

Moon Area School District Curriculum Map

Course: *9th Grade Honors U.S. History*

Grade Level: *9th Grade*

Content Area: *Social Studies*

Frequency: *Full-Year Course*

Big Ideas:

1. This course is an in-depth look at U.S. History from the Reconstruction Era through the close of World War II. The focus is on the political, social, and economic development of the United States, including Pennsylvania's role. Students will be expected to accurately complete homework, take notes, and use organizational skills. As an honors class, there is heavy emphasis to create projects, do research, write essays, analyze primary sources, all while supporting various opinions using specific details/facts.

2. Primary Resource(s) & Technology:

The following are resources and tools used, but are not limited to... The U.S. Constitution, Emancipation Proclamation, various inaugural and presidential speeches, 'America: The Story of Us' video series, "The Men Who Built America" video series, abridged version of "Glory", scenes from "Dances with Wolves," scenes from "Far and Away," Discovery Channel documentary on "The Gangs of New York," the "Crash Course" YouTube series, the "Great War" YouTube series, "World War II from Space," "The World Wars," "The Boy in the Striped Pajamas," History.com, various Scholastic magazines, various Post-Gazette articles, various Tribune Review articles, and various unblocked websites as they relate to the approved content; Textbook Series, IXL online software, Microsoft Teams, Promethean Boards, Student Laptops/iPads.

Pennsylvania and/or focus standards referenced at:

www.pdesas.org
www.education.pa.gov

Big Ideas/EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
<i>The American Civil War Ch. 9 Text</i>	<p>CC.8.5.9-10.I.</p> <p>CC.8.5.9-10.G.</p> <p>CC.8.5.9-10.F</p> <p>CC.8.5.9-10.D.</p> <p>CC.8.5.9-10.C.</p> <p>CC.8.5.9-10.B</p>	<p><i>-<u>Identify</u> underlying and immediate causes of the American Civil War.</i></p> <p><i>- <u>Analyze</u> advantages and disadvantages of the Union and Confederacy.</i></p> <p><i>- <u>Demonstrate</u> the impact that key leaders and battles had on the outcome of the American Civil War; the impact of the Emancipation Proclamation.</i></p> <p><i>- <u>Research</u> the 54th Mass. and Robert Gould Shaw, showing the importance of Black troops to the Union effort; the assassination of President Abraham Lincoln and the influence it had on the nation at the end of the Civil War.</i></p>	<i>Start of school - September</i>
<i>Reconstruction Ch. 10 Text</i>	<p>CC.8.5.9-10.I.</p> <p>CC.8.5.9-10.G.</p> <p>CC.8.5.9-10.F</p> <p>CC.8.5.9-10.D.</p> <p>CC.8.5.9-10.C.</p> <p>CC.8.5.9-10.B</p>	<p><i><u>Identify</u> important social, political, and economic issues facing the United States during the post-Civil War era.</i></p> <p><i><u>Compare and contrast</u> the different federal Reconstruction plans and the impact they had on the South following the Civil War.</i></p> <p><i><u>Identify</u> post-Civil War racial issues faced by African Americans in American society.</i></p> <p><i>-<u>Debate</u> the causes and rational for the impeachment trial of President Andrew Johnson.</i></p> <p><i>- <u>Evaluate</u> the success of reconstruction for rebuilding the south and on enforcing freedoms of African Americans; the impact Plessy v. Ferguson and “Jim Crow” laws.</i></p>	<i>Early October</i>
<i>Settling the West Ch. 11 Text</i>	<p>CC.8.5.9-10.I.</p> <p>CC.8.5.9-10.F</p>	<p><i>-<u>Identify</u> reasons of western migration and the promotion of Manifest Destiney.</i></p> <p><i>- <u>Analyze</u> the ways “homesteaders” lived on the Great Plains and their impact on the land; the</i></p>	<i>Late October</i>

	<p>CC.8.5.9-10.D.</p> <p>CC.8.5.9-10.C.</p> <p>CC.8.5.9-10.B</p>	<p><i>various Plains Indians’ culture; the leaders and major conflicts of the “Plains Indian Wars”</i></p> <p><i>- Evaluate the impact government policy and western migration had on Native Americans in the western United States.</i></p>	
<p><i>The Gilded Age Ch. 12 Text</i></p>	<p>CC.8.5.9-10.I.</p> <p>CC.8.5.9-10.G.</p> <p>CC.8.5.9-10.B</p> <p>CC.8.5.9-10.F</p> <p>CC.8.5.9-10.D.</p> <p>CC.8.5.9-10.C.</p>	<p><i>-Identify major inventions and contributions of the industrial revolution that modernized American society, with a focus on Pittsburgh’s steel industry.</i></p> <p><i>-Debate the positive and negative impact the robber barons/captains of industry had on American economic history, with a focus on Andrew Carnegie, Henry Clay Frick, and Carnegie Steel Co., as well as the Johnstown Flood.</i></p> <p><i>- Analyze issues of labor unrest and the formation of the nation’s first labor unions, with a focus on the Homestead Strike of 1892; the meaning of The Communist Manifesto by Karl Marx and its possible influence on American labor unions in the late 1800s.</i></p> <p><i>-Evaluate who was more responsible for the Homestead Strike and the violence surrounding it.</i></p>	<p><i>Early November</i></p>
<p><i>Urban America Ch. 13 Text</i></p>	<p>CC.8.5.9-10.F</p> <p>CC.8.5.9-10.D.</p>	<p><i>-Identify push and pull factors on American immigration and the impact immigrants had on Americans society.</i></p> <p><i>-Evaluate the political, economic, and social uses that the population increase, and the growth of cities had on Gilded Age America.</i></p> <p><i>- Identify the goals and arguments of the Populist Movement politicians</i></p>	<p><i>Late November</i></p>
<p><i>Becoming a World Power Ch. 14 Text</i></p>	<p>CC.8.5.9-10.I.</p>	<p><i>-Identify imperialism and the methods and reason the United States started to adopt imperialistic ideology.</i></p>	<p><i>Early December</i></p>

	<p>CC.8.5. 9-10.D.</p>	<p><i>-<u>Debate</u> the possible new role of the United States and why the U.S. should or shouldn't remain isolated, build a new navy, claim overseas colonies, etc.</i></p> <p><i>- <u>Identify</u> the causes, outcome and impact of the Spanish American War on the United States and its world position.</i></p> <p><i>- <u>Evaluate</u> the foreign policy of President Theodore Roosevelt and the methods he used to change the role of the United States in the world; the foreign policy of William H. Taft.</i></p>	<p><i>till Holiday Break</i></p>
<p><i>The Progressive Era Ch. 15 Text</i></p>	<p>CC.8.5. 9-10.I.</p> <p>CC.8.5. 9-10.F</p> <p>CC.8.5. 9-10.D.</p>	<p><i>- <u>Identify</u> the progressive leaders and "muckrakers" of 1890-1920, and how they began to push for social and economic changes.</i></p> <p><i>- <u>Evaluate</u> the social and economic problems that progressive reformers identified and sought to improve.</i></p> <p><i>- <u>Compare and contrast</u> the federal response to the issues of business monopolies and the formation of trade unions</i></p> <p><i>- <u>Research</u> the domestic policies of the presidencies of the progressive era and the impact that they had on American politics, economics, and society; social issues today and compare them with those of the Progressive Era</i></p>	<p><i>January</i></p>
<p><i>World War I Ch. 16 Text</i></p>	<p>CC.8.5. 9-10.I.</p> <p>CC.8.5. 9-10.G.</p> <p>CC.8.5. 9-10.D.</p> <p>CC.8.5. 9-10.C.</p>	<p><i>-<u>Explain</u> the four M.A.I.N. long term causes of WWI and immediate causes of WWI.</i></p> <p><i>-<u>Identify</u> the major powers and alliances of the time.</i></p> <p><i>- <u>Demonstrate</u> the impact technology had on the warfare of WWI</i></p> <p><i>- <u>Evaluate</u> the changes on the American Homefront brought about by WWI</i></p> <p><i>- <u>Analyze</u> the impact WWI had on a global scale,</i></p>	<p><i>February</i></p>

	<p>CC.8.5.9-10.B</p>	<p><i>with a focus on America's role in foreign wars.</i></p> <p><i>-<u>Predict</u> the effects WWI will have on future global events</i></p>	
<p><i>The Jazz Age (1920's) Ch. 17 Text</i></p>	<p>CC.8.5.9-10.I.</p> <p>CC.8.5.9-10.D.</p> <p>CC.8.5.9-10.C.</p> <p>CC.8.5.9-10.B</p>	<p><i>-<u>Investigate</u> the business and political practices of the 1920's that created an era of America prosperity, focusing on stocks, credit, assembly lines, laissez-faire, advertisements, etc.</i></p> <p><i>-<u>Evaluate</u> the Presidencies of Warren G. Harding, Calvin Coolidge and Herbert Hoover, including the various scandals of the time.</i></p> <p><i>-<u>Research</u> American society and popular culture in the 1920's, focusing on the writing, artwork, and music of both White and Black America (Lost Generation, Harlem Renaissance, Jazz Age)</i></p> <p><i>-<u>Demonstrate</u> the impact that Prohibition had on the United States in the 1920's</i></p> <p><i>-<u>Formulate</u> opinions about why there was renewed rise in the ideologies of Nativism and Racism in 1920's America, focusing on the race riots of 1919 and Black Wall St.</i></p>	<p><i>March</i></p>
<p><i>The Great Depression and New Deal Ch. 18/19 Text</i></p>	<p>CC.8.5.9-10.I.</p> <p>CC.8.5.9-10.G.</p> <p>CC.8.5.9-10.F</p> <p>CC.8.5.9-10.D.</p> <p>CC.8.5.9-10.C.</p> <p>CC.8.5.9-10.B</p>	<p><i>-<u>Organize</u> the causes of the Great Depression in the American economy in the correct order they impacted the nation</i></p> <p><i>- <u>Analyze</u> the effects of the Great Depression on the everyday life of Americans during the 1930's</i></p> <p><i>- <u>Compare</u> and contrast the reaction of Herbert Hoover and Franklin D. Roosevelt on the Great Depression, focusing on FDR's inaugural address, and First 100 Days.</i></p> <p><i>- <u>Debate</u> the success and failures of the New Deal on combating the Great Depression and the leadership of FDR.</i></p>	<p><i>April</i></p>

<p><i>World War II Ch. 20/21 Text</i></p>	<p><i>CC.8.5. 9-10.I.</i></p> <p><i>CC.8.5. 9-10.G.</i></p> <p><i>CC.8.5. 9-10.D.</i></p> <p><i>CC.8.5. 9-10.C.</i></p> <p><i>CC.8.5. 9-10.B</i></p>	<p><i>-<u>Explain</u> the development of aggressive expansionist governments that began to develop after WWI</i></p> <p><i>- <u>Identify</u> key dictators, leaders, and alliances and the impact they had on WWII</i></p> <p><i>- <u>Identify</u> the immediate and underlying causes of WWII.</i></p> <p><i>- <u>Research</u> the causes and impact of the Holocaust on the World, focusing on the reaction and inaction of the U.S.</i></p> <p><i>-<u>Debate</u> the pro and con arguments for the use of the atom bomb to end the war in the Pacific, and the technology behind it.</i></p>	<p><i>May - till end of school year</i></p>
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