Pequea Valley School District
Social Studies

Unit 1: Industrial Revolution and the Progressive Era **Course: American History** **Grade: 9**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- How did the industrial revolution lead to social changes in the United States?

Keystone Eligible Content/PA Core Standard

Social Studies Standards:
8.3.12A/ 6.5.12A/5.3.12B
6.5.12F/5.3.12G
ELA Standards:
CC.1.2.9-10.D, CC.1.2.9-10.F, CC.1.2.9-10.L, CC.1.4.9-10.B

Pacing: Approximate number of class sessions per unit

- 15

Tier 3 Vocabulary (Content specific vocabulary)

- Industry
- Assembly Line
- Trust
- Monopoly
- Laissez Faire
- Reform
- Wages
- Labor Union
- Collective Bargaining Agreement
- Consolidation
- Horizontal and Vertical Integration
- Trustbusting

- Temperance
- Suffrage
- Constitutional Amendments
- Immigrant
- Scab
- Strike

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- See vocabulary listed above.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How Laissez-Faire government impacts the nation and the workplace
- Horizontal vs. Vertical Integration
- Captains of Industry vs. Robber Barons
- How labor unions impact the workplace
- Teddy Roosevelt and his impact on the nation

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Monopoly Simulation
- Sweatshop simulation
- Labor Union negotiation simulation
- Carnegie Close Read
- Triangle Shirtwaist Fire Activity
- Modern Day Muckraker Letter
- End of unit assessment
- Learners will be able to understand how events of this time period impacted their lives today.
- Learners will be able to analyze and explain the impact of concepts and events from this time period.
- Learners will be able to analyze primary source documents and find meaning and historical context.
- Learners will be able to create personal writing samples demonstrating their comprehension of events and concepts from this time period.
- Learners will be able to develop a personal opinion on the content discussed and covered from this time period
- Learners will be able to demonstrate their comprehension of these concepts and terms through the completion of the above projects and tasks.

Software/Resources:

- Schoology
- Online Textbook
- UpFront Magazine
- New York Times: The Triangle Shirtwaist Fire
- The Jungle by Upton Sinclair
- Andrew Carnegie - The Gospel of Wealth

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 2: Imperialism and World War I **Course: American History** **Grade: 9**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
How did the growth of America as a world power lead up to our involvement in World War I?

Keystone Eligible Content/PA Core Standard
Social Studies Standards:
8.3.12D/8.3.12B
ELA Standards:
CC.1.2.9-10.D, CC.1.2.9-10.F, CC.1.2.9-10.L

Pacing: Approximate number of class sessions per unit
- 15

Tier 3 Vocabulary (Content specific vocabulary)
- Imperialism
- Alliances
- Expansionism
- Isolationism
- Nationalism
- Arms race
- Natural Resources
- Annex
- League of Nations
- Open Door Policy/Free trade
- Arbitration
- Trench Warfare
- Lusitania
- Zimmerman Telegram

- U-boat/submarine warfare
- Treaty of Versailles
- Neutrality
- Yellow Journalism and the USS Maine

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- See vocabulary above.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How the need for natural resources impacts world events
- How America expanded following the Civil War through territorial acquisition
- The causes of the Philippine American War
- How the Spanish American War impacted America's standing on the global stage
- The causes of World War I
- Trench Warfare - impact on the conflict and the soldiers
- How the Treaty of Versailles impacted the future of the world

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Greenland Project
- Yellow Journalism Project
- Philippine American War Webquest
- Propaganda Activity
- The World War I Social Activity
- Trench Warfare BBC Online Activity
- End of unit assessment
- Learners will be able to understand how events of this time period impacted their lives today.
- Learners will be able to analyze and explain the impact of concepts and events from this time period.
- Learners will be able to analyze primary source documents and find meaning and historical context.
- Learners will be able to create personal writing samples demonstrating their comprehension of events and concepts from this time period.
- Learners will be able to develop a personal opinion on the content discussed and covered from this time period
- Learners will be able to demonstrate their comprehension of these concepts and terms through the completion of the above projects and tasks.

Software/Resources:

- Schoology
- Online Textbook
- Canada - WWI Simulation Site
- The History Guy Website: Philippine American War
- CIA Factbook Website
- World Map 1900
- World Map Present Day

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 3: The Roaring Twenties and Great Depression **Course: American History** **Grade: 9**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How did the policies and culture of the 1920s lead into the Great Depression?
- How did America attempt to end the Great Depression?

Keystone Eligible Content/PA Core Standard
Social Studies Standards:
8.3.12C/8.1.12C/6.5.12F
6.512E/5.3.12E
ELA Standards:
CC.1.2.9-10.D, CC.1.2.9-10.F, CC.1.2.9-10.L, CC.1.4.9-10.B, CC.1.5.9-10.C

Pacing: Approximate number of class sessions per unit
- 15

Tier 3 Vocabulary (Content specific vocabulary)
- Prohibition
- Jazz
- Bootlegger
- Speakeasy
- Flapper
- Radio
- Harlem Renaissance
- Stock Market/Stock
- Buying on the Margin
- FDIC
- Fireside Chat
- The New Deal

- Unemployment
- Social Security
- Welfare
- Dust Bowl
- Black Tuesday
- Bonus Army Incident
- Overproduction
- Credit
- Jobs programs

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- See vocabulary above.

Understand - What do students need to understand? What is the big idea? List broad concepts or "big ideas" in a statement of enduring understanding.

- The boom of the 1920s - post WWI changes (women, culture, innovation)
- The causes and effects of the Great Depression
- How farming practices helped create the Dust Bowl
- Laissez Faire vs. Government intervention (Hoover vs. FDR)
- Cultural tensions and American viewpoints: education, prohibition, immigration
- How the stock market "works"
- How Americans survived during the Great Depression

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Harlem Renaissance Multimedia Project with ELA
- StoryCorps: podcast/audio analysis and comparison - Great Depression Survivor Stories
- Roaring 20s topic Snapshot and presentation
- 20s web-based scavenger hunt
- Stock Market Simulation
- Jacob Riis/Tenements close read
- Newsela learner selected article for deeper topic exploration and extension activity
- End of unit assessment
- Learners will be able to understand how events of this time period impacted their lives today.
- Learners will be able to analyze and explain the impact of concepts and events from this time period.
- Learners will be able to analyze primary source documents and find meaning and historical context.
- Learners will be able to create personal writing samples demonstrating their comprehension of events and concepts from this time period.

- Learners will be able to develop a personal opinion on the content discussed and covered from this time period
- Learners will be able to demonstrate their comprehension of these concepts and terms through the completion of the above projects and tasks.

Software/Resources:

- Schoology
- Online Textbook
- YouTube: Jazz examples, Dance examples - 1920s
- StoryCorps website
- Jacob Riis - How the Other Half Lives
- Langston Hughes - Make America America Again
- FDR Inaugural Address Transcript

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 4: World War II **Course: American History** **Grade: 9**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How did World War II impact modern history and America's status as a world power?

Keystone Eligible Content/PA Core Standard
Social Studies Standards:
8.3.12A/8.3.12D
ELA Standards:
CC.1.2.9-10.F, CC.1.2.9-10.L

Pacing: Approximate number of class sessions per unit
- 15

Tier 3 Vocabulary (Content specific vocabulary)
- Dictatorship
- Militarism
- Island Hopping
- Neutrality Acts
- U-boat
- Pearl Harbor
- Europe First strategy
- Manhattan Project
- Atomic Bomb
- Kamikaze
- D-Day/Operation Overlord
- Operation Torch
- Stalingrad
- Holocaust

- Genocide
- Scapegoating
- Rosie the Riveter
- Blitzkrieg
- Radar
- Nazi-Soviet Non-Aggression Pact
- Appeasement
- Allies
- Axis Powers

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- See vocabulary above.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How the Great Depression led to the rise of dictatorships
- How imperialism/quest for natural resources led to global conflicts
- How the lack of a strong League of Nations allowed the rise of Hitler
- How the combat styles/strategies differed in the Pacific and Atlantic theaters
- How the Neutrality Acts impacted America's involvement in the war
- How the Manhattan Project changed the world
- How Germany carried out the Holocaust
- How the end of the war led up to the Cold War

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Pearl Harbor Webquest
- Holocaust Online Museum Webquest
- World War II Social Activity
- The Atomic Bomb Debate
- The World War II "Video Scavenger Hunt"
- Propaganda Activity
- Map Assessment
- End of unit assessment
- Learners will be able to understand how events of this time period impacted their lives today.
- Learners will be able to analyze and explain the impact of concepts and events from this time period.

- Learners will be able to analyze primary source documents and find meaning and historical context.
- Learners will be able to create personal writing samples demonstrating their comprehension of events and concepts from this time period.
- Learners will be able to develop a personal opinion on the content discussed and covered from this time period
- Learners will be able to demonstrate their comprehension of these concepts and terms through the completion of the above projects and tasks.

Software/Resources:

- Schoology
- Holocaust Online Museum
- YouTube: Pearl Harbor, Kamikaze, Saipan, Hitler Takes Europe
- FDR December 8th National Address Transcript
- Map: Europe 1939
- Online Textbook
- Band of Brothers: Concentration Camp liberation clip
- Map: Europe 1941

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 5: Civil Rights Movement **Course: American History** **Grade: 9**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How did America finally end the system of Jim Crow segregation in the nation forever?

Keystone Eligible Content/PA Core Standard
Social Studies Standards:
5.1.12L/8.3.12A
ELA Standards:
CC.1.2.9-10.F, CC.1.2.9-10.L, CC.1.4.9-10.B

Pacing: Approximate number of class sessions per unit
- 8

Tier 3 Vocabulary (Content specific vocabulary)
- Civil disobedience
- Nonviolent protest
- Segregation
- Jim Crow Laws
- Freedom Rides
- Sit-ins
- Children's March
- Martin Luther King, Jr
- Malcolm X
- Brown v. Board of Education
- Rosa Parks
- Montgomery Bus Boycott
- Voting Rights Act of 1965
- Civil Rights Act of 1964

- Loving v. Virginia
- Ghandi
- Selma/Bloody Sunday
- Little Rock 9
- Federal Intervention
- The Dixiecrats
- Thurgood Marshall
- NAACP
- KKK
- Black Panthers
- SNCC
- School Integration
- John F. Kennedy/Lyndon Johnson
- Lynching
- Emmitt Till
- Jury selection/Voting rights
- Voting restrictions
- Poll Tax

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- See above vocabulary.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Impacts of non-violent civil disobedience
- Impact of student led protest
- Voting rights/Voter suppression
- Impacts of segregation on the human condition
- Role of the judiciary on the civil rights movement
- Role of the executive/legislative branches on the civil rights movement
- Impact of television on the civil rights movement
- States rights vs. Federal rights (Federalism)

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- iMovie project

- MLK/Malcolm X Compare/Contrast Essay
- Letter from the Birmingham Jail Analysis
- End of unit assessment
- Learners will be able to understand how events of this time period impacted their lives today.
- Learners will be able to analyze and explain the impact of concepts and events from this time period.
- Learners will be able to analyze primary source documents and find meaning and historical context.
- Learners will be able to create personal writing samples demonstrating their comprehension of events and concepts from this time period.
- Learners will be able to develop a personal opinion on the content discussed and covered from this time period
- Learners will be able to demonstrate their comprehension of these concepts and terms through the completion of the above projects and tasks.

Software/Resources:

- Schoology
- Online Textbook
- Letter from the Birmingham Jail
- Teaching Tolerance: The Children's March
- Teaching Tolerance: Mighty Times - the Rosa Parks story
- I Have a Dream Speech Transcript
- iMovie

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 6: The Cold War **Course: American History** **Grade: 9**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
What were the causes of the Cold War between the United States and the Soviet Union?
How did the Cold War impact global events outside the United States and the Soviet Union?

Keystone Eligible Content/PA Core Standard
Social Studies Standards:
5.3.12F/8.3.12D
ELA Standards:
CC.1.2.9-10.F, CC.1.2.9-10.L, CC.1.4.9-10.B

Pacing: Approximate number of class sessions per unit
- 15

Tier 3 Vocabulary (Content specific vocabulary)
- Communism
- Capitalism
- Karl Marx
- Free Market
- Iron Curtain
- Containment
- Truman Doctrine
- Marshall Plan
- NATO
- Warsaw Pact
- Mutually Assured Destruction
- McCarthyism
- Arms Race

- Massive Retaliation
- Espionage
- The Rosenbergs
- Alger Hiss
- Baby Boom
- Suburbs
- Gender Roles of the 1950s
- Berlin Blockade
- Chinese Civil War
- Douglas MacArthur
- Korean War
- United Nations
- U-2 Spy Plane Incident
- Arms Control Negotiations
- Space Race
- Sputnik
- Harry Truman
- Dwight Eisenhower
- Nikita Kruschev
- Hollwood Ten

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- See above vocabulary

Understand - ***What do students need to understand? What is the big idea? List broad concepts or "big ideas" in a statement of enduring understanding.***

- The impact of the fear of communism on American culture, ie. McCarthyism
- Communism vs. Capitalism
- Impacts of American intervention on the post-war world
- Use of symbolism to make a point
- The impact of the concept of Mutually Assured Destruction on global events
- Changes in American culture and society during the post-war world
- Foreign Policy changes from America's executive branch during the time period
- Democracy vs. Dictatorship
- Impact of the Cold War on American education system

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Cold War 3D Poster Project
- 1950s Teen Culture Activity
- Dr. Seuss Butter Battle Book Analysis
- Cold War in Asia Internet Activity
- Communism vs. Capitalism Grading Activity
- Learners will be able to understand how events of this time period impacted their lives today.
- Learners will be able to analyze and explain the impact of concepts and events from this time period.
- Learners will be able to analyze primary source documents and find meaning and historical context.
- Learners will be able to create personal writing samples demonstrating their comprehension of events and concepts from this time period.
- Learners will be able to develop a personal opinion on the content discussed and covered from this time period
- Learners will be able to demonstrate their comprehension of these concepts and terms through the completion of the above projects and tasks.

Software/Resources:

- Schoology
- Atomic Cafe DVD
- Online Textbook
- Dr. Seuss - Butter Battle Book
- Map of Europe 1950
- Map of Asia 1950
- Truman Doctrine Speech Transcript
- Good Housekeeping Article - Gender Roles of the 1950s
- A Soft Rain is Going to Fall - Short story

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 7: The 1960s **Course: American History** **Grade: 9**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
How did America change during the turbulent period of the 1960s?

Keystone Eligible Content/PA Core Standard
Social Studies Standards:
8.3.12D/6.2.12H
ELA Standards:
CC.1.2.9-10.F, CC.1.2.9-10.L

Pacing: Approximate number of class sessions per unit
- 12

Tier 3 Vocabulary (Content specific vocabulary)
- JFK/Nixon/LBJ
- Peace Corps
- Green Berets
- Fidel Castro
- The Cuban Revolution
- Bay of Pigs
- Cuban Missile Crisis
- Nikita Kruschev
- The Quarantine (Blockade) of Cuba
- Robert Kennedy
- Flexible Response
- The New Frontier
- The Great Society
- Warren Commission

- Conspiracy
- Lee Harvey Oswald
- Medicare
- Medicaid
- Head Start
- Nuclear Test Ban Treaty
- Assassination
- Counterculture
- The Draft
- The 1960 Election
- TV Debates
- The Berlin Wall
- The "Warren Court"

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- See above vocabulary

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Expansion of Cold War into the American hemisphere
- Impact of the JFK assassination on American domestic policy
- Leadership styles and successes: JFK vs. LBJ
- How World War was avoided during the Cuban Missile Crisis
- Key social changes of the 1960s
- Supreme Court decisions of the 1960s and how they impacted American life
- Impact of television on American politics
- How the Great Society increased the involvement of the American government in our lives

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- JFK Theory Activity
- Bay of Pigs Children's Book Project
- 1960s Newspaper Project
- Solving the Cuban Missile Crisis Activity
- JFK vs. LBJ Assessment Activity
- End of Unit Assessment

- Learners will be able to understand how events of this time period impacted their lives today.
- Learners will be able to analyze and explain the impact of concepts and events from this time period.
- Learners will be able to analyze primary source documents and find meaning and historical context.
- Learners will be able to create personal writing samples demonstrating their comprehension of events and concepts from this time period.
- Learners will be able to develop a personal opinion on the content discussed and covered from this time period
- Learners will be able to demonstrate their comprehension of these concepts and terms through the completion of the above projects and tasks.

Software/Resources:

- Warren Commission Excerpts
- Online Textbook
- JFK Inaugural Address Transcript
- Zapruder Film
- Schoology
- Beyond Conspiracy DVD
- YouTube: Cuban Missile Crisis Song
- Map: Cuban Missile Range, 1962

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 8: The Vietnam War **Course: American History** **Grade: 9**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- What lessons should be learned from America's involvement in the conflict in Vietnam?
- How did the Vietnam War change America?

Keystone Eligible Content/PA Core Standard
Social Studies Standards:
8.3.12C/5.3.12B/8.3.12A
ELA Standards:
CC.1.2.9-10.F, CC.1.2.9-10.L, CC.1.4.9-10.B, CC.1.4.9-10.F, CC.1.4.11-12.W

Pacing: Approximate number of class sessions per unit
- 30

Tier 3 Vocabulary (Content specific vocabulary)
- Domino Theory
- Gulf of Tonkin Resolution and Incident
- LBJ/Nixon
- Ho Chi Minh
- Ngo Diem
- Geneva Accords
- Pentagon Papers
- The Draft
- Draft "Dodgers"
- Conscientious Objectors
- Kent State
- RFK Assassination
- SDS

- Vietcong and the North Vietnamese Army
- Napalm
- Agent Orange
- Operation Rolling Thunder
- Robert McNamara
- My Lai
- Christmas Bombing
- Paris Peace Accords
- Search and Destroy
- 1968 Election and the Chicago Democratic Convention
- Booby Traps
- Guerilla Warfare
- Vietnamization
- Vietnam Syndrome
- Post Traumatic Stress Disorder
- Tet Offensive

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- See above vocabulary

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Basic understanding of the history of Vietnam and how it pertains to our involvement there
- The Draft and Conscientious Objectors
- The Domino Theory and how it impacted our decision making
- What combat in Vietnam was like
- Why the Vietcong were an extremely difficult adversary
- Guerilla warfare vs. traditional combat techniques
- How the Vietnam War impacted foreign policy in the years that followed
- How the media impacted the anti-war movement
- How the Pentagon Papers impacted freedom of the press and the anti-war movement
- How student-led protest impacted the time
- How combat can mentally and emotionally impact troops and civilians

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Research Paper
- What should America learn from Vietnam? Activity
- Protest Song Project
- 1968 Timeline Project
- Vietnam War Social Profile Activity
- End of unit assessment
- Learners will be able to complete a research paper on a topic of their choice from this time period.
- Learners will be able to understand how events of this time period impacted their lives today.
- Learners will be able to analyze and explain the impact of concepts and events from this time period.
- Learners will be able to analyze primary source documents and find meaning and historical context.
- Learners will be able to create personal writing samples demonstrating their comprehension of events and concepts from this time period.
- Learners will be able to develop a personal opinion on the content discussed and covered from this time period
- Learners will be able to demonstrate their comprehension of these concepts and terms through the completion of the above projects and tasks.

Software/Resources:

- Schoology
- Library/Media Center + Online Tools
- Online Textbook
- Gulf of Tonkin Resolution Text
- Vietnam Veterans Visit
- Lyrics - Anti-war Songs
- Ken Burns: Vietnam War segments
- Kent State footage + Ohio song lyrics
- YouTube: Letters Home From Vietnam segments

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 9: The 1970s **Course: American History** **Grade: 9**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How did the scandal of Watergate and the end of the conflict in Vietnam impact American's psyche in the 1970s?
- What key events and social changes took place in America during the 1970s?

Keystone Eligible Content/PA Core Standard
Social Studies Standards:
8.3.12A/5.3.12B/5.3.12E/
5.3.12G/8.3.12D/
ELA Standards:
CC.1.2.9-10.F, CC.1.2.9-10.L

Pacing: Approximate number of class sessions per unit
- 15

Tier 3 Vocabulary (Content specific vocabulary)
- Watergate
- Richard Nixon/Gerald Ford/Jimmy Carter
- The Plumbers
- Ping Pong Diplomacy
- Executive Privilege
- Resign
- Impeachment
- OPEC
- Arab Oil Embargo
- Inflation
- Stagflation
- Unemployment

- Detente
- Iranian Revolution
- Pardon
- Iranian Hostage Crisis
- Conflict in Afghanistan
- Henry Kissinger
- OSHA
- Silent Majority
- Affirmative Action
- Roe v. Wade
- Miranda v. Arizona
- Capital Punishment
- Nixon Doctrine

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- See above vocabulary

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How Nixon's foreign policy achievements impacted the Cold War
- How our foreign policy in the Middle East impacts the world today
- How the scandal of Watergate impacted Americans' views towards government
- How natural resources such as oil impact American foreign and domestic policy
- How Supreme Court cases in the 1970s impacted American life

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Watergate Toondoo
- Watergate Internet Assignment
- America and the Middle East Internet Assignment
- End of unit assessment
- Learners will be able to understand how events of this time period impacted their lives today.
- Learners will be able to analyze and explain the impact of concepts and events from this time period.
- Learners will be able to analyze primary source documents and find meaning and historical context.
- Learners will be able to create personal writing samples demonstrating their comprehension of events and concepts from this time period.
- Learners will be able to develop a personal opinion on the content discussed and covered from this time period

- Learners will be able to demonstrate their comprehension of these concepts and terms through the completion of the above projects and tasks.

Software/Resources:

- Schoology
- Nixon Resignation speech transcript/video
- NPR: America and the Middle East Website
- Online Textbook
- Toondoo

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 10: Modern America **Course: American History** **Grade: 9**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How are modern events shaping American foreign policy, law, and culture?
- How did 9/11 impact America?

Keystone Eligible Content/PA Core Standard
Social Studies Standards:
8.3.12D/5.3.12G
ELA Standards:
CC.1.2.9-10.F, CC.1.2.9-10.L

Pacing: Approximate number of class sessions per unit
- 15

Tier 3 Vocabulary (Content specific vocabulary)
- Ronald Reagan
- Bill Clinton
- George W. Bush
- Barack Obama
- Trickle Down Economics
- The Berlin Wall
- Persian Gulf War
- Saddam Hussein and Weapons of Mass Destruction
- 9/11
- War on Terror
- Operation Iraqi Freedom
- The Internet
- Columbine/Sandy Hook/Parkland

- The Space Shuttle Program
- Oklahoma City Bombing
- The Housing Market Crash
- Dolly the Sheep and the advent of cloning
- Tiananmen Square
- Conflict in Somalia
- Rodney King/OJ Simpson
- Hurricane Katrina
- Elian Gonzalez
- Osama Bin Laden
- No Child Left Behind
- Multinational Corporations
- Globalization
- NAFTA/Free Trade
- The 2000 Election and Bush v. Gore
- Obamacare
- Donald Trump
- America First

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- See above vocabulary

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How the Reagan Revolution impacted American culture and politics
- How the Cold War against the Soviets came to a close
- How the Middle East became a new global battleground
- How America reasserted itself as a military power during the Persian Gulf War
- How 9/11 impacted American foreign policy and life
- Understand social changes of the last decade
- How the Internet changed the world
- How the United States has handled foreign policy globally outside of the War on Terror
- How free trade acts and globalization have impacted the American economy and worker
- How the Supreme Court impacted the 2000 Presidential Election
- How Donald Trump won the Presidency in 2016

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Modern Events iMovie project
- End of unit assessment
- Learners will be able to understand how events of this time period impacted their lives today.
- Learners will be able to analyze and explain the impact of concepts and events from this time period.
- Learners will be able to analyze primary source documents and find meaning and historical context.
- Learners will be able to create personal writing samples demonstrating their comprehension of events and concepts from this time period.
- Learners will be able to develop a personal opinion on the content discussed and covered from this time period
- Learners will be able to demonstrate their comprehension of these concepts and terms through the completion of the above projects and tasks.

Software/Resources:

- Schoology
- Online Textbook
- CNN: 9/11 Documentary
- YouTube: Video footage of topics
- iMovie

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.