, Ch. 3 City Upon a Hill, John Winthrop Letter of John Pory DBQ Primary Sources, Prompt from 1993 AP Exam Image: The Kincaid Site, Herb Roe Transatlantic Migration 1500-1760,	Mass. Bay Colony Culture will be relevant when students read The Crucible for summer ELA 10 HW 10 ELA- Propaganda and Persuasion project Advanced Honors Algebra II- Students will look at immigration trends to the US and identify/describe patterns of change. Students will also look at the
1.2 Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and	SWBAT categorize the social, political and economic impacts of the Columbian	SWBAT discuss the impact of the Columbian Exchange on North America and, in writing, compare its impact on both Europe and North America.	proprietorship, Pilgrims, Puritans Navigation Acts, Quakers, Dominion of New England, Middle Passage, salutary neglect, William Penn, John Locke, Enlightenment, Piety, natural rights, consumer revolution, Benjamin Franklin		

<p>significant social, cultural, and political changes on both sides of the Atlantic Ocean.</p> <p>2.1 Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.</p> <p>2.2 The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.</p>	<p>Exchange on North America.</p> <p>SWBAT use a map in describing European settlements in North America, and describe how geography impacted their development.</p> <p>SWBAT determine the characteristics of the Mass. Bay colony. SWBAT demonstrate knowledge of ch. 1 and 2 by answering MC questions.</p> <p>SWBAT compare social, political, and economic factors of MA Bay and Virginia colonies.</p> <p>SWBAT use a timeline to argue the effect taxes and strong British oversight had on the development of colonial identity.</p>	<p>Using a map, SWBAT write in colonial settlements, and using colony names, describe how geography impacted their development.</p> <p>SWBAT critically read primary documents and craft a written argument in response to a DBQ prompt.</p> <p>SWBAT read, analyze, and discuss primary primary sources to determine the characteristics of the Mass Bay colony. SWBAT use reading skills and written HW notes to answer MC questions.</p> <p>SWBAT orally discuss the extent to which colonial identity had developed in the 1700s, referencing specific historical facts.</p>		<p>Stanley Engerman and Kenneth Sokoloff p. 121 of textbook</p>	<p>population of Native Americans as compared to Europeans and hypothesize the correlation between the two populations.</p>
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Abbott Lawrence Academy 2017-2018 Curriculum Map:
Subject: APUSH | Grade: 10
Unit 2: Period 3, 1754-1800 (4 Weeks)

Essential Questions

- What causes revolution?
- To what extent was the American Revolution a revolt against taxes?
- How successful were the Articles of Confederation in proving the US with a government?
- Could the constitution have been written without compromise?

Learning Objectives for Unit

- SWBAT analyze the causes of the American revolution.
- SWBAT evaluate the extent to which taxation was the cause for the American Revolution.
- SWBAT describe the Articles of Confederation and why it failed as a government for the United States.
- SWBAT assess the extent to which the Constitution represented a true compromise.
- SWBAT describe the form of government created for the United States by the Constitution.

Performance tasks: Formative and Summative

- Reading Quizzes, Ch. 5&6; 7&8
- Period 3 Test - MC
- AP DBQ - Causes of Revolution
- Binder Checks (1)

Collegeboard AP Standards	Content Objectives What students will know and be able to do at the end of the unit	Language Objectives The reading, speaking, writing, and listening skills will you teach, re-teach, or review so students will be able to explain and apply the content, skills, and/or procedures.	Academic Language The formal-language skills- vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge	Texts and Supplemental Learnings	Cross-Content Connections
<p>3.1 British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.</p> <p>3.2 The American Revolution’s democratic and republican ideal inspired new experiments with different forms of government.</p> <p>3.3 Migration within North America and competition</p>	<p>SWBAT analyze the shift in the colonies from following the Mother Country to desiring independence.</p> <p>SWBAT explain the progression of the American Revolution and the reasons for American victory.</p> <p>SWBAT summarize the most important ideals contained in the Declaration of Independence and interpret their greater significance on American society.</p> <p>SWBAT describe the significance of the Constitutional Conventions and</p>	<p>SWBAT read primary and secondary sources in order to analyze the shift in the colonies from following the Mother Country to desiring independence.</p> <p>SWBAT orally explain the progression of the American Revolution and use evidence from text to explain the reasons for American victory.</p> <p>SWBAT annotate the Declaration of Independence and organize information from the source using HIPP analysis.</p> <p>SWBAT verbally articulate the perspectives of the Founding Fathers by debating Constitutional Compromises.</p>	<p>Change over Time, Hypothesize, Source, Evidence, Claim, Reasoning, Context/Contextualization</p> <p>Taxation, Representative Government, Republicanism</p> <p>Boston Massacre, Boston Tea Party, Sons of Liberty Loyalists, Patriots, Rebels</p> <p>Shays’s Rebellion, The Philadelphia Convention, The Virginia Plan, New Jersey Plan, The Great Compromise, Federalists, Antifederalists</p>	<p>America’s History Ch 5, 6, 7, 8</p> <p>Tea & Stamp Act</p> <p>Engraving of the Boston Massacre</p> <p>Declaration of Independence</p> <p>Articles of Confederation</p> <p>United States Constitution</p>	<p>Speech and Composition- students will identify the use of rhetoric in political speeches and documents and well as explain the logical fallacies present in American leadership, such as, Thomas Jefferson owning slaves</p> <p>ELA III- Question of what causes revolution will be relevant to their first novel & unit</p> <p>PreAP World-connection to study of American</p>

<p>over resources, boundaries, and trade intensified conflicts among peoples and nations.</p>	<p>articulate the compromises made in order to secure unity.</p> <p>SWBAT assess the reasons for trouble in the Early Republic.</p> <p>SWBAT compare the perspectives of Hamilton and Jefferson regarding early American government.</p> <p>SWBAT explain the reasons for and consequences of the war of 1812.</p> <p>SWBAT craft claims about culture and society in the early republic.</p> <p>SWBAT successfully analyze and prepare for a DBQ prompt.</p>	<p>SWBAT assess the reasons for trouble in the Early Republic by analyzing text and images in a gallery walk.</p> <p>SWBAT compare, verbally and in writing, the perspectives of Hamilton and Jefferson regarding early American government.</p> <p>SWBAT complete a written graphic organizer explaining the reasons and consequences for the war of 1812.</p> <p>SWBAT craft claims orally and in writing about culture and society in the early republic.</p> <p>SWBAT write claims that make an argument, and use and explain historical evidence in writing to answer a DBQ prompt.</p>			<p>Revolution from world perspective</p>
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**Abbott Lawrence Academy 2017-2018 Curriculum Map:
Subject: APUSH | Grade: 10
Unit 3: Period 4, 1800-1848 (3 Weeks)**

Essential Questions

- Was a common American identity formed at the cost of minorities?
- Is expansion the same thing as progress?

- Was the age of Jackson an age of democracy?
- Have reformers had a significant impact on the problems of American society?

Learning Objectives for Unit

- SWBAT describe the emerging national identity and culture and the related ideals.
- SWBAT analyze the experiences of diverse Americans as the new nation grew.
- SWBAT understand the significance of Jackson’s presidency.
- SWBAT assess the role that reforms played in early American life.
- SWBAT analyze the social, political, and economic outcomes of expansion.

Performance tasks: Formative and Summative

- Reading Quizzes, Ch. 9&10; 11&12
- Period 4 Test- MC and short answer
- AP LEQ - Prompt on Mexican-American War and slavery
- Reforms Creative Project
- Binder Checks (2)

Collegeboard AP Standards	Content Objectives What students will know and be able to do at the end of the unit	Language Objectives The reading, speaking, writing, and listening skills will you teach, re-teach, or review so students will be able to explain and apply the content, skills, and/or procedures.	Academic Language The formal-language skills- vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge	Texts and Supplemental Learnings	Cross-Content Connections
<p>4.1 The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them.</p> <p>4.2 Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.</p>	<p>SWBAT analyze how innovations in technology, agriculture, and commerce contributed to a changing national culture.</p> <p>SWBAT evaluate the relationship between new national ideals and changes to social structure in the US.</p> <p>SWBAT analyze the impact of Jackson’s presidency based on his actions and policies.</p> <p>SWBAT describe the changing political culture and the emergence of a two-party system.</p> <p>SWBAT analyze the role of reform movements as the</p>	<p>SWBAT analyze written text and images in a gallery walk to determine how innovations in technology, agriculture, and commerce contributed to a changing national culture.</p> <p>SWBAT use written and class notes to orally explain and evaluate the relationship between new national ideals and changes to social structure in the US.</p> <p>SWBAT read and analyze a variety of primary and secondary sources in order to determine the impact of Jackson’s presidency based on his actions and policies.</p> <p>SWBAT describe, orally and in writing, the changing political culture and the emergence of a two-party system.</p>	<p>Change over Time, Hypothesize, Source, Evidence, Claim, Reasoning, Context/Contextualization</p> <p>Manifest Destiny</p> <p>Democrat, Republican, Whig, Suffrage</p> <p>Tariff, Nullification</p> <p>Transcendentalism</p> <p>Abolition</p>	<p>America’s History Ch 9, 10, 11, 12</p> <p>Zinn Ch. 7</p> <p>Amsco Chapter 8</p> <p>Speech by John A. Morris about railroad on July 4, 1828</p> <p>Henry David Thoreau, Walden, or Life in the Woods, 1854</p> <p>History Channel- Erie Canal video clip</p> <p>Eric Johnson Trail of Tears lyrics</p> <p>Kerri Washington Actor Portrayal of Sojourner Truth’s speech, Ain’t I A Woman? Video</p> <p><i>Declaration of Sentiments</i> Excerpts from Susan B. Anthony Bio</p>	<p>10 ELA-Students also examine the “Ain’t I a Woman” speech when they read <i>Beloved</i></p> <p>10 ELA connection with Walden</p> <p>Emergence of political parties-connection to Merrimack gov’t course</p>

<p>4.3 The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.</p>	<p>United States expanded.</p> <p>SWBAT assess the relationship between expansion and the South's reliance on slavery.</p>	<p>SWBAT create posters that include written text and visuals in order to analyze the role of reform movements as the United States expanded.</p> <p>SWBAT orally explain the relationship between expansion and the South's reliance on slavery.</p>			
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Abbott Lawrence Academy 2017-2018 Curriculum Map:

Subject: APUSH | Grade: 10

Unit 4: Period 5, 1844-1877 (4 Weeks)

Essential Questions

- How did sectionalism alter Americans' perception of themselves?
- Was the Civil War inevitable?
- Does Abraham Lincoln deserve to be called the "Great Emancipator"?
- Was it possible to have a peace of reconciliation after the Civil War?

Learning Objectives for Unit

- SWBAT explain, in detail, the conflicts and compromises that led to the outbreak of Civil War.
- SWBAT analyze Lincoln's political and military leadership during the Civil War.
- SWBAT evaluate the extent to which the Civil War brought change for African Americans in the US.
- SWBAT evaluate the success of Reconstruction plans following the Civil War.

Performance tasks: Formative and Summative

- Reading Quizzes- Ch. 13&14; 15&16
- Reconstruction Political Cartoons & Presentations
- **Midterm (including Short Answer & DBQ essay)**
- Unit MC Test with SAQ
- Binder Checks (1)

Collegeboard AP Standards	Content Objectives What students will know and be able to do at the end of the unit	Language Objectives The reading, speaking, writing, and listening skills will you teach, re-teach, or review so students will be able to explain and apply the content, skills, and/or procedures.	Academic Language The formal-language skills- vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge	Texts and Supplemental Learnings	Cross-Content Connections
<p>5.1 The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.</p> <p>5.2 Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues</p>	<p>SWBAT articulate the outcomes of expansion and make connections to the idea of Manifest Destiny.</p> <p>SWBAT analyze the causes and effects of the Mexican-American war.</p> <p>SWBAT describe the components of the Compromise of 1850.</p> <p>SWBAT evaluate Lincoln's leadership, his role in</p>	<p>SWBAT define Manifest Destiny in their own words orally and in writing, and give examples of related outcomes of expansion.</p> <p>SWBAT create a written timeline outlining the causes and effects of the Mexican-American War.</p> <p>SWBAT complete a graphic organizer based on text that describes components of the Compromise of 1850.</p> <p>SWBAT use text to prepare and orally defend claims about Lincoln's leadership.</p>	<p>Change over Time, Hypothesize, Source, Evidence, Claim, Reasoning, Context/Contextualization</p> <p>Compromise; Fugitives; Union; Confederacy; Free Soil</p> <p>Secede/Secession; Emancipation</p> <p>Reconstruction; Amendment</p> <p>Homesteaders</p>	<p>America's History Ch 13, 14, 15, 16</p> <p>Zinn Ch. 9</p> <p>Amsco chapters 14, 15 (p. 268-318)</p> <p>William T. Sherman, Letter to the Mayor of Atlanta</p> <p>Civil War Photographs</p> <p>The Gettysburg Address</p>	<p>AP lang. class examines Gettysburg address as well - USH will focus on content/context vs. ELA focus on language</p> <p>Connection to photography/art electives - examining the role of the first published photos in US</p>

<p>led the nation into civil war.</p> <p>5.3 The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.</p>	<p>emancipation, and his support from different regions.</p> <p>SWBAT determine if the Civil War was worth its costs by examining text, video, and images from the first three years of the conflict.</p> <p>SWBAT articulate the significance of key military efforts including Vicksburg, Gettysburg, and Sherman's March.</p> <p>SWBAT evaluate the success of Reconstruction plans following the Civil War.</p> <p>SWBAT describe the experience of Homesteaders and the lure of the West.</p>	<p>SWBAT analyze a variety of source types and use supporting evidence in discussion to determine if the Civil War was worth its costs. SWBAT complete written notes and orally explain the significance of key military efforts including Vicksburg, Gettysburg, and Sherman's March.</p> <p>SWBAT complete a written short answer prompt evaluating the success of Reconstruction plans following the Civil War.</p> <p>SWBAT orally describe the experience of Homesteaders and the lure of the West based on various text and images.</p>			
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Abbott Lawrence Academy 2017-2018 Curriculum Map:
Subject: APUSH | Grade: 10
Unit 5: Period 6, 1865- 1898 (3 Weeks)

Essential Questions					
<ul style="list-style-type: none"> How did American Exceptionalism influence US foreign policy? How did industrialization influence the United States, both socially and economically? Was the United States justified in going to war against Spain in 1898? Did America fulfill the dreams of immigrants? 					
Learning Objectives for Unit					
<ul style="list-style-type: none"> SWBAT analyze the impact of American exceptionalism on US foreign policy. SWBAT delineate the social, economic, and political impacts of industrialization. SWBAT explain the perspective of diverse Americans and how they were impacted by industrialization. SWBAT argue whether or not the Spanish American War was justified. SWBAT analyze the extent to which America fulfilled the dreams of immigrants in this era. 					
Performance tasks: Formative and Summative					
<ul style="list-style-type: none"> Reading Quizzes- Ch. 17&18; 19&20 Research paper (Eng/Speech/History) AP LEQ Binder Checks (1) 					
Collegeboard AP Standards	Content Objectives What students will know and be able to do at the end of the unit	Language Objectives The reading, speaking, writing, and listening skills will you teach, re-teach, or review so students will be able to explain and apply the content, skills, and/or procedures.	Academic Language The formal-language skills- vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge	Texts and Supplemental Learnings	Cross-Content Connections
<p>6.1 Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.</p> <p>6.2 The migrations that accompanied industrialization transformed both rural and urban areas of the United States and caused dramatic social and</p>	<p>SWBAT analyze the causes of changes to industry and communication, and how these changes generated rapid economic development and business consolidation.</p> <p>SWBAT identify and explain a variety of perspectives on the economy and labor developed during a time of financial downturns and panics.</p>	<p>SWBAT analyze, orally and in writing, the causes of changes to industry and communication, and how these changes generated rapid economic development and business consolidation.</p> <p>SWBAT read and compare several primary sources outlining the views on the economy and labor, and how economic downturns highlighted strengths and weaknesses of the role of labor in the economic system.</p> <p>SWBAT compose letters of factory</p>	<p>vertical integration, horizontal integration, trust, mass production</p> <p>Chinese Exclusion Act</p> <p>Great Railroad Strike of 1877</p> <p>Andrew Carnegie, John D. Rockefeller, Samuel Gompers</p> <p>Plessy v. Ferguson,</p> <p>National Park Service, John Muir</p> <p>NAACP, Booker T. Washington, W.E.B Du Bois, Eugene V. Debs</p> <p>Social Darwinism, Social Gospel,</p>	<p>America’s History Ch 17, 18, 19, 20</p> <p>Zinn Ch. 11</p> <p>Amsco chapters 14, 15 (p. 268-318)</p> <p>Plessy v Ferguson, (1896)</p> <p>The Rise and Fall of Jim Crow</p> <p>Judge Harlan Dissent</p> <p>Bios of Industry Leaders</p> <p>Standard Oil Documents</p>	<p>Mark Twain- Adventures of Huckleberry Finn- As a Do Now activity, students will be asked to construct a KWL chart on what society was like in the deep South, like Mississippi. They will use characters from Huckleberry Finn as evidence.</p> <p>Speech and Composition- Students will be researching /drafting a topic of their choice about the Industrial</p>

<p>cultural changes.</p> <p>6.3 The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over political and social policies.</p>	<p>SWBAT explain the new systems of production and transportation and how they enabled consolidation within agriculture, causing farmers to react.</p> <p>SWBAT analyze data on international and internal migration and the increased urban populations, and explain how this influx fostered the growth of a new urban culture.</p> <p>SWBAT give examples of the how the growing numbers of of migrants moving to the West in search of land and economic opportunities provoked competition and violent conflict.</p> <p>SWBAT analyze the reasons for the new cultural and intellectual movements during the Gilded Age and how these changes caused social, political and economic tension.</p> <p>SWBAT explain the dramatic social changes in the period and how they inspired political debates over citizenship, corruption, and the proper relationships between business and government.</p>	<p>workers during the Gilded age describing the New systems of production and transportation and how it changed their everyday life both in the city and in the country. responses from farmers.</p> <p>SWBAT compose journal entries in the role of A) a migrant describing what it's like to live in large US cities, such as New York or Chicago. B) of a migrant who moved to the West in search of land and economic opportunity.</p> <p>In writing, SWBAT describe new cultural and intellectual movements taking shape during the Gilded Age and the reasons for their formation.</p> <p>SWBAT analyze primary sources outlining the social changes in the period and in writing, describe how these political debates impacted citizenship, corruption, and relationships between business and government</p>	<p>Mark Twain, tenement, yellow journalism, muckrakers, political machine, progressivism, Hull House</p> <p>Pure Food and Drug Act, Triangle Shirtwaist Fire, Jacob Riis, Jane Addams, Upton Sinclair, referendum, Gilded Age</p> <p>Sherman Antitrust Act, Theodore Roosevelt</p>		<p>Revolution. This research paper will overlap in both AP US History and Speech and Composition.</p>
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Abbott Lawrence Academy 2017-2018 Curriculum Map:
Subject: APUSH | Grade: 10
Unit 6: Period 7, 1890-1945 (4 Weeks)

Essential Questions					
<ul style="list-style-type: none"> • What role did ethnocentrism play in making the US a world power? • Should the United States have entered World War I? • Should the US employ atomic (nuclear) weapons to defeat its enemies in war? • How did the US respond to domestic and global conflicts? 					
Learning Objectives for Unit					
<ul style="list-style-type: none"> • SWBAT analyze the role of ethnocentrism in making the US a world power. • SWBAT articulate the experience of minorities resulting from ethnocentrism in the US. • SWBAT argue whether or not the US should have entered WWI. • SWBAT analyze the causes and effects of the Great Depression in the US. • SWBAT debate the ethics of using nuclear weapons to defeat enemies. • SWBAT explain the role of the US in WWII. 					
Performance tasks: Formative and Summative					
<ul style="list-style-type: none"> • Reading Quizzes- Chapters 21&22; 23&24 • Period 7 Test- MC and short answer • AP DBQ: FDR and Great Depression • Propaganda Project- Student will create/justify a propoganda piece for either the Spanish American War, WWI, or WWII • Binder Checks (1) 					
Collegeboard AP Standards	Content Objectives What students will know and be able to do at the end of the unit	Language Objectives The reading, speaking, writing, and listening skills will you teach, re-teach, or review so students will be able to explain and apply the content, skills, and/or procedures.	Academic Language The formal-language skills- vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge	Texts and Supplemental Learnings	Cross-Content Connections
<p>7.1 Growth expanded opportunity, while economic instability led to new efforts to reform US society and its economic system.</p> <p>7.2 Innovations in communications technology contributed to the growth of mass culture, while significant changes occurred in internal and international</p>	<p>SWBAT analyze the reasons for the formation of Progressive Era and provide examples of how Progressives responded to political corruption, economic instability, and social concerns.</p> <p>SWBAT describe political, social, and economic changes to the culture of the US in the 1920s.</p> <p>SWBAT describe the different initiatives created during the 1930s and how policymakers responded to the Great Depression by transforming the US</p>	<p>SWBAT read primary sources analyzing events during the Progressive Era including political corruption, economic instability, and social concerns.</p> <p>SWBAT represent, in writing and with visuals, political, social, and economic changes to the culture of the US in the 1920s.</p> <p>SWBAT read primary sources of those who struggled during the Great Depression, and analyze the government response in creating a limited welfare state to assist people during this time.</p> <p>SWBAT use graphs to verbally explain how</p>	<p>American exceptionalism, Open Door Policy, Panama Canal, Roosevelt Corollary,</p> <p>Zimmermann telegram, War Industries Board, National War Labor Board</p> <p>Fourteen Points, League of Nations, Treaty of Versailles, Red Scare, Palmer Raids, Teapot Dome Scandal, Dollar Diplomacy,</p> <p>consumer credit, flapper, Smoot-Hawley Tariff, Hundred Days, fireside chats, Glass-Steagall Act, Public Works</p>	<p>America’s History Ch 21, 22, 23, 24</p> <p>Zinn Ch. 14, 16</p> <p>Amsco Ch. 20-25 (p. 409-555)</p> <p>Memoirs of Secretary of War Henry L. Stimson (1947)</p> <p>Agreements of the Yalta Conference (February 11,1945)</p> <p>Agreement Regarding Japan</p>	<p>Speech and Composition- Students will view several speeches by leaders of Germany, Italy, the Soviet Union and, the United States and examine them for evidence of rhetoric. They will also use debate/speech strategy terms learned from Speech and Composition to describe these speeches.</p>

<p>migration patterns.</p> <p>7.3 Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.</p>	<p>into a limited welfare state.</p> <p>SWBAT describe the changes in popular culture in US society, and the impact that debates had on culture, public values, morals, and American national identity.</p> <p>SWBAT give reasons for the growth in economic pressures, changes in global events, and political developments and how these occurrences caused sharp variations in the numbers, sources, experiences of both internal and international migration patterns.</p> <p>SWBAT analyze the causes of World War I and the effects of the US's decision to join.</p> <p>SWBAT describe how US participation in World War II transformed American society, and explain how the victory of the United States and vaulted the US into position of global, political and military leadership.</p>	<p>economic pressures, global events, and political developments caused sharp variations in the numbers, sources, experiences of both internal and international migration patterns.</p> <p>SWBAT analyze primary sources describing the debates about the nation's role in the world after WWI, as well as how to achieve national security and pursue American interests.</p> <p>SWBAT verbally articulate how US participation in World War II transformed American society, and in writing, argue how the US victory vaulted the country into an international leader.</p>	<p>Administration, Civilian Conservation Corps, Securities Exchange Commission, Wagner Act, welfare state, Social Security Act, classical liberalism, Works Progress Administration, Keynesian economics, dust bowl,</p> <p>Fascism, Nazi Party, Rome-Berlin Axis, Lend-Lease Act, Pearl Harbor, War Powers Act, Executive Order 8802, DD-Day, Holocaust, Manhattan Project</p>		
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Abbott Lawrence Academy 2017-2018 Curriculum Map:
Subject: APUSH | Grade: 10
Unit 7: Period 8, 1945-1980 (3 Weeks)

Essential Questions

- How did the dropping of atomic bombs influence the US in world affairs?
- Was the Cold War inevitable?
- Did the Civil Rights Movement of the 1950s expand democracy for all Americans?
- Do the ideas of the 1960s still have relevance today?

Learning Objectives for Unit

- SWBAT organize events leading up to the outbreak of Cold War.
- SWBAT analyze the reasons for and implications of varying perspectives on Communism and the Cold War in the US.
- SWBAT evaluate the success of the Civil Rights movement of the 1950s.
- SWBAT analyze the role of direct action taken by Civil Rights and Vietnam anti-war protestors.
- SWBAT make connections between the ideals of the 1960s and modern day America.

Performance tasks: Formative and Summative

- Reading Quizzes- Ch. 25& 26; 27, 28&29
- Period 8 Test- MC and short answer
- AP DBQ: Rise of Women’s Rights
- Binder Checks (1)

Collegeboard AP Standards	Content Objectives What students will know and be able to do at the end of the unit	Language Objectives The reading, speaking, writing, and listening skills will you teach, re-teach, or review so students will be able to explain and apply the content, skills, and/or procedures.	Academic Language The formal-language skills- vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge	Texts and Supplemental Learnings	Cross-Content Connections
<p>8.1 The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, far-reaching domestic and international consequences.</p> <p>8.2 New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.</p> <p>8.3 Postwar economic and demographic changes had far-reaching consequences of American society, politics and culture.</p>	<p>SWBAT summarize why United States policymakers were opposed to communism and how this impacted foreign policy.</p> <p>SWBAT outline the arguments for Cold War policies regarding the use of federal power in pursuing international and domestic goals</p> <p>SWBAT analyze the the costs of American foreign policy regarding the loss of civil liberties.</p> <p>SWBAT provide evidence for the success and limitations of the Civil Rights movement in making progress toward racial equality.</p> <p>SWBAT describe how these movements inspired other movements regarding social justice, identity, and the environment.</p> <p>SWBAT describe and critique the Liberalism movement through the lens of the left as well as the Conservative movement.</p>	<p>SWBAT read opposing perspectives on communism and discuss how this impacted foreign policy.</p> <p>SWBAT create a written timeline of US federal policies during the Cold War and their effects on ordinary Americans.</p> <p>SWBAT verbally present a written project to the class about a Civil Rights leader and their contributions to the Civil Rights movement.</p> <p>SWBAT construct a graphic organizer describing the ideas associated with Liberalism and why it was politically unpopular with the left and conservative movement.</p> <p>SWBAT read several primary sources illuminating what is was like to be an immigrant post-WWII in the US, as well as describing the fears Americans had of Communists.</p>	<p>Yalta, United Nations, Potsdam, containment, Truman doctrine, Marshall Plan, NATO, Warsaw, Bay of Pigs, Cuban Missile crisis,</p> <p>Joseph Stalin, Joseph McCarthy, Nikita Khrushchev, John F. Kennedy, Fidel Castro, Ho Chi Minh, Dwight D. Eisenhower</p> <p>Jim Crow, Brown v. Board of Education, Montgomery Bus Boycott, Civil Rights Act of 1964, Voting Rights Act of 1965, Rosa Parks, Martin Luther King Jr. , Malcolm X</p> <p>Great Society, Medicare, The Feminine Mystique, Tet Offensive Detente, Lyndon B. Johnson, Richard Nixon, Henry Kissinger, OPEC, Silent Spring, EPA, Watergate, Roe v. Wade, Rachel Carson, Jimmy Carter</p>	<p>America’s History Ch 25, 26, 27, 28, 29</p> <p>Zinn Ch. 17</p> <p>Amsco pgs. (Chapters 26-29), pages 557-649</p> <p>Letter From a Birmingham Jail</p> <p>Excerpts from Most Dangerous Vietnam War Footage</p> <p>John Kerry Speech</p> <p><i>Eyes on the Prize</i> documentary</p>	<p>ELA- <i>The Things They Carried</i>- As a Do Now, students will construct a KWL chart about Vietnam and what it was like to be there as a soldier. Students will be encouraged to use characters from <i>The Things They Carried</i> as evidence of their claims.</p> <p>We will use poetry/lyrics in studying the Civil Rights movement, which will overlap with work that students do in 10 ELA during their poetry unit</p>

	<p>SWBAT describe the rapid economic and social changes in American society and how these changes fostered a sense of optimism in postwar years.</p> <p>SWBAT summarize the new demographic and social developments after the Cold War, and how these changes caused anxiety and debate among Americans.</p>				
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Abbott Lawrence Academy 2017-2018 Curriculum Map:

Subject: APUSH | Grade: 10

Unit 8: Period 9, 1980-Present (2 Weeks)

Essential Questions

- How has media changed the way citizens view/participate in politics?
- Is it the responsibility of the United States today to be the world's "policeman?"
- Can global terrorism be stopped?

Learning Objectives for Unit

- SWBAT trace changes to the media's role in American society.
- SWBAT assess how the media has changed the way citizens view and participate in politics.
- SWBAT determine the appropriate role for the US in world affairs based on modern historical evidence.
- SWBAT analyze the spread of global terrorism, examine its origins, and determine if it can be stopped.

Performance tasks: Formative and Summative

- Reading Quiz- Ch. 30&31
- AP Practice Exam
- Binder Checks (1)

Collegeboard AP Standards	Content Objectives What students will know and be able to do at the end of the unit	Language Objectives The reading, speaking, writing, and listening skills will you teach, re-teach, or review so students will be able to explain and apply the content, skills, and/or procedures.	Academic Language The formal-language skills- vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge	Texts and Supplemental Learnings	Cross-Content Connections
<p>9.1 A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.</p> <p>9.2 Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.</p> <p>9.3 The end of the Cold War</p>	<p>SWBAT summarize the Conservative beliefs regarding the need for traditional social values and a reduced role for government.</p> <p>SWBAT analyze how these beliefs turned into US policies in the 1980s.</p> <p>SWBAT describe the impact of new developments in science and technology and how they enhanced the economy and transformed society.</p> <p>SWBAT construct graphs of the US population and demographic shifts that had significant</p>	<p>SWBAT summarize in writing the Conservative beliefs regarding the need for traditional social values and a reduced role for government.</p> <p>SWBAT verbally describe how these beliefs turned into US policies in the 1980s.</p> <p>SWBAT verbally identify and describe new developments in science and technology and in writing, describe how these innovations enhanced the economy and transformed society.</p> <p>SWBAT read data tables regarding US demographic changes, and verbally discuss trends they have identified with a partner.</p>	<p>Hostage crisis, Reaganomics, HIV/AIDS Sandinistas,</p> <p>Iran-Contra Affair, Glasnost, Perestroika, Persian Gulf War</p> <p>Barry Goldwater, Ronald Reagan, Milton Friedman, Sandra Day O'Connor, Mikhail Gorbachev, George H.W. Bush, Al Qaeda</p> <p>Globalization, WTO, G8, NAFTA, WWW</p> <p>Defense of Marriage Act, Planned Parenthood of Southeastern</p>	<p>America's History Ch 30, 31</p> <p>Zinn Ch. 22, 23</p> <p>Amsco (Ch. 30, 31), pages 653-701</p> <p>Collegeboard 2016 Exam</p>	<p>Advanced Honors Algebra II- Students will evaluate data points and graphs to identify and express demographic trends regarding immigration, terrorism, and how media impacts politics.</p> <p>Obj. about last two elections lead into junior year coursework at Merrimack.</p>

<p>and new challenges to US leadership forced the nation to redefine its foreign policy and role in the world.</p>	<p>cultural and political consequences.</p> <p>SWBAT compare presidential legacies, and describe how the Reagan administration promoted an interventionists foreign policy that continued in later administrations, even after the Cold War.</p> <p>SWBAT analyze how 9/11 transformed policies and media by compiling various clips from news agencies following the attacks of 9/11.</p> <p>SWBAT contextualize the most recent presidential elections and explain the reasons for dramatic party-line voting</p>	<p>Students will then compare historical examples in writing and by constructing a graph to show how Americans reacted to demographic shifts.</p> <p>SWBAT verbally present to the class in groups on media coverage following the events of 9/11 and draft a brief essay describing how this event caused a shift in US foreign policy.</p> <p>SWBAT orally discuss data and graphs using the appropriate political vocabulary in order to contextualize the last two elections.</p>	<p>Pennsylvania v Casey</p> <p>USA Patriot Act, Abu Ghraib prison, Tea Party</p> <p>Osama Bin Laden, Bill Clinton, Saddam Hussein, Barack Obama</p>		
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Abbott Lawrence Academy 2017-2018 Curriculum Map:
Subject: APUSH | Grade: 10
Unit 9: APUSH Review (3 Weeks)

Essential Questions					
<ul style="list-style-type: none"> How do I score a 5 on my AP exam? 					
Learning Objectives for Unit					
<ul style="list-style-type: none"> SWBAT review content from the APUSH periods and apply strategies to MC practice. SWBAT use the ACE approach to practice composing short answer questions. SWBAT use HIPP analysis to read primary sources and construct DBQ essays. SWBAT apply period knowledge to LEQ prompts. 					
Performance tasks: Formative and Summative					
*(Based on student data over the course of the year and from the April practice exam)					
<ul style="list-style-type: none"> Practice Quizzes Practice Short Answer Practice Writing Prompts AP Exam 					
Collegeboard AP Standards	Content Objectives What students will know and be able to do at the end of the unit	Language Objectives The reading, speaking, writing, and listening skills will you teach, re-teach, or review so students will be able to explain and apply the content, skills, and/or procedures.	Academic Language The formal-language skills- vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge	Texts and Supplemental Learnings	Cross-Content Connections
<p>E1- Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.</p> <p>E2- Develop and support a historical argument including in a written essay, through a close analysis of relevant and</p>	<p>SWBAT self-assess strengths and weaknesses regarding AP periods and complete corresponding MC practice.</p> <p>SWBAT respond to various short answer writing prompts using the ACE approach.</p> <p>SWBAT apply HIPP analysis to reading and writing for DBQ essays.</p> <p>SWBAT review and recall information from various AP periods and apply this knowledge to answering LEQ prompts.</p>	<p>SWBAT outline, in writing, personal strengths and areas for growth based on quiz and test data.</p> <p>SBWAT answer, cite, and explain evidence in order to compose written short answers.</p> <p>SWBAT use HIPP analysis in writing in order to complete thorough DBQ essays.</p> <p>SWBAT compose long essay questions using evidence from various AP periods.</p>	<p>Gov't Vocab Sheet Presidents Key court cases APUSH themes AP Periods</p> <p>HIPP Short Answer DBQ LEQ</p>	<p>Amsco APUSH Test Review</p> <p>Practice Exams</p> <p>Albert Site: MC practice</p> <p>Student notebooks</p>	<p>Study guides and study skills relevant to junior year coursework at Merrimack/prep for college level exams.</p>

<p>diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skills.</p>	<p>SWBAT support their peers by forming study groups, giving words of encouragement, and helping one another remember AP content.</p>				
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Abbott Lawrence Academy 2017-2018 Curriculum Map:

Subject: APUSH | Grade: 10

Unit 10: Intro to US Gov't & Politics (3 Weeks)

Essential Questions					
<ul style="list-style-type: none"> • What are the foundations for US government? • How do political parties function in the US today? • How can I participate in the politics and government of the US? 					
Learning Objectives for Unit					
<ul style="list-style-type: none"> • SWBAT explain parts of government and their functions. • SWBAT analyze party platforms in order to discuss the function of political parties. • SWBAT outline different types of elections and how they work. • SWBAT discuss their own political beliefs and participation in American democracy. 					
Performance tasks: Formative and Summative					
<ul style="list-style-type: none"> • Socratic Seminars • Position Paper Drafts • Position Paper Final • Student Presentations 					
AP Seminar Standards	Content Objectives What students will know and be able to do at the end of the unit	Language Objectives The reading, speaking, writing, and listening skills will you teach, re-teach, or review so students will be able to explain and apply the content, skills, and/or procedures.	Academic Language The formal-language skills- vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge	Texts and Supplemental Learnings	Cross-Content Connections
<p>Students will be skilled at..</p> <p>LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic.</p> <p>LO 1.3A: Accessing and managing information using effective strategies.</p> <p>LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose.</p>	<p>SWBAT explain parts of government and their functions.</p> <p>SWBAT gather and evaluate primary and secondary sources that are relevant to their project topic.</p> <p>SWBAT plan and produce the creative portion of their project with audience, context, and purpose in mind.</p> <p>SWBAT self-monitor class work time to ensure that all elements of the project are on track for completion and excellence.</p> <p>SWBAT finalize, edit, and share their</p>	<p>SWBAT discuss the parts and functions of American government.</p> <p>SWBAT compose, in writing, questions about any facet of American government and politics.</p> <p>SWBAT employ reading strategies for primary and secondary sources in order to gather evidence for projects.</p> <p>SWBAT create written outlines and receive oral and written feedback on their project plans, and adjust accordingly.</p> <p>SWBAT use written work plans to self-monitor their progress during class work time.</p> <p>SWBAT orally present their creative products considering their</p>	<p>Context Research Proposal Draft Evidence Citation</p> <p>Other key terms based on student choice</p>	<p>Student Research</p> <p>Gilder Lehrman articles on government</p> <p>LOC.gov</p> <p>Archives.gov</p> <p>Current events articles and video clips</p>	<p>Connection to junior year assignment - Personal essay in Ms. Dootlittle's class.</p> <p>Merrimack Gov't & Politics</p>

<p>LO 5.3A: Reflecting on and revising their own writing, thinking, and creative processes.</p>	<p>creative work with an audience.</p>	<p>audience, context, and purpose.</p>			
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