

<b>Course Title:</b>	<b>United States History A (FVS)</b>	
<b>Michigan High School Content Expectations, Common Core for Reading Literacy and Writing Standards for Social Studies/History</b>		
<b>Unit 1 Big Idea:</b>	<b>Reconstruction</b>	
	<ol style="list-style-type: none"> <li>1. What were the causes and consequences of the Civil War?</li> <li>2. Who were some of the groups or individuals that influenced the U.S. government on Reconstruction?</li> <li>3. What are Jim Crow Laws and what were their effects?</li> <li>4. How did the U.S. government attempt to assimilate Native Americans into American culture?</li> </ol>	
<b>Standards</b>	<b>Assignment</b>	<b>Description</b>
	1.00 – Getting Started	<p>Students will be able to recognize important course icons.</p> <p>Students will be able to review topics and events in U.S. history prior to 1865.</p> <p>Students will be able to print and utilize the Module Checklist to identify lessons and assessments in this module.</p> <p>Students will be able to complete the Pretest.</p>
MI.F1.2a MI.F2.1f MI.F2.2g MI.6.3.1c CC.RH.9-10.3 CC.RH.9-10.5 CC.RH.9-10.10 CC.WHST.9-10.1c CC.WHST.9-10.1d CC.WHST.9-10.1e CC.WHST.9-10.2a CC.WHST.9-10.2b CC.WHST.9-10.2c CC.WHST.9-10.2d CC.WHST.9-10.2e CC.WHST.9-10.2f CC.WHST.9-10.4 CC.WHST.9-10.5 CC.WHST.9-10.8 CC.WHST.9-10.10	1.01 – Geography	<p>Students will be able to describe a location using appropriate geographic terms and tools.</p> <p>Students will be able to solve locational problems on maps and globes using appropriate units of measure.</p>
MI.F1.1a MI.C1.2.2 MI.C2.1.1 MI.C2.1.2 MI.C2.1.3 MI.C2.2.1	1.02 – Set the Stage	Students will be able to demonstrate understanding of relationships among facts, ideas, and events.

<p>MI.C4.2.6  CC.RH.9-10.1  CC.RH.9-10.2  CC.RH.9-10.4  CC.RH.9-10.5  CC.RH.9-10.9  CC.RH.9-10.10  CC.WHST.9-10.7  CC.WHST.9-10.8  CC.WHST.9-10.9</p>		
<p>MI.F1.2e  MI.F1.2f  MI.F2.1b  MI.C2.1.3  MI.C2.1.4  MI.C2.2.1  MI.C3.2.1  MI.C3.5.2  MI.C4.1.4  CC.RH.9-10.3  CC.RH.9-10.4  CC.RH.9-10.5  CC.RH.9-10.10  CC.WHST.9-10.8</p>	<p>1.03 – Civil War</p>	<p>Students will be able to evaluate the causes and consequences of the Civil War.  Students will be able to identify the economic, political, and social causes of the Civil War.  Students will be able to identify varying points of view regarding the main causes of the Civil War.</p>
<p>MI.F1.1e  MI.F1.2b  MI.F1.2d  MI.6.3.2e  MI.C1.1.2  MI.C1.1.3  MI.C1.1.4  MI.C2.1.4  MI.C3.1.2  MI.C3.1.5  MI.C3.2.5  MI.C3.4.3  MI.C4.1.4  MI.C6.2.5  CC.RH.9-10.1  CC.RH.9-10.2  CC.RH.9-10.3  CC.RH.9-10.4  CC.RH.9-10.5  CC.RH.9-10.9  CC.RH.9-10.10</p>	<p>1.04 – Rebuilding the Government</p>	<p>Students will be able to assess the influence of individuals and groups in the U.S. government on Reconstruction.  Students will be able to describe issues that divided Republicans during the early Reconstruction era.</p>

<p>CC.WHST.9-10.1(c)  CC.WHST.9-10.1(d)  CC.WHST.9-10.1(e)  CC.WHST.9-10.2(a)  CC.WHST.9-10.2(b)  CC.WHST.9-10.2(c)  CC.WHST.9-10.2(d)  CC.WHST.9-10.2(e)  CC.WHST.9-10.2(f)  CC.WHST.9-10.3(a)  CC.WHST.9-10.4  CC.WHST.9-10.5  CC.WHST.9-10.8  CC.WHST.9-10.10</p>		
<p>MI.F1.13  MI.F1.2b  MI.F1.2d  MI.8.3.4  MI.9.3.1g  MI.C2.1.4  MI.C2.2.2  MI.C2.2.3  MI.C3.2.5  MI.C3.4.3  MI.C5.3.8  MI.C6.2.5  CC.RH.9-10.1  CC.RH.9-10.2  CC.RH.9-10.3  CC.RH.9-10.4  CC.RH.9-10.5  CC.RH.9-10.9  CC.RH.9-10.10  CC.WHST.9-10.8</p>	<p>1.05 – A New South</p>	<p>Students will be able to assess the influence of individuals and groups in the South on Reconstruction. Students will be able to distinguish and analyze the freedoms guaranteed to African Americans in the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the Constitution. Students will be able to analyze Reconstruction policy on Southern life through primary source material.</p>
<p>MI.F1.1e  MI.F1.2b  MI.6.1.4  MI.6.1.5c  MI.6.3.2e  MI.8.3.4  MI.C2.1.4  MI.C2.2.2  MI.C3.2.5  MI.C3.4.2  MI.C3.4.3</p>	<p>1.06 – Face of Freedom</p>	<p>Students will be able to explain how Jim Crow laws circumvented the intent and meaning of the Thirteenth, Fourteenth, and Fifteenth Amendments. Students will be able to analyze the various components for Jim Crow legislation and their effects on Southern minorities. Students will be able to understand why this period was a nadir in race relations in the United States.</p>

<p>MI.C5.3.8  MI.C6.3.5  CC.RH.9-10.3  CC.RH.9-10.4  CC.RH.9-10.5  CC.RH.9-10.10  CC.WHST.9-10.1(c)  CC.WHST.9-10.1(d)  CC.WHST.9-10.1(e)  CC.WHST.9-10.2(a)  CC.WHST.9-10.2(b)  CC.WHST.9-10.2(c)  CC.WHST.9-10.2(d)  CC.WHST.9-10.2(e)  CC.WHST.9-10.2(f)  CC.WHST.9-10.3(a)  CC.WHST.9-10.4  CC.WHST.9-10.5  CC.WHST.9-10.8  CC.WHST.9-10.9</p>		
<p>MI.5.2.1b  MI.F2.1a  MI.C4.1.4  CC.RH.9-10.1  CC.RH.9-10.2  CC.RH.9-10.3  CC.RH.9-10.4  CC.RH.9-10.5  CC.RH.9-10.9  CC.RH.9-10.10  CC.WHST.9-10.8</p>	<p>1.07 – Westward Expansion</p>	<p>Students will be able to describe efforts by the U.S. government to assimilate Native Americans into American culture.  Students will be able to identify significant events that impacted the relationship between the government, Native Americans, and American citizens.  Students will be able to identify settlement patterns in the American West, the reservation system, and the difficulties facing the Native Americans from 1865-1890.</p>
	<p>1.08 – Review and Discussion</p>	<p>Students will review the main objectives from the unit.</p>
	<p>1.09 – Exam</p>	<p>Students will take and submit the Module One Exam</p>
<b>Unit 2 Big Idea</b>	<b>Industrial Revolution</b>	
	<ol style="list-style-type: none"> <li>1. What were the causes of the Second Industrial Revolution in the United States?</li> <li>2. How did business practices of the Industrial Revolution affect the U.S. economy?</li> <li>3. Who were the major different immigrant groups that arrived in the United States during the industrial Revolution and why did they come to the United States?</li> <li>4. What is a political machine?</li> <li>5. Why was there a need for labor unions?</li> <li>6. What were the major reform movements of the late 19<sup>th</sup> and early 20<sup>th</sup> century?</li> </ol>	
<b>Standards</b>	<b>Assignment</b>	<b>Description</b>
	<p>2.00 – Introduction</p>	<p>Students will be able to understand the changes that took place in the United States from 1865-1910.</p>

		<p>Students will be able to print and utilize the Module Checklist to identify lessons and assessments in this module.</p> <p>Students will complete the Pretest.</p>
<p><b>MI.6.1.1</b>  <b>MI.6.1.3b</b>  <b>MI.6.1.4</b>  <b>MI.6.2.3a</b>  <b>MI.6.2.3b</b>  <b>MI.6.2.3c</b>  <b>MI.6.3.1a</b>  <b>MI.F2.1f</b>  <b>MI.F2.1e</b>  <b>MI.6.1.1c</b>  <b>MI.6.1.1d</b>  <b>MI.6.1.1e</b>  <b>MI.6.1.1f</b>  <b>MI.6.1.3b</b>  <b>MI.6.1.3c</b>  <b>MI.6.1.3d</b>  <b>MI.6.1.3e</b>  <b>MI.6.1.4</b>  <b>MI.6.1.5a</b>  <b>MI.6.1.5c</b>  <b>MI.6.1.5d</b>  <b>MI.6.1.5f</b>  <b>MI.6.3.1</b>  <b>CC.RH.9-10.3</b>  <b>CC.RH.9-10.4</b>  <b>CC.RH.9-10.5</b>  <b>CC.RH.9-10.10</b>  <b>CC.WHST.9-10.8</b></p>	<p>2.01 – Industrialization  Changes in America</p>	<p>Students will be able to explain the causes of the Second Industrial Revolution in the United States.</p> <p>Students will be able to describe the major events of the Second Industrial Revolution.</p> <p>Students will be able to discuss how the Second Industrial Revolution shaped various regions of the United States.</p> <p>Students will be able to analyze the social, political, and economic changes that resulted from the Second Industrial Revolution.</p> <p>Students will be able to identify similarities and differences between the first and second Industrial Revolutions.</p>
<p><b>MI.6.1.1e</b>  <b>MI.6.1.1f</b>  <b>CC.RH.9-10.3</b>  <b>CC.RH.9-10.4</b>  <b>CC.RH.9-10.5</b>  <b>CC.RH.9-10.10</b>  <b>CC.WHST.9-10.1(c)</b>  <b>CC.WHST.9-10.1(d)</b>  <b>CC.WHST.9-10.1(e)</b>  <b>CC.WHST.9-10.2(a)</b>  <b>CC.WHST.9-10.2(b)</b>  <b>CC.WHST.9-10.2(c)</b></p>	<p>2.02 – Innovation Nation</p>	<p>Students will be able to identify significant inventors and their inventions.</p> <p>Students will be able to explain how the inventions of the Second Industrial Revolution impacted the United States during the late nineteenth and early twentieth centuries.</p> <p>Students will be able to understand how business practices of the Industrial Revolution affected the U.S. economy.</p>

<p>CC.WHST.9-10.2(d)  CC.WHST.9-10.2(e)  CC.WHST.9-10.3(a)  CC.WHST.9-10.4  CC.WHST.9-10.5  CC.WHST.9-10.8  CC.WHST.9-10.10</p>		
<p>MI.6.1.1  MI.6.1.3b  MI.6.2.3a  MI.6.2.3c  MI.6.1.1c  MI.6.1.1f  MI.6.1.2b  MI.6.1.5a  MI.6.1.5d  MI.6.1.5f  MI.6.3.1  CC.RH.9-10.1  CC.RH.9-10.2  CC.RH.9-10.3  CC.RH.9-10.4  CC.RH.9-10.5  CC.RH.9-10.9  CC.RH.9-10.10  CC.WHST.9-10.8</p>	<p>2.03 – Populism</p>	<p>Students will be able to identify the characteristics of Populist Party followers.  Students will be able to analyze the platform demands of the Populist Party and reasons behind those demands.  Students will be able to assess the reaction of the government to corporations and trade.  Students will be able to analyze the economic challenges to American farmers and farmers’ responses to these challenges in the mid to late 1800s.</p>
<p>MI.6.1.1  MI.6.1.2  MI.6.1.3a  MI.6.1.3b  MI.6.2.3a  MI.6.2.3.c  MI.F2.1e  MI.6.1.1c  MI.6.1.1f  MI.6.1.3d  MI.6.1.3e  MI.6.1.4  MI.6.1.5a  MI.6.1.5c  MI.6.1.5f  MI.6.3.1  MI.6.3.2e  CC.RH.9-10.3</p>	<p>2.04 – Coming to America</p>	<p>Students will be able to identify the different immigrant groups that arrived in the United States during the Industrial Revolution and explain the reasons why they immigrated to the United States.  Students will be able to compare and contrast immigration before and after 1890.  Students will be able to analyze the response of the government, corporations, and society, to Eastern and Western immigration.</p>

<p>CC.RH.9-10.4  CC.RH.9-10.5  CC.RH.9-10.10  CC.WHST.9-10.8</p>		
<p>MI.6.1.1  MI.6.1.3b  MI.6.2.3a  MI.6.2.3b  MI.6.1.1c  MI.6.1.1f  MI.6.1.5a  MI.6.1.5d  MI.6.1.5f  MI.6.3.1  MI.6.3.2b  MI.6.3.2d  MI.6.3.2e  MI.C3.4.2  CC.RH.9-10.3  CC.RH.9-10.4  CC.RH.9-10.5  CC.RH.9-10.10  CC.WHST.9-10.1  (strand)  CC.WHST.9-10.2  (strand)  CC.WHST.9-10.3(a)  CC.WHST.9-10.4  CC.WHST.9-10.5  CC.WHST.9-10.8  CC.WHST.9-10.10</p>	<p>2.05 – Rise of the Political Machines</p>	<p>Students will be able to explain the concept of a political machine and identify significant players.  Students will be able to identify different social groups, their significant players, and goals.  Students will be able to assess the effectiveness of the different social groups during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.</p>
<p>MI.6.1.1  MI.6.1.3a  MI.6.1.3b  MI.6.2.3a  MI.6.2.3b  MI.6.2.3c  MI.F1.2c  MI.6.1.1c  MI.6.1.1d  MI.6.1.1f  MI.6.1.2a  MI.6.1.5d</p>	<p>2.06 – Labor Movements</p>	<p>Students will be able to explain the need for labor unions and assess their success or failure.  Students will be able to explain how the beliefs of union members transferred to beliefs regarding the economy.</p>

<b>MI.6.1.5f</b> <b>MI.6.3.1</b> <b>MI.C4.1.4</b> <b>CC.RH.9-10.3</b> <b>CC.RH.9-10.4</b> <b>CC.RH.9-10.5</b> <b>CC.RH.9-10.10</b> <b>CC.WHST.9-10.8</b>		
<b>MI.6.1.1</b> <b>MI.6.1.3b</b> <b>MI.6.2.3a</b> <b>MI.6.2.3b</b> <b>MI.6.2.3c</b> <b>MI.6.1.1c</b> <b>MI.6.1.1d</b> <b>MI.6.1.1f</b> <b>MI.6.1.3a</b> <b>MI.6.1.3c</b> <b>MI.6.1.3d</b> <b>MI.6.1.3e</b> <b>MI.6.1.4</b> <b>MI.6.1.5a</b> <b>MI.6.1.5c</b> <b>MI.6.1.5d</b> <b>MI.6.3.1</b> <b>CC.RH.9-10.3</b> <b>CC.RH.9-10.5</b> <b>CC.RH.9-10.10</b> <b>CC.WHST.9-10.8</b>	2.07 – Social Change	<p>Students will be able to explain how society changed as a result of the Second Industrial Revolution.</p> <p>Students will be able to identify the leaders of reform movements during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries and explain their aims.</p> <p>Students will be able to assess the effectiveness of the Social Gospel movement.</p>
<b>CC.RH.9-10.5</b> <b>CC.RH.9-10.7</b> <b>CC.RH.9-10.10</b> <b>CC.WHST.9-10.7</b> <b>CC.WHST.9-10.8</b> <b>CC.WHST.9-10.9</b>	2.08 – Testing Tips: Analyzing Maps and Images	<p>Students will be able to understand how maps and images are used on assessments.</p> <p>Students will be able to describe the main components of a map or image.</p> <p>Students will be able to demonstrate the strategies and habits required for successful test-taking.</p>
	2.09 – Review and Discussion	Students will review the main objectives from the unit.
	2.10 – Exam	Students will take and submit the Module Two Exam
<b>Unit 3 Big Idea</b>	<b>Enter the World Stage</b>	
	<ol style="list-style-type: none"> <li>1. How did industrialization lead to imperialism?</li> <li>2. What were the causes and effects of the Spanish American War?</li> <li>3. What effect did World War I have on U.S. social, economic, and foreign policy?</li> <li>4. What were the causes of World War I?</li> </ol>	

	5. What new technologies were developments of World War I? 6. How did World War I impact minority groups both at home and abroad?	
Standards	Assignment	Description
	3.00 – Introduction	Students will be able to understand the changes that took place in the United States from 1890-1920. Students will be able to print and utilize the Module Checklist to identify lessons and assessments in this module. Students will be able to complete the Pretest.
<b>MI.6.1.5</b> <b>MI.6.2.4a</b> <b>MI.6.2.4b</b> <b>MI.6.2.4c</b> <b>MI.6.3.1a</b> <b>MI.7.3.4a</b> <b>MI.6.2.1</b> <b>CC.RH.9-10.4</b> <b>CC.RH.9-10.5</b> <b>CC.RH.9-10.10</b> <b>CC.WHST.9-10.8</b>	3.01 – Isolationism, Intervention, and Imperialism	Students will be able to explain how industrialization led to imperialism. Students will be able to identify the territories acquired by the United States and the methods by which the lands were acquired.
<b>MI.7.3.4a</b> <b>MI.6.2.1</b> <b>MI.C3.5.9</b> <b>MI.C4.1.1</b> <b>MI.C4.1.3</b> <b>MI.C4.1.4</b> <b>CC.RH.9-10.3</b> <b>CC.RH.9-10.4</b> <b>CC.RH.9-10.5</b> <b>CC.RH.9-10.10</b> <b>CC.WHST.9-10.1c</b> <b>CC.WHST.9-10.1d</b> <b>CC.WHST.9-10.1e</b> <b>CC.WHST.9-10.2 (strand)</b>	3.02 – U.S. Territorial Expansion	Students will be able to explain the causes and effects of the Spanish-American War. Students will be able to analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
<b>MI.7.1.1</b> <b>MI.7.1.2</b> <b>MI.7.1.4</b> <b>MI.7.1.5</b> <b>MI.7.2.1a</b> <b>MI.7.2.1b</b> <b>MI.6.2.2</b> <b>MI.6.2.3</b> <b>MI.C4.1.1</b>	3.03 – The Great War	Students will be able to identify and explain the causes of World War I. Students will be able to analyze the effect World War I had on U.S. social, economic, and foreign policy. Students will be able to describe American attitudes toward the conflict and analyze how the United States was drawn into a war that most Americans did not want.

<p> <b>MI.C4.1.4</b>  <b>CC.RH.9-10.3</b>  <b>CC.RH.9-10.4</b>  <b>CC.RH.9-10.5</b>  <b>CC.RH.9-10.10</b>  <b>CC.WHST.9-10.8</b> </p>		
<p> <b>MI.7.1.2</b>  <b>MI.7.1.4</b>  <b>MI.7.1.5</b>  <b>MI.7.2.1b</b>  <b>MI.6.2.2</b>  <b>MI.6.2.3</b>  <b>MI.C3.5.1</b>  <b>MI.C4.1.1</b>  <b>MI.C4.1.3</b>  <b>MI.C4.1.4</b>  <b>MI.C5.4.2</b>  <b>CC.RH.9-10.3</b>  <b>CC.RH.9-10.4</b>  <b>CC.RH.9-10.5</b>  <b>CC.RH.9-10.10</b>  <b>CC.WHST.9-10.8</b> </p>	<p>3.04 – Preparing for War</p>	<p>Students will be able to identify the causes of World War I.</p> <p>Students will be able to explain how the United States mobilized for war both at home and abroad.</p> <p>Students will be able to explain how government policies during World War I affected the lives of citizens.</p>
<p> <b>MI.7.1.1</b>  <b>MI.7.1.2</b>  <b>MI.7.1.4</b>  <b>MI.7.1.5</b>  <b>MI.7.2.1b</b>  <b>MI.6.2.2</b>  <b>MI.6.2.3</b>  <b>MI.C4.1.4</b>  <b>MI.C5.4.2</b>  <b>CC.RH.9-10.1</b>  <b>CC.RH.9-10.3</b>  <b>CC.RH.9-10.5</b>  <b>CC.RH.9-10.9</b>  <b>CC.RH.9-10.10</b>  <b>CC.WHST.9-10.8</b> </p>	<p>3.05 – A New Kind of War</p>	<p>Students will be able to identify and state the impact of the new technological developments of weaponry during World War I.</p> <p>Students will be able to explain how World War I impacted minority groups while abroad.</p> <p>Students will be able to identify significant individuals and their role in military leadership.</p>
<p> <b>MI.6.1.2</b>  <b>MI.7.1.1</b>  <b>MI.7.1.2</b>  <b>MI.7.1.4</b>  <b>MI.7.1.5</b>  <b>MI.7.2.1b</b> </p>	<p>3.06 – War at Home</p>	<p>Students will be able to analyze and explain how World War I impacted minority groups on the home front.</p>

<p> <b>MI.6.1.3e</b>  <b>MI.6.1.4</b>  <b>MI.6.1.5c</b>  <b>MI.6.2.2</b>  <b>MI.6.2.3</b>  <b>MI.6.3.1</b>  <b>MI.6.3.2e</b>  <b>MI.C1.1.4</b>  <b>MI.C2.2.1</b>  <b>MI.C2.2.3</b>  <b>MI.C3.5.1</b>  <b>MI.C3.5.8</b>  <b>MI.C4.1.1</b>  <b>MI.C4.1.3</b>  <b>MI.C4.1.4</b>  <b>MI.C5.3.6</b>  <b>MI.C6.1.2</b>  <b>CC.RH.9-10.3</b>  <b>CC.RH.9-10.5</b>  <b>CC.RH.9-10.10</b>  <b>CC.WHST.9-10.1c</b>  <b>CC.WHST.9-10.1d</b>  <b>CC.WHST.9-10.1e</b>  <b>CC.WHST.9-10.2</b>  <b>(strand)</b>  <b>CC.WHST.9-10.3a</b>  <b>CC.WHST.9-10.4</b>  <b>CC.WHST.9-10.5</b>  <b>CC.WHST.9-10.8</b> </p>		
<p> <b>MI.7.1.1</b>  <b>MI.7.1.2</b>  <b>MI.7.1.4</b>  <b>MI.7.1.5</b>  <b>MI.7.2.1b</b>  <b>MI.7.2.1c</b>  <b>MI.7.2.3a</b>  <b>MI.7.3.5c</b>  <b>MI.8.1.4</b>  <b>MI.6.2.2</b>  <b>MI.6.2.3</b>  <b>MI.6.2.4</b>  <b>MI.C3.5.9</b>  <b>MI.C4.1.1</b>  <b>MI.C4.1.3</b> </p>	<p>3.07 – Peace, Demobilization, and Next Steps</p>	<p>Students will be able to explain the purpose, benefits, and risks of the League of Nations.</p> <p>Students will be able to analyze how non-U.S. involvement affected the success of the League of Nations.</p> <p>Students will be able to explain the economic effects World War I had on the United States.</p> <p>Students will be able to identify and explain the reasons behind the U.S.’s renewed policy of isolation.</p> <p>Students will be able to compare and contrast Wilson’s Fourteen Points and the Treaty of Versailles.</p> <p>Students will be able to explain the U.S. Senate’s opposition to the Treaty of Versailles.</p>

MI.C4.1.4 CC.RH.9-10.4 CC.RH.9-10.5 CC.RH.9-10.10 CC.WHST.9-10.8		
CC.RH.9-10.5 CC.RH.9-10.10 CC.WHST.9-10.7 CC.WHST.9-10.8 CC.WHST.9-10.9	3.08 – Testing Tips: Understanding Complexity	Students will be able to identify the complexity level of an assessment question. Students will be able to demonstrate the strategies and habits required for successful test taking.
	3.09 – Review and Discussion	Students will review the main objectives from the unit.
	3.10 – Exam	Students will take and submit the Module Three Exam
<b>Unit 4 Big Idea</b>	<b>Between the Wars</b>	
	<ol style="list-style-type: none"> <li>1. What were some of the various domestic and international peace and relief efforts in which the United States was involved after World War I?</li> <li>2. What were the causes and effects to the economic trends of the twenties?</li> <li>3. How did civil rights issues both unite and divide society in the United States from 1919-1939?</li> <li>4. What was the human experience during the Great Depression?</li> </ol>	
<b>Standards</b>	<b>Assignment</b>	<b>Description</b>
	4.00 – Introduction	Students will be able to understand the changes that took place in the United States from 1920-1939. Students will be able to print and utilize the Module Checklist to identify lessons and assessments in this module. Students will be able to complete the Pretest.
MI.6.2.3b MI.F1.2b MI.6.1.1b MI.6.1.1d MI.6.1.2a MI.6.1.3e MI.6.1.4 MI.6.1.5c MI.6.3.1 MI.8.2.2a MI.C1.2.1 MI.C4.1.1 MI.C4.1.3 MI.C4.1.4 CC.RH.9-10.3 CC.RH.9-10.5	4.01 – Isolationism	Students will be able to explain the causes and consequences of the Red Scare. Students will be able to identify reasons for the rise of nativism in the 1920s and 1930s. Students will be able to describe the various domestic and international peace and relief efforts in which the United States was involved following World War I. Students will be able to identify and evaluate the social, political, and economic incentives for the development of peace and relief efforts after World War I.

<b>CC.RH.9-10.10</b> <b>CC.WHST.9-10.8</b>		
<b>MI.6.1.1</b> <b>MI.6.1.3b</b> <b>MI.6.2.3c</b> <b>MI.6.1.1f</b> <b>MI.6.1.5a</b> <b>MI.6.1.5d</b> <b>MI.6.3.1</b> <b>MI.7.1.1b</b> <b>MI.8.2.2a</b> <b>MI.8.2.2b</b> <b>CC.RH.9-10.3</b> <b>CC.RH.9-10.4</b> <b>CC.RH.9-10.5</b> <b>CC.RH.9-10.10</b> <b>CC.WHST.9-10.8</b>	4.02 – The Roaring Twenties	Students will be able to recognize the cause-and-effect relationships of economic trends as they relate to society in the United States during the 1920s and 1930s. Students will be able to explain the effects of the changing role of tourism in the development and growth of the United States (1890-1930) and the land boom and bust (1920-1930).
<b>MI.6.3.2a</b> <b>MI.7.1.1a</b> <b>MI.7.1.1b</b> <b>CC.RH.9-10.3</b> <b>CC.RH.9-10.4</b> <b>CC.RH.9-10.5</b> <b>CC.RH.9-10.10</b> <b>CC.WHST.9-10.7</b> <b>CC.WHST.9-10.8</b> <b>CC.WHST.9-10.9</b>	4.03 – Cultural Changes of the 1920s	Students will be able to assess how new attitudes following World War I impacted society. Students will be able to determine the role of the arts in 1920s American Society. Students will be able to analyze how Fundamentalist Americans resisted the trends of the 1920s and advocated returning to more traditional ways.
<b>MI.6.1.4</b> <b>MI.6.1.5c</b> <b>MI.6.2.3</b> <b>MI.6.3.2a</b> <b>MI.6.3.2d</b> <b>MI.6.3.2e</b> <b>MI.6.3.3</b> <b>MI.8.3.4</b> <b>MI.C2.1.4</b> <b>MI.C2.2.2</b> <b>MI.C2.2.3</b> <b>MI.C4.1.4</b> <b>MI.C6.2.5</b> <b>CC.RH.9-10.3</b> <b>CC.RH.9-10.4</b> <b>CC.RH.9-10.5</b> <b>CC.RH.9-10.10</b>	4.04 – Challenges to Civil Rights	Students will be able to analyze how civil rights issues both united and divided society in the United States in the period of 1919-1939. Students will be able to identify and evaluate the decisions made by national and state governments related to immigration and other civil rights issues.

<b>CC.WHST.9-10.8</b>		
<b>MI.7.2.2a</b> <b>MI.7.1.2a</b> <b>MI.7.1.2b</b> <b>MI.7.1.2c</b> <b>MI.7.1.3a</b> <b>MI.C1.1.4</b> <b>MI.C2.1.4</b> <b>MI.C2.2.3</b> <b>MI.C3.5.1</b> <b>MI.C3.5.8</b> <b>MI.C6.1.2</b> <b>MI.E2.1.3</b> <b>MI.E2.2.4</b> <b>MI.E3.2.4</b> <b>CC.RH.9-10.1</b> <b>CC.RH.9-10.2</b> <b>CC.RH.9-10.3</b> <b>CC.RH.9-10.4</b> <b>CC.RH.9-10.5</b> <b>CC.RH.9-10.9</b> <b>CC.RH.9-10.10</b> <b>CC.WHST.9-10.1c</b> <b>CC.WHST.9-10.1d</b> <b>CC.WHST.9-10.1e</b> <b>CC.WHST.9-10.2</b> <b>(strand)</b> <b>CC.WHST.9-10.3</b> <b>CC.WHST.9-10.5</b> <b>CC.WHST.9-10.8</b> <b>CC.WHST.9-10.10</b>	4.05 – The Great Depression	Students will be able to identify and evaluate the impact of business practices, consumer patterns, and government policies of the 1920s and 1930s as they relate to the Great Depression. Students will be able to explain the effects of the changing role of tourism in Florida’s development and growth, the land boom and bust, and the impact of the Great Depression. Students will be able to examine the human experience during the Great Depression.
<b>MI.6.2.3b</b> <b>MI.7.2.2a</b> <b>MI.F1.2b</b> <b>MI.6.1.2a</b> <b>MI.6.2.1</b> <b>MI.7.1.2a</b> <b>MI.7.1.2b</b> <b>MI.7.1.3a</b> <b>MI.C1.1.4</b> <b>MI.C2.1.4</b> <b>MI.C2.2.3</b> <b>MI.C3.5.1</b> <b>MI.C3.5.8</b>	4.06 – The New Deal	Students will be able to identify the impact of business practices, consumer patterns, and government policies of the 1930s as they relate to the New Deal. Students will be able to examine the human experience during the New Deal. Students will be able to analyze the long-term social, political, and economic consequences of the 1920s and 1930s on society in the United States.

<b>MI.C6.1.2</b> <b>MI.E2.2.5</b> <b>CC.RH.9-10.3</b> <b>CC.RH.9-10.5</b> <b>CC.RH.9-10.10</b> <b>CC.WHST.9-10.8</b>		
	4.07 – Review and Discussion	Students will review the main objectives from the unit.
<b>CC.RH.9-10.5</b> <b>CC.RH.9-10.10</b> <b>CC.WHST.9-10.8</b>	4.08 – Testing Tips: Analyzing Documents	<p>Students will be able to understand how documents are used on assessments.</p> <p>Students will be able to use strategies such as identifying the main idea, generalizing, and drawing conclusions to interpret documents and respond to document-based assessment items.</p> <p>Students will be able to demonstrate the strategies and habits required for successful test-taking.</p>
	4.09 – Midterm Exam	Students will take and submit the Module Four Exam
	4.10 – Segment Final Exam	Students take and submit Segment One Final Exam.