

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Concepts American Studies

Curriculum writing committee:

Marielle Cohen

Grade Level:

9

Date of Board Approval:2024

Concepts American Studies Curriculum - Rewrite 2024

Course Grading Scale for American Studies

Total Points earned:

Major Assessments	30-50 points
Projects	20-50 points
Classwork	5-25 points
Participation	45 points per quarter

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 concepts 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:

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

UNIT 1: Basic Geography of the United States - Approximately 8 days

- Name and placement of all 50 states
- Regions of the United States
- States within each region of the United States
- Directional terms (north, east, south, west)

UNIT 2: Westward Expansion, Civil War, Aftermath of the Civil War - Approximately 25 days

- Westward Expansion, Manifest Destiny
- Fight over the territories (free or slave)
- Lead up to the Civil War
- Civil War
- Aftermath of the Civil War and Reconstruction

UNIT 3: The Struggle for Equality - Approximately 12 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 3: The Struggle for Equality (continued) - Approximately 18 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 4: Immigration - Approximately 15 days

- Old vs. New European Immigrants, Asian Immigrants, Central American Immigrants
- Push and Pull Factors

- Ellis Island/Angel Island
 - Assimilation, Melting Pot vs. Stew
- UNIT 5: The American Economy - Approximately 12 days
- Basic economic systems and concepts
 - The Industrial Revolution

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

UNIT 5: The American Economy (continued) - Approximately 18 days

- The Gilded Age and Progressives
- The Roaring Twenties
- The Stock Market Crash
- The Great Depression
- The New Deal

UNIT 6: Origins of American Foreign Policy - Approximately 10 days

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

UNIT 7: America in the World Wars - Approximately 17 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 7: America in the World Wars (continued) - Approximately 18 days

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

UNIT 8: America as a World Power - Approximately 27 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

Necessary Supplemental Resource: HMH Resources Online United States History Workbook

Unit 1: Basic Geography of the United States **Time Range in Days:** Approximately 8 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, 7.1.9.A, 7.1.9.B, 7.4.9.A, 7.4.9.B, 8.4.9.D, 5.2.9.D, 5.3.9.B, 5.3.9.D

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. Apply knowledge of Delaware Valley's geographical location to a discussion about directional terms. (DOK 4)
4. Label directional terms on a map. (DOK 1)
5. Label sections of the U.S. map based on region. (DOK 1)
6. Describe characteristics of states within a specific region of the U.S. (DOK 1)
7. Discuss their own connections to different states and regions of the U.S. (DOK 4)

Core Activities and Corresponding Instructional Materials:

1. As a class, go through and (individually) label each state on a blank map.
 - a. Students should label with both the full word for the state and the state abbreviation.
2. Frequently practice state locations on Seterra Online Maps or another interactive online map.
3. Go outside and discuss where New York and New Jersey are in comparison to Delaware Valley High School (and if possible, look over at New Jersey from a location near the Delaware River).
4. Create (individually) a brochure or other project about a specific state of one's choice.
5. Complete (in groups) a small research project about a region of the United States.
6. Additionally, during this unit, it is likely that the anniversary of 9/11 will occur. Teacher should spend at least one class period teaching students about this profound moment in American history. There are many activities on the 9/11 museum website.

Assessments:

Diagnostic:

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

Formative:

1. Teacher observations, questioning techniques.
2. Teacher checks on student online map practice (Seterra software)

3. Classwork
4. Group activities.
5. Individual assignments

Summative:

1. 50-point states Assessment- students will receive a blank U.S. map and fill in the states (can be modified for students by giving a word bank, sectioning word banks off into regions of the U.S., etc.)

Unit 2: Westward Expansion, Civil War, and Reconstruction

Time Range in Days: Approximately 25 days

Standards:

PA Academic Standards, History and Social Studies

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

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 major trails that settlers used to move out west. (DOK 1)
2. Describe scenarios that many pioneers encountered on their travels west. (DOK 3)
3. Empathize with pioneers by attempting to write about the experiences one might have while traveling westward. (DOK 4)
4. Discuss the idea of popular sovereignty and how, combined with westward expansion, this caused major disagreements over whether the new territories should allow slavery or not. (DOK 2)
5. List 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)
6. Differentiate between the North and the South and their different reasons for fighting. (DOK 1)
7. Identify the major reasons for war and the outcome of the war. (DOK 1)
8. Describe the three Reconstruction Amendments. (DOK 1)
9. Explain the differences between Presidential and Congressional Reconstruction. (DOK 1)
10. Critique Reconstruction from various viewpoints. (DOK 4)

Core Activities and Corresponding Instructional Methods:

Westward Expansion and Slavery activities

1. Define Westward Expansion and investigate the ways in which settlers moved west and why.
2. 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.)

3. Students may work through the HMH Discover workbook on *Module 11: Westward Expansion, Lessons 1-2*, pages 131-138.
 - a. Students may also work through HMH Discover workbook on *Module 12: Expansion and Conflict, Lessons 1-3*, pages 146-154.
4. Complete a reading or class discussion about the other major trails west.
5. Students can work on an activity that requires them to think about the experiences of those who traveled west. An example could be to write a postcard back home while traveling out west.
6. Classroom discussion about slavery, its history, and how it was concentrated in the United States.
7. Students may work through the HMH Discover Workbook *Module 15: Slavery in the United States, Lessons 1-4*, pages 179-191.
8. Lecture and guided notes about the Underground Railroad.
9. Optional Project: Have students create a presentation about a major figure from the Underground Railroad.

Civil War activities

10. Lecture and guided notes 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.
11. Students may work through the HMH Discover Workbook *Module 14: The South, Lesson 3: Slavery in the South*, pages 175-178.
12. Review the major causes of the Civil War, the two sides, and the major battles.
13. Demonstrate on a map which states and territories were associated with which side of the war.
14. Complete a chart showing the strengths and weaknesses of the Northern and Southern armies.
15. Students may work through the HMH Discover Workbook *Module 18: The Civil War, Lessons 1-5*, pages 220-236.
16. Interactive map activity on the battles of the Civil War.
17. 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

18. Lecture and guided notes on the major Reconstruction policies (Lincoln's, Johnson's, and Congress's).
19. Venn diagram comparing the three Reconstruction plans.
20. Students may work through the HMH Discover Workbook *Module 19: Reconstruction, Lessons 1-3*, pages 237-245.
21. Activity to show students the realities of sharecropping and tenant farming.

22. Evaluate Reconstruction from different perspectives to determine whether it was a success or failure overall.
23. Optional Lesson: Show the movie *Lincoln*, which essentially showcases the Reconstruction plans debate.

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. Westward Expansion Assessment
2. Civil War Assessment
3. Reconstruction Assessment

Unit 3: The Struggle for Equality

Time Range in Days: Approximately 30 days (About 12 will take place in the first marking period, the remaining 18 will 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. Explain Jim Crow laws and their impact on the South. (DOK 1)
2. Explain the purpose of literacy tests, poll taxes, and other measures that restricted Black voting rights. (DOK 1)
3. Discuss why African Americans were kept from being able to vote - why that was a priority for those Southern politicians that were racist. (DOK 2)
4. Discuss the various ways that African Americans were treated as (and kept as) second-class citizens in the Jim Crow era. (DOK 1)
5. Analyze the importance of Civil Rights leaders like Martin Luther King Jr., Rosa Parks, and Malcolm X. (DOK 4)
6. Connect the previous topic of Westward Expansion to the topic of the Native American struggle for equality. (DOK 4)
7. Investigate why Americans would want to move Native Americans onto reservations. (DOK 3)
8. Cite evidence to create a project about a specific Native American tribe. (DOK 3)
9. Analyze primary sources about American treatment of Native Americans. (DOK 4)
10. Identify the Seneca Falls Convention as the start of the American Women's suffrage movement. (DOK 1)
11. Recognize leaders and organizations from the women's suffrage movement. (DOK 1)
12. Compare and contrast the various strategies used to obtain suffrage. (DOK 2)
13. Evaluate the effectiveness of the National Women's Party on obtaining suffrage. (DOK 4)

Core Activities and Corresponding Instructional Methods:

African American Experience activities

1. Lecture and guided notes 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. Students will attempt to pass a shortened [real] literacy test of the Jim Crow era.
4. Lecture and guided notes on the Great Migration and Harlem Renaissance.
5. Students may work through the HMH Discover Workbook *Module 25: The Roaring Twenties, Lessons 3*, pages 306-308.
6. Harlem Renaissance research: students will choose a figure of the Harlem Renaissance and create a project about the figure, their accomplishments, and what they contributed to the cultural revolution overall. (Option to have them present their project to the class.)
7. Lecture and guided notes on the Civil Rights Movement.
8. Students may work through the HMH Discover Workbook *Module 30: The Civil Rights Movement, Lessons 1-2*, pages 355-361.
9. Listen to Martin Luther King Jr.'s "I Have a Dream" speech.
10. Students can create their own "I Have a Dream" speech about their vision for a better world.
11. Optional Lesson: Focus on the music of the Civil Rights Era and have students listen to the voices that led the movement in song.
12. 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

13. Lecture and guided notes on Trail of Tears.
14. Students will complete an interactive coloring map about the Trail of Tears.
15. Lecture and guided notes on post-Reconstruction treatment of Native Americans (reservation policies, etc.).
16. Students will choose an indigenous tribe to research. Their tribe should be native to North America. They should focus on the tribe itself, but also its relationship with the American people and government both historically and to this day.
17. Students may work through the HMH Discover workbook on *Module 11: Westward Expansion, Lesson 3*, pages 138-142.
18. 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.

Women's Experience activities

19. Lecture and guided notes on the Seneca Falls Convention.
20. Students may work through the HMH Discover Workbook *Module 16: Reform Movements in the United States, Lesson 5*, pages 205-207.
21. Interactive "She Resisted" activity on PBS.

22. Students may work through the HMH Discover Workbook *Module 22: The Progressive Spirit of Reform, Lesson 3*, pages 271-273.
23. Complete a chart or graphic organizer about the various leaders and organizations of the women's suffrage movement.
24. Optional Lesson: Class can watch clips or excerpts from *Iron-Jawed Angels*, a movie about the suffrage movement.
25. Optional Lesson: Students can research a famous woman (historical or modern) and create a small project about her.

Assessments:

Diagnostic:

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

Formative:

1. Teacher observations, questioning techniques
2. Group activities
3. Individual assignments

Summative:

1. African American Struggle for Equality Assessment
2. Native American Struggle for Equality Assessment
3. Women's Struggle for Equality Assessment

Unit 4: Immigration

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. Compare and contrast the experiences of different groups of immigrants. (DOK 2)
4. Recall the two major ports of entry into the United States. (DOK 1)
5. Explain the Chinese Exclusion Act and its consequences. (DOK 1)
6. Investigate what it may have been like to be an immigrant. (DOK 3)
7. Create a project about the experiences of one immigrant group in particular that each student (or group of students) chooses to learn more about. (DOK 4)

Core Activities and Corresponding Instructional Methods:

1. Introduce the topic to students by giving them a list of things they often encounter in the United States and quiz them on where those items originated from. This will key them into the idea of the U.S. being a nation of immigrants.
2. Lecture and guided notes on the unit.
3. Students may work through the HMH Discover Workbook *Module 21: Immigrants and Urban Life, Lessons 1-3*, pages 256-264.
4. Ellis Island interactive WebQuest.
5. Class activity focused on primary sources from immigrants to the United States in the late nineteenth and early twentieth centuries.

6. 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.
7. Create a project (ex: a presentation, a scrapbook, or a skit) about an immigrant group and their experiences in coming to America.

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 Assessment
2. Or, in place of the assessment, a summative project

Unit 5: The American Economy

Time Range in Days: Approximately 30 days (About 12 will take place in the second marking period, and the remaining 18 will take place in the third marking period.)

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. Show how the economic systems are similar and different. (DOK 2)
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 entrepreneurs were able to become so successful during the Industrial Revolution. (DOK 3)
6. Investigate the accomplishments of an industrialist. (DOK 4)
7. Relate the problems of today to those of the Gilded and Progressive Ages. (DOK 2)
8. Investigate the muckraking journalism of the Progressive era. (DOK 1)
9. Cite evidence to show the effectiveness of a Reformer. (DOK 3)
10. Investigate the problems of the Gilded Age. (DOK 3)
11. Make observations about American culture during the 1920s. (DOK 2)
12. Recognize the cause-and-effect relationship between stock market speculation and the stock market crash. (DOK 2)
13. Recall the Presidents of the 1920s and 1930s. (DOK 1)
14. Draw conclusions about the human aspect of the Great Depression, noting how regular people experienced it. (DOK 3)

15. Assess the impacts of the Dust Bowl through primary and secondary sources. (DOK 3)
16. Critique the New Deal. (DOK 3)

Core Activities and Corresponding Instructional Methods:

Economic Systems and Industrial Revolution activities

1. Lecture and guided notes about economic systems.
2. Activity on economic systems (such as a writing assignment, project, or classroom activity like economic systems through candy).
3. Lecture and guided notes about the Industrial Revolution.
4. Students will brainstorm and then in some way (through writing, drawing, etc.) depict an invention of their own that would better their life or the world in some way.
5. Students may work through the HMH Discover Workbook *Module 20: The Industrial Age, Lessons 1-3*, pages 246-255.
6. Show students an episode or two from the *Men Who Built America* series.
7. Students should create a project about a Titan of the Industrial Revolution that could potentially be presented to the class.

The Gilded Age and Progressives activities

8. Lecture and guided notes about the Gilded Age and the Progressives.
9. 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.
10. Reading activity on *The Jungle* by Upton Sinclair.
11. Activity about a reformer that has the student do some investigative journalism and muckraking (could be a small project, create an Instagram for them, etc.).
12. Primary source activity about the Progressive Era.

1920s activities

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

Great Depression and New Deal activities

17. Lecture and guided notes on the Great Depression.
18. Creative writing assignment about the Great Depression. Students should take on the role of a person living through the Great Depression and write a letter, a journal, or a piece about their experiences.
19. A Great Depression simulation activity or game. For example, this could be a dice game where students roll to find their outcome at different points in the 1930s.

20. Students may work through the HMH Discover Workbook *Module 26: The Great Depression, Lessons 1-3*, pages 309-317.
21. Lecture and guided notes about the Dust Bowl.
22. Classroom activity on the Dust Bowl, such as an art gallery with pictures showing the experiences of those living through it.

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. Roaring 20s Assessment
3. Great Depression and New Deal Assessment

Unit 6: Foreign Policy

Time Range in Days: Approximately 10 days

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.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)

Core Activities and Corresponding Instructional Methods:

1. Lecture and guided notes about the concept of foreign policy and the three major phases of American foreign policy.
2. Lecture and guided notes about the United States' interest in Hawaii and how it was eventually obtained.
3. Lecture and guided notes 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. Lecture and guided notes about presidential foreign policies (specifically focusing on Theodore Roosevelt, William Taft, and Woodrow Wilson).
7. Students should fill in or create a timeline of events relating to American foreign policy.

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. Foreign Policy Assessment

Unit 7: America in the World Wars

Time Range in Days: Approximately 35 days (About 17 will take place in the third marking period and the remaining 18 will take place in the fourth 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.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. Organize the alliances on a map of Europe prior to the Great War. (DOK 2)
3. Identify the background and immediate causes of the United States' decision to enter World War I. (DOK 1)
4. Analyze the United States' decision to enter the war. (DOK 4)
5. 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)
6. Define the Treaty of Versailles and its impact on Germany and the other Central Powers. (DOK 1)
7. Organize the impact of the Treaty of Versailles on the new map of Europe after World War I. (DOK 2)
8. 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)
9. Identify patterns that led to the Second World War, create or label a timeline leading to the war. (DOK 2)
10. Identify leaders in the war, alliances, and major events. (DOK 1)

11. 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)
12. Critique the United States' decision to create internment camps for Japanese-Americans during the war. (DOK 3)
13. Analyze the importance of propaganda in both wars. (DOK 4)
14. 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 and guided notes on the causes and background of World War I.
2. Interactive map practice pertaining to the 1914 European map and Europe's alliance systems during World War I.
3. Lecture and guided notes 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 and guided notes on the American Homefront and the end of the war, as well as the Versailles Treaty.
7. Students may work through the HMH Discover Workbook *Module 24: World War I, Lessons 3-4*, pages 293-298.
8. Interactive 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

9. Lecture and guided notes on the rise of dictators in between the wars.
10. Lecture and guided notes on the events leading up to World War II.
11. 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

12. Lecture and guided notes on World War II basics - leaders, sides, American entrance.
13. Students may work through the HMH Discover Workbook *Module 27: World War II, Lessons 1-2*, pages 318-325.
14. Lecture and guided notes on the two fronts of World War II, including major battles on both fronts and ending with the use of atomic bombs.
15. Interactive map activities looking at the alliances of nations during the war and where battles took place during both fronts of the war.
16. Students may work through the HMH Discover Workbook *Module 27: World War II, Lessons 3-5*, pages 326-334.
17. Activity focusing on Japanese internment camps during the war; could use primary sources for this.

18. Propaganda poster project. Students could either evaluate propaganda posters or create a poster of their own.
19. Students should complete another project about World War II. This could focus on different battles, the Holocaust, the Homefront, or anything else 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 Assessment
2. Between the Wars Assessment (optional, depending on year and PLC decisions)
3. World War II Assessment

Unit 8: America as a World Power

Time Range in Days: Approximately 27 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. 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)
4. Identify major ideas from the Korean War. (DOK 1)
5. Draw conclusions about what it might be like to live in the United States during the McCarthy era. (DOK 3)
6. Predict what might have happened during the Cuban Missile Crisis and how JFK's decisions played a major role in ending it. (DOK 2)
7. Identify major ideas from the Vietnam War. (DOK 1)
8. Critique both the United States government and the American public's reactions to the conflict in Vietnam. (DOK 3)
9. Define the arms race and space race and explain their importance in the Cold War. (DOK 1)
10. Analyze the significance of the Cold War. (DOK 4)
11. Recall the events of September 11, 2001. (DOK 1)
12. Investigate the background reasons for the 9/11 attacks, and cite evidence of former issues that may have led to the attacks. (DOK 3)

13. Identify the organizations and individuals responsible for 9/11 and the governments and individuals who responded. (DOK 1)
14. Connect the Cold War to the alliances and actions during the Global War on Terror. (DOK 4)
15. Investigate modern foreign policy issues. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Lecture and guided notes 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 and guided notes on the Korean War.
4. Interactive map activity focusing on the connection between the United States, the Soviet Union, and Korea.
5. Lecture and guided notes on the Cuban Missile Crisis.
6. Class activity on the McCarthy era and the Second Red Scare.
7. Lecture and guided notes on the Vietnam War.
8. Interactive map activity focusing on the connection between the United States, the Soviet Union, Korea, and Vietnam.
9. Students may work through the HMH Discover Workbook *Module 29: The Vietnam War Years, Lessons 1-3*, pages 345-354.
10. Lecture and guided notes 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 and guided notes about the arms race and space race.
13. Optional lesson to show the movie *October Sky* to show how the space race inspired Americans to be the best in science and technology.
14. Lecture and guided notes 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 and guided notes 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.
19. Students may work through the HMH Discover Workbook *Module 32: The Twenty-First Century, Lessons 1-2*, pages 377-383.
20. Optional lesson to go over current foreign policy issues or have students investigate current foreign policy issues.

21. Final cumulative project. Teacher or students can choose the topic from the school year that the project should focus on. Students could present the projects or the teacher could have students show off their projects in a gallery walk.

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. Cold War Assessment
2. Global War on Terror Assessment and/or Final Project (depending on PLC decision based on end of school year.

