

## Unit 2: Revolution and the New Nation

Monday	Tuesday	Wednesday	Thursday	Friday
	<b>22</b> <b>Unit 1 Test</b>	<b>23</b> <b>Test Reflection Project Explanation</b>	<b>24</b>	<b>25</b> <i>Current Event Presentations Atlas Review-<u>Need Technology</u></i>
	HW#9 French & Indian pgs. 85-89 a-c	HW#10 Stirrings of pgs. 96-102 a-e	HW#11 Ideas Help pgs. 103-108 a-e	
<b>28</b>  CW#7 Unscramble American Rev  <i>Need Technology</i>  HW#12--Struggling pgs. 113-117 a-e	<b>29</b>    HW#13--Winning pgs. 118-123 a-e	<b>30</b>  CW#8 Headline News   HW#14—Experime pgs. 132-137 a-e	<b>31</b>    <b>Quiz</b>   HW#15—Drafting pgs. 140-144 a-c	<b>01</b> <i>Current Event Presentations Atlas Review-<u>Need Technology</u></i>  <b>Socratic Seminar Ticket</b>  HW: Complete Socratic Seminar Ticket
<b>04</b>  <i>No School</i>	<b>05</b>  CW#9 AOC  <i>Last Day to Choose Your Person</i>  HW#16—Ratifying pgs. 145-149 a-b	<b>06</b>  CW#10 Committee of Correspondence <i>Need Technology</i>	<b>07</b>    <b>Socratic Seminar</b>   <a href="#">HW#17—US Const. Scavenger Hunt</a>	<b>08</b> <i>Current Event Presentations Atlas Review-<u>Need Technology</u></i>
<b>11</b>	<b>12</b>  CW#11 Which Amendments?	<b>13</b>    <b>Test Review</b>  HW: Study and Work on Project	<b>14</b>    <b>Unit 2 Test HW is Due 😊</b>	<b>15</b> <i>Current Event Presentations Atlas Review-<u>Need Technology</u></i>  HW—Complete Project—Due Monday 9/18
<b>18</b>  <b>Projects are Due 😊</b>	<b>19</b>		<a href="#">SS Ticket 1</a> <a href="#">Unit 2 Study Guide A</a> <a href="#">Unit 2 Study Guide B</a> <a href="#">Body Project Rubric</a>	

Standards are listed on Back

### Standards for GA's End of the Course Test

**SSUSH3: The student will explain the primary causes of the American Revolution.**

- a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
- b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.
- c. Explain the importance of Thomas Paine's Common Sense to the movement for independence.

**SSUSH4: The student will identify the ideological, military, and diplomatic aspects of the American Revolution.**

- a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson.
- b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.
- c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.
- d. Explain the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.

**SSUSH5: The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.**

- a. Explain how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.
- b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in The Federalist concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.
- c. Explain the key features of the Constitution, specifically the Great Compromise, separation of powers (influence of Montesquieu), limited government, and the issue of slavery.
- d. Analyze how the Bill of Rights serves as a protector of individual and states' rights.
- e. Explain the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton)