

Wilson Area School District Planned Course Guide

Title of planned course: American Cultures II

Subject Area: Social Studies

Grade Level: Nine

Course Description: American Cultures II is a survey course that explores the history, policies, and cultures in and related to the United States from 1914 to present day. This course utilizes the multiple social science disciplines, and is grounded in primary and secondary source analysis and application. Students will be challenged to examine American history through multiple lenses, including the unique cultural context of the events of history as well as their own unique cultural context. This is all done in an effort to make each student a well-informed and responsible citizen.

Time/Credit for this Course: One Full Academic Year

Curriculum Writing Committee:

- Curriculum: Eric Budge
- Resource List: Eric Budge, Jason Kruk, Neal Schaffer

Curriculum Map

August: Review of Progressive Era

September: 1914-1928

- Presidents Wilson, Harding, and Coolidge
- World War I
- Roaring Twenties

October: 1928-1938

- Presidents Hoover and Roosevelt
- Market Crash of 1929
- Great Depression
- New Deal

November: 1939-1945

- Presidents Roosevelt and Truman
- World War II
- The Holocaust

December: 1945-1960

- Presidents Truman and Eisenhower
- The Cold War Era

January: 1950-1969

- Presidents Kennedy and Johnson
- The Civil Rights Movement

February: 1961-1975

- Presidents Kennedy, Johnson, Nixon, and Ford
- The Vietnam Era
 - Pre-United States involvement in Vietnam 1955-1961
 - The War
 - Counterculture and Activism
- Watergate Scandal

March: 1975-1988

- Presidents Ford, Carter, and Reagan
- Foreign Policy
- Economics

April: 1988-2000

- Presidents Bush & Clinton
- End of the Cold War
- The Information Age
- Millennials

May: 2000-Present

- Presidents Bush and Obama
- September 11, 2001
- Modern Warfare and Terrorism
- 2008 Market Crash

June: Year In Review/Final Examinations

**All units will include a blend of historical content, geography, economic policy, domestic policy, foreign policy, and culture.*

Wilson Area School District Planned Course Materials

Course Title: American Cultures II

Textbook: America: Pathways To The Present

Supplemental Books:

- Animal Farm <http://georgeorwellnovels.com/books/animal-farm/>

Teacher Resources:

General Resources

- <http://www.loc.gov/>
- <http://www.archives.gov/>
- <http://www.amnh.org/>
- <http://www.digitalhistory.uh.edu/>
- <http://www.ushistory.org/>
- <http://www.smithsonianmag.com/>
- <http://teachingamericanhistory.org/50docs/>
- <http://www.cnn.com/studentnews>

World War I

- <http://www.worldwar1.com/>
- <http://www.bl.uk/world-war-one>

1920s & Great
Depression

- <http://www.history.com/topics/roaring-twenties>
- <http://www.archives.gov/education/lessons/depression-wwii.html>

The New Deal

- <http://www.history.com/topics/new-deal>
- <http://americainclass.org/>
- http://millercenter.org/academic/dgs/primaryresources/new_deal
- <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/>

WWII

- <http://www.history.com/topics/world-war-ii/world-war-ii-history>
- <https://www.wwiimemorial.com/>
- <http://www.ushmm.org/>
- <http://www.yadvashem.org/>

The Cold War Era

- <http://www.history.com/topics/cold-war/cold-war-history>
- http://millercenter.org/academic/dgs/primaryresources/cold_war

- <http://www.archives.gov/research/alic/reference/military/cold-war-and-marshall-plan.html>
- Civil Rights Era
- <http://www.pbs.org/wgbh/amex/eyesontheprize/>
 - <http://www.history.com/topics/black-history/civil-rights-movement>
 - http://projects.seattletimes.com/mlk/?utm_source=redirect&utm_medium=vanityURL&utm_campaign=redirect
 - <http://mlk.discoveryeducation.com/>
- Vietnam Era
- <http://www.nationalvnwarmuseum.org/>
 - <http://www.cc.gatech.edu/~tpilsch/Vietnam.html>
 - <http://shslibraryguides.org/c.php?g=86715&p=559000>

Curriculum Scope & Sequence

Planned Course: American Cultures II

Unit: World War I

Time frame: 10-12 days

State Standards: CC.8.5.9-10.A-I; C.C.9-10.A-I; 5.1.9; 5.2.9; 5.4.9; 7.1.9; 8.1.9; 8.3.9; 8.4.9

Essential content/objectives: At end of the unit, students will:

- Identify and explain the causes of World War I
- Identify the Allied and Central Powers during World War I
- Define Nationalism and the role that it played in the formation of the Allied and Central Powers
- Examine the positive results of nationalism and the potentially negative results of nationalism
- Label a map of Europe and the Middle East pre-1914 and post-1920
- Explain the reasons the United States entered World War I on the side of the Allies
- Analyze and describe the impact that new technologies had during World War I (e.g., U-Boats; Machine guns; Poison gas)
- Analyze how the American government mobilized the public to support the war effort
- Describe American home front opposition to World War I
- Identify, analyze, and explain significant social changes that occurred during World War I, in women's rights and roles
- Identify, analyze and explain the significant social change that occurred as a result of the Great Migration
- Analyze and formulate a conclusion on the impact that the United States military had on the results of World War I
- Describe the aims of the Fourteen Points
- Evaluate and explain the decisions made at the Paris Peace Conference
- Explain why the United States Senate refused to ratify the treaty ending World War I
- Identify and explain the problems Americans faced immediately after World War I (e.g., Flu epidemic; The Red Scare)
- Analyze the Red Scare
- Describe the impact that World War I had on America's role in world affairs

Core Activities: Students will complete/participate in the following:

- Mapping World War I
- Analyzing World War I primary and secondary sources (writing, picture, and media)
- Student-created World War I project (e.g., online website, researching battles)

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

- Notes summary of main ideas and concepts
- List of main concepts and key vocabulary
- Graphic organizers and writing templates
- Differentiated reading and writing assignments

Instructional Methods:

- Explicit Instruction
- Inquiry and project-based learning
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice
- Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary and secondary sources (digital and physical material)
- Maps
- Technologies (e.g., computers, devices, interactive material, videos)
- Teacher created instructional materials and resources
- Student created instructional materials and resources

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: American Cultures II

Unit: The Roaring Twenties

Time frame: 10-12 days

State Standards: CC.8.5.9-10.A-I; C.C.9-10.A-I; 5.1.9; 5.2.9; 5.4.9; 7.1.9; 8.1.9; 8.3.9; 8.4.9

Essential content/objectives: At end of the unit, students will:

- Explain the impact that entrepreneurs and new technologies had on post-war United States (e.g., Henry Ford and the automobile)
- Define and apply the concepts of bull market and bear market
- Analyze the consumer revolution and the bull market of the 1920s
- Identify and describe the effects the economic boom had on urban and rural America
- Compare economic and cultural life in rural to urban America
- Discuss changes in U.S. immigration policy in the 1920s
- Examine and interpret the successes and failures of the Prohibition Movement/18th Amendment during the 1920s
- Identify and analyze subcultures that impacted the era (e.g., flappers, Ku Klux Klan, Harlem Renaissance)
- Analyze and explain the impact that popular culture had in uniting Americans and creating new activities and heroes (e.g., Charles Lindbergh, Babe Ruth)
- Examine the 19th Amendment and its impact on American culture
- Examine and discuss the impression of modernism during the 1920s
- Analyze and explain the evolving racial and economic circumstances developing the United States
- Trace the development and importance of jazz on American culture
- Discuss themes explored during the Harlem Renaissance

Core Activities: Students will complete/participate in the following:

- Analyzing the 1920's primary and secondary sources (writings, picture, and media)
- "Roaring Twenties" inquiry project

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

- Notes summary of main ideas and concepts
- List of main concepts and key vocabulary
- Graphic organizers and writing templates
- Differentiated reading and writing assignments

Instructional Methods:

- Explicit Instruction
- Inquiry and project-based learning
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice
- Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary and secondary sources (digital and physical material)
- Maps
- Technologies (e.g., computers, devices, interactive material, videos)
- Teacher created instructional materials and resources
- Student created instructional materials and resources

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: American Cultures II

Unit: Market Crash of 1929 & The Great Depression

Time frame: 10-12 days

State Standards: CC.8.5.9-10.A-I; C.C.9-10.A-I; 5.1.9; 5.2.9; 5.4.9; 7.1.9; 8.1.9; 8.3.9; 8.4.9

Essential content/objectives: At end of the unit, students will:

- Identify, define, and apply basic economic principles such as: supply, demand, stock market, stocks
- Demonstrate a basic understanding of how the stock market works
- Explain how/why the stock market crashed
- Discuss how the stock market crash contributed to the coming of the Great Depression
- Describe how the Great Depression spread to oversea markets
- Discuss the impact the Great Depression had on urban and rural America
- Explain the human and geographical factors that created the Dust Bowl
- Analyze and describe President Hoover's economic policies and relief programs to combat the Depression

Core Activities: Students will complete/participate in the following:

- Analyzing the Great Depression Era primary and secondary sources (writings, picture, and media)
- The Stock Market Game

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

- Notes summary of main ideas and concepts
- List of main concepts and key vocabulary
- Graphic organizers and writing templates
- Differentiated reading and writing assignments

Instructional Methods:

- Explicit Instruction
- Inquiry and project-based learning
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice
- Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary and secondary sources (digital and physical material)
- Maps
- Technologies (e.g., computers, devices, interactive material, videos)
- Teacher created instructional materials and resources
- Student created instructional materials and resources

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: American Cultures II

Unit: The New Deal

Time frame: 10-12 days

State Standards: CC.8.5.9-10.A-I; C.C.9-10.A-I; 5.1.9; 5.2.9; 5.4.9; 7.1.9; 8.1.9; 8.3.9; 8.4.9

Essential content/objectives: At end of the unit, students will:

- Investigate the effect that Franklin D. Roosevelt had on the United States after being elected President
- Identify and describe the programs that were part of the first New Deal and their impact
- Discuss the critical responses to the New Deal
- Describe the programs of social and economic reform in the Second New Deal
- Explain the correlation between the New Deal and the rise of organized labor
- Analyze and discuss the impact the New Deal had on American politics and American society (e.g., did the New Deal work?)
- Identify, examine, and discuss the culture of the 1930s (e.g., growth of radio and movies, change of literature)

Core Activities: Students will complete/participate in the following:

- Analyzing the New Deal primary and secondary sources (writings, picture, and media)
- Journalism: Public Opinion on the New Deal (e.g., newspaper article, audio report, students created news segment)

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing.

Remediation:

- Notes summary of main ideas and concepts
- List of main concepts and key vocabulary
- Graphic organizers and writing templates
- Differentiated reading and writing assignments

Instructional Methods:

- Explicit Instruction
- Inquiry and project-based learning
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice
- Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary and secondary sources (digital and physical material)
- Maps
- Technologies (e.g., computers, devices, interactive material, videos)
- Teacher created instructional materials and resources
- Student created instructional materials and resources

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: American Cultures II

Unit: The Build Up & Beginnings of World War II

Time frame: 6-8 days

State Standards: CC.8.5.9-10.A-I; C.C.9-10.A-I; 5.1.9; 5.2.9; 5.4.9; 7.1.9; 8.1.9; 8.3.9; 8.4.9

Essential content/objectives: At end of the unit, students will:

- Identify and explain the causes of World War II.
- Identify the Allied and Axis Powers during World War II.
- Identify and explain the rise of major dictators and militaristic regimes throughout the 1930s.
- Summarize the actions taken by aggressive regimes in Europe and Asia during the 1930s.
- Analyze the response of France, Great Britain, and the United States to the aggressive military build-up during the 1930s.
- Describe the United State's role in World War II, prior to entering the War.
- Explain why Japan opted to attack Pearl Harbor.
- Describe the attack on Pearl Harbor.
- Describe Japanese internment and examine the role of fear in the reduction of rights and discrimination.
- Outline how the United States mobilized after Congress declared War.

Core Activities: Students will complete/participate in the following:

- Analyzing World War II related primary and secondary sources (writings, picture, and media)
- Linking World War I to World War II activity
- Mapping World War II

Extensions:

- Individual research and project creation.
- Topic specific creative or informational writing.

Remediation:

- Notes summary of main ideas and concepts.
- List of main concepts and key vocabulary.
- Graphic organizers and writing templates.
- Differentiated reading and writing assignments.

Instructional Methods:

- Explicit Instruction
- Inquiry and project-based learning
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice
- Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary and secondary sources (digital and physical material)
- Maps
- Technologies (e.g., computers, devices, interactive material, videos)
- Teacher created instructional materials and resources
- Student created instructional materials and resources

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: American Cultures II

Unit: World War II

Time frame: 6-8 days

State Standards: CC.8.5.9-10.A-I; C.C.9-10.A-I; 5.1.9; 5.2.9; 5.4.9; 7.1.9; 8.1.9; 8.3.9; 8.4.9

Essential content/objectives: At end of the unit, students will:

- Outline strategies and major battles that took place during World War II.
- Evaluate the war in Europe, Africa, and in the Pacific.
- Identify the United State's military leadership during World War II.
- Analyze the planning and impact of the D-Day invasion of France.
- Describe how the Allies achieved victory in Europe and in the Pacific.
- Examine and discuss the Manhattan Project.
- Explore and discuss President Truman's decision to use the atomic bomb against Japan.
- Evaluate the goals that Allied leaders set for the postwar world.
- Explain the impact of World War II on the postwar United States.

Core Activities: Students will complete/participate in the following:

- Analyzing World War II related primary and secondary sources (writings, picture, and media)
- Mapping World War II
- World War II inquiry project (e.g., investigate battles, news articles, propaganda)

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

- Notes summary of main ideas and concepts
- List of main concepts and key vocabulary
- Graphic organizers and writing templates
- Differentiated reading and writing assignments

Instructional Methods:

- Explicit Instruction
- Inquiry and project-based learning
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice
- Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary and secondary sources (digital and physical material)
- Maps
- Technologies (e.g., computers, devices, interactive material, videos)
- Teacher created instructional materials and resources
- Student created instructional materials and resources

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: American Cultures II

Unit: The Holocaust

Time frame: 5 days

State Standards: CC.8.5.9-10.A-I; C.C.9-10.A-I; 5.1.9; 5.2.9; 5.4.9; 7.1.9; 8.1.9; 8.3.9; 8.4.9

Essential content/objectives: At end of the unit, students will:

- Examine the history of Hitler's campaign against the Jews
- Discuss the events of Kristallnacht
- Explore the goals of Hitler's "final solution" and the nature of the Nazi death camps
- Analyze and discuss Jewish culture throughout the 1930's and 1940's.
- Explain how the United States responded to the Holocaust
- Explore the complicated issues of discrimination associated with ethnicity, religion, sexuality, political affiliation and race in 1930's and 40's Europe. Further explore how discrimination can be displayed in American culture

Core Activities: Students will complete/participate in the following:

- Analyzing Holocaust related primary and secondary sources (writings, picture, and media)
- Mapping the Holocaust
- Investigating modern perspectives of the Holocaust
- Holocaust Heroes Project (Choose one of a variety of Holocaust Heroes and write about their early life, work, impact and lasting legacy. Holocaust Heroes can be taken from this list but are not limited to Oscar Schindler, Carl Lutz, Freddie Oversteegen, Virginia Hall, Johan van Ulst, Corrie ten Boom, Anne Frank, Dietrich Bonhoeffer)

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

- Notes summary of main ideas and concepts
- List of main concepts and key vocabulary
- Graphic organizers and writing templates
- Differentiated reading and writing assignments

Instructional Methods:

- Explicit Instruction
- Inquiry and project-based learning
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice
- Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary and secondary sources (digital and physical material)
- Maps
- Technologies (e.g., computers, devices, interactive material, videos)
- Teacher created instructional materials and resources
- Student created instructional materials and resources

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: American Cultures II

Unit: The Cold War

Time frame: 14-16 days

State Standards: CC.8.5.9-10.A-I; C.C.9-10.A-I; 5.1.9; 5.2.9; 5.4.9; 7.1.9; 8.1.9; 8.3.9; 8.4.9

Essential content/objectives: At end of the unit, students will:

- Recall the history, alliance, and relationship between the United States and Soviet Union from the start to end of World War II
- Identify and explore the basic tenets of 20th century Communism and 20th century Capitalism
- Explore Soviet advances in Eastern Europe
- Evaluate President Truman's response to the Soviet aggression in Eastern Europe
- Describe the causes and results of the Berlin blockade
- Analyze and explain the rise of Mao Zedong and communism in China
- Explore and understand the basic principles of the Korean War
- Analyze the short-term and long-term effects of the Korean War (e.g., explore North and South Korea)
- Evaluate the impact the arms race between the Soviet Union and the United States had on the world (1950 to present day)
- Compare Eisenhower's foreign and domestic policies to Truman's
- Explain how domestic spy cases increased fears of communism in the United States government
- Evaluate McCarthyism
- Analyze worldwide Cold War conflicts that erupted during the 1950s and 1960s
- Explore the space race and other Cold War technology advances
- Analyze and discuss post-war America (e.g., economic boom, peacetime transition, growth of suburbs, culture)

Core Activities: Students will complete/participate in the following:

- Analyzing Cold War related primary and secondary sources (writings, picture, and media)
- Cold War spying and technology project
- Linking Cold War policies to modern day politics

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

- Notes summary of main ideas and concepts
- List of main concepts and key vocabulary
- Graphic organizers and writing templates
- Differentiated reading and writing assignments

Instructional Methods:

- Explicit Instruction
- Inquiry and project-based learning
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice
- Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary and secondary sources (digital and physical material)
- Maps
- Technologies (e.g., computers, devices, interactive material, videos)
- Teacher created instructional materials and resources
- Student created instructional materials and resources

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: American Cultures II

Unit: The Civil Rights Movement

Time frame: 12-14 days

State Standards: CC.8.5.9-10.A-I; C.C.9-10.A-I; 5.1.9; 5.2.9; 5.4.9; 7.1.9; 8.1.9; 8.3.9; 8.4.9

Essential content/objectives: At end of the unit, students will:

- Evaluate the fight to end segregation in the 1940's and 1950's
- Analyze, describe, and discuss *Brown v. Board of Education, Topeka, Kansas*
- Explore and discuss the "Little Rock Nine"
- Examine and discuss the impact of the Montgomery bus boycott
- Describe and discuss the impact of sit-ins and the freedom rides in the 1960's
- Identify and summarize the beliefs of important Civil Rights leaders (e.g., Martin Luther King, Jr., Malcolm X, the Kennedys)
- Compare the goals and methods of different Civil Rights leaders
- Analyze and explain the protests at Birmingham and the March on Washington
- Summarize the Civil Rights Act of 1964
- Explore Freedom Summer, Selma, and violence pertaining to the Civil Rights Movement throughout American cities during the 1960's
- Examine the social and economic status of African American communities by 1975

Core Activities: Students will complete/participate in the following:

- Analyzing Civil Rights Movement related primary and secondary sources (writings, picture, and media)
- Civil Rights inquiry project (e.g., investigate speeches, create an informational website, creative or non-fictional journaling of the events of the movement)
- Civil Rights Leader Project (choose one, from a variety of, Civil Rights leaders and examine their early life, work, impact and lasting legacy. Civil Rights leaders to choose from can be but are not limited to Martin Luther King Jr., Dennis Chavez, Mary White Ovington, Claudette Colvin, Cesar Chavez, Rosa Parks, Dolores Huerta, Malcolm X, James Sakamoto, the Little Rock 9)

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

- Notes summary of main ideas and concepts
- List of main concepts and key vocabulary
- Graphic organizers and writing templates
- Differentiated reading and writing assignments

Instructional Methods:

- Explicit Instruction
- Inquiry and project-based learning
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice
- Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary and secondary sources (digital and physical material)
- Maps
- Technologies (e.g., computers, devices, interactive material, videos)
- Teacher created instructional materials and resources
- Student created instructional materials and resources

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: American Cultures II

Unit: The Kennedys, Johnson, and continuing the Cold War

Time frame: 8-10 days

State Standards: CC.8.5.9-10.A-I; C.C.9-10.A-I; 5.1.9; 5.2.9; 5.4.9; 7.1.9; 8.1.9; 8.3.9; 8.4.9

Essential content/objectives: At end of the unit, students will:

- Explore the dynamics of the Kennedy Administration
- Evaluate and explain Kennedy's foreign and domestic policies
- Examine and discuss the Bay of Pigs invasion
- Analyze and discuss the Cuban Missile Crisis
- Assess the Berlin Crisis
- Investigate Bobby Kennedy's fight on organized crime in the United States
- Analyze the assassination of President Kennedy
- Explore President Johnson's foreign and domestic policies (e.g., Great Society, Warren Commission)

Core Activities: Students will complete/participate in the following:

- Analyzing Kennedy and Johnson related primary and secondary sources (writings, picture, and media)
- Mapping Cold War policies and events during the Kennedy administration

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

- Notes summary of main ideas and concepts
- List of main concepts and key vocabulary
- Graphic organizers and writing templates
- Differentiated reading and writing assignments

Instructional Methods:

- Explicit Instruction
- Inquiry and project-based learning
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice
- Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary and secondary sources (digital and physical material)
- Maps
- Technologies (e.g., computers, devices, interactive material, videos)
- Teacher created instructional materials and resources
- Student created instructional materials and resources

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: American Cultures II

Unit: The Vietnam Era

Time frame: 16-19 days

State Standards: CC.8.5.9-10.A-I; C.C.9-10.A-I; 5.1.9; 5.2.9; 5.4.9; 7.1.9; 8.1.9; 8.3.9; 8.4.9

Essential content/objectives: At end of the unit, students will:

- Examine post-World War II Vietnam
- Analyze the spread of communism throughout Southeast Asia during the 1950s and 1960s
- Identify and explain why the United States aided France to fight Vietnamese resistance after World War II
- Explain how the United States increased its involvement in Vietnam
- Identify and discuss the factors that caused an increase in the American military in Vietnam
- Analyze, describe, and discuss the Vietnam War
- Examine the Tet Offensive and its impact on America's view of the War
- Evaluate support of the Vietnam War on the homefront, and how this affected American troops
- Assess Nixon's approach to the Vietnam War (compare to Johnson's handlings in Vietnam)
- Explain President Nixon's major foreign and domestic policies (e.g., in relation to the Cold War, China, anti-war movement)
- Discuss why Vietnam eventually fell to communism
- Describe the impact of the Vietnam War on the United States
- Explore the influences of counterculture and activism during the 1960's
- Assess the impact of the women's movement during the 1960's
- Examine how counterculture movements (i.e. Hippie, women's liberation) influenced the expansion of civil rights
- Explore and examine the reasons for the rise Latino and Asian populations in the early 1970's
- Investigate the Watergate Scandal
- Explore how the Watergate Scandal affected the American view of the government and the President

Core Activities: Students will complete/participate in the following:

- Analyzing Vietnam War Era related primary and secondary sources (writings, picture, and media)
- Mapping the Vietnam War
- Vietnam War Era inquiry project (e.g., the American View of the Vietnam War, the counterculture movement, Watergate Scandal)

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

- Notes summary of main ideas and concepts
- List of main concepts and key vocabulary
- Graphic organizers and writing templates
- Differentiated reading and writing assignments

Instructional Methods:

- Explicit Instruction
- Inquiry and project-based learning
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice
- Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary and secondary sources (digital and physical material)
- Maps
- Technologies (e.g., computers, devices, interactive material, videos)
- Teacher created instructional materials and resources
- Student created instructional materials and resources

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: American Cultures II

Unit: The Legacies of Presidents Ford and Carter

Time frame: 8-10 days

State Standards: CC.8.5.9-10.A-I; C.C.9-10.A-I; 5.1.9; 5.2.9; 5.4.9; 7.1.9; 8.1.9; 8.3.9; 8.4.9

Essential content/objectives: At end of the unit, students will:

- Evaluate the presidency of Gerald Ford
- Assess the domestic and foreign policies of the Ford administration
- Examine the presidency of Jimmy Carter
- Assess the domestic and foreign policies of the Carter administration
- Compare major policies of Ford and Carter (e.g., policies directed toward the Soviet Union, Middle East)
- Discuss how American society changed in the 1970's
- Explore the Great Inflation, stagnant economy and high gas prices of the 1970's and how it affected the American people

Core Activities: Students will complete/participate in the following:

- Analyzing Ford and Carter related primary and secondary sources (writings, picture, and media)
- Journalism: Public Opinion of Ford and/or Carter's foreign policies

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

- Notes summary of main ideas and concepts
- List of main concepts and key vocabulary
- Graphic organizers and writing templates
- Differentiated reading and writing assignments

Instructional Methods:

- Explicit Instruction
- Inquiry and project-based learning
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice
- Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary and secondary sources (digital and physical material)
- Maps
- Technologies (e.g., computers, devices, interactive material, videos)
- Teacher created instructional materials and resources
- Student created instructional materials and resources

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: American Cultures II

Unit: Changing America and The Reagan Era

Time frame: 10-12 days

State Standards: CC.8.5.9-10.A-I; C.C.9-10.A-I; 5.1.9; 5.2.9; 5.4.9; 7.1.9; 8.1.9; 8.3.9; 8.4.9

Essential content/objectives: At end of the unit, students will:

- Analyze and describe the differences between liberal and conservative viewpoints
- Evaluate the factors behind the rise of conservatism during the 1980's
- Explain why Ronald Reagan won the Election of 1980
- Identify and explain President Reagan's major foreign and domestic policies
- Analyze and describe Reagan's economic policies
- Examine how Reagan challenged the ideology of communism and the Soviet Union
- Describe the factors that led to the fall of communism in Europe and the collapse of the Soviet Union

Core Activities: Students will complete/participate in the following:

- Analyzing Reagan and conservative related primary and secondary sources (writings, picture, and media)
- Reaction: The Collapse of the Soviet Empire

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

- Notes summary of main ideas and concepts
- List of main concepts and key vocabulary
- Graphic organizers and writing templates
- Differentiated reading and writing assignments

Instructional Methods:

- Explicit Instruction
- Inquiry and project-based learning
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice
- Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary and secondary sources (digital and physical material)
- Maps
- Technologies (e.g., computers, devices, interactive material, videos)
- Teacher created instructional materials and resources
- Student created instructional materials and resources

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: American Cultures II

Unit: Ending the Cold War, Bridging into a New Era

Time frame: 5 days

State Standards: CC.8.5.9-10.A-I; C.C.9-10.A-I; 5.1.9; 5.2.9; 5.4.9; 7.1.9; 8.1.9; 8.3.9; 8.4.9

Essential content/objectives: At end of the unit, students will:.

- Examine the Election of 1988
- Identify and explain President George H. W. Bush's major foreign and domestic policies
- Summarize the Persian Gulf War
- Explore the culture of the late 1980's.

Core Activities: Students will complete/participate in the following:

- Analyzing Bush administration and late 1980s related primary and secondary sources (writings, picture, and media)

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

- Notes summary of main ideas and concepts
- List of main concepts and key vocabulary
- Graphic organizers and writing templates
- Differentiated reading and writing assignments

Instructional Methods:

- Explicit Instruction
- Inquiry and project-based learning
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice
- Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary and secondary sources (digital and physical material)
- Maps
- Technologies (e.g., computers, devices, interactive material, videos)
- Teacher created instructional materials and resources
- Student created instructional materials and resources

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: American Cultures II

Unit: President Clinton and the Information Age

Time frame: 14-16 days

State Standards: CC.8.5.9-10.A-I; C.C.9-10.A-I; 5.1.9; 5.2.9; 5.4.9; 7.1.9; 8.1.9; 8.3.9; 8.4.9

Essential content/objectives: At end of the unit, students will:

- Examine the Elections of 1992 and 1996
- Identify and explain President Bill Clinton's major domestic policies (e.g., health care reform, decline of violence)
- Identify and explain President Bill Clinton's major foreign policies (e.g., Middle East relations, goals)
- Analyze the Lewinsky Scandal and the Clinton impeachment
- Examine America's economy during the 1990's.
- Evaluate America's quest for equality and civil rights during the 1990's
- Analyze "The Information Age" and the impact it has had on America and the world
- Describe the evolution and influences of the technology industry
- Explore the culture of the 1990's through key people and events (i.e. Ross Perot, Newt Gingrich, Michael Jordan, Oprah Winfrey, Rodney King, the Dotcom Bubble, OJ Simpson, Monica Lewinsky, NAFTA, Persian Gulf War)

Core Activities: Students will complete/participate in the following:

- Analyzing the Clinton administration and Information Age related primary and secondary sources (writings, picture, and media)
- Information Age inquiry project (e.g., research new technology, create a 1990s website, impact of culture)

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

- Notes summary of main ideas and concepts
- List of main concepts and key vocabulary
- Graphic organizers and writing templates
- Differentiated reading and writing assignments

Instructional Methods:

- Explicit Instruction
- Inquiry and project-based learning
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding
- Prompted Practice
- Unprompted Practice
- Think-Pair-Share
- Choral Reading

- Augmented Silent Reading

Materials & Resources:

- Primary and secondary sources (digital and physical material)
- Maps
- Technologies (e.g., computers, devices, interactive material, videos)
- Teacher created instructional materials and resources
- Student created instructional materials and resources

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis

Curriculum Scope & Sequence

Planned Course: American Cultures II

Unit: 21st Century America

Time frame: 16-19 days

State Standards: CC.8.5.9-10.A-I; C.C.9-10.A-I; 5.1.9; 5.2.9; 5.4.9; 7.1.9; 8.1.9; 8.3.9; 8.4.9

Essential content/objectives: At end of the unit, students will:

- Examine all elections of the 21st Century
- Summarize *Bush v. Gore* (2000)
- Identify and explain President George Bush's major domestic policies (e.g., education, homeland security)
- Identify and explain President George Bush's major foreign policies (e.g., War on Terror)
- Analyze, explain, and discuss the events surrounding the terrorist attacks in the United States on September 11, 2001
- Investigate modern warfare and global terrorism
- Examine the events that lead to the 2008 market crash
- Identify and explain President Barack Obama's major domestic policies (e.g., healthcare reform, immigration)
- Identify and explain President Barack Obama's major foreign policies (e.g., War in the Middle East, combating terrorism)
- Explore 21st Century culture

Core Activities: Students will complete/participate in the following:

- Analyzing 2000-present related primary and secondary sources (writings, picture, and media)
- Terrorism on September 11, 2001
- The Market Crash of 2008
- Modern Era inquiry project (e.g., research modern warfare/global war on terrorism, technology-hacking, digital economy)

Extensions:

- Individual research and project creation
- Topic specific creative or informational writing

Remediation:

- Notes summary of main ideas and concepts
- List of main concepts and key vocabulary
- Graphic organizers and writing templates
- Differentiated reading and writing assignments

Instructional Methods:

- Explicit Instruction
- Inquiry and project-based learning
- Debate
- Task-Oriented Small Groups
- Modeling
- Scaffolding

- Prompted Practice
- Unprompted Practice
- Think-Pair-Share
- Choral Reading
- Augmented Silent Reading

Materials & Resources:

- Primary and secondary sources (digital and physical material)
- Maps
- Technologies (e.g., computers, devices, interactive material, videos)
- Teacher created instructional materials and resources
- Student created instructional materials and resources

Assessments:

- Formative assessment examples (non-graded/feedback-based)
 - Warm-ups
 - Pre-unit assessments
 - Written or verbal questioning
 - Content-based assignments
- Summative assessment examples (graded)
 - Unit assessment
 - Content-based project
 - Primary/secondary resource analysis