

Blackhawk School District

CURRICULUM

Course Title:	American History 9
Course Number:	0211
Grade Level(s):	Ninth
Length of Period:	42 minutes
Length of Class:	Year
Faculty Author(s):	Deb Daquila, Pat Feeley, Joe Roperti, Jeff Tripodi
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SOCIAL STUDIES MISSION:

The purpose for learning social studies is to prepare students to be responsible, productive citizens who possess an awareness of local, regional and global issues. Students will use problem-solving, critical thinking and analytical skills based upon knowledge of the past in order to successfully impact the present and the future. By building a frame of reference, students will learn to understand and appreciate overarching concepts in literature, film, art and science.

COURSE DESCRIPTION:

This course will cover Spanish American War to the present. Students will develop and use intellectual reasoning, reflection, and research skills to understand and analyze the major developments of this era in American History.

TEXT: *Call to Freedom: 1885 to Present*, Holt, Rinehart, and Winston, 2003

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

Pennsylvania Department of Education has released standards that describe what students in the social studies classroom should know and be able to do with the English language in reading and writing, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, Blackhawk School District has used them to develop this social studies curriculum.

The standards for Reading are available at:

http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf

The standards for Writing are available at:

http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf

ESSENTIAL QUESTIONS:

Essential questions are the heart of the curriculum. Essential questions are conceptual commitments that teachers will use to guide instructional decision-making. In addition, they are kid friendly so that students can easily understand them. Essential questions are meant to be shared with students in either discussion or posting in the classroom.

Essential questions provide the focus for teaching and learning. The following are the Essential Questions for this class:

1. Why did America fight the Spanish-American War and how did it reflect a permanent change in American foreign policy?
2. What were the causes of WWI?
3. If I were a leader, how may I have helped the world avoid or minimize the conflict?
4. How did economic and social changes impact American life in the years that followed WWI? (Ford, Red Scare, strikes, prohibition, immigration)
5. If you were alive during Great Depression, what types of obstacles might you face and how would your day to day life change as a result? How would the New Deal have affected your life?
6. What European conditions led to the popularity of oppressive leaders and how did this and other factors lead to the WWII?
7. How did the beginnings of WWII impact the American economy?
8. How and why did nations on both sides of WWII mistreat and in some cases kill enemies and members of their own societies who were viewed negatively at the time?
9. How did the fear of communism lead to the mistreatment of American citizens during WWII? How did the American foreign policy of containment lead to American military campaigns abroad and political unrest within the US?
10. If you were a southern high school student in the 1950s, what experiences might you have in terms of cultural, social, educational, and political changes?
11. What Cold War crisis did American presidents have to deal with in the 1960s? Would you have handled the issues the same way the President did?
12. What rights were denied to women and minority groups in the 1960s and in what ways did the groups work to win the rights?
13. If you were an 18 year old in American during the Vietnam War, what experience might you have? How did these experiences lead to a counterculture in the United States?

Assessing Essential Questions is key to a robust curriculum. If Essential Questions are the focal point of learning, how then do we assess students? The following is an overview of recommended assessments to the Essential Questions. In addition, Differentiated learning opportunities are embedded as well (noted by DI)

Ch. 10

EQ: Why did America fight the Spanish-American War and how did it reflect a permanent change in American foreign policy?

EQ Assessment: Graphic Organizer

Ch. 11

EQ: What were the causes of WWI?

EQ: If I were a leader, how may I have helped the world avoid or minimize the conflict?

EQ Assessment: Essay on Test

Ch. 12/13

EQ: How did economic and social changes impact American life in the years that followed WWI? (Ford, Red Scare, strikes, prohibition, immigration)

EQ Assessment: Essay

DI: Students will pick topic to write about based on interest OR allow presentation instead of writing.

Ch. 14

EQ: If you were alive during Great Depression, what types of obstacles might you face and how would your day to day life change as a result? How would the New Deal have affected your life?

DI and EQ Assessment: Writing Assignment: Allow students different perspectives to write from (i.e. farmer, industrial worker, etc...)

Ch. 15

EQ: What European conditions led to the popularity of oppressive leaders and how did this and other factors lead to the WWII?

DI and EQ Assessment: Group students based on ability to complete Cause and Effect Chart

Ch. 16

EQ: How did the beginnings of WWII impact the American economy?

EQ Assessment: Essay

EQ: How and why did nations on both sides of WWII mistreat and in some cases kill enemies and members of their own societies who were viewed negatively at the time?

EQ Assessment: Graphic Organizer Assignment

Ch. 17

EQ: How did the fear of communism lead to the mistreatment of American citizens during WWII? How did the American foreign policy of containment lead to American military campaigns abroad and political unrest within the US?

EQ Assessment: Essay on the test

Ch. 18

EQ: If you were a southern high school student in the 1950s, what experiences might you have in terms of cultural, social, educational, and political changes?

EQ Assessment: Journal Entry

Ch. 19

EQ: What Cold War crisis did American presidents have to deal with in the 1960s? Would you have handled the issues the same way the President did?

EQ Assessment: Comparison Chart

Ch. 20

EQ: What rights were denied to women and minority groups in the 1960s and in what ways did the groups work to win the rights?

EQ Assessment: Graphic Organizer Activity

Ch. 21

EQ: If you were an 18 year old in American during the Vietnam War, what experience might you have? How did these experiences lead to a counterculture in the United States?

DI and EQ Assessment: Cause and Effect Chart-Allow students options in how information will be represented (i.e. PowerPoint, writing, cartoon, video)

ROBUST VOCABULARY:

Robust vocabulary words are Tier 2 words, meaning that they are complex, powerful, and generalizable. Robust vocabulary words support language development of both lower and high level learners. In addition, robust vocabulary instruction helps prepare students for SATs, upper level high school classes, and college. “Studies showed that robust instruction was quite effective not only for learning the meanings of words but also for affecting reading comprehension.” (p. 2 *Bringing Words to Life*)

Teachers are asked to commit to teaching and students USING these words throughout the entire year. Using a variety of instructional strategies, students will learn the meaning of these words in a deep and meaningful way in this content and across other content areas.

The Robust Vocabulary terms for this class are: **Economy, Imply, Domestic, Allocate, Rational, Advocate, Infer, Bias, Induce, Unify**

COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME	RESOURCES	LESSON REFLECTION
I. America as a World Power a. The Spanish American War b. World War I c. The 1920s: An unsettled decade	5.1.9 B Describe historical examples of the importance of the rule of law. 5.1.9 J Explain how law protects individual rights and common good. 5.1.9 K Explain why symbols and holidays were created and the ideals they commemorate. 5.1.9 M Interpret the impact of famous speeches and writings on civic life. 5.2.9 D Analyze political leadership and public service in a republican form of government. 5.4.9 B Explain how foreign policy is developed and implemented. 5.4.9 C Explain the effects US political ideas have had on other nations. 6.1.9 A Analyze the similarities and differences in economic systems. 6.1.9 C Explain how economic indicators reflect changes in the economy. (i.e. CPI, GDP, Unemployment rate). 6.1.9 D Describe historical examples of expansion, recession and depression in the United States. 6.3.9 F Explain how incentives affect the behaviors of workers, savers, consumers, and producers. 6.4.9 B Explain how trade may improve a society's standard of living. 6.4.9 G Describe geographic patterns of economic patterns of economic activities in the U.S. (i.e. Primary, Secondary, and Tertiary) 6.5.9 A Define wages and explain how wages are determined by supply of and demand for workers. 6.5.9 F Identify leading entrepreneurs in PA and the U.S. and describe the risks they took and the rewards they received. 6.3.9 F Explain how incentives affect the behaviors of workers, savers, consumers, and producers. 7.1.9 B Explain and locate places and regions. 7.3.9 A Explain the human characteristics of places and regions by their population characteristics. 7.3.9 C Explain the human characteristics of places and regions by their settlement characteristics. 8.1.12 A Evaluate chronological thinking (sequential order of historical narrative, continuity and change, and context for events). 8.1.9 B Analyze and interpret historical sources. 8.1.9 C Analyze historical interpretations of events. 8.1.9 D Analyze and interpret historical research. 8.3.12 A Identify and evaluate the political and cultural contributions of individuals and groups to US history from 1890 to Present. 8.3.12 B Identify and analyze primary documents, material artifacts and historic sites important in US history from 1890 to present. 8.3.12 C Analyze how continuity and change has influenced US history (1890-present).	39 Days Chapter 10: 13 days Chapter 11: 15 days Chapter 12: 12 days	Text Chapter 10-12 Videos DVDs Maps Teacher Generated Materials Technology	

	<p>8.3.12 D Identify and analyze conflict and cooperation among social groups and organizations in US history (1890-present).</p> <p>8.4.12 D Analyze conflict and cooperation among social groups and organizations impacted world history in Africa, Americans, Asia and Europe (1450-present).</p>			
<p>II. The Changing Nation</p> <p>a. The Roaring 20s</p> <p>a. The Great Depression</p> <p>b. The Depression at Home and Abroad</p>	<p>5.1.9 M Interpret the impact of famous speeches and writings on civic life.</p> <p>5.2.9 D Analyze political leadership and public service in a republican form of government.</p> <p>5.4.9 C Explain the effects US political ideas have had on other nations.</p> <p>7.1.9 B Explain and locate places and regions.</p> <p>7.2.9 A Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems.</p> <p>7.3.9 A Explain the human characteristics of places and regions by their population characteristics.</p> <p>7.3.9 C Explain the human characteristics of places and regions by their settlement characteristics.</p> <p>7.4.9 B Explain the impacts of people on physical systems.</p> <p>8.1.12 A Evaluate chronological thinking (sequential order of historical narrative, continuity and change, and context for events).</p> <p>8.1.9 B Analyze and interpret historical sources.</p> <p>8.1.9 C Analyze historical interpretations of events.</p> <p>8.1.9 D Analyze and interpret historical research.</p> <p>8.3.12 A Identify and evaluate the political and cultural contributions of individuals and groups to US history from 1890 to Present.</p> <p>8.3.12 B Identify and analyze primary documents, material artifacts and historic sites important in US history from 1890 to present.</p> <p>8.3.12 C Analyze how continuity and change has influenced US history (1890-present).</p> <p>8.3.12 D Identify and analyze conflict and cooperation among social groups and organizations in US history (1890-present).</p> <p>8.4.12 C Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</p> <p>8.4.12 D Analyze conflict and cooperation among social groups and organizations impacted world history in Africa, Americans, Asia and Europe (1450-present).</p> <p>6.3.9 E Explain the opportunity cost of a public choice from different perspectives. (Dust Bowl, Silent Spring)</p> <p>6.4.9 D Explain how the location of resources, transportation and communication networks and technology have affected U.S. economic patterns. (i.e. labor markets, Interstate Highway system and seam and inland ports, Communication technologies)</p> <p>6.4.9 G Describe geographic patterns of economic patterns of economic activities in the U.S. (i.e. Primary, Secondary, and Tertiary)</p>	<p><u>38 Days</u></p> <p>Chapter 13: 10 days</p> <p>Chapter 14: 14 days</p> <p>Chapter 15: 14 days</p>	<p>Text Chapter 13-15</p> <p>Videos</p> <p>DVDs</p> <p>Maps</p> <p>Teacher Generated Materials</p> <p>Technology</p>	

	<p>6.5.9 A Define wages and explain how wages are determined by supply of and demand for workers.</p> <p>6.1.9 D Describe historical examples of expansion, recession and depression in the United States.</p> <p>6.1.9 C Explain how economic indicators reflect changes in the economy. (i.e. CPI, GDP, Unemployment rate).</p> <p>6.2.9 E Explain the laws of supply and demand and how these affect the process of goods and services.</p> <p>6.2.9 F Analyze how competition among producers and consumers affects price costs, product quality, service, product design, variety and advertising.</p> <p>6.2.9 H Analyze the economic roles of governments. (i.e. Economic growth and stability, Legal frameworks, Other economic goals)</p> <p>6.2.9 I Explain how government provides public goods.</p> <p>6.3.9 B Analyze how unlimited wants and limited resources affect decision-making.</p> <p>6.3.9 F Explain how incentives affect the behaviors of workers, savers, consumers, and producers.</p> <p>6.4.9 B Explain how trade may improve a society's standard of living.</p>			
<p>III. A World in Crisis</p> <p>a. World War II</p> <p>a. The Cold War Begins</p> <p>b. Peace and Prosperity</p>	<p>5.1.9 B Describe historical examples of the importance of the rule of law.</p> <p>5.1.9 J Explain how law protects individual rights and common good.</p> <p>5.1.9 K Explain why symbols and holidays were created and the ideals they commemorate.</p> <p>5.1.9 L Interpret US court decisions that have affected principles and ideals of government in civic life.</p> <p>5.1.9 M Interpret the impact of famous speeches and writings on civic life.</p> <p>5.2.9 D Analyze political leadership and public service in a republican form of government.</p> <p>5.4.9 B Explain how foreign policy is developed and implemented.</p> <p>5.4.9 C Explain the effects US political ideas have had on other nations.</p> <p>5.4.9 E Explain the development and the role of the United Nations and the purposes and functions of governmental organizations.</p> <p>7.1.9 A Explain geographic tools and their uses.</p> <p>7.1.9 B Explain and locate places and regions.</p> <p>7.2.9 A Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems.</p> <p>7.3.9 A Explain the human characteristics of places and regions by their population characteristics.</p> <p>7.3.9 C Explain the human characteristics of places and regions by their settlement characteristics.</p> <p>8.1.12 A Evaluate chronological thinking (sequential order of historical narrative, continuity and change, and context for events).</p>	<p><u>48 Days</u></p> <p>Chapter 16: 20 days</p> <p>Chapter 17: 15 days</p> <p>Chapter 18: 13 days</p>	<p>Text Chapter 16-18</p> <p>Videos</p> <p>DVDs</p> <p>Maps</p> <p>Teacher Generated Materials</p>	

	<p>8.1.9 B Analyze and interpret historical sources.</p> <p>8.1.9 C Analyze historical interpretations of events.</p> <p>8.1.9 D Analyze and interpret historical research.</p> <p>8.3.12 A Identify and evaluate the political and cultural contributions of individuals and groups to US history from 1890 to Present.</p> <p>8.3.12 B Identify and analyze primary documents, material artifacts and historic sites important in US history from 1890 to present.</p> <p>8.3.12 C Analyze how continuity and change has influenced US history (1890-present).</p> <p>8.3.12 D Identify and analyze conflict and cooperation among social groups and organizations in US history (1890-present).</p> <p>8.4.12 C Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</p> <p>8.4.12 D Analyze conflict and cooperation among social groups and organizations impacted world history in Africa, Americans, Asia and Europe (1450-present).</p> <p>6.4.9 D Explain how the location of resources, transportation and communication networks and technology have affected U.S. economic patterns. (i.e. labor markets, Interstate Highway system and seam and inland ports, Communication technologies)</p> <p>6.5.9 F Identify leading entrepreneurs in PA and the U.S. and describe the risks they took and the rewards they received.</p> <p>6.1.9 A Analyze the similarities and differences in economic systems.</p> <p>6.1.9 D Describe historical examples of expansion, recession and depression in the United States.</p> <p>6.2.9 E Explain the laws of supply and demand and how these affect the process of goods and services.</p> <p>6.2.9 F Analyze how competition among producers and consumers affects price costs, product quality, service, product design, variety and advertising.</p> <p>6.2.9 H Analyze the economic roles of governments. (i.e. Economic growth and stability, Legal frameworks, Other economic goals)</p> <p>6.2.9 I Explain how government provides public goods.</p> <p>6.3.9 B Analyze how unlimited wants and limited resources affect decision-making.</p> <p>6.3.9 C Explain how resources can be used in different ways to produce different goods and services.</p> <p>6.3.9 F Explain how incentives affect the behaviors of workers, savers, consumers, and producers.</p>			
<p>IV. Searching for Solutions</p> <p>a. The Sixties</p> <p>b. The Search for Equal Rights</p> <p>c. War in</p>	<p>5.1.9 B Describe historical examples of the importance of the rule of law.</p> <p>5.1.9 J Explain how law protects individual rights and common good.</p> <p>5.1.9 K Explain why symbols and holidays were created and the ideals they commemorate.</p> <p>5.1.9 L Interpret US court decisions that have affected principles and ideals of government in civic life.</p>	<p><u>39 Days</u></p> <p>Chapter 19: 12 days</p> <p>Chapter 20:</p>	<p>Text Chapter 19-21</p> <p>Videos</p> <p>DVDs</p>	

	5.1.9 M Interpret the impact of famous speeches and writings on civic life.			
Vietnam	<p>5.2.9 D Analyze political leadership and public service in a republican form of government.</p> <p>5.4.9 B Explain how foreign policy is developed and implemented.</p> <p>5.4.9 C Explain the effects US political ideas have had on other nations.</p> <p>5.4.9 E Explain the development and the role of the United Nations and the purposes and functions of governmental organizations.</p> <p>7.1.9 A Explain geographic tools and their uses.</p> <p>7.1.9 B Explain and locate places and regions.</p> <p>7.2.9 A Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems.</p> <p>7.3.9 A Explain the human characteristics of places and regions by their population characteristics.</p> <p>7.3.9 C Explain the human characteristics of places and regions by their settlement characteristics.</p> <p>7.4.9 B Explain the impacts of people on physical systems.</p> <p>8.1.12 A Evaluate chronological thinking (sequential order of historical narrative, continuity and change, and context for events).</p> <p>8.1.9 B Analyze and interpret historical sources.</p> <p>8.1.9 C Analyze historical interpretations of events.</p> <p>8.1.9 D Analyze and interpret historical research.</p> <p>8.3.12 A Identify and evaluate the political and cultural contributions of individuals and groups to US history from 1890 to Present.</p> <p>8.3.12 B Identify and analyze primary documents, material artifacts and historic sites important in US history from 1890 to present.</p> <p>8.3.12 C Analyze how continuity and change has influenced US history (1890-present).</p> <p>8.3.12 D Identify and analyze conflict and cooperation among social groups and organizations in US history (1890-present).</p> <p>8.4.12 C Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</p> <p>8.4.12 D Analyze conflict and cooperation among social groups and organizations impacted world history in Africa, Americans, Asia and Europe (1450-present).</p> <p>6.3.9 E Explain the opportunity cost of a public choice from different perspectives. (Dust Bowl, Silent Spring)</p> <p>6.1.9 A Analyze the similarities and differences in economic systems.</p> <p>6.2.9 I Explain how government provides public goods.</p> <p>6.4.9 B Explain how trade may improve a society's standard of living.</p>	<p>12 days</p> <p>Chapter 21: 15 days</p>	<p>Maps</p> <p>Teacher Generated Materials</p>	