

9th Grade: *Course Title:* United States History II

Duration: Full year

Big Ideas/Enduring Understandings

- Five ideals shaped United States History: liberty, rights, opportunity, equality, democracy.
- Different social groups experienced United States history differently.
- The growth of U.S. economic and military power led to an increased, and ultimately dominant, global role for the United States.
- The free enterprise system was central to United States' economic development.

Essential Questions

- **To what extent has United States lived up to its founding ideals of liberty, rights, opportunity, equality, democracy?**
- To what extent has United States history impacted social groups differently?
- How did United States domestic policy and foreign interaction lead to it becoming a world power?
- How did the free enterprise system impact the United States?

9th Grade:

Course Title: United States History II

Duration: 3 weeks

Unit 1: Introduction and Geography

Big Ideas/Enduring Understandings

- Five ideals shaped United States History: liberty, rights, opportunity, equality, democracy.
- Different social groups experienced United States history differently.
- The growth of U.S. economic and military power led to an increased, and ultimately dominant, global role for the United States.
- The free enterprise system was central to United States' economic development.
- The history of the United States has been shaped by its founding ideals and its changing geography.

Essential Questions

- What is the purpose to studying history?
- Why are the five founding ideals important to the citizens of the United States?
- How has geography influenced the development of the United States?

PA Academic Standards	PA Social Studies Standards	Content	Skills/Competency	Assessment
CC.8.5.9-10.A. CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.E. CC.8.5.9-10.F. CC.8.5.9-10.G. CC.8.5.9-10.H. CC.8.5.9-10.I. CC.8.6.9-10.A. CC.8.6.9-10.C. CC.8.6.9-10.D. CC.8.6.9-10.F. CC.8.6.9-10.H. CC.8.6.9-10.I.	8.1.9.b Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12. b Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.12.c Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions	1. Key Terms: <ul style="list-style-type: none">• Artifact• Historical interpretation• Primary source• Secondary source• Liberty• Equality• Rights• Opportunity• Democracy• Regions• Natural resources 2. History links ideas of both past and present.	<ul style="list-style-type: none">• Essay Graphic Organizer<ul style="list-style-type: none">○ Compose thesis○ Support thesis with historic details○ Basic summary• Interpret various types of maps (political, economic, regional, physical)• Interpret various forms of historical documents (primary source, secondary source, bias, point of view)• Distinguish between fact and opinion, cause and effect	<ul style="list-style-type: none">• Test• Quizzes Teacher Generated Chapter tests and quizzes which may include: <ul style="list-style-type: none">• Definitions• Multiple choice• Short answer• DBQ• Open-ended questions• Map identification• Map<ul style="list-style-type: none">○ Identification○ interpretation• Interpreting historical documents

	<p>drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>5.1.9.c Analyze the principles and ideals that shape United States government Liberty/Freedom, Justice, Democracy, Equality</p> <p>8.1.9.c Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)</p> <p>5.1.12.c Evaluate the application of the principles and ideals in contemporary civic life. Liberty / Freedom, Democracy, Justice, Equality</p>	<p>3. Historians use a number of methods and tools to study the past (i.e. primary sources, secondary sources, evidence, point of view, artifacts, historical interpretation, bias)</p> <p>4. Explain the founding ideals of liberty, rights, opportunity, equality, democracy.</p> <p>5. Geography has influenced the development of the United States (i.e. physical features, natural resources, regions, population, economic activity, world continents)</p>		
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*Unit 2: Civil War and Reconstruction***Big Ideas/Enduring Understandings**

- Five ideals shaped United States History: liberty, rights, opportunity, equality, democracy.
- Different social groups experienced United States history differently.
- The growth of U.S. economic and military power led to an increased, and ultimately dominant, global role for the United States.
- The free enterprise system was central to United States' economic development.
- The Civil War and Reconstruction challenged America's commitment to our founding ideals.

Essential Questions

- Was the Civil War inevitable?
- How did the Civil War affect different groups of Americans?
- How was the nation's commitment to its founding ideals tested during Reconstruction?

PA Academic Standards	PA Social Studies Standards	Content	Skills/Competency	Assessment
CC.8.5.9-10.A. CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.E. CC.8.5.9-10.F. CC.8.5.9-10.G. CC.8.5.9-10.H. CC.8.5.9-10.I. CC.8.6.9-10.A. CC.8.6.9-10.C. CC.8.6.9-10.D. CC.8.6.9-10.F. CC.8.6.9-10.H. CC.8.6.9-10.I.	8.3.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.9.C Analyze how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	1. Key Terms: <ul style="list-style-type: none"> • Confederacy • Union • Popular Sovereignty • Emancipation • Reconstruction • Secession • Abolition • Civil Rights • Segregation • Black Codes • Jim Crow Laws 	<ul style="list-style-type: none"> • Note-taking strategies • Organize events of the Civil War in chronological order • Analyze the cause and effect of events surrounding the Civil War • Analyze the causes and effects of conflict and cooperation • Analysis of Primary Source Documents pertaining to the Civil War • Use graphic organizers to compare and contrast the North and the South before, during and after the Civil War • Analyze political cartoons to evaluate the political climate of the United States before, during and after the Civil War 	<ul style="list-style-type: none"> • Test • Quizzes Teacher Generated Chapter tests and quizzes which may include: <ul style="list-style-type: none"> • Definitions • Multiple choice • Short answer • DBQ • Open-ended questions • Map identification <ul style="list-style-type: none"> • Map <ul style="list-style-type: none"> ○ Identification ○ interpretation • Interpreting historical documents

	<p>8.3.9.d Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. Ethnicity and race Working conditions Immigration Military conflict Economic stability</p> <p>8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.</p> <p>8.1.9.A Compare patterns of continuity and change over time, applying context of events.</p>	<p>2. The major events leading to the outbreak of the U.S. Civil War were: Missouri Compromise, Compromise of 1850, Fugitive Slave Law, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott Decision, John Brown's Raid, Election of 1860, formation of the Republican Party</p> <p>3. Key causes of the U.S. Civil War were: slavery, sectionalism, economic differences</p> <p>4. Identify the strengths and weakness of the North and South at the outbreak of the war</p> <p>5. Key battles and strategies influenced the course of the U.S. Civil War (i.e. military draft, Fort Sumter, Bull Run, Anaconda Plan, Antietam, Vicksburg, Gettysburg, Sherman's March to the Sea, total war)</p> <p>6. Analyze the political, social and economic impact of the Civil War on the United States and its people (i.e. role of women, freedman, racism, 54th Massachusetts, discrimination, increase in industrial output, expansion of federal power, tenant and sharecropping systems)</p>	<ul style="list-style-type: none"> • Compare and contrast the various plans for reconstructing the United States following the Civil War • Edit current topical writing • Formulate a body paragraph including: <ul style="list-style-type: none"> ○ Topic Sentence ○ Supporting Details ○ Conclusion/Transition 	<p>Transfer Tasks: - Civil War Letter</p>
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		<p>7. Compare and contrast the various plans for politically reconstructing the United States after the Civil War (i.e. - 13th Amendment, 14th Amendment, 15th Amendment, Freedmen's Bureau, Radical Republicans, Impeachment)</p> <p>8. Examine the social and economic impact of Reconstruction on African Americans, whites, and women in both the North and South (i.e. - Black codes, Ku Klux Klan, Jim Crow Laws, Plessy v. Ferguson)</p>		
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*Unit 3: Industrialization/Immigration***Big Ideas/Enduring Understandings**

- Five ideals shaped United States History: liberty, rights, opportunity, equality, democracy.
- Different social groups experienced United States history differently.
- The growth of U.S. economic and military power led to an increased, and ultimately dominant, global role for the United States.
- The free enterprise system was central to United States' economic development.
- The American Industrial Revolution caused radical changes in the political, economic, and social life of the United States.

Essential Questions

- Was the rise of industry good for the United States and workers in particular?
- Why did immigration from Europe and Asia increase greatly after the Industrial Revolution?
- What was it like to be a new immigrant to the United States around the turn of the century?

PA Academic Standards	PA Social Studies Standards	Content	Skills/Competency	Assessment
CC.8.5.9-10.A. CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.E. CC.8.5.9-10.F. CC.8.5.9-10.G. CC.8.5.9-10.H. CC.8.5.9-10.I. CC.8.6.9-10.A. CC.8.6.9-10.C. CC.8.6.9-10.D. CC.8.6.9-10.F. CC.8.6.9-10.H. CC.8.6.9-10.I.	8.1.9.B Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.3.9.C Analyze how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	1. Key Terms: <ul style="list-style-type: none"> • Industrialization • Laissez-faire • Capitalism • Push factors • Pull factors • Working class • Child Labor • Immigrant • Nativism • Tenements 2. New technologies and ideas spurred the growth of the U.S. industrial economy (i.e. – Bessemer Process, assembly line, telephone, telegraph, electricity)	<ul style="list-style-type: none"> • Use graphs and charts to analyze new technology • Analyze the causes and effects of industrialization. • Identify the contributions of groups and individuals to historic events • Compare and contrast the impact of new technology on government, owners, and workers • Examine the rise of labor unions in the United States • Identify and explain the push/pull factors that contributed to increased immigration • Use graphic organizers to compare and contrast the different experiences of immigrants to the United States 	<ul style="list-style-type: none"> • Test • Quizzes Teacher Generated Chapter tests and quizzes which may include: <ul style="list-style-type: none"> • Definitions • Multiple choice • Short answer • DBQ • Open-ended questions • Interpreting historical documents

	<p>8.3.9.d Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. Ethnicity and race Working conditions Immigration Military conflict Economic stability</p> <p>8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.</p> <p>7.4.9.b Compare and contrast the effect of people on the physical region across regions of the United States</p>	<p>3. Land, labor and capital are 3 factors of production necessary for industrialization.</p> <p>4. Rise of Industry and the development of laissez-faire capitalism, based on the beliefs of Social Darwinism, in the United States set the stage for the formation of trusts, monopolies, corporations, captains of industry/robber barons, Sherman Anti-Trust Act.</p> <p>5. As a reaction to poor conditions associated with factory work, the U. S. experienced a growth of labor unions and various radical movements which experienced various degrees of success in achieving their goals (i.e. – AFL, socialism, collective bargaining, IWW, strikes, anarchists, worker’s compensation)</p> <p>6. The growth of industry led to hardships among the working class as the U.S. shifted from an agricultural to industrial society (i.e. – urbanization, child labor, poor working conditions, pollution, sweat shops, tenement housing, division of labor, unsanitary living conditions)</p>	<ul style="list-style-type: none"> • Analyze primary sources to evaluate the contributions and experiences of industrialists, workers, and immigrants • Edit current topical writing • Formulate a body paragraph including: <ul style="list-style-type: none"> ○ Topic Sentence ○ Supporting Details ○ Conclusion/Transition 	
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		7. Between 1880-1910 the U.S. experienced the greatest influx of immigrants who were met with varying levels of acceptance (i.e. – push/pull factors, nativism, Ellis and Angel Islands, deportation, Americanization, Chinese Exclusion Act, ethnic enclaves {neighborhoods})		
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*Unit 4: Progressivism***Big Ideas/Enduring Understandings**

- Five ideals shaped United States History: liberty, rights, opportunity, equality, democracy.
- Different social groups experienced United States history differently.
- The growth of U.S. economic and military power led to an increased, and ultimately dominant, global role for the United States.
- The free enterprise system was central to United States' economic development.
- The Progressive Movement attempts to address the political, economic, and social problems created by the Industrial Revolution.

Essential Questions

- How did the social, economic, political, and environmental problems of the early 20th century affect various groups of Americans?
- How did the progressives address the problems of society and promote their goals for the future?
- How did the Progressive Presidents and the US government respond to the problems created by the Industrial Revolution?

PA Academic Standards	PA Social Studies Standards	Content	Skills/Competency	Assessment
CC.8.5.9-10.A. CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.E. CC.8.5.9-10.F. CC.8.5.9-10.G. CC.8.5.9-10.H. CC.8.5.9-10.I. CC.8.6.9-10.A. CC.8.6.9-10.B. CC.8.6.9-10.C. CC.8.6.9-10.D. CC.8.6.9-10.F. CC.8.6.9-10.G. CC.8.6.9-10.H. CC.8.6.9-10.I.	8.1.9.B Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.3.9.C Analyze how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	1. Key Terms: <ul style="list-style-type: none"> • Muckraker • Infrastructure • Urbanization • Progressives • Suffrage • Labor union • Temperance • Political machine • Recall • Referendum • Initiative • Prohibition 	<ul style="list-style-type: none"> • Investigate working and living conditions during the progressive era and their impact on society (growth of cities, tenement houses, child labor, pollution) • Analyze and evaluate information from documents and photographs • Analyze the social, economic, and political impact of the progressive era. • Evaluate the impact of major events and policies of the progressive era • Determine the role of the progressive presidents during the progressive era • Explain the role of the political machine on industrialized America 	<ul style="list-style-type: none"> • Test • Quizzes Teacher Generated Chapter tests and quizzes which may include: <ul style="list-style-type: none"> • Definitions • Multiple choice • Short answer • DBQ • Open-ended questions • Map identification • Interpreting historical documents

	<p>8.3.9.d Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. Ethnicity and race Working conditions Immigration Military conflict Economic stability</p> <p>8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.</p> <p>7.4.9.b Compare and contrast the effect of people on the physical region across regions of the United States</p>	<p>2. The growth of industry led to hardships among the working class (i.e. – poor living conditions, child labor, poor working conditions, pollution, sweat shops, tenement housing, political corruption, political machines, patronage, unsafe food and drugs, discrimination, alcoholism)</p> <p>3. As a reaction to the negative effects of industrialization, diverse groups collectively called the progressives sought to improve the economic, political, environmental and social lives of Americans (i.e. – Muckrakers, civil service, reform, food and drug safety, conservation, temperance movement, referendum, recall, initiative, Square Deal, New Freedoms, NAACP, NAWSA, 17th, 18th, 19th Amendments)</p> <p>4. The United States government led by three Progressive Presidents, attempted to address the problems of poor working and living conditions, pollution, political corruption, and social tension.</p>	<ul style="list-style-type: none"> • Evaluate the political, social, and economic reforms of the progressives • Edit current topical writing • Formulate a body paragraph including: <ul style="list-style-type: none"> ○ Topic Sentence ○ Supporting Details ○ Conclusion/Transition 	
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*Unit 5: Imperialism and Foreign Policy***Big Ideas/Enduring Understandings**

- Five ideals shaped United States History: liberty, rights, opportunity, equality, democracy.
- Different social groups experienced United States history differently.
- The growth of U.S. economic and military power led to an increased, and ultimately dominant, global role for the United States.
- The free enterprise system was central to United States' economic development.
- The United States used its new found industrial and economic strength to emerge as a world power.

Essential Questions

- What caused the United States' foreign policy to evolve from one of isolation to one of engagement?
- Were the foreign interventions of the United States motivated by self-interest or idealism?

PA Academic Standards	PA Social Studies Standards	Content	Skills/Competency	Assessment
CC.8.5.9-10.A. CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.E. CC.8.5.9-10.F. CC.8.5.9-10.G. CC.8.5.9-10.H. CC.8.5.9-10.I. CC.8.6.9-10.A. CC.8.6.9-10.C. CC.8.6.9-10.D. CC.8.6.9-10.F. CC.8.6.9-10.H. CC.8.6.9-10.I.	8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	Key Vocabulary: <ul style="list-style-type: none"> • Imperialism • Foreign policy • Mass media • Yellow journalism • Neutrality • Diplomacy • Annexation • National interests • Self-determination 2. The four factors that fueled American imperialism were: global competition, desire for military strength, thirst for new markets, and a belief in cultural superiority.	<ul style="list-style-type: none"> • Analyze the evolution of the foreign policy of the United States during the 19th century. • Synthesize key content and primary sources to evaluate differing viewpoints of American expansion overseas in the late 19th and early 20th centuries. • Analyze the role of media in determining public policy and opinion. • Analyze how the Spanish-American War influenced views on American foreign policy. • Compare and contrast numerous US interventions overseas • Analyze the impact of US foreign policy on the founding ideals of the nation 	<ul style="list-style-type: none"> • Test • Quizzes Teacher Generated Chapter tests and quizzes which may include: <ul style="list-style-type: none"> • Definitions • Multiple choice • Short answer • DBQ • Open-ended questions • Map identification • Interpreting historical documents

	<p>8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability</p>	<p>3. The causes of the Spanish-American War were: yellow journalism, sinking of the USS Maine, Spanish atrocities in Cuba, and the de Lome Letter</p> <p>4. As a result of the gains made in the Spanish-American War, the United States became an imperial power moving away from a previous policy of isolationism (i.e. - Puerto Rico, Guam, Filipino-American War, Cuba)</p> <p>5. The policy of imperialism led to US intervention in many areas around the globe i.e. (Hawaii-annexation, China, Panama-Canal, Mexico-Regime Change, Cuba-Platt and Teller Amendments)</p>	<ul style="list-style-type: none"> • Edit current topical writing • Formulate a body paragraph including: <ul style="list-style-type: none"> ○ Topic Sentence ○ Supporting Details ○ Conclusion/Transition 	
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*Unit 6: World War I***Big Ideas/Enduring Understandings**

- Five ideals shaped United States History: liberty, rights, opportunity, equality, democracy.
- Different social groups experienced United States history differently.
- The growth of U.S. economic and military power led to an increased, and ultimately dominant, global role for the United States.
- The free enterprise system was central to United States' economic development.
- Foreign and domestic pressures led to U.S. involvement in WWI causing major economic, political and social shifts in America.

Essential Questions

- Was it in the best interest of the United States to remain neutral at the outbreak of World War I?
- How did World War I affect various groups of Americans?
- Should the United States have ratified the Treaty of Versailles?

PA Academic Standards	PA Social Studies Standards	Content	Skills/Competency	Assessment
CC.8.5.9-10.A. CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.E. CC.8.5.9-10.F. CC.8.5.9-10.G. CC.8.5.9-10.H. CC.8.5.9-10.I. CC.8.6.9-10.A. CC.8.6.9-10.C. CC.8.6.9-10.D. CC.8.6.9-10.F. CC.8.6.9-10.H. CC.8.6.9-10.I.	8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. 8.3.12.B Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.	1. Key Vocabulary: <ul style="list-style-type: none"> • Allied Powers • Central Powers • Mobilization • Isolationism • Unrestricted Submarine Warfare • Selective Service Act • Women's Peace Party • The League of Nations • Treaty of Versailles 2. The underlying causes of WWI in Europe were nationalism, the rise of militarism, a complex system of alliances, and imperialism.	<ul style="list-style-type: none"> • Analyze the causes and effects of WWI • Analyze the movement of US foreign policy away from neutrality and into direct involvement in WWI • Analyze the contributions of American soldiers to WW I. • Assess the contributions of Americans at home to assist in the war effort • Summarize information on Wilson's Fourteen Points and the Treaty of Versailles. • Evaluate the arguments for and against the ratification of The Treaty of Versailles. • Edit current topical writing 	<ul style="list-style-type: none"> • Test • Quizzes Teacher Generated Chapter tests and quizzes which may include: <ul style="list-style-type: none"> • Definitions • Multiple choice • Short answer • DBQ • Open-ended questions • Map <ul style="list-style-type: none"> ◦ Identification ◦ interpretation • Interpreting historical documents

	<p>8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations</p> <p>8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability</p>	<p>3. Between 1914-1917, the United States attempted to follow a policy of neutrality while at the same time selling weapons and supplies to both sides.</p> <p>4. The US entry in 1917 into WWI resulted from loans made to the Allies, the Zimmerman Note, the sinking of the Lusitania, violation of the Sussex Pledge</p> <p>5. The U.S. launched a campaign to mobilize the country for war (i.e. – propaganda, WIB, liberty bonds, Selective Service Act, victory gardens)</p> <p>6. The US government moved to restrict civil liberties during the course of WWI (i.e. Espionage Act, Sedition Act, Schenck vs. the United States)</p> <p>7. U.S. involvement in WWI decisively led to the defeat of the Central Powers.</p> <p>8. Competing visions of post war Europe led to the creation of Wilson’s Fourteen Points and the US rejection of the Treaty of Versailles</p> <p>9. Various push and pull factors led to the Great Migration</p>	<ul style="list-style-type: none"> • Formulate a body paragraph including: <ul style="list-style-type: none"> ○ Topic Sentence ○ Supporting Details ○ Conclusion/Transition 	<p>Transfer Tasks: Propaganda Poster</p>
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9th Grade:

Course Title: United States History II

Duration: 5 weeks

Unit 7: Post World War I United States/1920's

Big Ideas/Enduring Understandings

- Five ideals shaped United States History: liberty, rights, opportunity, equality, democracy.
- Different social groups experienced United States history differently.
- The growth of U.S. economic and military power led to an increased, and ultimately dominant, global role for the United States.
- The free enterprise system was central to United States' economic development.
- Following WWI, the United States experienced a period of economic prosperity and social tension.

Essential Questions

- What factors led to the increased social, political, and economic tension in the period after World War I?
- How did these tensions divide Americans and test the founding ideals of the United States?
- What social trends and innovations shaped the popular culture explosion of the 1920's?

PA Academic Standards	PA Social Studies Standards	Content	Skills/Competency	Assessment
CC.8.5.9-10.A. CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.E. CC.8.5.9-10.F. CC.8.5.9-10.G. CC.8.5.9-10.H. CC.8.5.9-10.I. CC.8.6.9-10.A. CC.8.6.9-10.C. CC.8.6.9-10.D. CC.8.6.9-10.E. CC.8.6.9-10.F. CC.8.6.9-10.H. CC.8.6.9-10.I.	8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. 8.3.12.B Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.	1.Key Vocabulary: <ul style="list-style-type: none">• Popular Culture• Liberal• Conservative• Quota System• Dawes Plan• Kellogg-Briand Pact• Prohibition• League of Women Voter	Students will <ul style="list-style-type: none">•Identify and analyze cause and effects of political, economic, and social tensions in post WWI America•Identify the contributions of individuals and groups to historic events of the 1920s•Identify the contributions of individuals and groups to the emerging popular culture of the United States in the 1920s• Analyze the continuity and change of traditional American values in the 1920s• Analyze multiple perspectives pertaining to differences between traditionalists and modernists	<ul style="list-style-type: none">• Test• Quizzes Teacher Generated Chapter tests and quizzes which may include: <ul style="list-style-type: none">• Definitions• Multiple choice• Short answer• DBQ• Open-ended questions• Interpreting historical documents

	<p>8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations</p> <p>8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability</p>	<p>2. Following WWI, the U.S. experienced economic, labor, political and social tensions (i.e. – Red Scare, Sacco and Vanzetti, demobilization which led to unemployment, recession, general strikes, decrease in union membership, race riots, immigration restrictions, resurgence of the KKK, formation of ACLU and Anti-Defamation League, Back to Africa Movement)</p> <p>3. The Republican Era of the 1920's saw an return to conservative fiscal policies and a return to a policy of isolationism in foreign affairs.</p> <p>4. The divide between traditionalists and modernists led to conflicting views of American values (i.e. prohibition, role of women, science vs. religion, Scopes Trial)</p> <p>5. The free enterprise system created innovations across the economy which led to great economic growth and the rise of the consumer culture.</p> <p>6. Cultural, economic, and technological changes led to an expansion of the American popular culture. (i.e. spectator sports, jazz age, and the Harlem Renaissance, etc.)</p>		
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9th Grade:

Course Title: United States History II
Unit 8: Great Depression

Duration: 5 weeks

Big Ideas/Enduring Understandings

- Five ideals shaped United States History: liberty, rights, opportunity, equality, democracy.
- Different social groups experienced United States history differently.
- The growth of U.S. economic and military power led to an increased, and ultimately dominant, global role for the United States.
- The free enterprise system was central to United States' economic development.
- Following a decade of social transformation, the United States government expanded its role in an attempt to find solutions to its worst economic crisis.

Essential Questions

- What economic factors led to the Great Depression?
- How did the events of the Great Depression expand the role of the United States government?
- How did the Great Depression affect ordinary American citizens?

PA Academic Standards	PA Social Studies Standards	Content	Skills/Competency	Assessment
CC.8.5.9-10.A. CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.E. CC.8.5.9-10.F. CC.8.5.9-10.G. CC.8.5.9-10.H. CC.8.5.9-10.I. CC.8.6.9-10.A. CC.8.6.9-10.B. CC.8.6.9-10.C. CC.8.6.9-10.D. CC.8.6.9-10.F. CC.8.6.9-10.H. CC.8.6.9-10.I.	8.3.12.a Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. 8.3.12.b Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.	1.Key Vocabulary: <ul style="list-style-type: none">• Liberal• Conservative• Stock Market Crash• Great Depression• Rugged Individualism• New Deal/ 2nd New Deal• Hawley –Smoot Tariff Act 1. The causes of the Great Depression were: over-speculation in the stock market, under-consumption, overproduction, poor trade policy, and a tight supply of money.	Students will <ul style="list-style-type: none">• Identify and analyze the causes and effects of the Great Depression• Analyze the effectiveness of government policy in mitigating the conditions of the Great Depression• Identify the contributions of individuals and groups to the historic events of the Great Depression• Evaluate the social, political, and economic impact of the Great Depression• Use primary sources to analyze the impact of the Great Depression on ordinary Americans	<ul style="list-style-type: none">• Test• Quizzes Teacher Generated Chapter tests and quizzes which may include: <ul style="list-style-type: none">• Definitions• Multiple choice• Short answer• DBQ• Open-ended questions• Interpreting historical documents

	<p>8.3.12.c Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations</p> <p>8.3.12.d Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability</p>	<p>2. Liberals and conservatives in government had differing responses to the Great Depression. (Rugged Individualism vs. New Deal)</p> <p>3. The Great Depression led to a series of emergency acts in Roosevelt's First 100 Days and a number of new programs and agencies in the New Deal and Second New Deal. (Deficit Spending, Social Security Act, WPA, AAA, NLRB, FDIC. TVA)</p> <p>4. Americans endured tremendous hardships during the Great Depression. (Hoovervilles, Dustbowl, unemployment, breadlines, eviction, malnutrition, Great Flood of 1936, Bonus Army)</p> <p>5. The New Deal resulted in mixed successes and failures, but ultimately World War II pulled the U.S. out of the Great Depression.</p>	<ul style="list-style-type: none"> • Differentiate between the objectives and effectiveness of the various New Deal programs • Analyze consequences of past events and decisions and determine lessons learned from them 	
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9th Grade

Course Title: United States History II
Unit 9 – World War II

Duration: 3 weeks

Big Ideas/Enduring Understandings

- Five ideals shaped United States History: liberty, rights, opportunity, equality, democracy.
- Different social groups experienced United States history differently.
- The growth of U.S. economic and military power led to an increased, and ultimately dominant, global role for the United States.
- The free enterprise system was central to United States' economic development.
- The origins and events of World War II effected the social, political and economic environment of the United States.

Essential Questions

- Could World War II have been prevented?
- How did World War II affect various groups of Americans at home and abroad?
- How did US military evolve over the course of World War II?

PA Academic Standards	PA Social Studies Standards	Content	Skills/Competency	Assessment
CC.8.5.9-10.A. CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.E. CC.8.5.9-10.F. CC.8.5.9-10.G. CC.8.5.9-10.H. CC.8.5.9-10.I. CC.8.6.9-10.A. CC.8.6.9-10.C. CC.8.6.9-10.D. CC.8.6.9-10.F. CC.8.6.9-10.G. CC.8.6.9-10.H. CC.8.6.9-10.I.	8.3.12.a Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. 8.3.12.b Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.	1. Key Vocabulary: <ul style="list-style-type: none">• Munich Pact• Lend-Lease Act• Rationing• Tuskegee Airmen• Allied Powers• Axis Powers• Blitzkrieg• D-Day• Manhattan Project• Leapfrogging 2. The US desire to stay out of world affairs following WWI contributed to the appeasement of totalitarian regimes in Europe prior to WWII. (Isolationism, appeasement)	<ul style="list-style-type: none">• Analyze the causes of WWII• Compare and contrast the rise of various authoritarian regimes prior to WWII• Evaluate the various responses to authoritarian aggression prior to WWII• Analyze the movement of US foreign policy away from neutrality and into direct involvement in WWI• Create a timeline of key events before and during WWII• Evaluate the political, social and economic impact of WWII• Analyze the various military strategies employed by the	<ul style="list-style-type: none">• Test• Quizzes Teacher Generated Chapter tests and quizzes which may include: <ul style="list-style-type: none">• Definitions• Multiple choice• Short answer• DBQ• Open-ended questions• Map identification <ul style="list-style-type: none">• Map<ul style="list-style-type: none">○ Identification○ interpretation• Interpreting historical documents

	<p>8.3.12.c Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations</p> <p>8.3.12.d Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability</p>	<p>3. The rise of fascism, the Treaty of Versailles, the Great Depression, appeasement, militarism, imperialism and the failure of the League of Nations contributed to the outbreak of World War II.</p> <p>4. In 1939, the German invasion of Poland marked the beginning of World War II.</p> <p>5. Although the U.S. Congress passes a series of Neutrality Acts in 1936-1937, the U.S. found a way to provide war materials to the Allied Powers through the Lend-Lease Act.</p> <p>6. Following the Japanese attack on Pearl Harbor in 1941, the U.S. entered World War II on the side of the Allied Powers.</p> <p>7. Minority groups were impacted differently by US involvement in WWII. Women and African Americans were given more social responsibility and economic opportunities. Conversely Japanese Americans faced forced internment throughout the war. (i.e. Executive Order 9066, Korematsu v. US, expanded role of women in the economy, Tuskegee Airmen)</p>	US during WWII	
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		<p>8. The U.S. launched a campaign to mobilize the country for war. (Selective Service Act, War Production Board, price controls, victory gardens, Rosie the Riveter, rationing)</p> <p>9. The result of US entry into WWII helped turn the tide in favor of the allies. Important US battles include but are not limited to Midway, Normandy, Bulge, and Iwo Jima. (leapfrogging, G.I.s, kamikaze, Europe first, V-E Day)</p> <p>10. The Holocaust was the attempted genocide of European Jews and other groups the Nazis opposed. (concentration camps, anti-Semitism, holocaust, final solution)</p> <p>11. The Manhattan Project and the use of the atomic bomb led to the end of WWII but created a debate over the moral implications of using such a weapon on civilians. (Hiroshima, Nagasaki and V-J Day)</p>		
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9th Grade

Course Title: United States History II
Unit 10 – Civil Rights

Duration: 3 weeks

Big Ideas/Enduring Understandings

- Five ideals shaped United States History: liberty, rights, opportunity, equality, democracy.
- African American faced challenges in obtaining equality and opportunity
- During the 1950s and 1960s African American fought for equality through the Civil Rights Movement.
- Different groups used different approaches in their attempt to achieve Civil Rights.
- African Americans achieved varying degrees of success in achieving their goals.

Essential Questions

- To what extent has segregation impacted African Americans in the United States?
- How did civil rights activists advance the ideals of liberty, opportunity, rights, democracy, and equality for African Americans?

PA Academic Standards	PA Social Studies Standards	Content	Skills	Assessment
CC.8.5.9-10.A. CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.E. CC.8.5.9-10.F. CC.8.5.9-10.G. CC.8.5.9-10.H. CC.8.5.9-10.I. CC.8.6.9-10.A. CC.8.6.9-10.C. CC.8.6.9-10.D. CC.8.6.9-10.F. CC.8.6.9-10.H. CC.8.6.9-10.I.	8.3.9.a Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.9.c Analyze how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	1. Key: Vocabulary <ul style="list-style-type: none">• Defacto segregation• Dejure segregation• Civil Rights• Brown v. Board of Ed• Civil disobedience• Civil Rights Act of 1964• Voting Rights Act of 1965 2. Following WW II African Americans sought new opportunities (GI Bill, education, jobs); however, segregation prevented them from achieving equality. 3. The Supreme Court rulings began to dismantle institutional segregation. (Brown vs. Board of Ed).	<ul style="list-style-type: none">• Identify the contributions of groups and individuals to the growth of the civil rights movement• Evaluate the meaning, implication, and impact of major events, policies, and court cases• Evaluate the various forms of segregation and its political, social, and economic impact on society• Create a timeline of the key events and personalities of the civil rights movement• Connect the challenges of the civil rights movement to challenges faced by the citizens of the United States today	<ul style="list-style-type: none">• Test• Quizzes Teacher Generated Chapter tests and quizzes which may include: <ul style="list-style-type: none">• Definitions• Multiple choice• Short answer• DBQ• Open-ended questions• Interpreting historical documents

	<p>8.3.9.d Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. Ethnicity and race Working conditions Immigration Military conflict Economic stability</p> <p>8.3.12.a Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.</p> <p>8.1.9.a Compare patterns of continuity and change over time, applying context of events.</p>	<p>4. African Americans, like Martin Luther King and Rosa Parks, fought for equality using various strategies (Montgomery Bus Boycott, civil disobedience, Freedom Rides)</p> <p>5. The Civil Rights Movement ended with mixed results.</p>		
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PA Academic Standards for Writing in History and Social Studies (9th and 10th Grade Strand)

9, 10 Strand
<p>CC.8.6.9-10.A. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. <input type="checkbox"/> Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. <input type="checkbox"/> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. <input type="checkbox"/> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <input type="checkbox"/> Provide a concluding statement or section that follows from or supports the argument presented.
<p>CC.8.6.9-10.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <input type="checkbox"/> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. <input type="checkbox"/> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. <input type="checkbox"/> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. <input type="checkbox"/> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <input type="checkbox"/> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<p>CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>CC.8.6.9-10.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>CC.8.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
<p>CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PA Academic Standards for Reading in History and Social Studies (9th and 10th Grade Strand)

CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CC.8.5.9-10.B. 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.
CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CC.8.5.9-10.D. 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.
CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.
CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
CC.8.5.9-10.J. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.