

District Overview:

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching and analyzing information, and contributing to discussions. Students study will focus on history, geography, economics, civics and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason and examine and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics and the rights and responsibilities of citizens.

History I Description:

History I provides the student with a look at American history from the Post Reconstruction Era through World War II. Emphasis is placed on the study of cultural diversity, geographical diversity, democratic values, economic development, technological and societal change, constitutional heritage and the global relations of a nation transformed over time. Specific areas of interest are Immigration, Urbanization, 2nd Industrial Revolution, the Gilded Age, Progressive Reform, America's rise as a world power, WWI, the Roaring Twenties, the Great Depression, WWII (the Holocaust and the development and use of the atomic bomb), the Cold War and 1950's America.

US History I - Units:

- Unit 1: Second Industrial Revolution, Immigration and Urbanization in the United States
- Unit 2: Progressivism in the United States
- Unit 3: United States Becoming a World Power -USA's relationship with imperialism
- Unit 4: The Great War
- Unit 5: The Roaring 20's - The 1920's in the United States
- Unit 6: The Great Depression and The New Deal - 1930's in the United States
- Unit 7: World War II - Isolationism to Internationalism
- Unit 8: The Cold War - Post WWII and 1950's United States and foreign relations
- Unit 9: Post war boom - Post WWII and 1950's in the United States



Subject: US History I	Grade: 9	Suggested Timeline: 22 periods
Unit Title: Second Industrial Revolution, Immigration and Urbanization in the United States		
Unit Overview/Essential Understanding: Students will look at patterns of immigration, as well as immigration’s impact on urban life, industry, and interpersonal relationships. They will explore inventions/innovations and make connections to people’s lives (work lives and home lives). Students will analyze the relationship between industry management and unions, as well as how the organization of businesses within specific industries impacted workers and consumers. Students will investigate the issues that result in the era being called the Gilded Age. They will also explore the changes to popular culture in relation to immigration, urbanization and industrialization. Essential Questions: <ul style="list-style-type: none">• In what ways does technology impact people's lives?• In what ways can change in population affect a country?		
Unit Objectives: Students will focus on learning: <ul style="list-style-type: none">• the impact of inventions/innovations on daily life and business• the organization, regulation/non-regulation of industries• the development of unions and their impact• the impact of industry and invention/innovations on farming• the impact of immigration on urban life• the changes to popular culture• the issues of the gilded age		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.9. A - Compare patterns of continuity and change over time, applying context of events• 8.3.9.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.• 8.3.9.C - Analyze how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations		

- 8.3.9.D - Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Important Standards Addressed in this Unit:

- RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
- RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them
- RH.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science
- RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text
- RH.9-10.10 - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently
- WHST.9-10.9 - Draw evidence from informational texts to support analysis, reflection, and research
- WHST.9-10.1 - Write arguments focused on discipline-specific content
- WHST.9-10.1.e - Provide a concluding statement or section that follows from or supports the argument presented
- WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- WHST.9-10.2.b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- WHST.9-10.2.f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)
- WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- WHST.9-10.6 - 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
- WHST.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

- WHST.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- WHST.9-10.1.a - 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

Misconceptions:

- Understanding what drives people to immigrate
- Understanding working and living conditions of the era

Concepts/Content:

- Ideas and inventions of the late 1800s
- Captains of Industry/Robber Baron/Philanthropists
- The Development of huge business empires and the techniques used:
Corporations, vertical integration, horizontal integration, trusts, monopolies
- Industrial workers and labor unions
- Farmers and populism
- Rise of Immigration, its effect on society and America's reaction
- City life during industrialization
- Rise of mass culture
- Problems of the Gilded Age

Competencies/Skills:

- Describe how innovations during the 1800s caused changes in business and daily life
- Simulate the rise of giant industrial corporations during the late 1800s
- Examine the role of business leaders during the Second Industrial Revolution
- Examine the reasons why labor unions emerged during the Second Industrial Revolution
- Evaluate the success of strikes during the late 1800s
- Analyze political cartoons to determine why some Americans opposed monopolies

Description of Activities:

- Lecture with slideshow
- Worksheets and activities from the textbook
- Activities and projects from 3rd parties
 - Captains of Industry Facebook project
 - Vertical integration simulation
- Activities, projects, created by the instructor
 - Story of a Life (child labor – historical fiction narrative)
 - 2nd Industrial revolution activity
 - Immigration WebQuest
 - Tenement museum WebQuest
 - Immigration/Urbanization activity

- Research various industrialists to determine their contribution to American Industry
- Examine the effects of industrialization on farmers
- Compare and contrast the first and second wave of immigration
- Analyze the American response to the second wave of immigration
- Interpret illustrations to determine what city problems existed during the early 1900s
- Examine the new forms of popular culture that developed in the late 1800s
- Describe why the late 1800s early 1900s is called the Gilded Age

Assessments:

- Formative and Summative Assessments, which may include discussion, worksheets, quizzes, essays, projects and teacher/textbook company created assessments.

Interdisciplinary Connections:

- Reading comprehension as needed for non-fiction text
- English 9-writing skills
- Analyzing primary sources
- Library science-research skills
- Science- relationship between environment and society

Additional Resources:

- District approved textbook
- Videos (for example - Ellis Island/Immigration, Men Who Built America)
- Internet
- Library
- Political Cartoons and Primary Source Documents

Subject: US History I	Grade: 9	Suggested Timeline: 15 periods
Unit Title: Progressivism in the United States		
Unit Overview/Essential Understanding: Students will explore how reform is best advanced. Students will evaluate information to decide if it is the government's responsibility to reform society and regulate the marketplace. As we delve into the muckrakers of the era and their contributions to influence reform, students will look at the way journalism has been and could be leveraged as a powerful tool in bringing about societal change. Students will need to be mindful of bias and how to identify it.		
Essential Questions: <ul style="list-style-type: none"> • How is reform best advanced? • Is it the government's responsibility to reform society and regulate the marketplace? • In what ways is journalism a powerful tool in bringing about positive change? 		
Unit Objectives: Students will focus on learning: <ul style="list-style-type: none"> • Muckrakers bias and influence • Progressive movements purposes and accomplishments • Progressive legislation 		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none"> • 8.1.9. A - Compare patterns of continuity and change over time, applying context of events • 8.1.9. B - Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships • 8.3.9.C - Analyze how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations • 8.3.9.D - Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability 		

Important Standards Addressed in this Unit:

- RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them
- RH.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science
- WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
- RH.9-10.10 - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently
- WHST.9-10.1 - Write arguments focused on discipline-specific content
- WHST.9-10.1.b - 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
- WHST.9-10.1.e - Provide a concluding statement or section that follows from or supports the argument presented
- WHST.9-10.2.b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- WHST.9-10.6 - 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
- WHST.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- WHST.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- WHST.9-10.9 - Draw evidence from informational texts to support analysis, reflection, and research

- WHST.9-10.1.a - 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
- WHST.9-10.2.a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- WHST.9-10.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Misconceptions:

- Understanding the motivation, hurdles, and accomplishments of minority groups
- Difficulties with identifying bias and understanding what bias is

Concepts/Content:

- Muckrakers- Lincoln Steffens and Jacob Riis
- Direct Primaries, initiative, Referendum, Recall
- The Jungle By: Upton Sinclair
- Americanization
- Booker T. Washington and W.E.B. DuBois
- Niagara Movement, NAACP, Urban League
- Anti-Defamation League
- Mutualistas
- Women and Reform- Temperance Movement, National Consumption League, Margaret Sanger
- Woman Suffrage Movement

Competencies/Skills:

- Evaluate the conditions that led to the rise of Progressivism
- Analyze primary sources to uncover problems that existed in America around 1900
- Evaluate the role of Muckrakers during the Progressive Era
Outline the ways in which Progressives sought to reform society
- Evaluate the effectiveness of various government reforms
- Analyze Progressives' attitudes toward minority rights
- Evaluate Theodore Roosevelt's presidency and his implementation of progressive reform

Description of Activities:

- Lecture with slideshow
- Worksheets and activities from the textbook
- Read excerpts of period literature
 - The Jungle
- Analyze photos of the era
 - Looking at intent and possible bias
- Activities, projects, created by the instructor
 - Progressivism activity

<ul style="list-style-type: none"> • Theodore Roosevelt's Square Deal • Meat Inspection Act and Pure Food and Drug Act • Conservation V. Preservation • New Nationalism • Election of 1912 • Woodrow Wilson and New Freedom 	<ul style="list-style-type: none"> • Explain how women contributed to the Progressive Movement • Compare and Contrast the major political issues as well as how various candidates felt about these issues during the 1912 presidential campaign 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Formative and Summative Assessments, which may include discussion, worksheets, quizzes, essays, projects, and teacher/textbook company created assessments. 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Reading comprehension as needed for non-fiction text • English 9-writing skills • Analyzing primary sources • Library science-research skills 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • Videos (for example -America the Story of US) • Internet • Library • Political Cartoons and Primary Source Documents 	



Subject: US History I

Grade: 9

Suggested Timeline: 20 periods

Unit Title:

United States Becoming a World Power -USA's relationship with imperialism

Unit Overview/Essential Understanding:

Students will look at events happening around the globe and evaluate under what circumstances or for what reasons is it acceptable to send troops to fight and face death on foreign soil. Students will also delve into the rules or principles should be upheld when countries conduct business/negotiations with one another. Students will also discuss the impact journalism can have on both foreign and domestic affairs. They will continue to learn to identify bias.

Essential Questions:

- Under what circumstances or for what reasons is it acceptable to send troops to fight and face death on foreign soil?
- What rules or principles should be upheld when countries conduct business/negotiations with one another?
- What impact can journalism have on both foreign and domestic affairs?

Unit Objectives:

Students will focus on learning:

- Reasons behind imperialism
- US impact on areas around the globe
- Bias and its impact on events
- Types of diplomacy

Focus Standards Addressed in this Unit:

- 8.3.9.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.9.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C - Analyze how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.9.D - Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Important Standards Addressed in this Unit:

- RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
- RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them
- RH.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science
- RH.9-10.10 - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently
- WHST.9-10.1 - Write arguments focused on discipline-specific content
- WHST.9-10.1.b - 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
- WHST.9-10.1.e - Provide a concluding statement or section that follows from or supports the argument presented
- WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- WHST.9-10.2.a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- WHST.9-10.2.b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- WHST.9-10.2.f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)
- WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- WHST.9-10.6 - 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

- WHST.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- WHST.9-10.9 - Draw evidence from informational texts to support analysis, reflection, and research
- WHST.9-10.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
- 8.2.9.A - Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S

Misconceptions:

- Understanding the reasons why we should/should not act on imperialistic ideas
- Difficulties with identifying bias and understanding what bias is
- Understanding the drawbacks to the types of diplomacy

Concepts/Content:

- Three main causes of Imperialism: Desire for Natural Resources/Raw Materials, Social Darwinism, Militarism
- Annexation of Hawaii
- Purchase of Alaska
- Causes of the Spanish American War
 - Cuban Revolt- Jose Marti
 - Yellow Journalism
 - De Lome Letter
 - Sinking of the Maine
- Outcomes of the Spanish American War
- U.S. Expands its Influence in Asia

Competencies/Skills:

- Describe imperialism and the reasons why the United States began pursuing this policy
- Analyze the political, economic and social results of U.S. territorial expansion into Hawaii and Alaska
- Assess the causes of the Spanish American War
- Examine the ways in which the United States extended its influence after the Spanish American War
- Describe the consequences of the war, including the debate over imperialism

Description of Activities:

- Foreign policy spectrum
- Lecture with slideshow
- Worksheets and activities from the textbook
- Activities, projects created by the instructor
- Imperialism activity

<ul style="list-style-type: none"> ○ Spheres of Influence ○ Boxer Rebellion ○ Open Door Policy ○ Gentlemen's Agreement ○ Great White Fleet ● U.S. extends its Influence in Latin America ● Panama Canal ● Roosevelt Corollary ● Big Stick, Dollar, and Moral Diplomacies ● U.S and Mexico 	<ul style="list-style-type: none"> ● Analyze the effects of Roosevelt's "Big Stick" diplomacy ● Analyze the ways in which the U.S. expanded its influence in Latin America ● Compare the foreign policies of Roosevelt, Taft and Wilson ● Evaluate the impact of imperialistic events on the United States and the world 	
<p>Assessments:</p> <ul style="list-style-type: none"> ● Formative and Summative Assessments, which may include discussion, worksheets, quizzes, essays, projects, and teacher/textbook company created assessments. 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Reading comprehension as needed for non-fiction text ● English 9-writing skills ● Analyzing primary sources ● Library science-research skills 	<p>Additional Resources:</p> <ul style="list-style-type: none"> ● District approved textbook ● Videos (for example - Construction of the Panama Canal) ● Internet ● Library ● Political Cartoons and Primary Source Documents 	



Subject: US History I	Grade: 9	Suggested Timeline: 22 periods
Unit Title: The Great War		
Unit Overview/Essential Understanding: Students will explore the ways war changes society. They will delve into the reasons a country will become involved in a foreign war. Students will look at new technology and approaches used in The Great War. Impact of war related events on domestic society will also be an area of focus. Essential Questions: <ul style="list-style-type: none">• In what ways does war change society?• Under what circumstances or for what reasons is it acceptable to send troops to fight and face death on foreign soil?		
Unit Objectives: Students will focus on learning: <ul style="list-style-type: none">• The causes of The Great War (WWI)• The technology and fighting methods of The Great War• Domestic efforts towards the war effort• Effects of the end of a war (on society and on the potential of a subsequent war.)		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 7.1.9. B - Explain and locate regions and their shared connections as defined by physical and human features• 7.2.9. A - Explain the physical characteristics of places and regions, including spatial patterns of Earth's physical systems• 7.3.9. A - Explain the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities• 8.1.9.A - Compare patterns of continuity and change over time, applying context of events• 8.1.9. B - Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships• 8.3.9.C - Analyze how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations		

- 8.3.9.D - Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- 8.4.9.D - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world

Important Standards Addressed in this Unit:

- RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
- RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them
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- RH.9-10.10 - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently
- WHST.9-10.1 - Write arguments focused on discipline-specific content
- WHST.9-10.1.a - 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
- WHST.9-10.1.b - 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
- WHST.9-10.1.e - Provide a concluding statement or section that follows from or supports the argument presented
- WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- WHST.9-10.2.a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- WHST.9-10.2.b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

- WHST.9-10.2.f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)
- WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- WHST.9-10.6 - 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
- WHST.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- WHST.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- WHST.9-10.9 - Draw evidence from informational texts to support analysis, reflection, and research
- WHST.9-10.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Misconceptions:

- A misunderstanding as to the origins of the war
- Not understanding the impact of war events on domestic issues

Concepts/Content:

- Causes of WWI: Militarism, Alliances, Imperialism, Nationalism
- The assassination of Francis Ferdinand
- The western front: Trench warfare, Deadly Technology (poison gas, submarines, artillery field guns, etc.), Stalemate

Competencies/Skills:

- Analyze the causes of World War I
- Describe the impact that new military technology had on World War I
- Compare/Contrast the beliefs of interventionists, internationalists and isolationists

Description of Activities:

- Re-visit the Foreign policy spectrum
- Lecture with slideshow
- Worksheets and activities from the textbook
- Activities, projects, created by the instructor
- The Great War (WWI) activity

<ul style="list-style-type: none"> • Compare and contrast: Isolationists, Interventionists, and Internationalists • Zimmerman Note and the Sinking of the Lusitania • The Home Front: Selective Service Act, Bernard Baruch and the War Industries Board, George Creel and the Committee on Public Information, Conscientious Objectors, Espionage Act and Sedition Act, the Great Migration • Woodrow Wilson and his Fourteen Points- Self Determination and the League of Nations • The Red Scare, Palmer Raids and the Sacco and Vanzetti Trial • Election of Warren G. Harding 	<ul style="list-style-type: none"> • Evaluate the role of wartime propaganda by analyzing examples from WWI • Examine the impact of WWI on the American home front • Explain how the war provided new opportunities for women, African Americans and Mexican Americans • Discuss the ways in which the U.S contributed to an allied victory • Analyze the main ideas presented in Woodrow Wilson's Fourteen Points • Describe the problems Americans faced immediately after the war • Discuss the evidence in the Sacco and Vanzetti case and the verdict 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Formative and Summative Assessments, which may include discussion, worksheets, quizzes, essays, projects and teacher/textbook company created assessments. 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Reading comprehension as needed for non-fiction text • English 9-writing skills • Analyzing primary sources • Library science-research skills 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • Videos (Day that Shook the World) • Internet • Library • Political Cartoons and Primary Source Documents 	

Subject: US History I	Grade: 9	Suggested Timeline: 15 periods
<p>Unit Title: The Roaring 20's – The 1920's in the United States</p>		
<p>Unit Overview/Essential Understanding: Student will compare more traditional values with new values that emerge in the 1920s. Students will look at the possible impetus behind this shift in values. Students will understand the characteristics of a traditionalist verses those of a modernist. They will evaluate the impact of science and religion on these groups. Students will also explore the economic policies, behaviors, and circumstances of the 1920s to determine their connection to the Great Depression.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How did the 1920s represent a shift in traditional values? • How can a divide between traditionalism and modernism impact society? • How did the economic policies, behaviors, and circumstances of the 1920s lead to the Great Depression? 		
<p>Unit Objectives: Students will focus on learning:</p> <ul style="list-style-type: none"> • New norms and traditions associated with flapper culture and modernism. • The push of traditionalists to maintain the previous norm. • The vast difference of experience rural to urban • Impact of consumerism on people and the economy • Post war relations / preventing another war • Scandal within the government • Impact of organized crime 		
<p>Focus Standards Addressed in this Unit:</p> <ul style="list-style-type: none"> • 8.3.9.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S • 8.3.9.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 		

- 8.3.9.C - Analyze how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.9.D - Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- 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

Important Standards Addressed in this Unit:

- RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
- RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them
- RH.9-10.10 - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently
- WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- WHST.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- WHST.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- WHST.9-10.9 - Draw evidence from informational texts to support analysis, reflection, and research
- WHST.9-10.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Misconceptions:

- Students may have trouble understanding how rebellious Flapper culture was viewed.
- Students could have difficulties understanding the anti-science movement that was against the teaching of evolution.

Concepts/Content:

- Effects of Henry Ford and the Model T on America - Scientific Management and the Assembly line
- Consumer Revolution
- Bull Market
- Installment buying and buying on margin
- The "other" America
- President Harding and President Coolidge
- Teapot Dome Scandal
- Washington Naval Disarmament Conference and the Kellogg-Briand Pact
- Dawes Plan
- Immigration and the quota system
- Traditionalism v. Modernism
 - Scopes Trial
 - Prohibition, Bootleggers and Speakeasies
 - Popular culture
 - Movies
 - Amusement parks
 - Sporting events

Competencies/Skills:

- Analyze the impact of Henry Ford and the automobile on American society
- Analyze the consumer revolution and the Bull Market of the 1920s by creating political cartoons
- Evaluate the policies of President Harding and President Coolidge
- Examine the cultural tension that existed between modernists and traditionalists in the 1920s
- Analyze how the development of popular culture united Americans and created new activities and heroes
- Examine the ways in which African Americans expressed a new sense of hope and pride

Description of Activities:

- Lecture with slideshow
- Worksheets and activities from the textbook
- Activities, projects, created by the instructor
- 1920's activity



<ul style="list-style-type: none">○ Flappers● The Harlem Renaissance		
<p>Assessments:</p> <ul style="list-style-type: none">● Formative and Summative Assessments, which may include discussion, worksheets, quizzes, essays, projects, and teacher/textbook company created assessments.		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">● Reading comprehension as needed for non-fiction text● English 9-writing skills● Analyzing primary sources● Library science-research skills	<p>Additional Resources:</p> <ul style="list-style-type: none">● District approved textbook● Videos (for example - The Tramp)● Internet● Library● Political Cartoons and Primary Source Documents	

Subject: US History I

Grade: 9

Suggested Timeline: 22 periods

Unit Title:

The Great Depression and The New Deal – 1930’s in the United States

Unit Overview/Essential Understanding:

Students will examine the ways citizens express dissatisfaction of situations to their government/nation, especially during hard times. Students will explore opposing points of view concerning how much intervention a government should offer and what form that intervention should take. Students will analyze the longevity of some programs, which had their origins in this era. Students will also categorize the characteristics of people who live through this era – considering what helped make them survive/thrive, what habits did they develop due to living through this era.

Essential Questions:

- In what ways do citizens manifest discontent with their government / nation, especially during hard times?
- What are the positives and negative of the United States becoming a welfare state?

Unit Objectives:

Students will focus on learning:

- The impact of the market on the economy as well as other indicators that could predict an economic downturn.
- The variety of programs developed to offer aide and relief during this era, as well as the concerns or opinions concerning offering it.
- How the duration of the event imprinted certain behaviors or habits on those who lived through it.
- How the approach shifts based on who is leading and the duration of the event
- Evaluating the proposed plans and how they align to our values and beliefs as a country.

Focus Standards Addressed in this Unit:

- 8.3.9.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.9.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C - Analyze how continuity and change have impacted the United States • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

- 8.3.9.D - Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Important Standards Addressed in this Unit:

- RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them
- RH.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science
- RH.9-10.10 - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently
- RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources
- WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- WHST.9-10.6 - 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

Misconceptions:

- Due to the view many students have of our present day welfare system, many have trouble understanding how difficult many found it to accept the help being given during this time and how accepting help was made more palatable by requiring an individual to work for it.
- This may change after living through the pandemic due to the number of families who are jobless and in danger or who have lost their homes – however in the past students had difficulty grasping the level of loss that families sustained.

Concepts/Content:

- Underlying causes of the Great Depression
- Bull Market v. Bear Market
- Speculation
- Hawley Smoot Tariff

Competencies/Skills:

- Simulate how over speculation in the stock market contributed to economic collapse
- Evaluate the underlying causes of the Great Depression

Description of Activities:

- Foreign policy spectrum
- Lecture with slideshow
- Worksheets and activities from the textbook
- Activities, projects created by the instructor
- Great Depression activity

<ul style="list-style-type: none"> • Breadlines and Hoovervilles • The Dust Bowl • Okies • Hoover- volunteerism and localism • Trickle-down economics • The Bonus Army • The New Deal • First 100 Days • FDR's Bank Holiday • Fireside Chats • New Deal Programs: AAA, TVA, NRA, PWA, CCC, FDIC • John Maynard Keyes and deficit spending • Social Security Act • Wagner Act • Fair Labor Standards Act • Court Packing • Welfare State 	<ul style="list-style-type: none"> • Explore Hoover's approach to the Great Depression • Compare and contrast the presidential responses to the Great Depression • Research various New Deal Programs and evaluate their success • Evaluate how FDR's court-packing scheme affected the New Deal program • Assess both the short-term and long-term effects of the New Deal 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Formative and Summative Assessments, which may include discussion, worksheets, quizzes, essays, projects, and teacher/textbook company created assessments. 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Reading comprehension as needed for non-fiction text • English 9-writing skills • Analyzing primary sources • Library science-research skills 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • Videos (for example – clips of bonus army or clips showing the various programs of the era) • Audio recordings (for example – a Fireside chat) • Internet 	

- | | |
|--|---|
| | <ul style="list-style-type: none">• Library• Political Cartoons and Primary Source Documents |
|--|---|



Subject: US History I	Grade: 9	Suggested Timeline: 25 periods
Unit Title: World War II – Isolationism to Internationalism		
Unit Overview/Essential Understanding: Students will learn about the programs and acts that ensure our isolation from events in Europe and then evaluate the events that cause a shift in our involvement to an internationalist approach. Students will look at how acts and programs shift to support our new approach. Students will analyze what events justify a nations involvement in a war. Students will also wrestle with difficult themes such as the Holocaust and the use of the atomic bombs. Essential Questions: <ul style="list-style-type: none">• In what ways does war change society?• What does learning about choices people made during the early years of the war and the Holocaust teach us about the power and impact of our choices today?• Under what circumstances or for what reasons is it acceptable to us deadly force which impacts civilians?		
Unit Objectives: Students will focus on learning: <ul style="list-style-type: none">• Causes of WWII• The USA’s shift from Isolation to Internationalism• How the USA activates the home front to support the war effort• The implementation of the Final Solution in the Holocaust• The debate to or not to use the Atomic Bomb(s)		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 7.3.9. A – Explain the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities• 8.1.9.A – Compare patterns of continuity and change over time, applying context of events• 8.1.9. B – Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships		

- 8.3.9.C - Analyze how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.9.D - Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- 8.4.9.A - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.3.9. B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

Important Standards Addressed in this Unit:

- RH.9-10.10 - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently
- WHST.9-10.1 - Write arguments focused on discipline-specific content
- WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- WHST.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- WHST.9-10.9 - Draw evidence from informational texts to support analysis, reflection, and research
- WHST.9-10.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Misconceptions:

- Misunderstanding the timing, duration, or sequence of events
- Thinking the German public blindly followed - not considering propaganda, fear/self-preservation, brain washing or the flip side the resistance movements that existed and tried to help people of the Jewish faith, to bring facts to light and "wake" the general population up, or to plan and carryout assassination attempts on Hitler.

Concepts/Content:

- Dictators in Europe- Mussolini, Hitler, Stalin

Competencies/Skills:

- explain how dictators and militaristic regimes arose in several countries in the 1930s

Description of Activities:

- Foreign policy spectrum
- Lecture with slideshow
- Worksheets and activities from the textbook

<ul style="list-style-type: none"> • Aggressive nations- Japan and Germany <ul style="list-style-type: none"> ○ Appeasement ○ Neutrality Act 1939 ○ Lend Lease Act 1941 ○ Cash and Carry ○ Atlantic Charter, 1941 ○ Bombing of Pearl Harbor • European Theater- Stalingrad (Aug. 1942-Jan. 1943) , invasion of Italy (July 1943), Precision and saturation bombing, invasion of Normandy (D-Day June 6, 1944), Battle of the Bulge (Dec.1944) • The Holocaust • Pacific Theater- Battle of Midway (June 1942), Island Hopping, Kamakaze, Iwo Jima (Feb.-March 1945), Okinawa (April 1945) • The Home Front • Dropping the Atomic Bomb • Effects of WWII- Yalta Conference (Feb. 1945), Potsdam (July 1945), creation of United Nations, Nuremberg Trials 	<ul style="list-style-type: none"> • analyze U.S. involvement in WWII prior to Pearl Harbor • examine FDR's speech concerning the Japanese attack on Pearl Harbor • examine text and maps to understand the military strategies and events of WWII • analyze how WWII changed the lives of Americans • Debate whether or not the use of the atomic bomb was justified • Describe the effects of WWII • Trace the development of the Holocaust in Nazi Germany and Nazi occupied territories 	<ul style="list-style-type: none"> • Activities, projects created by the instructor • WWII activity
<p>Assessments:</p> <ul style="list-style-type: none"> • Formative and Summative Assessments, which may include discussion, worksheets, quizzes, essays, projects, and teacher/textbook company created assessments. 		



Interdisciplinary Connections:

- Reading comprehension as needed for non-fiction text
- English 9-writing skills
- Analyzing primary sources
- Library science-research skills

Additional Resources:

- District approved textbook
- Videos (for example - Eva Kor Holocaust survivor story)
- Internet
- Library
- Political Cartoons and Primary Source Documents

Subject: US History I

Grade: 9

Suggested Timeline: 20 periods

Unit Title:

The Cold War - Post WWII and 1950's United States and foreign relations

Unit Overview/Essential Understanding:

Students will be learning about the post WWII era. They will make connections between the end of WWII and the origins of the Cold War. Students will analyze the fears of Americans concerning communism and evaluate the impact of those fears on the day to day of working of the government as well as "The American Dream". Students will become acquainted with American policies and make connections with the Cold War phenomenon. Students will look more deeply at American and Soviet involvement in other countries (Germany and Korea) as a result of Cold War policies.

Essential Questions:

- How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?
- What is the impact of the Red Scare in the 1950's on the American citizens attempts to live "the American Dream"?
- How does the fear of the spread of communism in the United States propel government policy?

Unit Objectives:

Students will focus on learning:

- The origins of the Cold War
- The impact of the Red Scare as 1950's Americans attempt to live "The American Dream"
- American Policies as they relate to Cold War issues
- Germany's role during the Cold War with regards to U.S. and the Soviet Union
- The political and economic ideologies of the U.S. and the Soviet Union
- The connection between the Cold War and American involvement in Korea

Focus Standards Addressed in this Unit:

- 7.1.C.A - Use geographic tools to analyze information about the interaction between people, places, and the environment
- 7.1.U.A - Use geographic tools to analyze information about the interaction between people, places, and the environment

- 7.3.C.A - Analyze the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
- 7.3.U.A - Analyze the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
- 7.3.W.A - Analyze the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
- 8.3.C.A - Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy. (Reference Civics and Government Standard 5.4.12.E.)
- 8.3.C.C - Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality (Reference Civics and Government Standard 5.1.9.C.)
- 8.3.C.D - Analyze the role political symbols play in civil disobedience and patriotic activities. (Reference Civics and Government standard 5.1.9.F.)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- 8.4.C.D - Analyze strategies used to resolve conflicts in society and government. (Reference Civics and Government Standards
- 5.2.9.B - Evaluate the role of nationalism in uniting and dividing citizens. (Reference Civics and Government Standards: 5.1.12.F.)
- 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4.W.C - Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization

Important Standards Addressed in this Unit:

- RH.9-10.6 - 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
- RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources
- RH.9-10.10 - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently

- WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
- RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them
- RH.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science
- RH.9-10.6 - 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
- RH.9-10.8 - Assess the extent to which the reasoning and evidence in a text support the author's claims
- RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources
- RH.9-10.10 - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently
- WHST.9-10.1.a - 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
- WHST.9-10.1.b - 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
- WHST.9-10.1.c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- WHST.9-10.1.d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- WHST.9-10.2.a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- WHST.9-10.2.b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

- WHST.9-10.2.d - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers
- WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- WHST.9-10.6-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
- WHST.9-10.7-Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- WHST.9-10.9-Draw evidence from informational texts to support analysis, reflection, and research

Misconceptions:

- Some students may not grasp the pervasiveness of the fear relative to communism or more specifically the potential of it spreading.
- Additionally, the idea that some citizens choose to build bomb shelters seems unreal to students, as they try to understand the threat of nuclear war.

Concepts/Content:

- Effects of WWII on the U.S. and the world at large
- The Political ideology spectrum
- Fear of the communist influence on the home front
- Senator Joseph McCarthy's Communist "Witch Hunt"
- Harry S. Truman's presidency
- The Cold War and Nuclear Weapons
- Science Fiction develops as a literary genre and reflects Cold War fears

Competencies/Skills:

- Summarize the effects of WWII
- Explore the political spectrum by analyzing left and right wing beliefs to determine political association with terms such as left and right wing, Democrats, Republicans, Moderates, Socialists, Fascists, etc.
- Explain the spy cases of Alger Hiss and Julius and Ethel Rosenberg
- Analyze the efforts made by the U.S. government in achieving containment

Description of Activities:

- Political ideology spectrum
- Lecture with slideshow
- Worksheets and activities from the textbook
- Activities, projects created by the instructor
- Post WWII - foreign relations activity



- Discuss the persona of Harry S. Truman and evaluate the impact of his personality on foreign affairs
- Explain the U.S. government's attempts to lessen Americans' fear of the nuclear bomb
- Evaluate the reasons why Science Fiction becomes a popular genre of this time period
- Describe the efforts of Senator Joseph McCarthy to investigate alleged communist influence in the United States
- Learn about the division of east and west (communist/non-communist) which countries on which side

Assessments:

- Formative and Summative Assessments, which may include discussion, worksheets, quizzes, essays, projects, and teacher/textbook company created assessments.

Interdisciplinary Connections:

- Reading comprehension as needed for non-fiction text
- English 9-writing skills
- Analyzing primary sources
- Library science-research skills

Additional Resources:

- District approved textbook
- Videos (for example - Duck and cover, Truman mini bio, twilight zone - 3rd from the sun and Inside North Korea.)
- Internet
- Library
- Political Cartoons and Primary Source Documents

Subject: US History I

Grade: 9

Suggested Timeline: 19 periods

Unit Title:

Post War Boom – Post WWII and 1950’s in the United States

Unit Overview/Essential Understanding:

Students will begin with the last period of economic prosperity the 1920’s and form a definition of American Prosperity. They will then look at how American prosperity changes in this era as well as if prosperity is possible for all Americans. Students will dissect “The American Dream to look more closely at the elements and make connections with how some of those elements are unattainable in some areas. Students will analyze the role of men, women, teens, and children and how those roles evolve Post WWII. They will also learn about the impact of accessibility to new technology such a television and older technology like radio and print media on the many facets of American life, for example consumerism, social norms, economic trends, popular culture, and politics.

Essential Questions:

- Which groups of people are unable to achieve the "American Dream" and why?
- How have gender roles been impacted in the post-war world?
- What are the messages behind mass media, including television, pop music and art of the 1950's?

Unit Objectives:

Students will focus on learning:

- The evolving definition of American prosperity, and comparing it with the last notable period of American prosperity the 1920’s
- The elements of “The American Dream”
- The adjusting society does relative to the roles of individuals during the era and gender roles and how they changed due to WWII
- The impact of the accessibility of television (and other media sources) on consumerism, social norms, economic trends, popular culture, and politics

Focus Standards Addressed in this Unit:

- 8.1. U.A - Evaluate patterns of continuity and change over time, applying context of events.
- 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. (Reference RWSL Standard 1.8.11 Research)
- 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events.
- 8.1. W.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.3. C.A - Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy. (Reference Civics and Government Standard 5.4.12.E.)
- 8.3. C.C - Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality (Reference Civics and Government Standard 5.1.9.C.)
- 8.3. C.D - Analyze the role political symbols play in civil disobedience and patriotic activities. (Reference Civics and Government standard 5.1.9.F.)
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
- 8.4.C.B - Compare and contrast the basic principles and ideals found in significant documents: • Declaration of Independence • United States Constitution (Reference Civics and Government Standard 5.1.9.D.)
- 8.4. C.D - Analyze strategies used to resolve conflicts in society and government. (Reference Civics and Government Standards 5.2.9.B.) Evaluate the role of nationalism in uniting and dividing citizens. (Reference Civics and Government Standards: 5.1.12.F.)

Important Standards Addressed in this Unit:

- RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science
- RH.9-10.6 - 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

- RH.9-10.10 - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently
- WHST.9-10.1 - Write arguments focused on discipline-specific content
- WHST.9-10.1.d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- WHST.9-10.1.e - Provide a concluding statement or section that follows from or supports the argument presented
- WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- WHST.9-10.2.a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- WHST.9-10.2.b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- WHST.9-10.2.c - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts
- WHST.9-10.2.d - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers
- WHST.9-10.2.e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- WHST.9-10.2.f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)
- WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- 8.2.9.B - Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history
- 8.2.9.C - Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history
- 8.2.9.D - Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US

Misconceptions:

- Many think of "Happy Days" when they think of the 1950's. They have trouble assimilating the Red Scare, and the discontent of women like Betty Friedan, who were thought to be happy housewives, with this happier portrayal.

- Additionally, many do not understand why all people of all races didn't have that "Happy Days" life.

Concepts/Content:

- Truman and domestic policy
- Dwight D. Eisenhower and the Republicans
- the suburban lifestyle / American Dream
- The automobile culture of the 1950's
- Advances in medicine and childcare
- 1950's gender and teenage roles
- Consumerism of the 1950's.
- The new era of mass media including books, magazines, music, radio, television, and films
- Leisure in the 1950's
- The urban poor
Poverty leads to activism in the 1950's

Competencies/Skills:

- Describe the broader role of teenagers in postwar America
- Describe the efforts of minorities to gain equal rights and fight poverty
- Explain how the white migration to the suburbs created an urban crisis
- Explain how the new social and economic significance of teenagers helped shape American popular culture
- Explain how the beat movement and rock 'n' roll music clashed with middle class values
- Explain how television programs in the 1950's reflected middle class values
- Explain the role transportation played in the development of suburbs
- Evaluate the reasons why many white Americans moved to the suburbs in the postwar era
- Identify economic and social problems Americans faced after WWII

Description of Activities

- Lecture with slideshow
- Worksheets and activities from the textbook
- Activities, projects created by the instructor
- Post WWII – Domestic

	<ul style="list-style-type: none"> • Identify causes and effects of the boom in the automobile industry • Explain the increase in consumerism in the 1950's • describe the suburban lifestyle of the 1950's • Explain how changes in business affected workers • Contrast domestic policy under Presidents Truman and Eisenhower 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Formative and Summative Assessments, which may include discussion, worksheets, quizzes, essays, projects, and teacher/textbook company created assessments. 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Reading comprehension as needed for non-fiction text • English 9-writing skills • Analyzing primary sources • Library science-research skills 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • Videos (for example - A date with the Family, Eisenhower mini bio) • Internet • Library • Political Cartoons and Primary Source Documents 	