



# U.S. History 10th Grade Social Studies Mapping/Pacing Guide 2018-2019

## *Topics & Standards*

### Quarter 1

## **Unit 1: Historical Thinking; Foundations of American History**

### **Historical Thinking and Skills**

1. Historical events provide opportunities to examine alternative courses of action.
2. The use of primary and secondary sources of information includes an examination of the credibility of each source.
3. Historians develop theses and use evidence to support or refute positions
4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

### **Historical Documents**

5. The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies
6. The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States
7. Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government
8. The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States
9. The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States
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## **Unit 2: Industrialization and Progressivism**

### **Industrialization, Immigration, and Urbanization**

10. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
11. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
12. Immigration, internal migration and urbanization transformed American life.


### **The Progressive Era**

14. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption


### **Jim Crow and the Great Migration**

12. Immigration, internal migration and urbanization transformed American life.
13. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized

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<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><b><i>Historical Thinking and Foundations of America</i></b></p> <p><b><i>3 Weeks</i></b></p>	<p><b>UBD Framework</b></p> <p>Unit: Historical Thinking</p> <p>Unit: Historical Documents</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><b><u>McGraw-Hill Assessment Resources</u></b></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Self-Check Quiz</li> </ul>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.9-10.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>-</p> <p><b><u>McGraw-Hill Text Literacy Resources</u></b></p> <ul style="list-style-type: none"> <li>• Reading Essentials</li> <li>• Graphic Novels</li> <li>• Biographies</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Ohio Public Library Information Network</li> </ul>	<p>McGraw Hill</p> <p>United States History &amp; Geography- Modern Times</p> <p>(Chapter 1-2)</p> <p>Defined Stem</p> <p>Discovery Learning</p> <p>Reading Like a Historian</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."</b></p>

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<p><i>Industrialization and Progressivism</i></p> <p><b>5 Weeks</b></p>	<p style="text-align: center;"><b>UBD Framework</b></p> <p>Unit: Industrialization and Progressivism</p> <div style="text-align: center;">  </div> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 4-6 tasks that reach DOK 3-4 AND/OR 3-4 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit <u>McGraw-Hill Assessment</u></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Self-Check Quiz</li> </ul>	<p style="text-align: center;"><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p style="text-align: center;"><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Reading Essentials</li> <li>• Graphic Novels</li> <li>• Biographies</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Ohio Public Library Information Network</li> </ul>	<p style="text-align: center;">McGraw Hill United States History &amp; Geography- Modern Times (Chapters 3-6)</p> <p style="text-align: center;">Defined Stem</p> <p style="text-align: center;">Discovery Learning</p> <p style="text-align: center;">Reading Like a Historian</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p style="text-align: center;"><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."</b></p>
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# U.S. History 10th Grade Social Studies Mapping/Pacing Guide 2018-2019

## *Topics & Standards*

### Quarter 2

#### **Unit 3: Foreign Affairs from Imperialism to Post-World War I**

##### **American Imperialism and World War I**

15. As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power

##### **Post-World War I**

16. After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs

#### **Unit 4: Prosperity, Depression, and the New Deal**

##### **Social Change in the Roaring Twenties**

17. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I
18. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions
19. Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change

##### **The Great Depression**

20. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression

#### **Unit 5: From Isolation to World War**


##### **U.S. Entry into World War II**

21. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII



##### **The American Home Front**

22. The United States mobilization of its economic and military resources during World War II brought significant changes to American society

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<p><i>Foreign Affairs from Imperialism to Post-World War I</i></p> <p><b>3 Weeks</b></p>	<p><b>UBD Framework</b> Unit: Imperialism and WWI</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Self-Check Quiz</li> </ul>	<p><b>Language Arts</b> CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Reading Essentials</li> <li>• Graphic Novels</li> <li>• Biographies</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Ohio Public Library Information Network</li> </ul>	<p>McGraw Hill United States History &amp; Geography-Modern Times (Chapter 7)</p> <p>Defined Stem</p> <p>Discovery Learning</p> <p>Reading Like a Historian</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."</b></p>
<p><i>Prosperity, Depression, and the New Deal</i></p>	<p><b>UBD Framework</b> Unit: The Great Depression, New Deal Interwar Period 1919-1941</p>	<p><b>Language Arts</b> CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a</p>	<p>McGraw Hill United States History &amp; Geography-Modern Times</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p>

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<p style="text-align: center;"><b>3 Weeks</b></p>	<div style="text-align: center;">  </div> <p style="text-align: center;"><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Self-Check Quiz</li> </ul>	<p>text support the author's claims. CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p style="text-align: center;"><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Reading Essentials</li> <li>• Graphic Novels</li> <li>• Biographies</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Ohio Public Library Information Network</li> </ul>	<p style="text-align: center;">(Chapters 8-10)</p> <p style="text-align: center;">Defined Stem</p> <p style="text-align: center;">Discovery Learning</p> <p style="text-align: center;">Reading Like a Historian</p>	<p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p style="color: purple;"><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."</b></p>
<p style="text-align: center;"><i>From Isolation to World War</i></p> <p style="text-align: center;"><b>2 Weeks</b></p>	<p style="text-align: center;"><b>UBD Framework</b></p> <p style="text-align: center;">Unit: America in WWII</p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic</p>	<p style="text-align: center;">McGraw Hill United States History &amp; Geography- Modern Times (Chapters 11-12)</p> <p style="text-align: center;">Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p>

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	<p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Self-Check Quiz</li> </ul>	<p>aspects of history/social science. CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p style="text-align: center;"><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Reading Essentials</li> <li>• Graphic Novels</li> <li>• Biographies</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Ohio Public Library Information Network</li> </ul>	<p style="text-align: center;">Discovery Learning</p> <p style="text-align: center;">Reading Like a Historian</p>	<p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."</b></p>
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<p><b>Topics &amp; Standards</b></p> <p style="text-align: center; margin-top: 20px;"><u>Quarter 3</u></p>	<p><b>Unit 6: Cold War (4 weeks)</b></p> <p><b>Cold War America</b></p> <p>23. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.          24. The United States followed a policy of containment during the Cold War in response to the spread of communism.          25. The Second Red Scare and McCarthyism reflected Cold War fears in American society.          26. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.          27. The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War</p> <p><b>Unit 7: Social Transformation in the United States (4 weeks)</b></p> <p><b>Postwar Boom</b></p> <p>29. The postwar economic boom, greatly affected by advances in science, produced epic changes in American life.</p> <p><b>Civil Rights Movement</b></p> <p>28. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights</p>
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<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><b>Cold War</b></p> <p><b>4 Week</b></p>	<p style="color: red;"><b>UBD Framework</b></p> <p>Unit: The Cold War</p> <div style="text-align: center; margin: 10px 0;">  </div> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> </ul>	<p style="text-align: center;"><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.9-10.1            Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-LITERACY.RH.9-10.2            Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p>McGraw Hill            United States History &amp; Geography-Modern Times (Chapter 13)</p> <p>Defined Stem</p> <p>Discovery Learning</p> <p>Reading Like a Historian</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a>            (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a>            (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a>            (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a>            (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p>



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	<ul style="list-style-type: none"> <li>At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>Lesson Quiz</li> <li>Lesson Review</li> <li>Chapter Assessment</li> <li>Self-Check Quiz</li> </ul>	<p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>Reading Essentials</li> <li>Graphic Novels</li> <li>Biographies</li> <li>Research and Writing Skills</li> <li>Content/Academic Vocabulary</li> <li>Ohio Public Library Information Network</li> </ul>		<p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."</p>
<p style="text-align: center;"><i>Social Transformation in the United States</i></p> <p style="text-align: center;"><b>4 Weeks</b></p>	<p style="text-align: center;"><b>UBD Framework</b></p> <p>Unit: _____</p> <p style="text-align: center;"><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>3-5 tasks that reach DOK 3-4 AND/OR</li> <li>2-3 FATPS/RAFTS</li> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>Lesson Quiz</li> <li>Lesson Review</li> </ul>	<p style="text-align: center;"><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.9-10.3</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p style="text-align: center;"><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>Reading Essentials</li> <li>Graphic Novels</li> <li>Biographies</li> <li>Research and Writing Skills</li> <li>Content/Academic Vocabulary</li> <li>Ohio Public Library Information Network</li> </ul>	<p style="text-align: center;">McGraw Hill United States History &amp; Geography- Modern Times (Chapter 14-16)</p> <p style="text-align: center;">Defined Stem</p> <p style="text-align: center;">Discovery Learning</p> <p style="text-align: center;">Reading Like a Historian</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."</p>


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|  | <ul style="list-style-type: none"><li>• Chapter Assessment</li><li>• Self-Check Quiz</li></ul> |  |  |  |
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# U.S. History 10th Grade Social Studies Mapping/Pacing Guide 2018-2019

<p><i>Topics &amp; Standards</i></p> <p><i>Quarter 4</i></p>	<p><b>Unit 8: Social Transformation in the United States (3 weeks)</b></p> <p><b>Migration and Immigration</b></p> <p>30. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects</p> <p><b>New Frontier and Great Society</b></p> <p>31. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security</p> <p><b>Unit 9: United States and Post-Cold War World (3 weeks)</b></p> <p><b>Globalization and American Foreign Policy</b></p> <p>32. Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy</p> <p>33. The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001</p>
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# U.S. History 10th Grade Social Studies Mapping/Pacing Guide 2018-2019

<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p style="text-align: center;"><i>Social Transformation in the United States</i></p> <p style="text-align: center;"><i>3 Weeks</i></p>	<p style="text-align: center;"><b>UBD Framework</b></p> <p>Unit: Civil Rights, 1950's, Turbulent 60's</p>  <p style="text-align: center;"><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Self-Check Quiz</li> </ul>	<p style="text-align: center;"><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p style="text-align: center;"><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Reading Essentials</li> <li>• Graphic Novels</li> <li>• Biographies</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> </ul>	<p>McGraw Hill United States History &amp; Geography- Modern Times (Chapter 17-19)</p> <p>Defined Stem</p> <p>Discovery Learning</p> <p>Reading Like a Historian</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p style="color: purple;"><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."</b></p>

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		<ul style="list-style-type: none"> <li>Ohio Public Library Information Network</li> </ul>		
<p><i>United States and the Post-Cold War World</i></p> <p><i>3 Weeks</i></p>	<p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>3-5 tasks that reach DOK 3-4 AND/OR</li> <li>2-3 FATPS/RAFTS</li> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>Lesson Quiz</li> <li>Lesson Review</li> <li>Chapter Assessment</li> <li>Self-Check Quiz</li> </ul>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>Reading Essentials</li> <li>Graphic Novels</li> <li>Biographies</li> <li>Research and Writing Skills</li> <li>Content/Academic Vocabulary</li> <li>Ohio Public Library Information Network</li> </ul>	<p>McGraw Hill United States History &amp; Geography- Modern Times (Chapter 20-22)</p> <p>Defined Stem</p> <p>Discovery Learning</p> <p>Reading Like a Historian</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."</b></p>

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