



Travelers Rest High School
Spring 2024 Lesson Plans
Subject: Civics

Second Semester

Third Quarter

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[Week 2: January 15 - 19](#)

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Fourth Quarter

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THIRD QUARTER

Week 1: January 4 - 12

| Day/Date | Learning Target: | Agenda w/ Activating & Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Thursday 01/04/24 | By the end of today's lesson, I will be able to explain the rules and procedures of civics class and understand historical thinking skills by creating an Autobiography using the historical thinking skills | <ul style="list-style-type: none"> • Bell Ringer • Cover syllabus • Rules and procedures • Autobiography/Historical Thinking Skills | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Friday 01/05/24 | By the end of today's lesson, I will be able to apply historical thinking skills through answering the QFTs on different primary sources. | <ul style="list-style-type: none"> • Pre-Test • QFT with political cartoons | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Monday 01/08/24 Unit 1 Day 1 | By the end of today's lesson, I can define what it is to be an American and communicate in a group by collaborating on a poster. | <ul style="list-style-type: none"> • Vocab: [Rights, Responsibilities, Citizens, Natural-Born Citizen] • Group Discussion • Civics 101 Notes | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |



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| | | <ul style="list-style-type: none"> What does it mean to be American Poster Exit Ticket: What is the most important characteristic of an American according to you? | |
| Tuesday 01/09/24 Unit 1 Day 2 | By the end of today's lesson, I will be able to identify information that is asked on the United States citizenship test and construct an argument about the applications of the test. | <ul style="list-style-type: none"> Vocab: [Civic Engagement, Citizenship] Citizenship Test Essay: Should high school students be required to pass a citizenship test in order to graduate? Exit Ticket: How do you feel about your essay so far? Do you have any questions? | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |
| Wednesday 01/10/24 Unit 1 Day 3 | By the end of today's lesson, I will be able to compare key ideas from the Magna Carta and the English Bill of Rights and identify how they formed the American Founders' ideas about government by analyzing secondary sources on these documents. | <ul style="list-style-type: none"> Vocab [Liberty, Magna Carta, English Bill of Rights] Analyze Aristotle's The Politics Magna Carta and English Bill of Rights Videos with Notes Sheet for written comparison of the two documents Exit Ticket: What is the importance of the English Bill of Rights in American history? | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |



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| <p>Thursday 01/11/24</p> <p>Unit 1 Day 4</p> | <p>By the end of today's lesson, I will be able to describe the difference between natural rights philosophy and classical republicanism. I will also be able to connect these systems of thought to the American Founders by creating a comparison chart of Locke and Hobbes.</p> | <ul style="list-style-type: none"> • Vocab [Philosopher, Enlightenment, Republicanism, Democracy] • Enlightenment Thinkers Notes • Choose Your Fighter: Locke vs. Hobbes • Exit Ticket: How did Locke and Hobbes influence American government? | <p><i>Highlighted Skills Apply:</i></p> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| <p>Friday 01/12/24</p> <p>Unit 1 Day 5</p> | <p>By the end of today's lesson, I will be able to compare the three colonial regions and describe the early government of each region by analyzing colonial primary documents.</p> | <ul style="list-style-type: none"> • Vocab [Colonization, Puritan, Cash Crop, Election] • Colonial Beginnings: Colonial Regions Notes • Mayflower Compact and First Virginia Charter Comparison • Exit Ticket: Describe the main group of people who settled in each region: New England, Middle, and South. | <p><i>Highlighted Skills Apply:</i></p> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |



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Week 2: January 15 - 19

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 01/15/24 | No School Martin Luther King, Jr. Holiday | | |
| Tuesday 01/16/24 Unit 1 Day 6 | By the end of today's lesson, I will be able to describe republicanism and the emergence of self government in the colonies. | Self Gov -first virginia charter -virginia house of burgesses -mayflower compact -new england town hall meetings Vocab Quiz | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |
| Wednesday 01/17/24 Unit 2 Day 1 | By the end of today's class, I will be able to list the violations of the colonists' rights before the American Revolution by | <ul style="list-style-type: none"> Vocab: [Mercantilism, Grievance, Salutory Neglect, Proclamation] Political Cartoon Analysis Salutory Neglect and French & Indian War Notes Got Grievances? Reading | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |



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| | reading about grievances. | | |
| Thursday 01/18/24 Unit 2 Day 2 | By the end of the day, I will be able to compare the language and philosophies presented in the Declaration of Independence with likely source materials used by the writers. | <ul style="list-style-type: none"> • Vocab: [Declaration of Independence, John Locke, Legislature, Government] • Declaration of Independence Scavenger Hunt • John Locke - Second Treatise on Government • Exit Ticket: How did the ideas of John Locke influence the ideas in the Declaration of Independence? | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Friday 01/19/24 Unit 2 Day 3 | By the end of today's lesson, I will be able to analyze the Declaration of Independence by creating my own abridged version of the D.o.I and giving each part | <ul style="list-style-type: none"> • Vocab • In Your Own Words: Declaration of Independence • Exit Ticket | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |



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| | context in the time period. | | |
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Week 3: January 22 - 26

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 01/22/24 Unit 2 Day 4 | By the end of today's lesson, I will be able to evaluate the strengths and weaknesses of the Articles of Confederation through the analysis of primary sources. | <ul style="list-style-type: none"> • Vocab • Articles of Confederation Translation Activity <ul style="list-style-type: none"> ◦ A.o.C. Primary Source and Graphic Organizer • Shays Rebellion Close Read and Questions • Exit Ticket: What is Shays Rebellion and how does it show the weaknesses of the Articles of Confederation? | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Tuesday 01/23/24 Unit 2 Day 5 | By the end of today's lesson, I will be able to evaluate major issues debated at the Constitutional | <ul style="list-style-type: none"> • Vocab • Constitutional Convention Video • Constitutional Convention Notes • Constitutional Principles | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |



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| | Convention and the processes that went into creating the Constitution. | | |
| Wednesday 01/24/24 Unit 2 Day 6 | By the end of today's lesson, I will be able to discuss both arguments about the ratification of the Constitution and identify the need for the Bill of Rights by making a claim with evidence and reading primary sources. | <ul style="list-style-type: none"> • Vocab • Federalists/Anti-Federalists Notes | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Thursday 01/25/24 | By the end of today's lesson, I will be able to compile my knowledge about | <ul style="list-style-type: none"> • Bill of Rights Bracket • Review Day - Unit 1 and Unit 2 • Study Guide • Mind Map | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |



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| | philosophical influences, colonial America, and foundations of the US government by completing review materials. | <ul style="list-style-type: none">Exit Ticket: What else do you need to do before the test tomorrow? | |
| Friday 01/26/24 | By the end of today's lesson, I will be able to compile my knowledge about philosophical influences, colonial America, and foundations of the US government by completing the Units 1 and 2 Test | Learning Target: <ul style="list-style-type: none">Vocab: [no new vocab]TestExit Ticket: Test Reflection | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none">Thinking SkillsCommunication SkillsResearch SkillsSelf Management SkillsSocial Skills |



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Week 4: January 29 - February 2

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 01/29/24 | By the end of today's class, I will be able to identify the need for the Bill of Rights by reading primary sources. | <ul style="list-style-type: none"> • Bill of Rights In Your Own Words • Test Corrections • Exit Ticket: How does the Bill of Rights impact the ratification of the US Constitution? | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Tuesday 01/30/24 | By the end of today's class, I will be able to evaluate why the framers established a government that had shared powers by the Federal and State government by investigating the different powers of the 3 branches. | <ul style="list-style-type: none"> • Vocab: [Federalism, Necessary and Proper Clause, 10th Amendment, Concurrent Powers] • Federalism Notes • 3 Branches of Government Jigsaw • Exit Ticket: Which branch of government writes the laws for the United States? | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |



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| Wednesday 01/31/24 | By the end of today's class, I will be able to understand the Legislative Branch and its impact in the lives of Citizens by reading the Constitution and researching real-life applications. | <ul style="list-style-type: none"> • Vocab: [Bill, Law, Legislative Branch] • Legislative Branch • Article I Infographic • Who's Your Representative? • Exit Ticket: How does the legislative branch affect your everyday life? | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Thursday 02/01/24 | By the end of today's class, I will be able to evaluate the Legislative process through researching and proposing and passing a Bill in the Legislative Branch. | <ul style="list-style-type: none"> • Vocab: [Senate, House of Representatives, Legislation] • SC Legislation Analysis • Creating a Bill Activity • Exit Ticket: What are the steps to get a bill passed into a law? | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Friday | By the end of | <ul style="list-style-type: none"> • Vocab | Highlighted Skills Apply: |



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| 02/02/24 | today's class, I will be able to analyze a variety of Supreme Court cases and discuss their impact on the Government of the United States. | <ul style="list-style-type: none">• What is the purpose of the Supreme Court? Think Pair Share• Station Activity of Supreme Court Cases with Graphic Organizer• Supreme Court Newspaper Article | <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
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Week 5: February 5 - 9

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 02/05/24 | By the end of today's class, I will be able to understand the Judicial Branch and its impact in the lives of citizens by reading the Constitution and investigating its purpose. | <ul style="list-style-type: none"> • Vocab: [Judicial Branch, Supreme Court, Marshall Court, Judicial Review] • Judicial Branch Notes • Judicial Branch in a Flash • Exit Ticket: What is the purpose of the Supreme Court? | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Tuesday 02/06/24 | By the end of today's class, I will be able to describe the functions of the Supreme Court by analyzing a case and creating a newspaper article. | <ul style="list-style-type: none"> • Vocab • Supreme Court Case Newspaper Article • Marshall Court Cases • Exit Ticket: How does the Marbury v. Madison impact the Supreme Court's power? | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |



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| Wednesday 02/07/24 | By the end of today's class, I will be able to identify the powers of the Executive Branch of the US government by inquiring about what it can and cannot do. | <ul style="list-style-type: none"> • Vocab: [Executive Branch, President] • Executive Branch Notes • Article II Constitution Analysis • "Mr. President, Can you Do That?" • Exit Ticket: What are the main jobs of the President? | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Thursday 02/08/24 | By the end of today's class, I will be able to identify the powers of the Executive Branch of the US government by inquiring about what it can and cannot do. | <ul style="list-style-type: none"> • Vocab • Executive Branch Continued • Exit Ticket: Besides the President, who else is part of the Executive Branch? | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Friday 02/09/24 | By the end of today's class, I will be able to compile my Unit 3 | <ul style="list-style-type: none"> • Review • QUIZ • Remediation/Make-Up Work | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills |



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| | knowledge on the branches of government by taking a quiz. | | <ul style="list-style-type: none">• Social Skills |
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Week 6: February 12 - 16

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 02/12/24 | By the end of today's lesson, I will be able to draw conclusions regarding the role political parties play in our nation by analyzing Washington's Farewell Address and the modern functioning of government. | <ul style="list-style-type: none"> • Vocab [Entangling Alliances, Neutrality, Isolationism, Political Factions] • Washington's Farewell Address Reading • Political Parties and Party Systems <ul style="list-style-type: none"> ◦ Slides ◦ Notes • Create Your Own Political Party | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Tuesday 02/13/24 | By the end of today's lesson, I will be able to synthesize information about political parties by analyzing parties | <ul style="list-style-type: none"> • Vocab [Political Parties, Two Party System, Campaign] • The Formation of Political Parties- Gallery Walk • Students Create Political Cartoons | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |



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| | that existed in US History. | | |
| Wednesday 02/14/24 | By the end of today's lesson, I will be able to construct an argument that addresses the compelling question "Do any political parties represent me?" by using specific claims and relevant evidence from contemporary sources while acknowledging competing views. | <ul style="list-style-type: none"> • Vocab [Democrat, Republican, Foreign Policy, National Security] • Democrats vs. Republicans: What's the Difference? <ul style="list-style-type: none"> ◦ Reading ◦ Worksheet • Political Party Project | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Thursday 02/15/24 | By the end of today's lesson, I will be able to construct an argument that | <ul style="list-style-type: none"> • Vocab [Free Soil Party, Know Nothing Party, Whig Party, Populist Party, Progressive Party (Bull Moose), Tea Party] • Political Party Project | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |



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| | addresses the compelling question “Do any political parties represent me?” by using specific claims and relevant evidence from contemporary sources while acknowledging competing views. | | |
| Friday 02/16/24 | By the end of today’s lesson, I will be able to recall and analyze topics around branches of government and political parties by taking my Unit 3 & 4 Test. | <ul style="list-style-type: none">● Review● Units 3 & 4 TEST | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none">● Thinking Skills● Communication Skills● Research Skills● Self Management Skills● Social Skills |



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Week 7: February 19 - 23

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 02/19/24 | No School Presidents' Day Holiday | | |
| Tuesday 02/20/24 | By the end of today's lesson, I will be able to explain the impacts of Manifest Destiny by analyzing primary and secondary source documents. | <ul style="list-style-type: none"> • Vocab [Annexation, Manifest Destiny] • Westward Expansion <ul style="list-style-type: none"> ◦ Slides ◦ Map/Notes - students will have to draw in lines for territories on map • Monroe Doctrine Primary Source Analysis | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Wednesday 02/21/24 | By the end of today's lesson, I will be able to create an argument answering the question "Was Manifest Destiny | <ul style="list-style-type: none"> • Vocab [Indian Removal Act of 1830, Andrew Jackson] • Indian Removal DBQ <ul style="list-style-type: none"> ◦ Reading - for Classroom ◦ Questions • "Was Manifest Destiny the American Dream for All?" 1 Pager | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |



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| | the American Dream for All?" by analyzing secondary source documents. | | |
| Thursday 02/22/24 | By the end of today's lesson, I will be able to compare and contrast different regions of the United States in the lead up to the Civil War by analyzing economic, political, and social features of the North, South, and West. | <ul style="list-style-type: none"> • Vocab [Sectionalism, Antebellum, Abolition, Tariff] • Map of Indian Reservation Analysis • Sectionalism <ul style="list-style-type: none"> ◦ Slides ◦ Notes | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Friday 02/23/24 | By the end of today's lesson, I will be able to evaluate the impact that the | <ul style="list-style-type: none"> • Vocab [Dred Scott v. Sanford, Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act] • Dred Scott Court Case <ul style="list-style-type: none"> ◦ Reading | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |



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| | Dred Scott Decision had on the expansion of slavery by analyzing primary sources. | <ul style="list-style-type: none">○● Causes of the Civil War<ul style="list-style-type: none">○ Slides○ Notes | |
| | | | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none">● Thinking Skills● Communication Skills● Research Skills● Self Management Skills● Social Skills |



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Week 8: February 26 - March 1

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 02/26/24 | By the end of today's lesson, I will be able to document and identify the events that worsened tensions between the sections of the US that led to the Civil War by creating a comprehensive timeline and ranking the impact of the events. | <ul style="list-style-type: none">• Vocab [Popular Sovereignty, Abraham Lincoln, Stephen A. Douglas]• Road to the Civil War Timeline | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
| Tuesday 02/27/24 | By the end of today's lesson, I will be able to document and identify the events | <ul style="list-style-type: none">• Vocab [Popular Sovereignty, Abraham Lincoln, Stephen A. Douglas]• Road to the Civil War Timeline | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |



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| | that worsened tensions between the sections of the US that led to the Civil War by creating a comprehensive timeline and ranking the impact of the events. | | |
| Wednesday 02/28/24 | By the end of today's lesson, I will be able to document and identify the events that worsened tensions between the sections of the US that led to the Civil War by creating a comprehensive timeline and ranking the | <ul style="list-style-type: none">• Vocab [Popular Sovereignty, Abraham Lincoln, Stephen A. Douglas]• Road to the Civil War Timeline | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |




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| | impact of the events. | | |
| Thursday 02/29/24 | By the end of today's lesson, I will be able to analyze and consider both the North and the South's perspectives on slavery by interpreting primary sources. | 2nd block - Black History Month celebration in the auditorium <ul style="list-style-type: none"> • Vocab [no new vocab] • Perspectives on Slavery | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Friday 03/01/24 | By the end of today's lesson, I will be able to understand the impact that sectionalism had on the American Civil War by analyzing sources. | <ul style="list-style-type: none"> • Civil War Notes <ul style="list-style-type: none"> ◦ Slides ◦ Notes • Civil War Doodle Notes | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |



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Week 9: March 4 - 14

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 03/04/24 | By the end of today's lesson, I will be able to analyze the impact that specific battles had on the development of the American Civil War by conducting individual research. | <ul style="list-style-type: none"> • Vocab • Major Battles of the Civil War • Newspaper Article | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Tuesday 03/05/24 | By the end of today's lesson, I will be able to identify the impact of certain milestone moments of the Civil War by analyzing the | <ul style="list-style-type: none"> • Vocab • POPES using the Emancipation Proclamation political cartoon scanned by the Library of Congress, drawn by Thomas Nast  Transcript of Emancipation Procla... • Emancipation Proclamation Analysis | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |



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| | Emancipation Proclamation. | | |
| Wednesday 03/06/24 | By the end of today's lesson, I will be able to investigate the impact of the American Civil War on the US government and the rights of citizens by analyzing events during the Reconstruction Period. | <ul style="list-style-type: none"> ● Vocab [Emancipation Proclamation] ● End of the Civil War and Reconstruction <ul style="list-style-type: none"> ○ Slides ○ Notes ● Reconstruction Comparison ● The Reconstruction Amendments | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> ● Thinking Skills ● Communication Skills ● Research Skills ● Self Management Skills ● Social Skills |
| Thursday 03/07/24 | By the end of today's lesson, I will be able to investigate the impact of the American Civil War on the US government and | <ul style="list-style-type: none"> ● Vocab [13th Amendment, 14th Amendment, 15th Amendment] ● Binder Checks ● Reconstruction Stations <ul style="list-style-type: none"> ○ Questions | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> ● Thinking Skills ● Communication Skills ● Research Skills ● Self Management Skills ● Social Skills |



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| | the rights of citizens by analyzing events during the Reconstruction Period. | | |
| Friday 03/08/24 | By the end of today's lesson, I will be able to investigate the impact of the American Civil War on the US government and the rights of citizens by analyzing events during the Reconstruction Period. | <ul style="list-style-type: none"> • Vocab [no new vocab] • Reconstruction Inquiry | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Monday 03/11/24 | By the end of today's lesson, I will be able to investigate the | <ul style="list-style-type: none"> • Vocab [no new vocab] • Reconstruction Inquiry | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills |



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| | impact of the American Civil War on the US government and the rights of citizens by analyzing events during the Reconstruction Period. | | <ul style="list-style-type: none">• Social Skills |
| Tuesday 03/12/24 | By the end of today's lesson, I will be able to investigate the impact of the American Civil War on the US government and the rights of citizens by analyzing events during the Reconstruction Period. | <ul style="list-style-type: none">• Vocab [no new vocab]• Reconstruction Inquiry | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |



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| Wednesday 03/13/24 | By the end of today's lesson, I will be able to draw connections between pop culture and historical events by completing a Civil War Wrapped playlist. | <ul style="list-style-type: none"> • Vocab [no new vocab] • America: The Story of Us Episode 5 "The Civil War Rages" <ul style="list-style-type: none"> ◦ Video (45 min) ◦ Questions • Civil War Wrapped <ul style="list-style-type: none"> ◦ Students find songs that fit the vibe of Civil War events (ex: Surrender at Appomattox Courthouse = We Are the Champions by Queen; Lincoln Reelection = Without Me by Eminem "Guess who's back, back again") | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Thursday 03/14/24 | By the end of today's lesson, I will be able to use my study skills to complete my missing work. | Last day of 3rd quarter - Remediation | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Friday 03/15/24 | Student Holiday Teacher Workday / Exchange Day 2 Spring Break: March 18 - 22, 2024 | | |



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FOURTH QUARTER

Week 10: March 25 - 29

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 03/25/24 | By the end of today's lesson, I will be able to recall my prior knowledge on industrialization by completing a pre-test. | <ul style="list-style-type: none"> - Pre-test - Goal setting | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Tuesday 03/26/24 | By the end of today's lesson, I will be able to understand how industry impacted American society in multiple ways by analyzing the effects of the transcontinental railroad. | <ul style="list-style-type: none"> • Vocab: [Transcontinental, Industry, Modernization, Laissez-Faire] • Transcontinental Railroad Notes <ul style="list-style-type: none"> ◦ Slides ◦ Notes Sheet • Transcontinental Railroad Video • *Optional Extensions: Effects of Transcontinental Railroad AND Transcontinental Railroad Module | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |



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| Wednesday 03/27/24 | By the end of today's lesson, I will be able to understand how industry impacted American society in multiple ways by analyzing the effects of the transcontinental railroad. | Vocab: [Transcontinental, Industry, Modernization, Laissez-Faire] Transcontinental Railroad Notes Slides Notes Sheet Transcontinental Railroad Video *Optional Extensions: Effects of Transcontinental Railroad AND Transcontinental Railroad Module | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |
| Thursday 03/28/24 | By the end of today's lesson, I will be able to synthesize information to write about different perspectives on the Gilded Age and form an informed opinion with evidence. | Vocab: [Corporation, Gilded, Robber Baron, Captain of Industry] "How Corporations Influence Government" Article with Summary Question Gilded Age/Industrialization Notes Slides Notes Sheet - includes summary writing Exit Ticket: What is one issue that potentially needs solving from the Gilded Age? | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |
| Friday | No School: | | |



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| 03/29/24 | Holiday for Students and Teachers |
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Week 11: April 1 - 5

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 04/01/24 | By the end of today's lesson, I will be able to determine the necessity of big business by analyzing political cartoons and forming my own opinion. | Vocab [Nativism, Exclusion, Urbanization, Immigration] Perspectives on Industrialization Module | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
| Tuesday 04/02/24 | By the end of today's lesson, I will be able to determine the necessity of big business by analyzing political cartoons and forming my own opinion. | Vocab [Nativism, Exclusion, Urbanization, Immigration] Perspectives on Industrialization Module | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |



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| Wednesday 04/03/24 | By the end of today's lesson, I will be able to recognize patterns in immigration and interpret how that affects American society by analyzing maps and trends. | Urbanization and Immigration Notes Notes Sheet The Jungle Reading Analysis | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |
| Thursday 04/04/24 | By the end of today's lesson, I will be able to draw conclusions about the midwest in the industrial period by answering questions about Heartland. | - America the Story of US: Heartland | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |
| Friday 04/05/24 | | Extension day because of spirit week/buy-outs | <i>Highlighted Skills Apply:</i> <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills |



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Week 12: April 8 - 12

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 04/08/24 | By the end of today's lesson, I will be able to identify key elements/ideas/events from the Gilded Age and create a slide on each of them. | - Unit 6 Vocab Slides with Political Cartoon Analysis | Highlighted Skills Apply: <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |
| Tuesday 04/09/24 | By the end of today's lesson, I will be able to | <ul style="list-style-type: none"> Vocab [Mechanization, Bimetallism, Overabundance] Populism Notes <ul style="list-style-type: none"> Slides Notes Sheet - need to make Cross of Gold Reading Activity <ul style="list-style-type: none"> Excerpt Questions | Highlighted Skills Apply: <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |
| Wednesday 04/10/24 | By the end of today's lesson, I will be able to | <ul style="list-style-type: none"> Vocab [Reform, Muckraker, Settlement House, Vocational, Suffrage] Fight for Reform Notes | Highlighted Skills Apply: <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills |



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| | | | <ul style="list-style-type: none">• Social Skills |
| Thursday 04/11/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
| Friday 04/12/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |



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Week 13: April 15 - 19

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 04/15/24 | By the end of today's lesson, I will be able to analyze the successes of the Progressives and the Populists by analyzing the 16th, 17th, 18th, 19th Amendments and compare progressive reformers by creating a 1 pager on the Progressive Amendments and completing an informative slideshow on the reformers. | Progressivism Notes Progressive Reformers 16th, 17th, 18th, 19th amendments 1 pager | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
| Tuesday 04/16/24 | By the end of today's lesson, I will be able to synthesize what I | -Unit 6 Study Guide | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills |



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| | have learned over the course of the unit and complete my Unit 6 Study Guide. | | <ul style="list-style-type: none"> • Self Management Skills • Social Skills |
| Wednesday 04/17/24 | By the end of today's lesson, I will be able to apply what I have learned over the course of the unit through completing my Unit 6 Test. | Unit 6 Test | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Thursday 04/18/24 | By the end of today's lesson, I will complete all of my missing assignments and complete any incomplete work and turn it in before the end of the quarter. | Remediation Day | Highlighted Skills Apply: <ul style="list-style-type: none"> • Thinking Skills • Communication Skills • Research Skills • Self Management Skills • Social Skills |
| Friday 04/19/24 | No School: Holiday for Students and Teachers | | |



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Week 14: April 22 - 26

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 04/22/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
| Tuesday 04/23/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
| Wednesday 04/24/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
| Thursday 04/25/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |



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| Friday 04/26/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
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Week 15: April 29 - May 3

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 04/29/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
| Tuesday 04/30/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
| Wednesday 05/01/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
| Thursday 05/02/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |



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| Friday 05/03/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
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Week 16: May 6 - 10

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 05/06/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |
| Tuesday 05/07/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |
| Wednesday 05/08/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |
| Thursday 05/09/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |



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| Friday 05/10/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
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Week 17: May 13 - 17

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 5/13/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
| Tuesday 05/14/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
| Wednesday 05/15/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
| Thursday 05/16/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |



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| Friday 05/17/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none">• Thinking Skills• Communication Skills• Research Skills• Self Management Skills• Social Skills |
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Week 18: May 20 - 23

| Day/Date | Learning Target: | Agenda with Activating and Summarizing Strategies | IB Approaches to Learning Addressed in this Lesson: |
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| Monday 05/20/24 | | | Highlighted Skills Apply: <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |
| Tuesday 05/21/24 | | Half Day for Students | Highlighted Skills Apply: <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |
| Wednesday 05/22/24 | | Half Day for Students End 4th Quarter | Highlighted Skills Apply: <ul style="list-style-type: none"> Thinking Skills Communication Skills Research Skills Self Management Skills Social Skills |
| Thursday 05/23/24 | No School for Students Teacher Workday | | |