<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tr>
<td><strong>Unit 1 &amp; 2</strong></td>
<td><strong>Unit 3</strong></td>
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<tr>
<td>Analysis of Film Techniques, Concepts found in US History and Colonialism</td>
<td>Revolution and Constitution</td>
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<td></td>
<td>Early Republic, Expansion, and Reform</td>
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<td>Sectionalism, Civil War, and Reconstruction</td>
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<td>Expansion and Reform</td>
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<td>World War I and the 1920s</td>
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<td>Great Depression and World War II</td>
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<td>Cold War and Civil Rights</td>
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<td>Modern US History</td>
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<thead>
<tr>
<th>SSUSH 1 - 2</th>
<th>SSUSH 3-5</th>
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<tbody>
<tr>
<td>How the West Was Won (1962) G</td>
<td>The Buccaneer (1958) NR</td>
</tr>
<tr>
<td>An Occurrence at Owl Creek Bridge (1962) NR</td>
<td>Gettysburg (1993) PG (CPV)</td>
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<tr>
<td>The Alamo</td>
<td>High Noon (1952) PG</td>
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<td></td>
<td>Dances With Wolves (1990) PG-13 (CPV)</td>
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<td></td>
<td>The Gold Rush (1925) NR</td>
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<td>Wings (1929) NR</td>
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<td>A Night to Remember (1958) NR</td>
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<td>Modern Times (1936) NR</td>
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<td>Red Tails (2012) (CPV)</td>
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<td>Memphis Bell (1990) PG-13 (CPV)</td>
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<td>The Majestic (2001) PG (CPV)</td>
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<td>The Right Stuff (1983) (CPV)</td>
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<td>Focus: Crossing the Delaware</td>
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<tr>
<td>Powhatan London Company</td>
<td>War of 1812 Nationalism</td>
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<tr>
<td>John Smith Joint Stock Company</td>
<td>American Revolution</td>
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<td>John Rolfe Tobacco</td>
<td>Texas Revolution</td>
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<td>The Alamo</td>
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<td>Sam Houston</td>
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<th>Focus: Cold War</th>
<th>Focus: Herbert Hoover</th>
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<tr>
<td>Focus: War of 1812 Nationalism</td>
<td>Focus: USSR</td>
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<td>Focus: American Revolution</td>
<td>Focus: Movement</td>
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<td>Focus: Texas Revolution</td>
<td>Focus: Cuban Missile Crisis</td>
<td>Focus: Herbert Hoover</td>
<td>Focus: Integration</td>
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<td>Focus: The Alamo</td>
<td>Focus: World War</td>
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<td>Focus: Space Race</td>
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<td>Focus: Sam Houston</td>
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<td>Focus: Trail of Tears</td>
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<td>Focus: Hiroshima</td>
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**Additional Focuses:***

- **Focus:** Louisiana Purchase
- **Focus:** Secession
- **Focus:** American Revolution
- **Focus:** Reconstruction
- **Focus:** Slavery
- **Focus:** Imperialism
- **Focus:** Herbert Hoover
- **Focus:** Cold War
- **Focus:** USSR
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- **Focus:** Movement
- **Focus:** Cuban Missile Crisis
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<tbody>
<tr>
<td><strong>Analyze</strong> the different English colonial settlements of the New World-Southern, Mid-Atlantic, and New England</td>
<td><strong>Analyze</strong>: how Enlightenment philosophy impacted the language and scope of the Declaration of Independence</td>
<td><strong>Evaluate</strong> how the im</td>
<td><strong>Evaluate</strong> how railroad</td>
<td><strong>Explain</strong> how railroad</td>
<td><strong>Explain</strong> how the New Deal worked as a response to the Great Depression</td>
<td><strong>Analyze</strong> how the role of women change during the Progressive Movement?</td>
</tr>
<tr>
<td><strong>Compare and Contrast</strong> how they developed using location and place, relations with American Indians, and economic development as a guide</td>
<td><strong>Evaluate</strong> the role and scope of the new Federal government and how the Declaration of Independence was decided.</td>
<td><strong>Evaluate</strong> the reasons for the Missouri Compromise.</td>
<td><strong>Explain</strong> how railroads impacted industry.</td>
<td><strong>Why</strong> was the Battle of Midway considered the turning point of war for the Allied Powers?</td>
<td><strong>Why</strong> did the Cub</td>
<td><strong>What factors contribute to the post-World War II economic boom?</strong></td>
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<td><strong>Evaluate</strong> the impact of mercantilism</td>
<td><strong>Explain</strong> the differing political factions that evolved after the construction of the U.S. Constitution</td>
<td><strong>Explain</strong> the impact of the Missouri Compromise and the Compromise Line in relation to sectionalism.</td>
<td><strong>Explain</strong> how railroads impacted the development of the West.</td>
<td><strong>Why</strong> was the assassination of Archduke Franz Ferdinand such a pivotal event in causing Europe to move towards war?</td>
<td><strong>How</strong> did the Cuban missile crisis led to the failed invasion of the Bay of pigs?</td>
<td><strong>How</strong> did WWII affect the role of women change during WWII?</td>
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<td><strong>Analyze</strong> John Adams’ response to the French during the Quasi War.</td>
<td><strong>How</strong> did the construction/completion of the transcontinental railroad affect settlement patterns in the West?</td>
<td><strong>Explain</strong> how technological innovations impacted America following Reconstruction.</td>
<td><strong>How</strong> did the development of the A-Bomb affect how war was fought?</td>
<td><strong>How</strong> did the Tet offensive increase anti-war sentiments for the U.S. citizens?</td>
<td><strong>How</strong> did the Cold war affect society, religion and politics in the United States?</td>
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<td><strong>Explain</strong> how Adams’ sedition act impacted the election of 1800.</td>
<td><strong>Analyze</strong> the decision of the Supreme Court in the case of Scott v. Sanford (Dred Scott) in relation to sectionalism and the abolitionist movement.</td>
<td><strong>Why</strong> was the Great Migration of African-Americans, Hispanics, and working class families to the north and west able to shape American Culture?</td>
<td><strong>How</strong> did the attack on Pearl Harbor push the United States to enter into the war?</td>
<td><strong>How</strong> did the 20th and 21st centuries?</td>
<td><strong>Analyze</strong> the role of the Cold War and American exploration and innovation.</td>
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<td><strong>Explain</strong> how the purchase of Louisiana demonstrated an expansion of presidential power under Jefferson and demonstrated a “Federalist”</td>
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<td>m on the motivations for settlement</td>
<td>attitude.</td>
<td>Explain how the Kansas-Nebraska Act led to Bleeding Kansas.</td>
<td>United States enter World War I after declaring neutrality.</td>
<td>How did the United States enter World War I after declaring neutrality? What were the consequences?</td>
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<tr>
<td>Analyze the War of 1812 and its impact on the economy, society, and infrastructure of the U.S.</td>
<td>Evaluate the outcome of the Election of 1860 in relation to sectionalism.</td>
<td>How did stock market speculation and bank speculation lead to the stock market crash of 1929?</td>
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<tr>
<td>Evaluate the effectiveness of the Monroe Doctrine in establishing an American presence in Latin America.</td>
<td>Examine the cause and effect of the Indian Removal Act during the Age of Jackson.</td>
<td>How did over-farming and climate change lead to the Dust Bowl?</td>
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Resources: [www.georgiastandards.org](http://www.georgiastandards.org) / “CPV” – Available in ClearPlay Version

selected primary source readings at teacher’s discretion.

Connecting Themes/Enduring Understandings Used in US History

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.
Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Location: The student will understand that location affects a society’s economy, culture, and development.

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.