

Catasauqua Area School District Planned Course of Study

Course Title: American History

Grade Level(s): 9

Text: US History Interactive

Course Description

US History is designed to give students a mastery level of understanding of American History from the Reconstruction to the present. The concepts that will be investigated will be historical facts and characters, time periods, and the positive/negative impacts that history has had on society. In addition, the course will demonstrate how history has structured the society we presently occupy. Furthermore, students will recognize the present need to learn from historical events. Lecture, discussion and research will be supplemented with cooperative learning activities. The course will require that students work in teams at times throughout the semester. Consequently, students will develop the ability to work together, delegate group work, and communicate group findings. The course competencies will illustrate the sociological, psychological, economical, and geographical effects of history on society throughout time. Students will also be able to make connections from the events and happenings of the past while incorporating the comparison to similar events in the present. Current events will be compared and contrasted with events and happenings in the past.

Essential Questions

- How are the tools of history used to examine the struggle to balance freedom and liberty?
- How does the history of the United States reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?
- How does world history reflect the struggle in balancing the control of freedom and liberty?
- How do governments use economic tools to control freedom and liberty?
- How does unlimited wants with limited resources impact government
- How are tools of geography used to represent time and place?
- How do governments derive authority to control the exercise of rights, liberty, and freedom?
- How does the working of the government vary based on authority?

Competencies

- Compare American history's patterns of continuity and change over time, applying context of events
- Compare the interpretation of historical events, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
- Construct research on American History using a thesis statement and demonstrate use of appropriate primary and secondary sources.
- Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research
- Compare and contrast the role American historical groups and individuals played in the social, political, cultural, and economic development of the U.S.
- Analyze how conflict and cooperation among individuals, groups and organizations have influenced the history and development of America
- Analyze the role of American politics and politicians play in society
- Demonstrate an ability to clearly state opinions based on evidence to formulate a cohesive essay

Course Syllabus

Course Content	Tentative Timeframe	Assessment Anchors	State Standards
1865- 1877 Reconstruction Abraham Lincoln's Assassination Reconstruction Plan Reconstruction Amendments Freedmen's Bureau Sharecropping Civil Rights Acts Legacy of Reconstruction	1.5 days (1hr 15 minute block constitutes 1 class period)	NA	8.1.9.A 8.1.9.B 8.1.9.C 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D 7.1.9.A 7.1.9.B 7.4.9.B CC.8.5.9-10G CC.8.5.9-10 H
1865-1914 Industry and Immigration Andrew Carnegie Thomas Edison John D. Rockefeller Industrialization Rise of Big Business Labor Unions Immigration Ellis Island Angel Island Social and Cultural Changes Urban Living	1.5 Days	NA	8.1.9.A 8.1.0.B 8.1.9.C 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D 8.4.9.A 8.4.9.B 8.4.9.C 8.4.9.D 7.1.9.A 7.1.9.B 7.4.9.B CC.8.5.9-10G CC.8.5.9-10 H CC.8.5.9-10 I
1865-1900 Late 1800's Western Movement Impact on Native American's Native American Assimilation Political Corruption Populism Plessy vs Ferguson	2 Days	NA	8.1.9.A 8.1.0.B 8.1.9.C 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D 7.1.9.A 7.1.9.B 7.4.9.B CC.8.5.9-10G CC.8.5.9-10 H
1890's-1920's Progressivism Political Reform Women's Rights Temperance Welfare Reform Urban Improvements Minority Discrimination	1.5 Day	NA	8.1.9.A 8.1.0.B 8.1.9.C 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D

			7.1.9.A 7.1.9.B 7.4.9.B CC.8.5.9-10G CC.8.5.9-10 H CC.8.5.9-10 I
1914-1918 WWI: Causes Weapons and Technology Eastern and Western Fronts United States Enters War War at Home Russian Revolution, Treaty of Versailles Connections to WWII	1.5 Weeks	NA	8.1.9.A 8.1.0.B 8.1.9.C 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D 8.4.9.A 8.4.9.B 8.4.9.C 8.4.9.D 7.1.9.A 7.1.9.B 7.4.9.B CC.8.5.9-10G CC.8.5.9-10 H
1920's Impact of Henry Ford on all of Industry Impact of Model T Society and Culture of 1920's Scopes Trial Economy of the 20's Prohibition	2.5 Days	NA	8.1.9.A 8.1.0.B 8.1.9.C 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D 7.1.9.A 7.1.9.B 7.4.9.B CC.8.5.9-10G CC.8.5.9-10 H
The Great Depression: 1929-1942 Stock Market Crash of 1929 Buying on Margin Lead up to crash Impact of Crash on working class. Causes of Great Depression Dust Bowl Herbert Hoover's Strategy Hoover and FDR Comparison/Contrast The New Deal Breakdown of specific New Deal Programs (Relief Recovery Reform) Opposition to New Deal Effect of the New Deals Current Effects of New Deal Eleanor Roosevelt Role as First Lady	1.5 Weeks	NA	8.1.9.A 8.1.0.B 8.1.9.C 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D 8.4.9.A 7.1.9.A 7.1.9.B 7.4.9.B CC.8.5.9-10G CC.8.5.9-10 H CC.8.5.9-10J
American Involvement WWII 1941-1945 Causes of WWII Dictators	1.5 Weeks	NA	8.1.9.A 8.1.0.B 8.1.9.C

<p>Effect of American Isolationism German Aggression Japanese Motivation Pearl Harbor European Campaign War in the Pacific V-E/V-J Day Impact of Atomic Bombs Moral Dilemma of Atomic Bomb Aftermath of WWII Germany/Berlin</p>			<p>8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D 8.4.9.A 8.4.9.B 8.4.9.C 8.4.9.D 7.1.9.A 7.1.9.B 7.4.9.B CC.8.5.9-10G CC.8.5.9-10 H</p>
<p>1945-1960 Cold and Korean War The Cold War MccArthyism Domino Theory Korean War War Alliances MacArthur's & Truman's Opposing Views Lessons of Korean War</p>	<p>1.5 Days</p>	<p>NA</p>	<p>8.1.9.A 8.1.0.B 8.1.9.C 8.3.9.A 8.4.9.A 8.4.9.B 8.4.9.C 87.1.9.A 7.1.9.B 7.4.9.B CC.8.5.9-10G CC.8.5.9-10 H</p>
<p>1954-1968 Civil Rights Movement Jim Crow NAACP Brown v. Board of Education Rosa Parks MLK Malcolm X John F. Kennedy's role in Civil Rights Lyndon Johnson Civil Rights Act of 1964</p>	<p>2.5 Days</p>	<p>NA</p>	<p>8.1.9.A 8.1.0.B 8.1.9.C 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D 7.1.9.A 7.1.9.B 7.4.9.B CC.8.5.9-10G CC.8.5.9-10 H</p>
<p>Vietnam War 1955-1975 Cold War Communism Domino Theory John F. Kennedy Lyndon B. Johnson Richard Nixon</p>	<p>4 Days</p>	<p>NA</p>	<p>8.1.9.A 8.1.0.B 8.1.9.C 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D 8.4.9.A 8.4.9.B 8.4.9.C 8.4.9.D 7.1.9.A 7.1.9.B 7.4.9.B CC.8.5.9-10G CC.8.5.9-10 H</p>

			CC.8.5.9-10 I CC.8.5.9-10J
John F. Kennedy 1961-1962 Nixon Kennedy Debate Bay of Pigs Cuban Missile Crisis Assassination	1.5 Days	NA	8.1.9.A 8.1.0.B 8.1.9.C 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D 8.4.9.D 7.1.9.A 7.1.9.B 7.4.9.B CC.8.5.9-10G CC.8.5.9-10J
Watergate Scandal 1972 Richard Nixon Investigative Journalism Bob Woodward Carl Bernstein Democratic National Committee Impeachment	1.5 Days	NA	8.1.0.B 8.1.9.C 8.3.9.A 8.3.9.B 8.4.9.D 7.1.9.A 7.1.9.B 7.4.9.B CC.8.5.9-10G
1970's, 80's, 90's 00's Ford Carter Gas Crisis Reagan Reaganomics End of Cold War George H.W. Bush Gulf War Bill Clinton George W. Bush September 11th 2001 War in Afghanistan Barack Obama Donald Trump Republican and Democratic Political Parties Attack on Capital	2 Weeks	NA	8.1.9.A 8.1.0.B 8.1.9.C 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D 8.4.9.A 7.1.9.A 7.1.9.B 7.4.9.B CC.8.5.9-10G CC.8.5.9-10 H CC.8.5.9-10J

Teaching Strategies Utilized

Cooperative Learning,	Venn Diagrams
Note Taking	Timeline Constructions
Videos, Documentaries	Podcasts
Primary Source Readings	
Secondary Source Readings	
Debate	
Class Discussion	

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<p><i>The student will be able to:</i></p> <p>1865- 1876 Reconstruction</p> <p>Understand the impact of Abraham Lincoln’s Assaination to the south as well as the north.</p> <p>Describe the impact of Reconstruction after the Civil War ended.</p> <p>Describe the correlation between religious beliefs practices and Reconstruction.</p> <p>Analyze what worked and did not work with Reconstruction</p> <p>Summarize Southern and Northern attitudes.</p> <ul style="list-style-type: none"> - Explain the origin and purpose of Reconstruction Laws. - Compare and contrast Northern and Southern Attitudes toward Reconstruction <p>Examine Southern practices of avoiding Reconstruction.</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p>	<p>Lecture</p> <p>Group</p> <p>Jig Saw (Breaking down reconstruction from different areas of country)</p> <p>Primary Source Documents</p> <p>Discussions</p> <p>Documentary (American Experience, Beyond the Civil War)</p> <p>Biography (The Ku Klux Klan Biography during Reconstruction)</p> <p>Cooperative Learning</p> <p>Write an essay based on historical research.</p>	<p>Essay Writings</p> <p>Assessment Questions</p> <p>Outline</p> <p>Quizzes</p> <p>Summaries</p>	<p>8.1.9.A</p> <p>8.1.9.B</p> <p>8.1.9.C</p> <p>8.3.9.A</p> <p>8.3.9.B</p> <p>8.3.9.C</p> <p>8.3.9.D</p> <p>7.1.9.A</p> <p>7.1.9.B</p> <p>7.4.9.B</p> <p>CC.8.5.9-10G</p> <p>CC.8.5.9-10 H</p>
Resources/Materials				
<p>Worksheets</p> <p>DVD</p> <p>Computer</p> <p>Biography</p>	<p>Powerpoints</p> <p>Primary Sources</p> <p>Documentary</p> <p>Timeline</p>	<p>Texts</p>		
Interdisciplinary Relationships				
<p>Economics/Math: Analyzing the North’s and the South’s economic structure. Determining how the civil war impacted the capacity to make money</p> <p>Reading: Researching the time period from both the North’s and the South’s lenses.</p> <p>English: Essay writing</p> <p>Psychology: The study of the individual thought process as an entire way of life in the south was being changed</p> <p>Collaboration: Working in a group setting to research, analyze, and explain text regarding the way the South attempted to get by Reconstruction laws.</p> <p>Communication: Researching and relaying information to others. Attempt to show the different attitudes regarding Reconstruction in the North compared to the South.</p>				

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<p><i>The student will be able to:</i></p> <p>1865-1914 Industry and Immigration</p> <p>Identify industrial pioneers, icons, and innovators of business.</p> <p>Separate social classes. Understand the history of business and the economic, physical, and social impact of their inception.</p> <p>Develop a logical, evidence-based argument to explain why there was increased immigration from Europe.</p> <p>Analyze the impact of immigrants on labor.</p> <p>Discuss the ways immigrants have played a role in changing the social classes.</p> <p>Compare and Contrast present day industrial innovations and business practices to past practices</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p>	<p>Lecture</p> <p>Group</p> <p>Jig Saw (Determining the different social classes one would be identified with.</p> <p>Warm-ups</p> <p>Note Taking</p> <p>Discussions</p> <p>Primary Reading (School Days of an Indian Girl) (Frederick Jackson Turner-The Significance of the Frontier in American History)</p> <p>Secondary Readings</p> <p>Videos (Videos are supplementary to the notes)</p> <p>Peer Tutoring</p>	<p>Tests</p> <p>Quizzes</p> <p>Warm-ups</p> <p>Projects</p> <p>Assessment Questions</p> <p>Summaries</p> <p>Outline</p> <p>Primary Source evaluations</p>	<p>8.1.9.A</p> <p>8.1.0.B</p> <p>8.1.9.C</p> <p>8.3.9.A</p> <p>8.3.9.B</p> <p>8.3.9.C</p> <p>8.3.9.D</p> <p>8.4.9.A</p> <p>8.4.9.B</p> <p>8.4.9.C</p> <p>8.4.9.D</p> <p>7.1.9.A</p> <p>7.1.9.B</p> <p>7.4.9.B</p> <p>CC.8.5.9-10G</p> <p>CC.8.5.9-10 H</p> <p>CC.8.5.9-10 I</p>

Resources/Materials

<p>Skeleton Outline DVD Computer</p>	<p>Powerpoints Primary Sources Magazine Articles</p>	<p>Text Newspapers Kahoot</p>
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Interdisciplinary Relationships

Economics/Math: Determining the success of the time period from an economic standpoint. The impact immigration would play in the economic landscape.

Reading: Researching the time period via first and secondary accounts.

Sociology: Analyzing the thought process of not only the immigrants but also Americans’ attitudes toward the immigrants during this time period

English: Essay writing as well as biographical first hand account study.

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<p><i>The student will be able to:</i></p> <p>1865-1900 Late 1800's</p> <p>Understand social reform and politics during late 1800's</p> <p>Determine the use of politics to make changes to the philosophy of the role people play in society.</p> <p>Determine the role politics have in elevating a person's role in their social status.</p> <p>Construct an argument based on evidence to either support or oppose the political structure of the Gilded Age.</p> <p>Analyze the purpose of the political parties.</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p>	<p>Lecture</p> <p>Warm-ups</p> <p>Note Taking</p> <p>Discussions</p> <p>Primary Readings (Richard T. Ely. Pullman, A Societal Study)</p> <p>Secondary Readings</p> <p>Videos to supplement notes</p> <p>Documentaries (The Wizard of Menlo Park)</p> <p>Biographies (Thomas Edison Grover Cleveland, Benjamin Harrison)</p> <p>Cooperative Learning</p>	<p>Tests</p> <p>Quizzes</p> <p>Warm-ups</p> <p>Projects (Illustrate a poster explaining Social Darwinism)</p> <p>Notebook Checks</p>	<p>8.1.9.A</p> <p>8.1.0.B</p> <p>8.1.9.C</p> <p>8.3.9.A</p> <p>8.3.9.B</p> <p>8.3.9.C</p> <p>8.3.9.D</p> <p>7.1.9.A</p> <p>7.1.9.B</p> <p>7.4.9.B</p> <p>CC.8.5.9-10G</p> <p>CC.8.5.9-10 H</p>
Resources/Materials				
<p>Skeleton Outline Powerpoints Text</p> <p>DVD Primary Sources</p> <p>Computer</p>				
Interdisciplinary Relationships				
<p>Economics/Math: Determining the success of the time period from an economic standpoint. The business of industry and the impact on the economy as a whole.</p> <p>Reading: Researching the time period.</p> <p>Sociology: Analyze the process of the voting population as well as the proposed purpose of political parties.</p> <p>Thinking Critically: Performing online research using multimedia to communicate with the group. Why could one argue that the prosperity of this time period was ultimately going to fail? What were the signs?</p>				

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<i>The student will be able to:</i>				
1890-1920 Progressivism		Lecture	Tests	8.1.9.A 8.1.0.B
Understanding impact muckrakers had on society		Group	Quizzes	8.1.9.C 8.3.9.A
Analyze the effects of the Temperance Movement on society.	M	Warm-ups	Warm-ups	8.3.9.B 8.3.9.C
Analyze the effects of women’s rights on society.	M	Note Taking	Debates (Debate different philosophies and attitudes toward immigrants)	8.3.9.D 7.1.9.A 7.1.9.B
Explain how certain people have changed the country’s attitude toward urban improvement.	M	Discussions		7.4.9.B
Describe the negative impact discrimination has played on American society.	M	Primary Readings (Rosa Cavalleri-The Life of an Immigrant. The Jungle by Upton Sinclair)	Notebook Checks	CC.8.5.9-10G CC.8.5.9-10 H CC.8.5.9-10 I
Analyze the positive and negative effects of welfare reform.	M	Secondary Readings	Venn diagram comparing and contrasting Big Stick, Moral, and Dollar Diplomacy	
Analyze the effects Imperialism played on the growth of world powers.	M	Debate (Explain or condemn the argument that drinking leads to an unfavorable society)	Essay explaining opinion on the most effective strategy of diplomacy.	
Understanding the Impact of Spanish American War, acquisition of Hawaii, and Phillipine War	M	Videos to supplement notes		
Explain the different philosophies of what is important to a country.	M	Cooperative Learning		
Examine both positive effects and negative effects of imperialism.	M	Biographies (Teddy Roosevelt, Andrew Carnegie, John D. Rockefeller, Woodrow Wilson)		
Analyze the positive and negative effects of Wilson’s dealing with other world powers.	M			

Resources/Materials

Worksheets	Powerpoints	Texts
DVD	Primary Reading	
Computer	Magazine Articles	Kahoot

Interdisciplinary Relationships

Economics/Math: Studying the precipitating factors to the eventual economic boom.
English: Essay writing.
Thinking Critically: Performing online research using multimedia to communicate with the group. What factors contributed to the Urban areas being economically behind?
Collaboration: Working in a group setting to research, analyze, and explain text. Why was it so difficult for women to receive the rights they ultimately deserved?
Communication: Researching and relaying information to others. Getting other ideas and concepts online. Explain in detail the positive impact the welfare system provided. Explain in detail negative effects of the welfare system.

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<p><i>The student will be able to:</i></p> <p>1914-1918 WWI</p> <p>Differentiate between the Allies and Central Powers</p> <p>Compare and contrast the new forms of technology used in WWI.</p> <p>Identify the factors leading to more advanced weaponry and how this escalated tension among countries.</p> <p>Discuss the impact of the fighting in the Western and Eastern fronts.</p> <p>Analyze how the war affected those at home.</p> <p>Discuss how the Russian Revolution played a role in delaying an end to the war.</p> <p>Describe impact of Treaty of Versailles and the implications for the future.</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p>	<p>Lecture</p> <p>Group</p> <p>Warm-ups</p> <p>Note Taking</p> <p>Discussions</p> <p>Primary Readings (Richard Harding Davis, Hooray for Peace, Hurrah for War, Joseph Douglas Lawrence, Fighting Soldier)</p> <p>Secondary Readings</p> <p>Videos to supplement notes</p> <p>Biographies (Archduke Franz Ferdinand)</p> <p>Cooperative Learning</p> <p>Peer Tutoring</p>	<p>Tests</p> <p>Skeleton Outline</p> <p>Quizzes</p> <p>Warm-ups</p> <p>Projects (WWI Timeline)</p> <p>Notebook Checks</p> <p>Debate (Point/Counterpoint on effectiveness of League of Nations)</p>	<p>8.1.9.A</p> <p>8.1.0.B</p> <p>8.1.9.C</p> <p>8.3.9.A</p> <p>8.3.9.B</p> <p>8.3.9.C</p> <p>8.3.9.D</p> <p>8.4.9.A</p> <p>8.4.9.B</p> <p>8.4.9.C</p> <p>8.4.9.D</p> <p>7.1.9.A</p> <p>7.1.9.B</p> <p>7.4.9.B</p> <p>CC.8.5.9-10G</p> <p>CC.8.5.9-10 H</p>
Resources/Materials				
<p>Worksheets Powerpoints Texts</p> <p>DVD Primary Sources Interactive Maps</p> <p>Computer</p>				
Interdisciplinary Relationships				
<p>Economics/Math: Taking a close look at the economic impact the war played throughout the entire world.</p> <p>Reading: Researching the time period through first and secondary accounts.</p> <p>Sociology: The connection between large groups of people attempting to collectively achieve a goal.</p> <p>English: The role of propaganda will be studied as to the effect journalism had on societal thought.</p> <p>Psychology: The impact propaganda played on a society will be studied.</p> <p>Thinking Critically: Performing online research using multimedia to communicate with the group. Create a listing how roles at home changed for women as well as minorities?</p> <p>Collaboration: Working in a group setting to research, analyze, and explain text. List the potential problems that awaited African Americans as soldiers returned home.</p>				

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<p><i>The student will be able to:</i></p> <p>1920's:</p> <p>Identify reasons why the economy flourished in the 20's.</p> <p>What expectations did individuals have regarding their way of life?</p> <p>Discuss the ways in which the government in the 1920's began running the government differently than in the past.</p> <p>Examine present day governmental philosophies and compare them to the 1920's.</p> <p>Explain factors that lead to the eventual crash of 1929.</p> <p>Analyze the presidency of Warren G. Harding. Explain his popularity among the people and why and how it changed after his death.</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p>	<p>Lecture</p> <p>Group</p> <p>Warm-ups</p> <p>Note Taking</p> <p>Discussions</p> <p>Primary Readings (Woodrow Wilson, Labor in Crisis, Warren G Harding, The Rise of Warren G Harding)</p> <p>Cooperative Learning</p> <p>Peer Tutoring</p> <p>Ken Burns Prohibition Documentary</p>	<p>Tests</p> <p>Quizzes</p> <p>Warm-ups</p> <p>Projects</p> <p>Essay Writings</p> <p>Notebook Checks</p> <p>Skeleton Outline</p>	<p>8.1.9.A</p> <p>8.1.0.B</p> <p>8.1.9.C</p> <p>8.3.9.A</p> <p>8.3.9.B</p> <p>8.3.9.C</p> <p>8.3.9.D</p> <p>7.1.9.A</p> <p>7.1.9.B</p> <p>7.4.9.B</p> <p>CC.8.5.9-10G</p> <p>CC.8.5.9-10 H</p>
Resources/Materials				
<p>Worksheets Powerpoints Texts DVD Primary Sources Kahoot Computer</p>				
Interdisciplinary Relationships				
<p>Economics/Math: Determining the success of the time period from an economic standpoint. The business of industry and the impact on the economy as a whole.</p> <p>Reading: Researching the time period.</p> <p>Sociology: The connection between large groups of people attempting to collectively achieve a goal.</p> <p>Sociology: Study of organized crime.</p>				

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p><i>The student will be able to:</i></p> <p>1929-1942 The Great Depression:</p> <p>Explain the causes of the Crash.</p> <p>Describe the effect the Crash had on the country's economy as well as the world economy.</p> <p>Analyze the role that credit played on the stock market crash.</p> <p>Develop strategies that will prevent further stock market collapses.</p> <p>Analyze the causes of the Great Depression.</p> <p>Predict strategies that would be implemented in alleviating the suffering of The Great Depression.</p> <p>Connect the aftermath of the Dust Bowl with the transformation of the west.</p> <p>Compare and contrast all of Herbert Hoover's Strategies. Formulate an opinion as to which were successful and which were not.</p> <p>Explain the importance of the New Deal as to how it attempted to end the depression.</p> <p>Identify present day programs that are similar to the New Deal programs.</p> <p>Understanding the different areas in which the New Deal targeted.</p> <p>Discuss how and why the New Deal was being praised as well as criticized.</p> <p>Examine present day societal issues that are similar in nature to the issues the New Deal was attempting to rectify.</p> <p>Compare and contrast the New Deal and the 2nd New Deal.</p> <p>Describe the positive as well as the negative effects of the New Deal on society.</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p>	<p>Lecture</p> <p>Venn Diagram</p> <p>Group</p> <p>Warm-ups</p> <p>Note Taking</p> <p>Discussions</p> <p>Primary Readings (Anne Marie Low-Dust Bowl Diary, Herman Shumlin-Hard Times, Thomas Wolfe-You can't go Home Again)</p> <p>Secondary Readings</p> <p>Debate</p> <p>Videos to supplement notes</p> <p>Documentaries (Voices from the Dust)</p> <p>Biographies (Herbert Hoover)</p> <p>Documentaries (The Great Crash)</p> <p>Primary Source (Gordon Parks- A Choice of Weapons, Frederick Lewis Allen- Only Yesterday)</p> <p>Essay Writings (Explain why "buying on margin" contributed to the crash)</p> <p>Primary Readings (Harriot Stanton)</p>	<p>Tests</p> <p>Quizzes</p> <p>Warm-ups</p> <p>Projects (Create an illustrative timeline representing the 20's and the 30's.</p> <p>Debates</p> <p>Essay Writings (Explanation as to why Herbert Hoover received the majority of the blame for the Depression. Agree or Disagree?)</p> <p>Research Paper</p> <p>Notebook Checks</p>	<p>8.1.9.A</p> <p>8.1.0.B</p> <p>8.1.9.C</p> <p>8.3.9.A</p> <p>8.3.9.B</p> <p>8.3.9.C</p> <p>8.3.9.D</p> <p>8.4.9.A</p> <p>7.1.9.A</p> <p>7.1.9.B</p> <p>7.4.9.B</p> <p>CC.8.5.9-10G</p> <p>CC.8.5.9-10 H</p> <p>CC.8.5.9-10J</p>

Analyze the way in which Eleanor Roosevelt changed the role of the First Lady.	M	Blatch- We-The American Women, Migrant Mother, Dorothea Lange) Biographies (Franklin Roosevelt, Eleanor Roosevelt)		
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Resources/Materials

Worksheets	Powerpoints	Texts
DVD	Primary Sources	Skeleton Outline
Computer		

Interdisciplinary Relationships

Economics/Math: Examining Herbert Hoover’s economic strategy in dealing with the Great Depression

Reading: Researching the time period. Analyzing biographies and first hand accounts of the time period

Sociology: Studying the motivation of entire societies to leave their homes.

English: Essay writing on the accounts of the Great Depression.

Thinking Critically: Performing online research using multimedia to communicate with the group. Create arguments that the Great Depression could not completely be blamed on Hoover. Base answers on facts/evidence.

Collaboration: Working in a group setting to research, analyze, and explain text. Create listings and illustrations of the different circumstances that evoked Hoover’s name.

Catasauqua Area School District
Course Title: American History
Grade Level: Grade 9

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p><i>The student will be able to:</i></p> <p>American Involvement WWII 1941-1945</p> <p>Compare and contrast The new forms of technology used in WWII.</p> <p>Identify the factors leading to more advanced weaponry and how this escalated tension among countries.</p> <p>Discuss the impact of the fighting in the Western and Eastern fronts.</p> <p>Analyze the motivation and the character of each of the world's dictators.</p> <p>Analyze the philosophy of the U.S. before entering the War, and after.</p> <p>Analyze the reason's an entire country would follow an oppressive dictator.</p> <p>Discuss the motivation behind the Japanese bombing of Pearl Harbor.</p> <p>Compare and contrast the differences and the similarities of the War in the Pacific as well as the War in Europe.</p> <p>Analyze how the war affected those at home.</p> <p>Identify the key turning points of the War and what ultimately made the momentum favor the Allies.</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p>	<p>Lecture</p> <p>Group</p> <p>Jig Saw</p> <p>Warm-ups</p> <p>Note Taking</p> <p>Discussions</p> <p>Primary Readings</p> <p>Secondary Readings</p> <p>Videos to supplement notes</p> <p>Biographies (Stalin, Hitler, Franco, Mussolini, Tojo)</p> <p>Cooperative Learning</p> <p>Peer Tutoring</p>	<p>Tests</p> <p>Quizzes</p> <p>Warm-ups</p> <p>Notebook Checks</p> <p>Project: Timeline WWII</p>	<p>8.1.9.A</p> <p>8.1.0.B</p> <p>8.1.9.C</p> <p>8.3.9.A</p> <p>8.3.9.B</p> <p>8.3.9.C</p> <p>8.3.9.D</p> <p>8.4.9.A</p> <p>8.4.9.B</p> <p>8.4.9.C</p> <p>8.4.9.D</p> <p>7.1.9.A</p> <p>7.1.9.B</p> <p>7.4.9.B</p> <p>CC.8.5.9-10G</p> <p>CC.8.5.9-10 H</p>

Resources/Materials

Worksheets Powerpoints Texts
 DVD Primary Sources
 Computer

Interdisciplinary Relationships

Economics/Math: Determining the Economic impact the war would have on the economy.
Reading: Researching the time period. Reading primary sources of the time period.
Sociology: The study of the American attitudes toward the Japanese after the bombing of Pearl Harbor.
English: The role of journalism – impact on societal thought.
Thinking Critically: Performing online research using multimedia to communicate with the group. Compare and Contrast how each of the dictators mentioned rose to power.
Collaboration: Working in a group setting to research, analyze, and explain text. What were the potential risks to the U.S joining the war?

Catasauqua Area School District
Course Title: American History
Grade Level: 9

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p><i>The student will be able to:</i></p> <p>1945-1960 Cold and Korean War</p> <p>Understanding what the term Cold War refers to</p> <p>Describe the factors that triggered the Korean War.</p> <p>Explain the alliances that were established and the reasons for the alliances the at precipitated the War.</p> <p>Debate the pros and cons for getting involved in the Korean War.</p> <p>Locate on a map the 38th parallel that separates North and South Korea.</p> <p>Describe the contentious relationship between Macarthur and Truman.</p> <p>Analyze the factors that ended up being responsible for the United States pulling out of Korea.</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p>	<p>Lecture</p> <p>Warm-ups</p> <p>Note Taking</p> <p>Discussions</p> <p>Primary Readings (Joseph Polowski-The Good War, Winston Churchill-The Iron Curtain)</p> <p>Secondary Readings</p> <p>Documentaries</p> <p>Biographies (Joseph Stalin, Winston Churchill, Mao Zedong)</p> <p>Cooperative Learning</p> <p>Essay Writings (Was it necessary for America to get involved in Korea?)</p> <p>Videos to supplement notes</p>	<p>Tests</p> <p>Quizzes</p> <p>Warm-ups</p> <p>Debate: Was Truman in the right to dismiss MacArthur?)</p> <p>Notebook Checks</p>	<p>8.1.9.A</p> <p>8.1.0.B</p> <p>8.1.9.C</p> <p>8.3.9.A</p> <p>8.4.9.A</p> <p>8.4.9.B</p> <p>8.4.9.C</p> <p>87.1.9.A</p> <p>7.1.9.B</p> <p>7.4.9.B</p> <p>CC.8.5.9-10G</p> <p>CC.8.5.9-10H</p>

Resources/Materials

Worksheets Powerpoints Texts
 DVD Primary Sources
 Computer

Interdisciplinary Relationships

Economics/Math: The impact the war had on the economic landscape.
Reading: Researching the time period. Reading of the text.
Sociology: The relationship between the alliances
English: Essay writing.

Catasauqua Area School District
Course Title: American History
Grade Level: 9

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p><i>The student will be able to:</i></p> <p>1954-1968 Civil Rights Movement</p> <p>Identify the main character of the civil rights movement, as well as the different strategies that they implemented to attempt to achieve racial equality.</p> <p>Separate social classes. Understand the way in which society discriminated while attempting to by-pass legal responsibility for equality.</p> <p>Develop a logical, evidence-based argument to explain why many government officials were avoiding helping African Americans.</p> <p>Analyze the different philosophies used by groups to fight discrimination.</p> <p>Compare and contrast Martin Luther King and Malcolm X.</p> <p>Analyze the impact of John F. Kennedy and Lyndon Johnson's support for the movement.</p> <p>Analyze the effects of Plessy vs Ferguson with regard to educational equity.</p> <p>Analyze the impact of Brown vs Board of Education</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p>	<p>Lecture</p> <p>Warm-ups</p> <p>Note Taking</p> <p>Discussions</p> <p>Primary Readings (Michael Harrington- The Other America, Biography of Malcolm X), Robert F. Kennedy- The Eulogy of Martin Luther King)</p> <p>Secondary Readings</p> <p>Videos to supplement notes</p> <p>Documentaries (The Life and Times of Malcolm X)</p> <p>Biographies (Martin Luther King, Malcolm X, Rosa Parks)</p> <p>Cooperative Learning</p> <p>Peer Tutoring</p>	<p>Tests</p> <p>Quizzes</p> <p>Warm-ups</p> <p>Essay Writings</p> <p>Notebook Checks</p>	<p>8.1.9.A</p> <p>8.1.0.B</p> <p>8.1.9.C</p> <p>8.3.9.A</p> <p>8.3.9.B</p> <p>8.3.9.C</p> <p>8.3.9.D</p> <p>7.1.9.A</p> <p>7.1.9.B</p> <p>7.4.9.B</p> <p>CC.8.5.9-10G</p> <p>CC.8.5.9-10 H</p>
Resources/Materials				
<p>Worksheets</p> <p>DVD</p> <p>Computer</p>	<p>Powerpoints</p> <p>Primary Sources</p> <p>Magazine Articles</p>	<p>Texts</p> <p>Newspapers</p>		
Interdisciplinary Relationships				
<p>Economics/Math: The study of the economy for minorities, how salary and cost of living impacted their lives.</p> <p>Reading: Researching the time period. Reading of Essay and Biographies</p> <p>Sociology: The connection between large groups of people and their response to racial tension.</p> <p>English: The writings of MLK and Malcolm X will be studied. The Autobiography of Malcolm X</p> <p>Thinking Critically: Performing online research using multimedia to communicate with the group. Compare and Contrast the Childhood of Malcolm X and Martin Luther King. What impact did their childhood play on their techniques as adults in fighting for equality?</p>				

Catasauqua Area School District
Course Title: American History
Grade Level: 9

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p><i>The student will be able to:</i></p> <p>1955-1975 Vietnam War</p> <p>Describe the factors that triggered the Vietnam War.</p> <p>Explain the alliances that were established and the reasons for the alliances that precipitated the War.</p> <p>Debate the pros and cons for getting involved in the Vietnam War.</p> <p>Locate on a map Vietnam.</p> <p>Describe the contentious relationship between Government, military personnel, and the American People that remained at home.</p> <p>Analyze the factors that ended up being responsible for the United States pulling out of Vietnam.</p> <p>Understand the different philosophies of each President.</p> <p>Compare and contrast how Kennedy, Johnson, and Nixon, attempted to deal with the Vietnam situation.</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p>	<p>Lecture</p> <p>Group</p> <p>Warm-ups</p> <p>Note Taking</p> <p>Discussions</p> <p>Primary Readings (Dean Rusk-In Retrospect)</p> <p>Secondary Readings</p> <p>Videos to supplement notes</p>	<p>Tests</p> <p>Quizzes</p> <p>Warm-ups</p>	<p>8.1.9.A</p> <p>8.1.0.B</p> <p>8.1.9.C</p> <p>8.3.9.A</p> <p>8.3.9.B</p> <p>8.3.9.C</p> <p>8.3.9.D</p> <p>8.4.9.A</p> <p>8.4.9.B</p> <p>8.4.9.C</p> <p>8.4.9.D</p> <p>7.1.9.A</p> <p>7.1.9.B</p> <p>7.4.9.B</p> <p>CC.8.5.9-10G</p> <p>CC.8.5.9-10 H</p> <p>CC.8.5.9-10 I</p> <p>CC.8.5.9-10J</p>
Resources/Materials				
<p>Worksheets Powerpoints Texts</p> <p>DVD Primary Sources</p> <p>Computer</p>				
Interdisciplinary Relationships				
<p>Economics/Math: Determining the success of the time period from an economic standpoint. The business of industry and the impact on the economy as a whole. The impact the war played at home from an economic standpoint.</p> <p>Reading: Researching the time period. Reading the text. Reading primary and secondary sources</p> <p>Sociology: The connection between large groups of people attempting to collectively achieve a goal.</p> <p>English: Essay writing</p> <p>Communication: Researching and relaying information to others. Getting other ideas and concepts online. Research personal stories on Vietnam Vets' attitudes toward the Americans that were protesting the U.S involvement in the War.</p>				

Catasauqua Area School District
Course Title: American History
Grade Level: 9

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
<p>The student will be able to:</p> <p>70's, 80's, 90's, 00's, 10's</p> <p>Compare and contrast life in the 70's, 80's, 90's, and 00's, from an economic, leadership, and societal standpoint.</p> <p>Analyze the leadership styles of the leaders during this time period.</p> <p>Analyze how military aggression has changed over the years in terms of weapons, strategy, and defense.</p> <p>The impact of 9/11 2001 on national security and a new type war</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p>	<p>Lecture</p> <p>Group</p> <p>Jig Saw</p> <p>Warm-ups</p> <p>Note Taking</p> <p>Discussions</p> <p>Primary Readings (Jimmy Carter- Keeping Faith</p> <p>Videos to supplement notes</p> <p>Documentaries (JFK Assassination, All the Presidents Men)</p> <p>Biographies (JFK, Ronald Reagan, George Bush, Richard Nixon, Jimmy Carter)</p>	<p>Tests</p> <p>Quizzes</p> <p>Warm-ups</p> <p>Notebook Checks</p> <p>Timeline</p>	<p>8.1.9.A</p> <p>8.1.0.B</p> <p>8.1.9.C</p> <p>8.3.9.A</p> <p>8.3.9.B</p> <p>8.3.9.C</p> <p>8.3.9.D</p> <p>8.4.9.A</p> <p>8.4.9.B</p> <p>8.4.9.C</p> <p>8.4.9.D</p> <p>7.1.9.A</p> <p>7.1.9.B</p> <p>7.4.9.B</p> <p>CC.8.5.9-10G</p> <p>CC.8.5.9-10 H</p>
Resources/Materials				
<p>Worksheets Powerpoints Texts</p> <p>DVD Primary Sources</p> <p>Computer</p>				
Interdisciplinary Relationships				
<p>Economics/Math: Determining the success of the time period from an economic standpoint. The business of industry and the impact on the economy as a whole.</p> <p>Reading: Researching the time period.</p> <p>Sociology: The connection between large groups of people attempting to collectively achieve a goal.</p> <p>English: Essay writing/Research/Class Discussion.</p>				