

Quarter 1

Week # (Approximate)	Unit/Topic- Approximate time to teach	Vocab/Critical Concepts	NE State Standard and Examples (Not inclusive)	Materials/ Resources	Assignments/ Projects/ Assessments
(1,2)	Student iPad review, bootcamp, procedures, orientation				
(3-7)	European Exploration & Settlement of the Americas	Colony; Columbian Exchange; First English Colonies	8.1.1a Monarchy, confederacy 8.2.4c Medium of exchange among Native tribes 8.2.5a Conversion of products & currency between French & Indians 8.3.2a Climate, landforms, religious groups, ethnic groups 8.3.2b Impact of settlements, location of settlements, transportation 8.3.2c Human development of major world regions, international relations 8.3.3b Utilize and adapt to physical environment 8.4.1a Impact of people, events, idea, Columbian Exchange, colonization, Native American response 8.4.2a Compare and interpret evidence from multiple perspectives 8.4.2b Evaluate relevancy, accuracy, and completeness of primary/secondary sources to better understand multiple perspectives of the same event: slavery 8.4.3a Identify how differing experineces can lead to the development of perspectives. --Compare accounts of Indian People and American settlers regarding exspansion of U.S.	TCI	Lesson 1-4 test
4	MAPS testing				
4	Sept. 11 Unit		8.1.2b Patriot Day		
4	Constitution Day		8.1.2b Constitution Day		
5	NSCAS testing				
(5-8)	English Colonies in America & Life in the Colonies	New England colonies; Middle Colonies; Southern Colonies; Great Awakening	8.1.1d Taxation 8.4.1a Impact of people, events, ideas, colonial America, Great Awakening 8.4.2a Compare and interpret evidence from multiple perspectives 8.4.3a Identify how differing expeirences cn lead to the development of perspectives 8.4.5a Identify areas of inquiry by using student-generated questions about multiple historical sources	TCI	Colonial Poster

Quarter 2

Week # (Approximate)	Unit/Topic- Approximate time to teach	Vocab/Critical Concepts	State Standards and Examples (Not inclusive) / ACT Standards	Materials/ Resources	Assignments/ Projects/ Assessments
12	Election Day		8.1.2a		
12	Veteran's Day		8.1.2b Veteran's Day		
15	Thanksgiving Break				
8-12	Road to Revolution	Boycott; Tyranny; British Actions on the American Colonies; Battle of Lexington and Concord	8.1.1d Taxation 8.2.5b Sugar Act, Stamp Act, Townshend 8.1.1c Declaration of Independence 8.4.1b Impact of historical events on documents 8.4.5a Identify areas of inquiry by using student-generated questions about multiple historical sources 8.4.5b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources	TCI	Road to Revolution flip-chart; Lesson 5 test
13-18	American Revolution	Declaration of Independence; American Revolution; <i>Common Sense</i> ; Battle of Yorktown; Treaty of Paris of 1783	8.4.1a Impact of people, events, ideas, Ben Franklin, George Washington, Thomas Jefferson, establishing a nation 8.4.2a Compare and interpret evident from multiple perspectives	TCI	<i>Common Sense</i> activity; Declaration of Independence activity; Treaty of Paris activity; Chapter 6-7 test
	Career Unit 1 with LMS Counselor				

Quarter 3

Week # (Approximate)	Unit/Topic- Approximate time to teach	Vocab/Critical Concepts	State Standards and Examples (Not Inclusive) / ACT Standards	Materials/ Resources	Assignments/ Projects/ Assessments
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21-26	Constitution, Bill of Rights, Amendments	<p>Constitutional Convention Article of Confederation; Northwest Territory; Northwest Ordinance; Constitutional Convention; Enlightenment; republic; constitution; Great Compromise; Three-Fifths Compromise; electoral college, ratify, The Federalist Papers</p> <p>Constitution checks and balance; Executive Branch (President); federalism; interest group; interstate commerce; Judicial Branch (Supreme Court); Judicial Review; Legislative Branch (Congress); majority rule; Popular Sovereignty; separation of powers</p> <p>Bill of Rights Bill of Rights; defendant; double jeopardy; due process; self-incrimination; warrant</p>	8.1.1c Constitution, Preamble, Bill of Rights 8.1.1d Census 8.1.1e Democracy, popular sovereignty, individual rights, freedom 8.1.1f Federalist, Anti-Federalist 8.1.2a Elections, voting, contacting government officials 8.1.2c Volunteers 8.1.2d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States 8.1.2e Compare and Contrast the roles and influences of individuals, groups, and the media on American government 8.2.4b Branches of government, national budget, separation of power 8.4.1b Impact of historical events on documents, founders 8.4.2b Evaluate relevancy, accuracy, and completeness of primary/secondary sources to better understand multiple perspectives of the same event: Bill of Rights 8.4.4a Compare and contrast primary and secondary sources of history 8.4.4b Evaluate the relationships among historical events in the United States and relevant issues. 8.4.5a Identify areas of inquiry by using student-generated questions about multiple historical sources 8.4.5b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources 8.4.5c Gather, analyze, and communicate historical information about United States history from multiple sources	TCI; <i>Understanding the U.S. Constitution</i> by Mark Twain Media	Lesson 8-9 test; Lesson 10 test; Three branches poster; Bill of Rights project
	SLC prep				
27	PT Confs, Winter Break				

27-29	first 7 Presidents-key events, patriotism		8.1.2b Patriotic symbols, monuments 8.2.4a Hamilton, Banking system 8.2.4c Describe the progression of money and its role in early United States history 8.1.1b Indian Removal Act 8.1.1d War of 1812, Trail of Tears, Louisiana Purchase 8.1.2d Slave Rebellion, civil disobedience 8.1.4a Impact of people, events, ideas, Indian Removal Act 8.4.1b Impact of historical events, symbols, national symbols 8.4.3b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently-Compare how differing groups responded to Indian Removal Act and Mexican-American War 8.4.5c Gather, analyze, and communicate historical information about United States history from multiple sources	TCI	
30	Manifest Destiny (cont. in Quarter 4)		8.1.2d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States 8.1.2e Compare and Contrast the roles and influences of individuals, groups, and the media on American government 8.4.1a Impact of people, events, ideas, Manifest Destiny 8.4.3a Identify how differing experiences can lead to the development of perspectives 8.4.3b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently-Compare how differing groups responded to Indian Removal Act and Mexican-American War 8.4.4b Evaluate the relationships among historical events in the United States and relevant contemporary issues 8.4.5a Identify areas of inquiry by using student-generated questions about multiple historical sources 8.4.5c Gather, analyze, and communicate historical information about United States history from multiple sources	TCI	
	High School Counselor Registration Day				

Quarter 4

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	Day trip to Mid-Plains-N. Platte, UNK Girls Conf.				
	MAPS Testing				
	NCAS				
	Easter Break				
	Transition Day				
31-32	Manifest Destiny		<p>8.1.2d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States</p> <p>8.1.2e Compare and Contrast the roles and influences of individuals, groups, and the media on American government</p> <p>8.4.1a Impact of peopoe, events, ideas, Manifest Destiny</p> <p>8.4.3a Identify how differeing experiences can lead to the development of perspectives</p> <p>8.4.3b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently-Compare how differing groups responded to Indian Removal Act and Mexican-American War</p> <p>8.4.4b Evaluate the relationships among historical events in the United States and relevant contemporary issues</p> <p>8.4.5a Identify areas of inquiry by using student-generated questions about multiple historical sources</p> <p>8.4.5c Gather, analyze, and communicate historical information about United States history from multiple sources</p>	TCI	
33	Citizenship		8.1.2c Citizenship Test		

	Civil War		8.1.1d 8.1.2d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States 8.4.1 Analyze patterns of continuity and change over time in the United States history 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. 8.4.2a 8.4.2b 8.4.3 8.4.3a Identify how differing experiences can lead to the development of perspectives 8.4.4 Evaluate and interpret sources for perspective and historical context 8.4.5 Apply the inquiry process to construct and answer historical questions	TCI	
	Economics		8.2.2a Budget, credit, savings, fraud, risk management 8.2.2b Goods, services, charity 8.2.5a Currency conversion, exchange rate		
	Career Unit 2 with LMS Counselor				
Other--->	History Night- every 3 yrs Election-every 4 yrs				