

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

American Studies

Curriculum writing committee:

Marielle Cohen

Grade Level:

9

Date of Board Approval: 2024

American Studies Curriculum Outline - Rewrite 2024

Course Grading Scale for American Studies

Total Points earned:

Unit Tests (approximately 2 per quarter)	80-100 points
Quizzes (approximately 4 per quarter)	20-40 points
Homework/Classwork (weekly)	5-20 points
Projects/Essays	30-100 points
Class Participation	45 points

Course Overview:

This course will provide a deep exploration of major concepts in American history, including foreign and domestic policies, economics, race and gender relations, immigration, and more. Students will learn in a variety of different ways, as many strategies will be employed to engage them in this curriculum.

Each unit is connected to all of the others. This course is set up in a thematic fashion, rather than a chronological one, with the intention of grouping themes together across time and space for students to build understanding. A side effect of that set up is that time periods will be discussed multiple times throughout the year, and students will simply be focusing on a different aspect of history. This helps students connect and gain a greater understanding of each theme as well as the interconnectedness of all periods of history. Students will be able to see continuity and change in various aspects of their historical studies.

This course is specifically designed to challenge on-level ninth grade students to learn and apply the lessons of American history from the Civil War to the modern era. The content will touch upon a significant amount of topics, but will focus on leaders, policies, and themes in history. This curriculum is designed to utilize technology and is intended to be cross curricular. The course is aligned with the Pennsylvania State Standards and current Delaware Valley School District scope and sequence.

Time/Credit for the Course: One full school year, meeting daily for 46 minutes / 1 credit

Goals:

There are three overarching themes for this course, and the seven units can be categorized into each of the three themes. Additionally, each of the units have connections to the other themes that they are not officially categorized under.

There are three overarching themes for this course:

1. The Struggle for Equality
2. The American Economy
3. American Foreign Policy

The following units fit into these overarching themes in the following manner:

The Struggle for Equality

- Unit 1: Basic Geography of the U.S., Westward Expansion, Civil War, Reconstruction
- Unit 2: Struggle for Equality

The American Economy

- Unit 3: Immigration
- Unit 4: The American Economy

American Foreign Policy

- Unit 5: Origins of American Foreign Policy
- Unit 6: America in the World Wars
- Unit 7: America as a World Power

1. Marking Period One: Over a 45-day period, students will aim to understand:

UNIT 1: Basic Geography of the U.S., Westward Expansion, Civil War, Reconstruction -

Approximately 30 days

- Name and placement of all 50 states
- Regions of the United States
- Westward Expansion, Manifest Destiny
- Fight over the territories (free or slave)
- Lead up to the Civil War
- Civil War
- Reconstruction

UNIT 2: The Struggle for Equality - Approximately 15 days

- The African American Struggle for Equality
 - Black Codes
 - Jim Crow era, laws
 - Civil Rights Movement

2. Marking Period Two: Over a 45-day period, students will aim to understand:

UNIT 2: The Struggle for Equality (continued) - Approximately 20 days

- The Native American Struggle for Equality
 - Trail of Tears
 - Indian Wars
 - Reservation Policies
 - Red Power Movement
- Women's Struggle for Equality
 - Seneca Falls Convention
 - Organizations and Strategies for Suffrage
 - 19th Amendment

UNIT 3: Immigration - Approximately 15 days

- Old vs. New European Immigrants, Asian and Central American Immigrants
- Push and Pull Factors
- Ellis Island/Angel Island
- Assimilation, Melting Pot vs. Stew

UNIT 4: The American Economy - Approximately 10 days

- Basic economic systems and concepts
- The Industrial Revolution
- The Gilded Age

3. Marking Period Three: Over a 45-day period, students will aim to understand:

UNIT 4: The American Economy (continued) - Approximately 15 days

- The Progressive Era
- The Roaring Twenties
- The Stock Market Crash
- The Great Depression
- The New Deal
- Evolution of the Modern Economy

UNIT 5: Origins of American Foreign Policy - Approximately 15 days

- Isolationism, Expansionism, and Imperialism
- Hawaii
- Cuba
- Spanish-American War
- Presidential Foreign Policies - Roosevelt, Taft, Wilson

UNIT 6: America in the World Wars - Approximately 15 days

- World War I
 - Causes of war
 - American neutrality
 - American entrance
 - Battles
 - Versailles Treaty

4. Marking Period Four: Over a 45-day period, students will aim to understand:

UNIT 6: America in the World Wars (continued) - Approximately 15 days

- Between the Wars
 - Rise of Dictators
- World War II
 - American neutrality
 - American entrance
 - Battles, Holocaust, Atomic Bombs
 - Allied victory

UNIT 7: America as a World Power - Approximately 30 days

- The Cold War
 - Korean War
 - Vietnam War
- War on Terror
- Current issues in foreign policy

Big Ideas

Big Idea #1: Learning about the past and its different contexts shaped by social, cultural, political influences prepare one for participation as active, critical citizens in a democratic society.

Big Idea #2: United States and world geography have been both a dividing and connecting factor in American history; knowledge of American geography is crucial to understanding history.

Big Idea #3: Nothing happens in a vacuum. Historical knowledge lends itself to understanding not only the present, but also each specific moment in history.

Big Idea #4: The struggle for power and equality - though different - have been defining features of American history and America's place in global history.

Textbook and Supplementary Resources

Name of Textbook: United States History

Textbook ISBN#: 978-0-544-45414-9

Textbook Publisher & Year of Publication: Houghton Mifflin Harcourt Publishing Company, 2018

Supplemental Resources: HMH Resources Online United States History Workbook

Unit 1: Basic Geography of the United States, Westward Expansion, Civil War, and Reconstruction

Time Range in Days: Approximately 30 days

Standards:

PA Academic Standards, History and Social Studies

Link to standards in SAS: <https://www.pdesas.org/Standard/View>

8.3.U.C, 8.3.U.D, 7.4.9.A, 7.4.9.B, 8.4.9.D, 8.1.9.A, 8.1.9.B, 8.1.9.C, 8.2.9.A, 8.2.9.B, 8.2.9.C, 8.2.9.D, 8.3.9.A, 8.3.9.B, 8.3.9.C, 8.3.9.D, 8.4.9.A, 8.4.9.B, 8.4.9.C, 8.4.9.D, 6.1.9.C., 6.2.9.A, 6.3.9.B, 6.4.9.A, 6.4.9.D, 7.1.9.A, 7.1.9.B, 7.3.9.A, 5.1.9.A, 5.1.9.C, 5.1.9.D, 5.2.9.B, 5.3.9.A, 5.3.9.B, 5.3.9.C, 5.3.9.D, 5.3.9.F, 5.3.9.H

PACS - Reading and Writing in History and Social Studies: CC.8.5, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.F, CC.8.5.9-10.I, CC.8.6.9-10.H

Eligible Content: CC1.4.1112Ia, CC1.4.1112Ba, CC1.4.1112Ka, CC1.4.1112Aa

Objectives (Students will be able to):

1. Identify all 50 states on a map of the United States. (DOK 1)
2. State directional terms (north, east, south, west). (DOK 1)
3. Label directional terms on a map. (DOK 1)
4. Discuss their own connections to different states and regions of the U.S. (DOK 4)
5. Identify major trails that settlers used to move out west. (DOK 1)
6. Discuss the idea of popular sovereignty and how westward expansion combined with that population shift caused major disagreements over whether the new territories should allow slavery or not. (DOK 1)
7. List and describe the major pieces of legislation leading up to the Civil War (Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act), as well as Bleeding Kansas and the election of 1860. (DOK 1)
8. Differentiate between the North and the South and their different reasons for fighting. (DOK 1)
9. Identify the major reasons for war and the outcome of the war. (DOK 1)
10. Describe the three Reconstruction Amendments. (DOK 1)
11. Compare and contrast Presidential (Lincoln and Johnson) and Congressional Reconstruction. (DOK 2)
12. Critique Reconstruction from various viewpoints. (DOK 4)
13. Develop a logical argument to explain Reconstruction as either a success or failure overall. (DOK 3)

Core Activities and Corresponding Instructional Methods:

Geography, Westward Expansion activities

1. Introduction project; teacher has autonomy on this. Some may choose to do newsmakers project, something about the states, a glimpse of the class, or an introduction about the students themselves.
2. Either as a class or individually, go through all 50 states so students have a starting point

of knowledge.

3. Frequently practice state locations on Seterra Online Maps or another interactive online map.
4. Define Westward Expansion and investigate the ways in which settlers moved west and why.
5. Optional: Play the Oregon Trail online game for a chance to experience the trip virtually. (Or play a similar type of game in class without Chromebooks.)
6. Students may work through the HMH Discover workbook on *Module 11: Westward Expansion, Lessons 1-2*, pages 131-138 and *Module 12: Expansion and Conflict, Lessons 1-3*, pages 146-154.

Civil War activities

7. Lecture/notes/outline on the causes of the Civil War - including the political debate over the new states and territories out west and whether they would be free or slave - the two sides, and major battles.
8. Demonstrate on a map which states and territories were associated with which side of the war.
9. Complete a chart showing the differences between the North and the South. This could be focused on a variety of aspects such as military strengths and weaknesses, the economies of each, leadership, etc.
10. Students may work through the HMH Discover Workbook *Module 18: The Civil War, Lessons 1-5*, pages 220-236.
11. Optional Lesson: Get students to think about what soldiers' lives may have been like while going through the war. An example could be to have the students write a letter home to loved ones explaining their situation and all they're going through in the war. This can be enriched even further by making hard tack with the students, as this was a food commonly eaten by Civil War soldiers.

Reconstruction activities

12. Lecture/notes/outline on the major Reconstruction policies (Lincoln's, Johnson's, and Congress's).
13. Complete a chart comparing the three Reconstruction plans.
14. Students may work through the HMH Discover Workbook *Module 19: Reconstruction, Lessons 1-3*, pages 237-245.
15. Activity and/or class discussion to show students the realities of sharecropping and tenant farming.

16. Evaluate Reconstruction from different perspectives to determine whether it was a success or failure overall.
17. Optional Lesson: Show the movie *Lincoln*, which essentially showcases the Reconstruction plans debate.
18. Discussion/activity/writing assignment about how Reconstruction helped or hurt the African American struggle for equality that started with the Civil War.

Assessments:

Diagnostic:

1. Teacher questioning and observation
2. Warm ups, exit slips

Formative:

1. Teacher observations, questioning techniques
2. Teacher checks on progress
3. Teacher checks on student online map practice (Seterra software)
4. Group activities
5. Individual assignments

Summative:

1. 50-point states quiz - students will receive a blank U.S. map (can be modified for students by giving a word bank, sectioning word banks off into regions of the U.S., etc.)
2. Westward Expansion and Civil War Quiz (pending PLC decision each year)
3. (Civil War and) Reconstruction Test

Unit 2: The Struggle for Equality

Time Range in Days: Approximately 35 days (about 15 will take place in the first marking period, the remaining 20 to take place in the second marking period)

Standards:

PA Academic Standards, History and Social Studies

Link to standards in SAS: <https://www.pdesas.org/Standard/View>

5.1.9.A, 5.1.9.C, 5.1.9.D, 5.1.9.F, 5.2.9.B, 5.2.9.D, 5.3.9.A, 5.3.9.B, 5.3.9.C, 5.3.9.D, 5.3.9.F, 5.3.9.G, 5.3.9.H, 5.4.9.E, 6.2.9.A, 6.5.9.E, 7.1.9.B, 7.3.9.A, 7.4.9.A, 7.4.9.B, 8.1.9.A, 8.1.9.B, 8.3.9.A, 8.3.9.B, 8.3.9.C, 8.3.9.D, 8.4.9.A

PACS - Reading and Writing in History and Social Studies: CC.8.5, CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.F, CC.8.5.9-10.I, CC.8.6.9-10.D, CC.8.6.9-10.H

Eligible Content: CC1.4.1112Ia, CC1.4.1112Ha, CC1.4.1112Ba, CC1.4.1112Cb, CC1.4.1112Ka, CC1.4.1112Aa

Objectives (Students will be able to):

1. Connect the major ideas and struggles of Reconstruction to the ensuing struggle for equality for African Americans that lasted over a century. (DOK 4)
2. Analyze the transition from slavery to black codes to Jim Crow laws. (DOK 4)
3. Explain Jim Crow laws and their impact on the South. (DOK 1)
4. Explain the purpose of literacy tests, poll taxes, and other measures that restricted Black voting rights. (DOK 1)
5. Hypothesize why such great emphasis was placed on creating voting restrictions for African Americans in the Jim Crow era. (DOK 3)
6. Discuss the various ways that African Americans were treated as (and kept as) second-class citizens in the Jim Crow era. (DOK 1)
7. Analyze the importance of Civil Rights leaders like Martin Luther King Jr., Rosa Parks, and Malcolm X. (DOK 4)
8. Make observations about the similarities and differences in leadership styles and tactics of different Civil Rights leaders and organizations. (DOK 2)
9. Connect the previous topic of Westward Expansion to the topic of the Native American struggle for equality. (DOK 4)
10. Investigate why Americans would want to move Native Americans onto reservations. (DOK 3)
11. Analyze primary sources about American treatment of Native Americans. (DOK 4)
12. Identify the Seneca Falls Convention as the start of the American Women's suffrage movement. (DOK 1)
13. Recognize leaders and organizations from the women's suffrage movement. (DOK 1)

14. Compare and contrast the various strategies used to obtain suffrage. (DOK 2)
15. Evaluate the effectiveness of the National Women's Party on obtaining suffrage. (DOK 4)
16. Connect the various phases of the women's movement to the modern era and current gender issues. (DOK 4)

Core Activities and Corresponding Instructional Methods:

African American Experience activities

1. Lecture/notes/outline on the treatment of African Americans post-Reconstruction.
2. Read selected readings of legitimate Jim Crow laws; class or small group discussions about these laws.
3. Optional: Students will attempt to pass a shortened [real] literacy test of the Jim Crow era.
4. Lecture/notes/outline on the Great Migration and Harlem Renaissance.
5. Students will complete a project/essay about the Harlem Renaissance.
6. Lecture/notes/outline on the Civil Rights Movement.
7. Listen to Martin Luther King Jr.'s "I Have a Dream" speech.
8. Students may work through the HMH Discover Workbook *Module 30: The Civil Rights Movement, Lessons 1-2*, pages 355-361.
9. Students will complete a project about the Civil Rights Movement. (Example: students can create their own "I Have a Dream" speech about their vision for a better world.)
10. Optional Lesson: Focus on the music of the Civil Rights Era and have students listen to the voices that led the movement in song.
11. Optional Lesson: Show students the movie *Remember the Titans*, as it is an interesting story that showcases the integration process in the South to the backdrop of a high school football season.

Native American Experience activities

12. Lecture/notes/outline on Trail of Tears; this should include a visual map representation of the Trail of Tears.
13. Lecture/notes/outline on post-Reconstruction treatment of Native Americans (reservation policies, etc.).
14. Have students explore primary sources about the effects of the Dawes Act or another law that changed Native Americans' lives toward the end of the nineteenth century.
15. Students may work through the HMH Discover workbook on *Module 11: Westward Expansion, Lesson 3*, pages 138-142.
16. Students will complete a project/essay about Native Americans. (Examples: Each student should choose an indigenous tribe to research and then focus on the tribe itself, but also its relationship with the American people and government both historically and to this day; paper about using Native names in sports; presentation about a Native leader; or anything else the teacher sees fit.)

Women's Experience activities

17. Lecture/notes/outline on the Seneca Falls Convention and women's suffrage movement.
18. Students may work through the HMH Discover Workbook *Module 16: Reform Movements in the United States, Lesson 5*, pages 205-207.
19. Students will research the tactics and strategies of the suffrage movement.
20. Complete a chart or graphic organizer about the various leaders and organizations of the women's suffrage movement.
21. Students should evaluate primary or secondary sources about the suffrage movement.
22. Optional Lesson: Class may watch clips or excerpts from *Iron-Jawed Angels*, a movie about the suffrage movement.
23. Students will complete a project/essay about the women's struggle for equality. (Examples: research a famous woman (historical or modern) and create a small project about her, write a persuasive essay about why women should gain the right to vote, etc.)
24. Lecture/notes/outline on the second women's movement during the mid-twentieth century.
25. Discussion on reproductive rights and their role in the second wave of feminism.
26. Complete a chart or graphic organizer about issues, organizations, and tactics used in the second women's movement.

Other Minorities activities

27. Lecture/notes/outline on other minority groups in the U.S. that have struggled for equality, such as Latino/a Americans, disabled Americans, and others.
28. Class activity about other minority groups and how their struggles have been similar and different from the three major groups in this unit.

Assessments:

Diagnostic:

1. Teacher questioning and observation
2. Warmups, exit slips

Formative:

1. Teacher observations, questioning techniques
2. Teacher checks on progress
3. Group activities
4. Individual assignments

Summative:

1. Struggle for Equality Assessment 1
2. Struggle for Equality Assessment 2
3. Struggle for Equality Assessment 3 (PLC will decide how to break up quizzes and tests based on the three categories in this unit)

Unit 3: Immigration and Migration

Time Range in Days: Approximately 15 days

Standards:

PA Academic Standards, History and Social Studies

Link to standards in SAS: <https://www.pdesas.org/Standard/View>

5.1.9.C, 5.1.9.F, 5.2.9.A, 5.2.9.B, 5.2.9.D, 5.3.9.A, 5.3.9.B, 5.3.9.D, 5.3.9.G, 5.3.9.H, 5.4.9.E, 6.1.9.A, 6.3.9.A, 6.5.9.A, 6.5.9.E, 7.1.9.B, 7.3.9.A, 7.4.9.B, 8.1.9.A, 8.1.9.B, 8.3.9.A, 8.3.9.B, 8.3.9.C, 8.3.9.D

PACS - Reading and Writing in History and Social Studies: CC.8.5, CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.6.9-10.B, CC.8.6.9-10.D, CC.8.6.9-10.F, CC.8.6.9-10.H

Eligible Content: CC1.4.1112Ia, CC1.4.1112Ha, CC1.4.1112Ba, CC1.4.1112Cb, CC1.4.1112Ka, CC1.4.1112Aa

Objectives (Students will be able to):

1. Identify groups of immigrants such as Old European, New European, Asian, and Latin American immigrants. (DOK 1)
2. Describe characteristics of each of those groups, as well as many of their experiences once in America. (DOK 1)
3. Connect the movement of immigrants to the earlier unit on Westward Expansion and explain how opportunities create movement of peoples. (DOK 4)
4. Compare and contrast the experiences of different groups of immigrants. (DOK 2)
5. Analyze the role of nativists in the treatment socially and politically of immigrants. (DOK 4)
6. Demonstrate knowledge of various laws (such as the Chinese Exclusion Act) that prohibited or limited certain groups of immigrants from coming to the United States and their short term and long-term consequences. (DOK 2)
7. Investigate what it may have been like to be an immigrant. (DOK 3)
8. Cite evidence to show that the United States was or was not a welcoming place for immigrants since the late nineteenth century. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Lecture/notes/outline about immigration at the turn of the century.
2. Students may work through the HMH Discover Workbook *Module 21: Immigrants and Urban Life, Lessons 1-3*, pages 256-264.
3. Ellis Island interactive webquest.
4. Class activity focused on primary sources from immigrants to the United States in the late nineteenth and early twentieth centuries.
5. Ask students to put themselves into the shoes of an immigrant. This could be through a discussion, an activity (like imagining what to pack in a single suitcase if moving from your home country forever), or any other way the teacher sees fit.
6. Lecture/notes/outline connecting historical immigration to the latter half of the twentieth

century and even the modern era.

7. Complete a project or writing assignment (ex: a paper, a presentation, or a scrapbook) about an immigrant group and their experiences in coming to America. This could be about a specific immigrant group, or could be about a student's family's immigration history.

Assessments:

Diagnostic:

1. Teacher questioning and observation
2. Warm ups, exit slips

Formative:

1. Teacher observations, questioning techniques
2. Teacher checks on progress
3. Group activities
4. Individual assignments

Summative:

1. Immigration Test

Unit 4: Industrialization, Gilded Age and Progressives, Evolution of American Economy

Time Range in Days: Approximately 25 days (About 10 in marking period 2, and about 15 in marking period 3.)

Standards:

PA Academic Standards, History and Social Studies

Link to standards in SAS: <https://www.pdesas.org/Standard/View>

5.1.9.B, 5.1.9.C, 5.1.9.D, 5.1.9.E, 5.2.9.A, 5.2.9.B, 5.3.9.A, 5.3.9.B, 5.3.9.F, 5.3.9.G, 5.3.9.H, 5.3.9.I, 5.3.9.J, 6.1.9.A, 6.1.9.B, 6.1.9.C, 6.1.9.D, 6.2.9.A, 6.2.9.B, 6.2.9.C, 6.2.9.D, 6.2.9.E, 6.2.9.F, 6.2.9.G, 6.3.9.A, 6.3.9.B, 6.4.9.A, 6.4.9.B, 6.5.9.A, 6.5.9.B, 6.5.9.C, 6.5.9.D, 6.5.9.E, 6.5.9.F, 7.3.9.A, 7.4.9.B, 8.1.9.A, 8.1.9.B, 8.2.9.A, 8.2.9.C, 8.2.9.D, 8.3.9.A, 8.3.9.C, 8.3.9.D, 8.4.9.A

PACS - Reading and Writing in History and Social Studies: CC.8.5, 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.F, CC.8.5.9-10.I, CC.8.6, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E

Eligible Content: CC1.4.1112Ma, CC1.4.1112Ia, CC1.4.1112Ha, CC1.4.1112Ba, CC1.4.1112Cb, CC1.4.1112Ka, CC1.4.1112Aa

Objectives (Students will be able to):

1. Identify and describe the major economic systems of capitalism, socialism, communism, and a mixed market economy. (DOK 1)
2. Assess how the economic systems are similar and different and what a government might look like in a society that utilizes each of the systems. (DOK 3)
3. Identify the characteristics of the American Industrial Revolution. (DOK 1)
4. Discuss the importance of inventions and innovations during the Industrial Revolution. (DOK 2)
5. Hypothesize why some industrialists were able to become so successful during the Industrial Revolution. (DOK 3)
6. Connect the concepts of a capitalist economy with the success (for industrialists) of the Industrial Revolution. (DOK 4)
7. Compare and contrast the experiences of industrialists with industrial workers and their experiences during the Industrial Revolution. (DOK 3)
8. Analyze the effectiveness of state and federal laws in regulating big business during the Industrial Age. (DOK 4)
9. Assess the impact of unions for both employers and employees. (DOK 3)
10. Relate the problems of today to those of the Gilded and Progressive Ages. (DOK 2)
11. Explain muckraking journalism of the Progressive era. (DOK 1)
12. Investigate the problems of the Gilded Age. (DOK 3)
13. Cite evidence to show the effectiveness of a Reformer. (DOK 3)
14. Make observations about American culture during the 1920s. (DOK 2)
15. Recognize the cause-and-effect relationship between stock market speculation and the stock market crash. (DOK 2)
16. Recall the Presidents of the 1920s and 1930s. (DOK 1)

17. Recall the causes of both the stock market crash and the Great Depression. (DOK 1)
18. Critique both Hoover and Roosevelt's policies towards the economic crisis. (DOK 4)
19. Draw conclusions about the human aspect of the Great Depression, noting how regular people experienced it. (DOK 3)
20. Cite evidence to explain the impact of the New Deal and the outreach of its programs. (DOK 3)
21. Assess the impacts of the Dust Bowl through primary and secondary sources. (DOK 3)
22. Critique the New Deal. (DOK 3)
23. Develop a logical argument to explain the effectiveness of the New Deal. (DOK 3)
24. Assess the impact of World War II on economic life. (DOK 3)
25. Examine the expansion of Presidential powers in the American economy after the New Deal. (DOK 1)
26. Evaluate the importance of the US dollar as the world's reserve currency. (DOK 4)
27. Make observations about the Conservative Revolution of the 1980s. (DOK 2)
28. Compare the economies of the 1990s and 2000s. (DOK 2)
29. Discuss the economic implications of the economic policies of the 21st century. (DOK 1)

Core Activities and Corresponding Instructional Methods:

Economic Systems and Industrial Revolution activities

1. Lecture/notes/outline about economic systems.
2. Lecture/notes/outline about the Industrial Revolution.
3. Students may work through the HMH Discover Workbook *Module 20: The Industrial Age, Lessons 1-3*, pages 246-255.
4. Optional Lesson: Show students an episode or two from the *Men Who Built America* series.
5. Students should complete/create a project or writing assignment about a Titan of the Industrial Revolution.

The Gilded Age and Progressives activities

6. Lecture/notes/outline about the Gilded Age and the Progressives.
7. Students may work through the HMH Discover Workbook *Module 22: The Progressive Spirit of Reform, Lessons 1, 2, and 4*, pages 265-270, 274-276.
8. Reading activity on *The Jungle* by Upton Sinclair.
9. Optional Lesson: Writing assignment or activity about a reformer and/or muckraking (could be a small project, create an Instagram for them, etc.).
10. Primary source activity about the Progressive Era.

1920s activities

11. Lecture/notes/outline about the 1920s.
12. Students may work through the HMH Discover Workbook *Module 25: The Roaring Twenties, Lessons 1-2*, pages 299-305.
13. Classroom activity on culture in the 1920s. For example, showing the Charleston, listening to a radio show, watching a silent film, etc.
14. Stock Market Game or activity to demonstrate how speculation caused a huge rise (and consequently, a massive crash) in the Stock Market.

Great Depression and New Deal activities

15. Lecture/notes/outline on the Great Depression.
16. Great Depression project or writing assignment (Examples: Creative writing assignment where students take on the role of a person living through the Great Depression and write a letter, a journal, or a piece about their experiences; persuasive piece on the evaluation of the New Deal; etc.)
17. Evaluate primary sources from the Great Depression.
18. Lecture/notes/outline about the New Deal and President Roosevelt's economic philosophy.
19. Complete a chart or graphic organizer on the New Deal and its effect.
20. Students may work through the HMH Discover Workbook *Module 26: The Great Depression, Lessons 1-3*, pages 309-317.
21. Lecture/notes/outline about the Dust Bowl.
22. Evaluate primary sources from the Dust Bowl.
23. Optional lesson to have students watch the movie *Cinderella Man* to evaluate the role of the "common man" during the Great Depression.

Evolution of the Modern American Economy activities

24. Lecture/notes/outline on the evolution of the modern American economy.
25. Discuss the influence of FDR's New Deal on future economic policies and agendas.
26. Contrast the economic policies of the Great Society and the Conservative Revolution.
27. Create a chart noting changes and continuities in economic policies under each President from Truman through the current President (at the time writing, it was President Biden).
28. In a writing assignment, evaluate either one specific Presidential economic policy or compare multiple Presidential policies.
29. Evaluate primary sources focused on various economic policies and agendas, such as Presidential speeches, campaigns, or propaganda.
30. Lecture/notes/outline and/or discussion about modern economic policies and issues.
31. Students may work through the HMH Discover Workbook *Module 32: The Twenty-First Century, Lessons 3*, pages 384-386.

Assessments:

Diagnostic:

1. Teacher questioning and observation
2. Warm ups, exit slips

Formative:

1. Teacher observations, questioning techniques
2. Teacher checks on progress
3. Group activities
4. Individual assignments

Summative:

1. Industrialization Assessment
2. Gilded Age and Progressives Assessment (likely a quiz, may be included in the Industrialization Assessment)

3. 1920s Assessment (likely a quiz - or this topic may be included in the Great Depression/New Deal Assessment)
4. Great Depression and New Deal Assessment (likely a test)
5. Evolution of the Modern Economy Assessment (likely a quiz, may be included in a larger test)

Unit 5: Foreign Policy

Time Range in Days: Approximately 15 days

Standards: <https://www.pdesas.org/Standard/View>

PA Academic Standards, History and Social Studies

Link to standards in SAS: <https://www.pdesas.org/Standard/View>

5.1.9.B, 5.1.9.C, 5.1.9.F, 5.2.9.A, 5.2.9.B, 5.2.9.D, 5.3.9.A, 5.3.9.D, 5.3.9.G, 5.3.9.H, 5.3.9.I, 5.3.9.J, 5.4.9.A, 5.4.9.B, 5.4.9.D, 5.4.9.E, 6.1.9.A, 6.1.9.B, 6.1.9.C, 6.1.9.D, 6.2.9.A, 6.2.9.B, 6.2.9.C, 6.2.9.D, 6.2.9.E, 6.2.9.F, 6.3.9.B, 6.3.9.D, 6.4.9.A, 6.4.9.B, 6.4.9.C, 6.4.9.D, 6.5.9.A, 7.1.9.B, 7.2.9.A, 7.3.9.A, 8.1.9.A, 8.1.9.B, 8.3.9.A, 8.3.9.C, 8.3.9.D, 8.4.9.A, 8.4.9.C, 8.4.9.D

Anchors: CC1.4.1112Ia, CC1.4.1112Ha, CC1.4.1112Ba, CC1.4.1112Cb, CC1.4.1112Ka, CC1.4.1112Aa

PACS - Reading and Writing in History and Social Studies: CC.8.5, 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.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.H

Objectives (Students will be able to):

1. Define foreign policy and its goals. (DOK 1)
2. Identify the three major foreign policy themes for the United States and be able to define each. (DOK 1)
3. Make observations on why the United States would be interested in Hawaii. (DOK 2)
4. See the cause-and-effect relationship between U.S. economic policies and both the Hawaiian and Cuban political policies. (DOK 2)
5. Identify the features of the Spanish American War. (DOK 1)
6. Connect America's historical fight for independence, the muckraking journalism style, and Cuban feelings towards Spain to see our interest in helping Cuba. (DOK 4)
7. Analyze primary sources from the Spanish American War. (DOK 4)
8. Categorize areas on the world map that were affected by our foreign policies of the nineteenth and early twentieth centuries. (DOK 2)
9. Differentiate between the foreign policies of the three Progressive Presidents. (DOK 3)
10. Connect U.S. foreign policy of the time period to modern foreign policy issues in the news or in recent years. (DOK 4)

Core Activities and Corresponding Instructional Methods:

1. Lecture/notes/outline about the concept of foreign policy and the three major phases of American foreign policy.
2. Lecture/notes/outline about the United States' interest in Hawaii and how it was eventually obtained.
3. Lecture/notes/outline about America's interest in Cuba and the Spanish American War.
4. Students may work through the HMH Discover Workbook *Module 23: America as a World Power, Lessons 1-3*, pages 277-286.
5. Interactive map activity showing the places the United States obtained in the late nineteenth and early twentieth centuries.
6. Evaluate primary and secondary sources about American foreign policy in late nineteenth

and early twentieth centuries.

7. Lecture and guided notes about presidential foreign policies (specifically focusing on Theodore Roosevelt, William Taft, and Woodrow Wilson).
8. Students should fill in or create a timeline of events relating to American foreign policy.

Assessments:

Diagnostic:

1. Teacher questioning and observation
2. Warm ups, exit slips

Formative:

1. Teacher observations, questioning techniques
2. Teacher checks on progress
3. Group activities
4. Individual assignments

Summative:

1. Foreign Policy Test

Unit 6: America in the World Wars

Time Range in Days: Approximately 30 days (About 15 days in marking period 3 and about 15 days in marking period 4.)

Standards:

PA Academic Standards, History and Social Studies

Link to standards in SAS: <https://www.pdesas.org/Standard/View>

5.1.9.A, 5.1.9.B, 5.1.9.C, 5.1.9.D, 5.1.9.F, 5.2.9.A, 5.2.9.B, 5.2.9.C, 5.2.9.D, 5.3.9.A, 5.3.9.D, 5.3.9.F, 5.3.9.G, 5.3.9.H, 5.3.9.I, 5.3.9.J, 5.4.9.A, 5.4.9.B, 5.4.9.C, 5.4.9.D, 5.4.9.E, 6.1.9.A, 6.1.9.B, 6.1.9.C, 6.1.9.D, 6.2.9.A, 6.2.9.C, 6.2.9.D, 6.2.9.E, 6.2.9.F, 6.2.9.G, 6.3.9.A, 6.3.9.B, 6.3.9.C, 6.3.9.D, 6.4.9.A, 6.4.9.B, 6.4.9.D, 7.1.9.B, 7.3.9.A, 7.4.9.B, 8.1.9.A, 8.1.9.B, 8.3.9.A, 8.3.9.B, 8.3.9.C, 8.3.9.D, 8.4.9.A, 8.4.9.B, 8.4.9.C, 8.4.9.D

Anchors: CC1.4.1112Ia, CC1.4.1112Ha, CC1.4.1112Ba, CC1.4.1112Cb, CC1.4.1112Ka, CC1.4.1112Aa

PACS - Reading and Writing in History and Social Studies: CC.8.5, CC.8.5.9-10.A, C.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.I, CC.8.6, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.H

Objectives (Students will be able to):

1. Identify the background and immediate causes of World War I. (DOK 1)
2. Illustrate the alliances on a map of Europe prior to the Great War. (DOK 1)
3. Analyze the United States' decision to remain neutral at the start of the war. (DOK 4)
4. Identify the background and immediate causes of the United States' decision to enter World War I. (DOK 1)
5. Analyze the United States' decision to enter the war. (DOK 4)
6. Observe primary sources about the new technologies, weapons, and combat methods and discuss the toll they might take on the nations and individuals who fought in the war. (DOK 2)
7. Define the Treaty of Versailles and its impact on Germany and the other Central Powers. (DOK 1)
8. Investigate the Treaty of Versailles and the League of Nations, as well as the U.S.'s decision to not sign the Treaty. (DOK 3)
9. Illustrate the impact of the Treaty of Versailles on the new map of Europe after World War I. (DOK 1)
10. Note the cause-and-effect relationship between the Versailles Treaty and the rise of dictators around the world, leading to World War II itself. (DOK 2)
11. Identify patterns that led to the Second World War, create or label a timeline leading to the war. (DOK 2)
12. Identify leaders in the war, alliances, and major events. (DOK 1)
13. Organize the alliances on a map of the world during World War II, noting the two theaters of the war and where major battles took place. (DOK 2)
14. Analyze the United States' decision to stay neutral at the start of the war. (DOK 4)
15. Compare the terms of neutrality that the United States abided by in the First World War

- with that of the Second World War. (DOK 3)
16. Critique the United States' decision to create internment camps for Japanese-Americans during the war. (DOK 3)
 17. Analyze the importance of propaganda in both wars. (DOK 4)
 18. Make observations about the American Homefront during World War II, potentially using primary sources to do so. (DOK 2)
 19. Connect information from the Struggle for Equality unit to show the importance of African Americans, women, and Native Americans in the United States war efforts. (DOK 4)
 20. Construct timelines to demonstrate the impending end of the war and start of the Cold War. (DOK 2)
 21. Critique the United States' decision to use atomic bombs to end the war with Japan. (DOK 4)
 22. Develop an argument to explain one's position on whether or not the bombs should have been used. (DOK 3)
 23. Synthesize information about the wars to prove understanding of their importance in American and world history. (DOK 4)

Core Activities and Corresponding Instructional Methods:

World War I activities

1. Lecture/notes/outline on the causes and background of World War I.
2. Incorporate map practice pertaining to the 1914 European map and Europe's alliance systems during World War I.
3. Lecture/notes/outline about the United States's entrance into the Great War.
4. Activity about the Zimmerman Telegram.
5. Students may work through the HMH Discover Workbook *Module 24: World War I, Lessons 1-2*, pages 287-292.
6. Lecture/notes/outline on the American homefront and the end of the war, as well as the Versailles Treaty.
7. Optional Lesson: Project or writing assignment about the Versailles Treaty (Example: persuasive piece about joining or not joining the League of Nations, etc.).
8. Students may work through the HMH Discover Workbook *Module 24: World War I, Lessons 3-4*, pages 293-298.
9. Incorporate map practice pertaining to the 1919 European map and which new nations were formed and those that were changed or dismantled.

Between the Wars activities

10. Lecture/notes/outline on the rise of dictators between the wars and the events leading up to World War II.
11. Evaluate primary sources showing the rising tensions and American leanings between the wars and at the start of the war.
12. Create or label a timeline that shows the events leading up to World War II and America's entrance into the war.

World War II activities

13. Lecture/notes/outline on World War II basics - leaders, sides, American entrance.

14. Students may work through the HMH Discover Workbook *Module 27: World War II, Lessons 1-2*, pages 318-325.
15. Lecture/notes/outline on the two fronts of World War II, including major battles on both fronts and ending with the use of atomic bombs.
16. Incorporate map practice by looking at the alliances of nations during the war and where battles took place during both fronts of the war.
17. Students may work through the HMH Discover Workbook *Module 27: World War II, Lessons 3-5*, pages 326-334.
18. Activity focusing on Japanese internment camps during the war; could use primary sources for this.
19. Propaganda poster project. Students could either evaluate propaganda posters or create a poster of their own.
20. Lecture/notes/outline on the end of the war, including the Potsdam and Yalta Conferences, atomic bombs, and unconditional surrenders.
21. Primary and secondary source activity pertaining to the end of World War II.
22. Students should complete a project/writing assignment about World War II. This could focus on different battles, use of atomic bombs, the Holocaust, the homefront, or anything the teacher sees fit.

Assessments:

Diagnostic:

1. Teacher questioning and observation
2. Warm ups, exit slips

Formative:

1. Teacher observations, questioning techniques
2. Teacher checks on progress
3. Group activities
4. Individual assignments

Summative:

1. World War I Quiz or Test (pending PLC decision)
2. Between the Wars Quiz (pending PLC decision)
3. World Wars Test or World War II Test (pending PLC decision)

Unit 7: America as a World Power

Time Range in Days: Approximately 30 days

Standards:

PA Academic Standards, History and Social Studies

Link to standards in SAS: <https://www.pdesas.org/Standard/View>

5.1.9.A, 5.1.9.B, 5.1.9.C, 5.1.9.D, 5.1.9.F, 5.2.9.A, 5.2.9.B, 5.2.9.C, 5.2.9.D, 5.3.9.A, 5.3.9.D, 5.3.9.F, 5.3.9.G, 5.3.9.H, 5.3.9.I, 5.3.9.J, 5.4.9.A, 5.4.9.B, 5.4.9.C, 5.4.9.D, 5.4.9.E, 6.1.9.A, 6.1.9.B, 6.1.9.C, 6.1.9.D, 6.2.9.A, 6.2.9.C, 6.2.9.D, 6.2.9.E, 6.2.9.F, 6.2.9.G, 6.3.9.A, 6.3.9.B, 6.3.9.C, 6.3.9.D, 6.4.9.A, 6.4.9.B, 6.4.9.D, 7.1.9.B, 7.3.9.A, 7.4.9.B, 8.1.9.A, 8.1.9.B, 8.3.9.A, 8.3.9.B, 8.3.9.C, 8.3.9.D, 8.4.9.A, 8.4.9.B, 8.4.9.C, 8.4.9.D

Anchors: CC1.4.1112Ia, CC1.4.1112Ha, CC1.4.1112Ba, CC1.4.1112Cb, CC1.4.1112Ka, CC1.4.1112Aa

PACS - Reading and Writing in History and Social Studies: CC.8.5, CC.8.5.9-10.A, C.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.I, CC.8.6, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.H

Objectives (Students will be able to):

1. Recall the difference between communism and capitalism. (DOK 1)
2. Construct an explanation of the switch from allies to enemies between the United States and the Soviet Union. (DOK 2)
3. Organize the series of events which showed the United States and Soviet Union go from allies in World War II to enemies in the Cold War. (DOK 2)
4. Assess why the United Nations was far more popular than the League of Nations. (DOK 3)
5. Hypothesize the importance of the United Nations immediately after World War II, during the entire Cold War, and to the modern day. (DOK 3)
6. On a map, identify those countries that were allied with the United States and those that were allied with the Soviet Union, making observations about the geographical locations of each and what that might indicate. (DOK 2)
7. Compare NATO and the Warsaw Pact, the countries aligned with each, and the role these two played in the Cold War. (DOK 2)
8. Connect NATO and the Warsaw Pact to the modern era and current events if relevant. (DOK 4)
9. Identify major ideas from the Korean War. (DOK 1)
10. Draw conclusions about what it might be like to live in the United States during the McCarthy era. (DOK 3)

11. Predict what might have happened during the Cuban Missile Crisis and how JFK's decisions played a major role in ending it. (DOK 2)
12. Identify major ideas from the Vietnam War. (DOK 1)
13. Critique both the United States government and the American public's reactions to the conflict in Vietnam. (DOK 3)
14. Make observations about anti-war sentiments during the Vietnam War and connect it to previous units' information about other social movements of the 1960s and 1970s. (DOK 4)
15. Define the arms race and space race and explain their importance in the Cold War. (DOK 1)
16. List the changes (or evolution of) to American foreign policy during the Cold War. (DOK 1)
17. Critique American foreign policy during the Cold War. (DOK 4)
18. Analyze the significance of the Cold War for both American and world history. (DOK 4)
19. Recall the events of September 11, 2001. (DOK 1)
20. Investigate the background reasons for the 9/11 attacks, and cite evidence of former issues that may have led to the attacks. (DOK 3)
21. Identify the organizations and individuals responsible for 9/11 and the governments and individuals who responded. (DOK 1)
22. Connect the Cold War to the alliances and actions during the Global War on Terror. (DOK 4)
23. Investigate modern foreign policy issues. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Lecture/notes/outline on the start of the Cold War.
2. Students may work through the HMH Discover Workbook *Module 28: The Cold War, Lessons 1-3*, pages 335-344.
3. Lecture/notes/outline on the Korean War.
4. Interactive map activity focusing on the connection between the United States, the Soviet Union, and Korea.
5. Lecture/notes/outline on the Cuban Missile Crisis.
6. Activity or writing assignment on the McCarthy era and the Second Red Scare.
7. Lecture/notes/outline on the Vietnam War.
8. Incorporate map activities focusing on the connection between the United States, the Soviet Union, Korea, Vietnam, and Afghanistan.
9. Students may work through the HMH Discover Workbook *Module 29: The Vietnam War Years, Lessons 1-3*, pages 345-354.
10. Lecture/notes/outline on the anti-war sentiments in the United States.
11. Optional lesson to incorporate the music of the 1960s and 1970s to show feelings on the Homefront about war.

12. Lecture/notes/outline about the arms race and space race.
13. Optional Lesson: show the movie *October Sky* to show how the space race inspired Americans to be the best in science and technology.
14. Lecture/notes/outline on the end of the Cold War.
15. Students may work through the HMH Discover Workbook *Module 31: Searching for Order, Lessons 2-3*, pages 374-376.
16. Student project about one aspect of the Cold War. Option to have students present their projects to the class.
17. Lecture/notes/outline on the Global War on Terror.
18. Students may work through the HMH Discover Workbook *Module 31: Searching for Order, Lesson 4*, pages 368-373 and *Module 32: The Twenty-First Century, Lessons 1-2*, pages 377-383.
19. Optional lesson: Go over current foreign policy issues or have students investigate current foreign policy issues.
20. Optional Final Project (pending PLC decision and calendar changes at the end of the year): Teacher or students can choose the topic from the school year that the project should focus on.

Assessments:

Diagnostic:

1. Teacher questioning and observation
2. Warmups, exit slips

Formative:

1. Teacher observations, questioning techniques
2. Teacher checks on progress
3. Group activities
4. Individual assignments

Summative:

1. Korea and Vietnam Wars Quiz (Pending PLC decision)
2. Cold War Test (Pending PLC decision)
3. Global War on Terror Quiz (pending PLC decision)