

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

UNITED STATES HISTORY

GRADE 9

Date of Board Approval: May 11, 2017

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	United States History	SUBJECT:	Social Studies	GRADE LEVEL:	9th
COURSE LENGTH:	Year	DURATION:	50	FREQUENCY:	5
PREREQUISITES:	N/A	CREDIT:	1	LEVEL:	Option I, II, Honors

Course Description/Objectives:

The course is a continuation of United States History offered in the eighth grade. It examines the political, economic, social, and international issues that shaped our nation from the bridge to the twentieth century to the new millennium. Units of study include Bridge to the Twentieth Century, Imperialism, Progress of the New Century, World War I, Roaring Twenties, The Great Depression and New Deal, World War II, Beginning of the Cold War, Civil Rights and the Struggle for Equality, Vietnam and the Counterculture, and the End of the Cold War and the New Millennium.

Students will enroll in either an Option I, Option II, or Honors course. The three courses present similar core information, as described above, but the Option I course is geared toward the vocational student who, upon graduation, will enter a trade school, or the military, or who will go directly into the workforce. The course is intended to prepare students to become fully functioning citizens who understand the mechanism of our government and how to best influence that government through responsible and informed civic participation. Fundamental social studies skills and knowledge that are useful before and after graduation will be emphasized.

The Option II course is geared for the student who will enter a two or four-year college program. While the practical citizenship element is preserved in this course, it is also intended to provide a more traditional academic background that will prepare students for college-level work. Reading and writing expectations and lesson assessments will reflect this college-level orientation.

The Honors course is designed for the student who intends to enter additional honors-level and/or Advanced Placement Social Studies courses, prior to pursuing a four-year college degree. The course will emphasize practical citizenship, in-depth of study of major historical events, and a focus on building and strengthening text analysis, critical thinking, and academic writing skills.

Curriculum Writing Committee: Robert Dutrey Mike Gavazzi Anthony Natale Seth Ran

COURSE TIMELINE

Unit #1: A Bridge to the Twentieth Century: Industrialization, Immigration and Urbanization	18 days
Unit #2: Imperialism	12 days
Unit #3: Progress in the New Century	14 days
Unit #4: World War I	15 days
Unit #5: The Roaring Twenties	14 days
Unit #6: The Great Depression and New Deal	15 days
Unit #7: World War II	20 days
Unit #8: 1950s and Beginning of the Cold War	12 days
Unit #9: Civil Rights and the Struggle for Equality of the 1950s, 60s, and 70s	20 days
Unit #10: Vietnam and the Counterculture of the 1960s and 70s	16 days
Unit #11: The End of the Cold War and the New Millennium	12 days
TOTAL:	168 days

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	18 days
UNIT #1:	A Bridge to the Twentieth Century: Industrialization, Immigration, and Urbanization	GRADE:	9th

STANDARDS:

PA Academic Standards for Social Studies and Common Core for Reading and Writing in History and Social Studies:

- 8.3.9.C • Analyze how continuity and change have impacted the United States (commerce and industry, technology, physical and human geography).
- 8.3.U.A • Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- 6.5.9.E • Define wealth and describe its distribution within and among the political divisions of the United States.
- 6.5.U.F • Examine leading entrepreneurs in the United States in terms of the risks they took and the rewards they received.
- 6.3.9.B • Examine how and why the government acts to regulate and stabilize the state and national economy.
- 6.3.U.D • Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the United States (immigration).
- 8.1.U.A • Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.U.C • Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
- 6.3.9 B • Examine how and why the government acts to regulate and stabilize the state and national economy.

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	18 days
UNIT #1:	A Bridge to the Twentieth Century: Industrialization, Immigration and Urbanization	GRADE:	9th

UNDERSTANDINGS

The economic and demographic nature of the United States changed as a result of industrialization, immigration, and urbanization.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Blog post regarding one of the main topics of the unit.

KNOW

- Advancing technology, an abundance of natural resources, and an influx of workers created a unique opportunity for industrial growth. (8.3.9.C)
- Corporations grew as a result of unchecked capitalism. (8.3.U.A)
- A new wave of immigration changed the demographic nature of the United States. (7.3.U.A)
- The role, organization, and response of government evolved as a result of the new demographic. (5.3.9.B)
- The unequal distribution of wealth fostered new political, economic, and social ideas in American society. (6.5.9.E)

DO

- Analyze how theories and factors contributed to industrial growth. (8.3.9C)
- Evaluate the positive and negative consequences of America’s rapid industrial growth. (6.5.U.F)
- Examine government attempts to regulate business. (6.3.9B)
- Analyze the push and pull factors that led to the turn of the century immigration boom. (6.3.U.D)
- Compare the process, experience, and impact of immigrants throughout history and modern-day. (8.1.U.A)
- Analyze factors that contributed to the growth of cities and synthesize this information into a product. (8.1.U.C)
- Evaluate government attempts to address the problems associated with rapidly growing cities. (6.3.9.B)

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	12 days
UNIT #2:	Imperialism	GRADE:	9th

STANDARDS:

PA Academic Standards for Social Studies and Common Core for Reading and Writing in History and Social Studies:

- 6.4.U.C** • Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- 5.4.U.A** • Explain how United States foreign policy is developed.
- 5.4.9.B** • Explain why and how different foreign policy tools are used to advance a nation's self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
- 6.3.U.D** • Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the United States (ethnicity and race, military conflict, economic stability).
- CC.8.6.9-10** • 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.

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	12 days
UNIT #2:	Imperialism	GRADE:	9th

UNDERSTANDINGS

In a climate of global competition, the United States committed itself to increasing its power through imperial means.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Research and synthesize arguments in support of and opposition to American imperialism and produce a podcast.

KNOW

- The United States debated the moral, social, economic, and political implications of becoming an imperial power. (6.4.U.C.)
- There were various reasons why the United States went to war with Spain in 1898. (5.4.9.B.)
- After America's success in the Spanish-American War, the United States was emboldened to engage in continued acts of imperialism, in Central and South America and East Asia. (6.3.U.D)

DO

- Analyze the motives for American expansion during the mid to late 1800's. (5.4.U.A)
- Evaluate the methods used by and the impacts of the United States to acquire new territories (Alaska, Hawaii, Philippines, Guam, Guantanamo Bay, and Puerto Rico). (5.4.9.B)
- Compare and contrast the United States policy and actions towards China and the Philippines in the name of imperialism. (5.4.9.B)

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	14 days
UNIT #3:	Progress in the New Century	GRADE:	9th

STANDARDS:

PA Academic Standards for Social Studies and Common Core for Reading and Writing in History and Social Studies:

- 6.1.U.B** • Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.
- 5.3.9.B** • Analyze the roles of local, state, and national governments in policy-making.
- 5.3.9.H** • Evaluate the importance of freedom of the press and the political influence of mass media.
- 5.2.9.D** • Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.
- 5.1.U.C** • Analyze the principles and ideals that shape United States government.
- 8.3.U.C** • Evaluate how continuity and change have impacted the United States.
- 6.3.9.B** • Examine how and why the government acts to regulate and stabilize the state and national economy.
- 8.3.U.A** • Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- 8.1.9.A** • Compare patterns of continuity and change over time, applying context of events.

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	14 days
UNIT #3:	Progress in the New Century	GRADE:	9th

UNDERSTANDINGS

Americans recognized moral, economic, social, and political problems in society and initiated change at the turn of the century.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Assemble a portfolio of modern artifacts (work permit, food labels, state park signs, etc.) reflecting Progressive Era reforms.

KNOW

- The United States government responded to the worst excesses of industrialization and urbanization due to pressure from Progressive movements. (6.1.U.B)
- Governmental reforms were initiated to give greater power to the American people. (5.3.9.B)
- Journalists initiate change by raising awareness on society's neglected problems. (5.3.9.H)

DO

- Analyze the principles and ideals that led to the democratic reforms of initiative, referendum, and recall. (5.1.U.C)
- Analyze the role of citizens in expanding democracy through the 19th and/or 17th Amendments. (5.2.9.D)
- Evaluate the impact of minor political parties in national elections. (8.3.U.C)
- Compare the domestic agendas of Progressive Era presidents. (8.3.U.A)
- Compare the role of government in response to labor disputes during the Industrial Era and Progressive Era. (6.3.9.B)
- Compare the ideologies of civil rights leaders in the Progressive Era. (8.1.9.A)

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	15 days
UNIT #4:	World War I	GRADE:	9th

STANDARDS:

PA Academic Standards for Social Studies and Common Core for Reading and Writing in History and Social Studies:

- 5.2.9 B**
 - Analyze strategies used to resolve conflicts in society and government.
- 5.3.U.F**
 - Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
- 5.4.9.B**
 - Explain why and how different foreign policy tools are used to advance a nation’s self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
- 6.4.U.C**
 - Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- 6.3.U.D**
 - Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the United States.
- 8.1.U.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.U.C**
 - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
- CC.8.5.9-10.G**
 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	15 days
UNIT #4:	World War I	GRADE:	9th

UNDERSTANDINGS

Intervention in World War I drastically impacted the United States at home and abroad.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create an infographic regarding one of the domestic impacts of the war.

KNOW

- The Great War began in 1914, but the United States did not intervene until 1917. (5.4.9.B)
- United States entry into the war changed its course. (6.3.U.D)
- The United States economy was mobilized for total war. (6.3.U.D)

DO

- Analyze the events that led to United States intervention during World War I. (8.1.U.B)
- Evaluate the effects, at home and abroad, of United States participation during World War I. (8.1.U.B, 8.1.U.C)
- Analyze the role of women and ethnic/racial minorities during World War I. (6.4.U.C)
- Analyze how individual rights were curtailed as a result of the Espionage and Sedition Acts. (5.3.U.F)
- Examine and assess the diplomatic role of the United States before (14 Points), during and after the Versailles Peace Conference. (5.2.9 B)
- Evaluate the role of the United States from World War I to the present as the protector and promoter of democracy. (5.4.9.B, 8.1.U.C)

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	14 days
UNIT #5:	The Roaring 20s	GRADE:	9th

STANDARDS:

PA Academic Standards for Social Studies and Common Core for Reading and Writing in History and Social Studies:

- 5.4.U.A** • Explain how United States foreign policy is developed.
- 6.3.9.D** • Explain why governments limit or promote international trade.
- 5.3.9.C** • Explain how government agencies create, amend and enforce policies in local, state, and national governments.
- 6.2.9.E** • Analyze the characteristics of economic expansion, recession, and depression.
- 8.3.U.D** • Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.
- 8.3.U.A** • Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- 5.1.9.A** • Apply examples of the rule of law as related to individual rights and the common good.
- 5.3.9.B** • Analyze the roles of local, state, and national governments in policy-making.
- 5.2.9.B** • Analyze strategies used to resolve conflicts in society and government.
- 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.

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	14 days
UNIT #5:	The Roaring 20s	GRADE:	9th

UNDERSTANDINGS

Escaping the war and its aftermath, Americans challenged societal norms and spent their way into an economic collapse.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Write and present (or record) a reenactment of the major events of the 20s, reflecting on significance.

KNOW

- The United States government supported pro-business policies and an isolationist stance in world affairs. (5.4.U.A, 6.3.9.D)
- Prohibition had far reaching social, cultural, moral, economic, and legal consequences. (5.3.9.C)
- The economic prosperity of the times was coupled with a period of uncertainty, fear, and paranoia. (6.2.9.E)
- The arts of the decade reflected the attitudes of Americans and the post-war culture. (8.3.U.A)
- Marginalized groups experienced new opportunities and new prejudices during the 1920s. (8.3.U.D)

DO

- Analyze the impact of the 19th Amendment in terms of progressive and stagnant changes for women during the decade. (5.1.9.A)
- Assess the impact of the African-American contributions, through the Harlem Renaissance, to popular culture. (6.3.U.B)
- Analyze the Scopes Trial and its effects on modern education. (5.3.9.B)
- Evaluate the success of the “Noble Experiment” (18th Amendment). (5.3.9.C)
- Analyze the effects of America’s fear of communism. (5.2.9.B)
- Explain and identify examples of the reemergence of nativism in the post war era. (8.3.U.D)
- Explain how prosperity during the 1920s was superficial (uneven distribution of wealth, credit, buying on the margin). (6.2.9.E)

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	15 days
UNIT #6:	The Great Depression and the New Deal	GRADE:	9th

STANDARDS:

PA Academic Standards for Social Studies and Common Core for Reading and Writing in History and Social Studies:

- 6.2.9.E** ● Analyze the characteristics of economic expansion, recession, and depression.
- 6.2.9.D** ● Explain the laws of supply and demand and how these affect the prices of goods and services.
- 6.3.9.A** ● Analyze the process through which government provides public goods and services.
- 6.3.9.B** ● Examine how and why the government acts to regulate and stabilize the state and national economy.
- 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.
- 6.2.U.C** ● Evaluate the impact of advertising and media on individual and group behavior throughout United States history.

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	15 days
UNIT #6:	The Great Depression and New Deal	GRADE:	9th

UNDERSTANDINGS

The severe economic depression of the 1930s merited government intervention, with mixed results.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- A false sense of prosperity led Americans to buy stock on credit and when the market began to recede it caused a panic. (6.2.9.E)
- Crises in agricultural production, financial recession, and bank closings led to the greatest economic depression in our nation's history. (6.2.9.E)
- Republican presidents demonstrating faith in laissez-faire economics resisted intervention in the market. (6.2.9.D)
- Franklin D. Roosevelt was elected on the New Deal Platform, which promised government intervention in the economy through financial regulation, social security, and public works. (6.3.9.B)

DO

- Explain causes of the Great Depression (crisis in farm sector, overproduction, crash of stock market, superficial prosperity). (8.1.9.B)
- Compare direct relief with government work programs. (6.3.9.A)
- Compare the presidential responses to the Great Depression. (8.1.9.B)
- Explain the current role of the United States government in preventing a similar economic depression. (6.3.9.B)
- Explain how Franklin D. Roosevelt communicated and comforted Americans during the Depression. (6.2.U.C)

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	20 days
UNIT #7:	World War II	GRADE:	9th

STANDARDS:

PA Academic Standards for Social Studies and Common Core for Reading and Writing in History and Social Studies:

- 8.4.9.D**
 - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. (Military conflicts)
- 5.4.9.B**
 - Explain why and how different foreign policy tools are used to advance a nation’s self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
- CC.8.5.9-10.I**
 - Compare and contrast treatments of the same topic in several primary and secondary sources.
- 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.
- 8.1.9.C**
 - Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.
- 8.1.9.A**
 - Compare patterns of continuity and change over time, applying context of events.
- 8.4.9.D**
 - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
- 8.3.U.B**
 - Compare the impact of historical documents, artifacts, and places which are critical to the United States.
- 8.4.9.A**
 - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.C**
 - Analyze how continuity and change have impacted world history (politics and government).

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	20 days
UNIT #7:	World War II	GRADE:	9th

UNDERSTANDINGS

The Second World War was a turning point for America in world affairs as intervention into the war in Africa, Europe, and the Pacific result in the emergence of two superpowers and the onset of the Cold War.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

What was the greatest impact of World War II on the United States? Justify your response.

KNOW

- Certain nations, such as Germany, Italy, and Japan were expanding during the interwar years. (8.4.9.D)
- The policy of appeasement, championed by France and Britain, failed to prevent war. (8.4.9.D)
- The start of World War II is marked by the German blitzkrieg of Poland. (8.4.9.D)
- The United States aided the Allies prior to their direct involvement in December of 1941. (5.4.9.B)
- Major operations and battles which American forces engaged in the European (D-Day, Bulge) and Pacific (Doolittle’s Raid, Midway, Iwo Jima, and Okinawa) Theatres impacted the outcome of the war. (8.4.9.D)

DO

- Analyze (compare and contrast) FDR’s Fireside Chat in response to the blitz of Poland in Sept. 1939 with that of Wilson’s Declaration of Neutrality. (CC.8.5.9-10.I)
- Analyze (cause and effect) how the United States moved closer to war with the Axis Powers. (8.1.9.B)
- Analyze (compare and contrast) between the domestic impact of World War I and World War II. (8.1.9.A)
- Evaluate America’s response to the Holocaust. (8.4.9.D)
- Analyze (question) Executive Order 9066 as a necessary war measure. (8.3.U.B)
- Evaluate the United States’ decision to atomically submitted Japan, thus ending the Second World War and saddling the United States with the responsibility of nuclear proliferation. (8.4.9.A)
- Identify and explain the relatively immediate challenges the United States faced in creating a lasting peace. (8.4.9.C)

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	12 days
UNIT #8:	1950s and Beginning of the Cold War	GRADE:	9th

STANDARDS:

PA Academic Standards for Social Studies and Common Core for Reading and Writing in History and Social Studies:

- 5.4.9.A** • Explain why and how different foreign policy tools are used to advance a nation's self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
- 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)
- 5.4.9.B** • Explain why and how different foreign policy tools are used to advance a nation's self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
- 5.4.9.C** • Identify the role of international organizations.
- 6.2.U.G.** • Compare and contrast various economic systems.
- 5.4.U.A.** • Explain how United States foreign policy is developed.
- 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.

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	12 days
UNIT #8:	1950s and Beginning of the Cold War	GRADE:	9th

UNDERSTANDINGS

In an uncertain and unstable world, the United States actively maintained a position of global leadership with consequences abroad and at home. Following World War II, the United States and the Soviet Union competed ideologically and technologically for control around the world.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Pick any three decisions made at Yalta and Potsdam and explain how it affected the time period and impacted future relations.

KNOW

- Decisions reached at Yalta and Potsdam set the tone for United States and Soviet relations. (5.4.9.B)
- American foreign policy makers created the Truman Doctrine to contain the spread of Communism. (5.4.U.A.)
- Cold War alliances of NATO and Warsaw Pact acted as instruments of United States and Soviet foreign policies respectively. (5.4.9.C)
- The Korean War taught the United States valuable lessons about the limits of international organizations as tools of American foreign policy. (5.4.9.B)
- Nuclear proliferation increased tensions between world super powers. (5.4.U.A)

DO

- Compare and contrast the ideological differences of the superpowers. (6.2.U.G.)
- Explain the significance of the main Cold War struggles, such as the partitioning of Germany, Berlin airlift, Berlin wall, arms race, and the space race. (8.1.9.B)
- Analyze the United States policies of the Truman Doctrine and the Marshall Plan in extending democracy around the world. (5.4.9.A, 5.4.U.A)
- Explain why the Soviet Union and the United States never fought a direct confrontation. (Mutually Assured Destruction) (5.4.9.B)
- Participate in a simulation on the negotiations at Yalta and Potsdam. (8.1.9.C)

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	20 days
UNIT #9:	Civil Rights and the Struggle for Equality of the 1950s, 60s and 70s	GRADE:	9th

STANDARDS:

PA Academic Standards for Social Studies and Common Core for Reading and Writing in History and Social Studies:

- CC.8.5.9-10.C** • Analyze in detail a series of events described in a text; determine whether earlier events caused later one or simply preceded them.
- 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.H** • Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- 5.2.9.B** • Analyze strategies used to resolve conflicts in society and government.
- 5.2.9.D** • Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.
- 5.1.9.F** • Analyze the role political symbols play in civil disobedience and patriotic activities.
- 5.3.9.F** • Explain the Supreme Court’s role in interpreting the United States Constitution.
- 5.2.U.B** • Analyze strategies used to resolve conflicts in society and government.
- 5.1.U.C** • Analyze the principles and ideals that shape United States government.
- 5.2.9.B** • Analyze strategies used to resolve conflicts in society and government.
- 5.2.9.D** • Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.
- 8.1.U.A** • Evaluate patterns of continuity and change over time, applying context of events.
- 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.

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	20 days
UNIT #9:	Civil Rights and the Struggle for Equality of the 1950s, 60s and 70s	GRADE:	9th

UNDERSTANDINGS

Marginalized groups experienced an expansion of their rights through increased public awareness, protest, legislation and Supreme Court decisions.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Leaders and protests, both violent and nonviolent, helped propel African Americans through the fight for equality. (5.1.9.F)
- The federal government, through key legislation, executive orders, and Supreme Court cases, expanded the rights of African Americans. (CC.8.5.9-10.1)
- Leaders, organizations, protests, and proposed and passed legislation brought attention to the issues of equality for American women. (CC.5.2.9.D)
- Women challenged traditional social norms and expectations in a struggle toward equality. (5.1.U.C)
- Protest and unionization allowed Mexican Americans and migrant populations to access the American Dream. (5.2.9.B)
- Native Americans fought for recognition of key social challenges that they were facing on neglected reservations. (5.2.9.D)

DO

- Analyze the effect of *Roe v. Wade* on women's struggle for equality. (5.3.9.F)
- Analyze the goals of and efforts toward an Equal Rights Amendment. (8.1.U.A)
- Read an excerpt from *The Feminine Mystique* and assess how Friedan uses reasoning and evidence to support her claims. (CC.8.5.9-10.H)
- Create an interactive timeline regarding key events in the fight for greater equality for African Americans and reflect on the cause and effect relationship between these events. (CC.8.5.9-10.C) (5.2.U.B)
- Compare the differing approaches (non-violence/violence, MLK/Malcolm X) to achieving equality for African Americans. (CC.8.5.9-10.F)
- Evaluate the role Cesar Chavez in the rights of migrant workers. (5.2.9.B)
- Analyze the efforts of the LGBTQ+ community to increase awareness, legal protection, acceptance, and equality. (5.2.U.B)

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	16 days
UNIT #10:	Vietnam and the Counterculture of the 1960s and 70s	GRADE:	9th

STANDARDS:

PA Academic Standards for Social Studies and Common Core for Reading and Writing in History and Social Studies:

- 5.1.9.B** ● Analyze the major arguments advanced for different systems of government.
- CC.8.5.9-10.I** ● Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.6.9-10.A** ● Write arguments focused on discipline-specific content. 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.
- 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.
- 8.3.U.D** ● Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States (military conflict).
- 5.3.9.H** ● Evaluate the importance of freedom of the press and the political influence of mass media.
- 8.1.U.A.** ● Evaluate patterns of continuity and change over time, applying context of events.
- 5.3.U.D** ● Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
- 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.

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	16 days
UNIT #10:	Vietnam and the Counterculture of the 1960s and 70s	GRADE:	9th

UNDERSTANDINGS

In order to prevent the spread of Communism during the Cold War, the United States intervened in the conflict between North and South Vietnam.
This led to heightened political, social, and cultural unrest at home.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- The Vietnamese people fought colonial occupation against the French and later United States interference. (8.1.U.A)
- The United States was incrementally drawn into a long-term counterinsurgency in order to prevent the spread of Communism via the domino effect. (8.1.U.A)
- America’s youth, recognizing that the Vietnam War was about more than a contest of ideology, protested American involvement and in some cases resisted the draft. (CC.8.6.9-10.A)
- There were a series of key events that influenced the outcome of the war (Dien Bien Phu, Gulf of Tonkin, Operation Rolling Thunder, Tet Offensive, Cambodian Bombing, My Lai Massacre, Fall of Saigon). (8.3.U.D)

DO

- Compare the beliefs of the counterculture versus mainstream society. (CC.8.5.9-10.1)
- Analyze how the containment of communism developed at home during the McCarthy Era. (5.3.U.D)
- Examine the fundamental difference in philosophies of the communist forces in Vietnam and the United States supported government of South Vietnam. (5.1.9.B)
- Evaluate the escalation of the war effort as the United States military became embroiled in Vietnam and its neighboring countries.
- Analyze how music, literature, movies, etc., helped fuel the counter-culture movement. (5.3.9.H)

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	12 days
UNIT #11:	The End of the Cold War and the New Millennium	GRADE:	9th

STANDARDS:

PA Academic Standards for Social Studies and Common Core for Reading and Writing in History and Social Studies:

- 5.4.9.B** • Explain why and how different foreign policy tools are used to advance a nation's self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
- 5.4.U.A** • Explain how United States foreign policy is developed.
- 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.U.A** • Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- 8.3.U.C** • Evaluate how continuity and change have impacted the United States.

KNOW, UNDERSTAND, DO

COURSE:	United States History	TIME FRAME:	12 days
UNIT #11:	The End of the Cold War and the New Millennium	GRADE:	9th

UNDERSTANDINGS

With the end of the Cold War, the United States found itself as the lone superpower and de facto guarantor of international peace and security.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Leaders of the United States and the USSR bring an end to the Cold War, after decades of tensions and diplomacy. (5.4.U.A)
- The scale-down of nuclear proliferation paved the way for an ending of Cold War tensions. (5.4.9.B)
- The al-Qaeda attacks of September 11th, 2001 led to a lengthy War on Terror with multiple nations, terrorist organizations, and insurgent groups. (8.3.U.A)
- The inventions and innovations in technology impact the daily lives of Americans, notably the spread of ideas and information. (8.3.U.C)

DO

- Analyze the role of the United States as a major broker of peace throughout the world with events like the Camp David Accords, Somalia, Balkan intervention, etc. (5.4.U.A)
- Analyze how American foreign policy changed in the wake of September 11th terror attacks. (8.3.U.A)
- Examine the effect of the September 11th terror attacks on domestic policy. (8.3.U.C)
- Compare the administrations of Presidents H.W. Bush, Clinton, and W. Bush. (8.3.U.C)
- Assess the domestic and international effects of President Obama’s administration. (8.3.U.C)

SKILL DEVELOPMENT INDICATORS:

1) Develop a research paper:

- write an appropriate introduction, body and conclusions
- create a bibliography with 5 sources (only one encyclopedia)
- utilize proper citations
- use primary and secondary sources

2) Write a thesis essay:

- minimum five-paragraph position paper
- developed from in-class sources and readings

3) Write an essay in response to an AP “free response” question

4) Give an oral presentation:

- acquire information that is correct and well organized
- use visual aids (if deemed necessary)
- stay within assigned timeframes
- maintain good eye contact, posture, projection and enunciation

5) Work effectively in cooperative learning groups:

- ask questions of and share information with partner(s)
- set and accomplish individual and group goals
- set and complete apportioned tasks
- support, assist, and encourage other group members
- complete group project
- maintain involvement in allotted time

6) Take notes from oral presentations:

- write down key ideas from the overhead and from critical listening
- ask pertinent questions to facilitate understanding

7) Read critically from a variety of sources utilizing the following skills:

- comparing and contrasting
- distinguishing fact from fiction
- recognizing cause and effect
- making and proving generalizations
- drawing conclusions / making inferences
- analyzing context clues for unfamiliar vocabulary

8) Develop charts / outlines:

- organize material for oral and written presentations
- organize material from reading for study and test purposes

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)