

American Cultures II

Unit 1 (Western Expansion)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
8 Days	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.	What policies were established regarding growth during US expansion?	Discuss the motives that stimulated settlement of the West	Record reasons and rationale form Americans in the later 1800s to settle in the Western Frontier of the United States	<i>Prentice Hall - United States History: Modern America</i> Chapter 3 Section 1 Unit notes-West. Expansion Manifest Destiny – GO SWBA to identify key terms for western expansion. SWBA to compare and contrast the different groups who migrate west. SWBA to evaluate the impact that settlement of the west had upon people and the environment.	Sharecropping Railroads Mining Ranching Bonanza Farms	Common Core - Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core - Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 6.3.U.D, 6.4.U.C, 6.4.U.D, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
	Historical context is needed to comprehend time and space.	What policies were established regarding growth during US expansion?	Discuss the motives that stimulated settlement of the West.	Differentiate the jobs that were drawing settlers across the continent.	<i>Prentice Hall - United States History: Modern America</i>	Sharecropping Railroads	Common Core - Writing CC.8.5.9-10.A,

	Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.		Identify industries that developed Western Expansion. Analyze the role of the railroads in the settlement of the West.	Trace the path and consequences of the Transcontinental RR through an interactive map.	Chapter 3 Section 1 Western Expansion PPT History Channel - America: Story of US (Westward) SWBA to identify key terms for western expansion SWBA to visualize the impact that mining, technology and legislation had on settlement in the western Frontier through PPT/lecture notes and short video.	Mining Ranching Bonanza Farms	CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core - Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 6.3.U.D, 6.4.U.C, 6.4.U.D, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. World history continues to	What policies were established regarding growth during US expansion?	Discuss the motives that stimulated settlement of the West. Cite major Native American conflicts with the US Army. Analyze the role of the railroads in the settlement of the West	Trace the path and consequences of the Transcontinental RR through an interactive map Create a graphic organizer listing Native American conflicts	<i>Prentice Hall - United States History: Modern America</i> Chapter 3 Section 1 NA-Policy Western Expansion PPT SWBA to compare the various policies of the US Government	Sand Creek Little Big Horn Wounded Knee	Common Core - Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core - Reading

	influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.				towards Native Americans through a primary Source Activity. SWBA to visualize the impact that mining, technology and legislation had on settlement in the western Frontier through PPT/lecture notes and short video. SWBA to create a graphic organizer for the major conflicts between Native Americans in the 1800s by answering 5 Ws of questions.		CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 6.3.U.D, 6.4.U.C, 6.4.U.D, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the	What policies were established regarding growth during US expansion?	Identify the farming techniques and hardships of Plains farmers. Research major technological advancements from the time period.	Define the terms and advancements that were affecting farmers during expansion. Create a project that highlights the technological advancements from the period.	<i>Prentice Hall - United States History: Modern America</i> Chapter 3 Section 1 Western Expansion Lecture notes and PPT SWBA to analyze the advancement of technology in the late 1800s and the impact it created on farms/ranching in the west. SWBA create a differentiated project based on	Irrigation Drought Barbed Wire	Common Core - Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core - Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F,

	world today.				their knowledge of Western expansion.		CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 6.3.U.D, 6.4.U.C, 6.4.U.D, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
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Unit 1 Western Expansion Review and Assessment

Unit 2 (Industrialization of US)

Estimate d Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. World history continues to influence Pennsylvanians, citizens of the	What factors led to the Industrialization of the US?	Describe the rise of Industrial America through the late 1800s. Evaluate the impact of Industrial inventions and technological advancements. Evaluate government attempts to regulate and control industry. Define industrial techniques and integrations that transformed the US & world economies.	List the factors that led to a 2nd Industrial Revolution in the United States. Create a project that highlights the advancements from Industrialization. Chart government attempts to regulate and control industry with a graphic organizer.	<i>Prentice Hall - United States History: Modern America</i> Chapter 3 Section 2 History Channel – <i>America: Story of US (Boom – Cities)</i> Industrialization PPT Notes Government Regulation G.O. SWBAT Research specific inventions from the Industrial	Trust Monopoly Bessemer Process Sherman Anti-Trust Act	Common Core - Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core - Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E,

	United States, and individuals throughout the world today.				Revolution and their impact on society today SWBAT Identify government attempts to regulate and control industry through a Graphic Organizer		CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.2.U.B, 6.2.U.F, 6.3.U.D, 6.4.U.C, 6.5.U.E, 6.5.U.F, 7.3.U.A, 8.2.U.A, 8.2.U.B, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. World history continues to influence	What impact did the Robber Barons of the era have on the US and World economies?	Explain how business leaders sought to limit competition and maximize profits. Describe the changing role of American workers. Discuss the impact of the Homestead Strike on labor movements and management. Read and discuss excerpts from <i>Gospel of Wealth</i> and <i>A Workman's Response</i>.	Narrate the transformation and struggles of American laborers. Visualize the 1892 Homestead Strike through a History Channel Documentary. Analyze primary sources to contrast the differing views of the era.	<i>Prentice Hall - United States History: Modern America</i> Chapter 3 Section 2 <i>10 Days that Changed America: The Homestead Strike</i> US Industrialization Notes – PPT Industrialization DBQ <i>Gospel of Wealth</i>	Andrew Carnegie JD Rockefeller Cornelius Vanderbilt AFL-CIO Union Strike Henry Clay Frick Pinkerton Agency	Common Core - Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core - Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C,

	Pennsylvanians, citizens of the United States, and individuals throughout the world today.				WS SWBAT State the accomplishments and backgrounds of various business leaders through PPT/lecture notes SWBAT Read and discuss excerpts from <i>Gospel of Wealth</i> and <i>A Workman's Response</i> SWBAT Visualize the growing conflict between labor unions and management through the documentary <i>10 Days that Changed America</i> SWBAT analyze primary sources to differentiate Captains of Industry and Robber Barons	Scab	CC.8.6.9-10.D. CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.2.U.B, 6.2.U.F, 6.3.U.D, 6.4.U.C, 6.5.U.E, 6.5.U.F, 7.3.U.A, 8.2.U.A, 8.2.U.B, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
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Review and Assessment of Industrialization

Unit 3 (Gilded Age & Progressive Movement)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
12 Days	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.	What areas of the nation were in the greatest need of reform? What steps were taken to combat social & political problems?	Analyze how political machines gained power and abused it. Explain the successes and failures of various political and social parties.	Cite the growth of political machines and their abuse of power. Chart the rise and fall of the Progressives, Populists, and other Social Reform Groups.	<i>Prentice Hall - United States History: Modern America</i> Chapter 4 Section 1 Gilded Age/Progressive PPT/Notes History Channel – <i>America: Story of US</i> (Cities) Spoils men and Plunders WS Gilded Age DBQ SWBAT visualize growth of cities and urbanization through the documentary <i>America: Story of US</i> SWBAT cite problems in society and state the need for reform through	Progressives Tammany Hall Boss Tweed Populists	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.2.U.B, 5.3.U.F, 6.3.U.D, 6.4.U.C, 6.5.U.E,

					PPT/Lecture notes SWBAT determine the methods of corrupt government through Spoils men and Plunders WS SWBAT analyze the various political groups that rose through the Gilded Age with a Document-Based Question activity		7.3.U.A, 8.2.U.A, 8.2.U.B, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. World history continues to influence Pennsylvanians, citizens of the	What impact did the massive influx of immigrants have on US culture after the 1870s? What factors led to the change in urban areas of the US?	Trace the migration of immigrants and Americans from rural to urban life. Comment on the attitudes towards and backgrounds of various groups.	Chart the path of immigrants to the new world through an interactive webquest of Ellis Island. Compare the views of Nativists towards immigrants; and the difference between “new” and “old” world arrivals. Visualize the disparity between urban poor and current class systems.	<i>Prentice Hall - United States History: Modern America</i> Chapter 4 Gilded Age/Progressive PPT/Notes History Channel: <i>America: The Story of US</i> Jacob Riis Photo Analysis WS Scholastic Web – Ellis Island Webquest SWBAT examine	Urbanization Populists Hull House Nativists “Push” & “Pull” Factors Ellis Island	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E,

	United States, and individuals throughout the world today.				the process of citizenship when entering Ellis Island through a webquest SWBAT compare the views of Nativists through PPT/Notes, in light of current presidential policies SWBAT visualize the disparity of urban poor through a Jacob Riis Photo Activity		CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.2.U.B, 5.3.U.F, 6.3.U.D, 6.4.U.C, 6.5.U.E, 7.3.U.A, 8.2.U.A, 8.2.U.B, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
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Review and Assessment of Gilded Age/Progressive Movement

Unit 4 (Imperialism)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
9 Days	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause	What were the foreign and domestic policies that were created during the period of US Imperialism?	Define Isolationism and Expansionism. Contrast the views of Imperialists and Anti-Imperialists.	Define key vocabulary terms from the unit. Compare the differing views of Imperialist and Anti-Imperialist texts. Identify the Imperial policies of US Presidents.	<i>Prentice Hall - United States History: Modern America</i> Chapter 5 US Imperialism PPT/Notes	Imperialism Isolationism Expansionism Anti-Imperialist Monroe	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F,

	and result. Perspective helps to define the attributes of historical comprehension. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.				World Map – US Protectorates/Territory WS US Presidents Policy - GO SWBAT examine reasons why the US would take part in Imperialist Expansion through US Imperialism Notes SWBAT label what territories the US occupied around the world through a mapping activity SWBAT identify US foreign policies between Imperial Presidents through a Graphic Organizer	Doctrine Roosevelt Corollary “Big Stick” Policy Dollar Diplomacy Moral Diplomacy	CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.4.U.A, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result.	What were the foreign and domestic policies that were created during the period of US Imperialism? In what ways did the US extend its influence around the world?	Contrast the views of Imperialists and Anti-Imperialists. Explore the Spanish-American conflict and its role in US expansion	Examine the conflict between Cubans, Spanish, and American interests leading up to the Spanish American War Create a timeline of events that chronicle the US involvement in the Spanish American War	<i>Prentice Hall - United States History: Modern America</i> Chapter 5 US Imperialism PPT/Notes US History – <i>Span-Am War</i>	<i>USS Maine</i> Rough Riders Platt Amendment	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H,

	Perspective helps to define the attributes of historical comprehension. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.				Documentary SWBAT chart the events of the Spanish-American War through PPT/Notes SWBAT create a timeline of events examining US territorial gains SWBAT visualize the brief Spanish-American War through a Primary-Source based Documentary		CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.4.U.A, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
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Review and Assessment of Imperialism

Unit 5 (World War I)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
12 Days	Historical context is needed to comprehend time	What actions/events caused the Great War?	Assassination of Franz Ferdinand	Define key vocabulary terms from the unit	<i>Prentice Hall - United States History: Modern</i>	Militarism Nationalism	Common Core – Writing

	and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.		Triple Alliance vs. Triple Entente	Identify the differences between the two major alliances leading into WWI Sequence the main events that brought fighting to Europe in 1914	<i>America</i> Chapter 6 Section 1 WWI Introduction – PPT/Notes Alliances of Europe – G.O. SWBAT define key vocabulary terms from the World War I unit SWBAT identify major causes of aggression in Europe leading up to WWI through PPT/Notes SWBAT chart the development of European alliances through a Graphic Organizer activity SWBAT visualize the assassination of Franz Ferdinand through a class skit	Alliances	CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.3.U.F, 5.4.U.A, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C,
	Historical context is needed to comprehend time and space.	What led the United States into a predominantly European War?	Sinking of the <i>Lusitania</i> Zimmerman Note	Determine US course of action through a class discussion/debate Visualize fighting between	<i>Prentice Hall - United States History: Modern America</i> Chapter 6	U-Boat “No Man’s Land”	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B,

	Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.	How did Americans at home react to the First World War?	Trench Warfare Liberty Bonds & Gardens	Trenches Document Based Questions from the HomeFront	Sections 2 & 3 US Involvement in WWI – PPT/Notes History Channel – <i>The World Wars</i> Homefront Primary Source Documents <i>All Quiet on the Western Front</i> SWBAT determine the best course of US action after analyzing PPT Notes and have deliberative forum discussions SWBAT visualize the brutality of Trench Warfare through the videos <i>All Quiet on the Western Front</i> & <i>The World Wars</i> SWBAT analyze US citizens' feelings from the Homefront through a collection of Primary Source	HomeFront Attrition	CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.3.U.F, 5.4.U.A, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C,
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	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.	What was the result of Woodrow Wilson's Peace efforts?	Paris Peace Conference Treaty of Versailles	Analyze the Winners & Losers from the Paris Peace Conference Determine why the US wouldn't enter the League of Nations following WWI	<i>Prentice Hall - United States History: Modern America</i> Chapter 6 Section 4 US WWI – After the War PPT/Notes League of Nations Guided Reading WS Treaty of Versailles – Political Cartoons SWBAT determine the successes and failures of the Paris Peace Conference through PPT/Notes SWBAT examine why the US did not join the League of Nations through a Guided Reading WS SWBAT interpret Wilson's 14 Points through a Political Cartoon	Armistice Reparations League of Nations	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.3.U.F, 5.4.U.A, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C,

					Activity		
Review and Assessment of World War I							
Unit 6 (Roaring 20s & Great Depression)							
Estimate d Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
9 Days	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.	How did the booming post-war economy of the 1920s lead to social changes in mainstream American life?	Reform Movement of Temperance Reaction of Americans towards Prohibition Influence of African American artists on US culture	Define Key Vocabulary from the Unit Visualize ways Americans responded to Prohibition Examine works of art spawned from the borough of Harlem	<i>Prentice Hall - United States History: Modern America</i> Chapter 7 Section 1 & 4 US Roaring 20s – PPT/Notes <i>The Great Gatsby</i> History Channel – <i>America: Story of US</i> (Boom) Prohibition Guided Reading WS Harlem Renaissance Photo Analysis SWBAT identify key terms and slang from the Roaring 20s SWBAT visualize the	Prohibition Flappers Harlem Renaissance	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.2.U.B,

					changing culture following WWI with the videos <i>Gatsby</i> and <i>America: Story of US</i> SWBAT relate cultural trends from the era through PPT Notes SWBAT identify significant works from the Harlem Renaissance through Primary Sources		5.3.U.F, 6.2.U.D, 6.2.U.E, 6.3.U.D, 6.4.U.C, 6.5.U.E, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. World history continues to influence Pennsylvanians, citizens of the United States, and individuals	How did the economic prosperity of the 1920s give way to the Great Depression?	Growth of US Automobile Economy Stock Market	Analyze ways Henry Ford's business model impacted US economy Understand the trends and actions of the Stock Market Predict the fall of the US economy from over-speculation and buying on credit	<i>Prentice Hall - United States History: Modern America</i> Chapter 7 Section 2 Henry Ford Biography US Great Depression – PPT/Notes Stock Market Simulation SWBAT understand the growth of the Automobile industry through Henry Ford's biography	Mass Production Buying on Margin Speculation Black Tuesday Stock Market Crash	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G,

	throughout the world today.				SWBAT identify Stock Market trends through an online simulated activity SWBAT predict the economic fallout from poor business practices through Great Depression PPT/Notes		CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.2.U.B, 5.3.U.F, 6.2.U.D, 6.2.U.E, 6.3.U.D, 6.4.U.C, 6.5.U.E, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. World history continues to influence Pennsylvanians, citizens of the United States, and individuals	What impact did the Great Depression have on the lives of Rural and Urban Americans?	Weather & Farming Patterns of the 1930s Economic & Social impact of the Great Depression	Visualize the farming practices of Midwestern farmers leading to the Dust Bowl Analyze Primary Sources for the impact of the Great Depression	<i>Prentice Hall - United States History: Modern America</i> Chapter 7 Section 3 US Great Depression – PPT/Notes Dust Bowl Environmental Readings Great Depression Primary Sources SWBAT correlate farming practices of the early 20th century to later economic	Dust Bowl Breadline	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G,

	throughout the world today.				problems through US Depression PPT/Notes SWBAT interpret the environmental damage of the Dust Bowl through selected readings SWBAT analyze the various impacts of the Great Depression through a set of Primary Sources		CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.2.U.B, 5.3.U.F, 6.2.U.D, 6.2.U.E, 6.3.U.D, 6.4.U.C, 6.5.U.E, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
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Review and Assessment of Roaring 20s/Great Depression

Unit 7 (The New Deal)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
6 Days	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps	What approaches did Great Depression President's take to solve the crisis?	Trickle-Down Economics Welfare, Civil, Financial and Government-controlled relief efforts	Analyze Inaugural Addresses of Hoover/FDR Differentiate styles of Hoover/FDR	<i>Prentice Hall - United States History: Modern America</i> Chapter 9 Section 1 & 2 History Channel – <i>America: Story of US</i> <i>The Presidents</i>	Rugged Individualism Hooverville New Deal	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I,

	to define the attributes of historical comprehension. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.				Presidential Inaugural Addresses Presidential Approaches G.O. SWBAT compare the styles and approaches of the Depression Presidents through brief biographies on <i>The Presidents</i> DVD series SWBAT analyze the inaugural addresses for FDR and Hoover to determine appropriate policies SWBAT culminate knowledge of Depression presidents into a Graphic Organizer		CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.3.U.F, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.2.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
	Historical context is needed to comprehend time and space. Historical interpretation involves an	How did the New Deal impact the United States after the Great Depression?	Welfare, Civil, Financial and Government-controlled relief efforts Government created jobs	Compare New Deal programs through personal scenarios Analyze growth of Presidential power and National Debt	<i>Prentice Hall - United States History: Modern America</i> Chapter 9 Section 2 & 3 New Deal PPT	New Deal Alphabet Soup Wagner Act	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E,

	analysis of cause and result. Perspective helps to define the attributes of historical comprehension. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.		Development of Unions		New Deal Scenarios Game Student New Deal Pamphlets SWBAT interpret New Deal Programs effects through PPT/Notes SWBAT differentiate the New Deal Programs through first person scenarios in a review game SWBAT create advertisements promoting various New Deal Programs		CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.3.U.F, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.2.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
Review and Assessment of the New Deal							
Unit 8 (World War II)							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

14 Days	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. The history of the United States continues to influence its citizens, and has impacted the rest of the world. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.	How did totalitarian leaders in Europe increase tensions around the world prior to WWII?	Fascism; Hitler & Mussolini Munich Conference	Define Key Vocabulary terms from the Unit Chronicle the rise of European Dictators prior to WWII Hypothesize the policy of appeasement towards Hitler	<i>Prentice Hall - United States History: Modern America</i> Chapter 10 Sections 1 & 2 Causes of WWII – PPT/Notes WWII Leaders Biographies – G.O. Appeasement – Deliberative Forum Scenarios SWBAT define key vocabulary terms from the introductory WWII unit SWBAT show the rise of European Dictators prior to WWII through PPT/Notes SWBAT debate possible courses of appeasement towards Adolf Hitler through a forum discussion activity	Totalitarian Fascism Appeasement	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.2.U.A, 5.4.U.A, 6.2.U.G, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.2.U.A, 8.2.U.D, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
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	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. The history of the United States continues to influence its citizens, and has impacted the rest of the world. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.	How did Americans react to early events up to the attack on Pearl Harbor?	Red Scare Victory Gardens and War Bonds Attack on Pearl Harbor	Interpret the growth of Communism worldwide Analyze Primary Propaganda Sources Visualize the timeline of events during the attack on Pearl Harbor	<i>Prentice Hall - United States History: Modern America</i> Chapter 10 Sections 3 & 4 <i>WWII in HD</i> US HomeFront – PPT/Notes US WWII Propaganda WS National Geographic Pearl Harbor Website SWBAT determine the growing threat of Nazi, Communist, and Fascist aggression during WWII and the US response through PPT/Notes SWBAT Visualize early conflicts of the war through the documentary <i>WWII in HD</i> SWBAT analyze the attacks on Pearl Harbor through the	Propaganda Blitzkrieg Axis Powers Lend-Lease Act Rationing Rosie the Riveter Victory Garden	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.2.U.A, 5.4.U.A, 6.2.U.G, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.2.U.A, 8.2.U.D, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
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					Interactive Website & Timeline at National Geographic		
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. The history of the United States continues to influence its citizens, and has impacted the rest of the world. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.	How did the Allied Powers turn the tide in the war and defeat the Axis Powers?	Key WWII Battles D-Day	Define Key Battles from WWII – European & Pacific Theaters Visualize the key events from D-Day	<i>Prentice Hall - United States History: Modern America</i> Chapter 11 Section 2 & 3 Key WWII Battles – G.O. <i>Saving Private Ryan</i> WWII End of War – PPT/Notes SWBAT summarize the key battles from both the European and Pacific Theaters of WWII SWBAT Visualize the Allied assault on D-Day through the beginning scenes of the film <i>Saving Private Ryan</i> SWBAT apply the sacrifices made during the war to achieve	Island Hopping Kamikaze D-Day Total Warfare	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.2.U.A, 5.4.U.A, 6.2.U.G, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.2.U.A,

					the Allied victory through PPT/Notes		8.2.U.D, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. The history of the United States continues to influence its citizens, and has impacted the rest of the world. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.	What long-term effects were a result of the Second World War?	Development of the Atomic Bomb Post-war Criminal Trials Holocaust Japanese Internment Camps	Assess the reasons for and against using the Atomic Bomb to end WWII Investigate key leaders and their responsibility for war crimes during WWII	<i>Prentice Hall - United States History: Modern America</i> Chapter 11 Sections 3, 4 and 5 Atomic Bomb DBQ Assignment Fake Social Media WWII Profiles <i>Band of Brothers</i> – Concentration Camp SWBAT predict President Truman's decision to drop the Atomic Bomb through Primary Source Documents SWBAT visualize the Holocaust through a US Soldier's eyes in the film <i>Band of Brothers</i> SWBAT research	Genocide Internment Camp Manhattan Project Nuremberg Trials Japanese War Trials	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.2.U.A, 5.4.U.A, 6.2.U.G, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.2.U.A,

					key individuals of the war through a fake Social Media account project		8.2.U.D, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
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Review and Assessment of World War II

Unit 9 (50s & Civil Rights' Movement)

Estimate d Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
16 Days	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. The history of the United States continues to influence its citizens, and has impacted the rest of the world. World history	What social and economic changes occurred to families in post-war US?	Changing Family Structure Growing US Economy	Visualize family structure through 1950s TV Define Key Vocabulary Terms Recreate 50s Popular Culture	<i>Prentice Hall - United States History: Modern America</i> Chapter 13 Section 1 <i>I Love Lucy/Leave it to Beaver</i> US Post-War – PPT/Notes 1950s Recreation Webquests SWBAT visualize the popular trends of the 1950s through Television from the era SWBAT Define key vocabulary	Baby Boom Suburbs Levittown	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I

	continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.				from the unit SWBAT analyze key details on the emerging economy through PPT/Notes SWBAT recreate popular 50s culture through a comprehensive Webquest		Social Studies Standards – 5.1.U.F, 5.2.U.B, 5.3.U.F, 5.4.U.A, 6.3.U.D, 6.4.U.C, 6.5.U.E, 7.3.U.A, 8.2.U.D, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. The history of the United States continues to influence its citizens, and has impacted the rest of the world.	What methods and responses did the US use in its global struggle with the Soviet Union?	War Technology used in civil programs Cold War US Policies in: Europe, the Middle East, Asia, Latin America Korean War Communism here in the HomeFront McCarthyism	Differentiate Presidential Policies at the beginning of the Cold War Create Timeline of events outlining the Korean War Analyze through Primary Sources the growing fear of Communism during the 1950s Visualize the paranoia surrounding Sen. Joseph McCarthy	<i>Prentice Hall - United States History: Modern America</i> Chapter 13 Section 3 & 4 <i>The Presidents</i> DVD Series Korean War Timelines US Red Scare – PPT/Notes Early Cold War DBQ McCarthy/Army Hearings SWBAT differentiate the policies of Cold	Cold War Containment Domino Theory Truman Doctrine NATO Marshall Plan	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H,

	World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.				War Presidents through <i>The Presidents'</i> DVD series SWBAT create a timeline of events showing the Korean War SWBAT show how the development of the Cold War effected Americans through PPT/Notes SWBAT visualize the fear of communism through the McCarthy/Army hearings		CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.2.U.B, 5.3.U.F, 5.4.U.A, 6.3.U.D, 6.4.U.C, 6.5.U.E, 7.3.U.A, 8.2.U.D, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. The history of the	How did the Civil Rights movement gain momentum entering the 1960s?	E. Till Murder Violence across the nation Segregation in the South	Define Key Vocabulary Terms Visualize violence against African Americans in the South Discuss the legacy of Jim Crow Laws	<i>Prentice Hall - United States History: Modern America</i> Chapter 14 Section 2 & 3 <i>PBS Emmett Till</i> US Civil Rights Movement – PPT/Notes SWBAT define key vocabulary terms from the Civil Rights Movement	<i>Plessy v. Ferguson</i> <i>Brown v. Board</i> Jim Crow Laws Segregation	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A,

	United States continues to influence its citizens, and has impacted the rest of the world. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.				SWBAT visualize the start of the Civil Rights Movement through the documentary and murder of Emmett Till SWBAT follow the development of the early Civil Rights Movement during the 1950s and 1960s through PPT/Notes		CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D. CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.2.U.B, 5.3.U.F, 5.4.U.A, 6.3.U.D, 6.4.U.C, 6.5.U.E, 7.3.U.A, 8.2.U.D, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension.	What successes and challenges faced Civil Rights activists in the 1960s?	Montgomery Bus Boycott Martin Luther King Jr. Integration of Education Sit-Ins Civil Rights Legislation Violence across the nation	Chronicle the protests of the Civil Rights Movement Analyze primary sources from the Civil Rights Movement	<i>Prentice Hall - United States History: Modern America</i> Chapter 14 Section 4 US Civil Rights Movement – PPT/Notes Civil Rights Scrapbooks Civil Rights DBQ	Little Rock Nine Freedom Riders March on Washington	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading

	The history of the United States continues to influence its citizens, and has impacted the rest of the world. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.				SWBAT follow the protests of Civil Rights Leaders through the 1960s with PPT/Notes SWBAT create a scrapbook highlighting the key events in the struggle to gain racial/social equality SWBAT analyze primary sources from the turbulent Civil Rights Movement to compare successes with today's society		CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.2.U.B, 5.3.U.F, 5.4.U.A, 6.3.U.D, 6.4.U.C, 6.5.U.E, 7.3.U.A, 8.2.U.D, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
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Review and Assessment of the 50s & Civil Rights' Movement

Unit 10 (1960s – JFK & LBJ)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
9 Days	Historical context is needed to comprehend time and space.	What legacy did John F. Kennedy leave on the nation?	Election of 1960 Escalating Cold War Tensions	Identify the reasons why JFK defeated Republican challenger Richard Nixon	<i>Prentice Hall - United States History: Modern America</i>	Camelot Peace Corps	Common Core – Writing CC.8.5.9-10.A,

	Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. The history of the United States continues to influence its citizens, and has impacted the rest of the world. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.		JFKs Assassination	Classify the actions Kennedy took in growing Cold War tensions Connect details of the Kennedy Assassination	Chapter 15 Sections 1, 2 and 3 The Kennedy Years – PPT/Notes <i>The Presidents</i> DVD Series Frontline: <i>Kennedy Assassination</i> Kennedy Assassination Webquest SWBAT argue why Kennedy narrowly defeated Nixon in the 1960 election through PPT/Notes SWBAT state the actions Kennedy took during the growing Cold War crisis through <i>The Presidents</i> DVD series SWBAT visualize the mystery surrounding Kennedy's assassination	Bay of Pigs Cuban Missile Crisis	CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.3.U.F, 5.4.U.A, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
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					through the Frontline video: <i>Kennedy Assassination</i> SWBAT explore their own theories regarding Kennedy's death with an independent Webquest		
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. The history of the United States continues to influence its citizens, and has impacted the rest of the world. World history continues to influence Pennsylvanians, citizens of the	How did the domestic policies of Johnson and Kennedy differ?	New Frontier Great Society	Separate the key components from each President's domestic policies	<i>Prentice Hall - United States History: Modern America</i> Chapter 15 Section 2 & 4 The Kennedy Years – PPT/Notes <i>The Presidents</i> DVD Series SWBAT compare the domestic strategies each President used through PPT/Notes	New Frontier Great Society Medicare & Medicaid	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards –

	United States, and individuals throughout the world today.						5.3.U.F, 5.4.U.A, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
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Review and Assessment of 1960s – JFK & LBJ

Unit 11 (Vietnam & Nixon Administration)

Estimate d Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
13 Days	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. The history of the United States continues to influence its citizens, and has	What were the causes of the United States' growing involvement in Vietnam?	European Imperialism in SouthEast Asia Causes of the Vietnam Conflict My Lai Massacre End of the Vietnam Conflict	Review of European Imperialism Detail Vietnamese struggle for Independence Analyze US theory regarding the spread of Communism Critique the end of the US' involvement in the Vietnam Conflict	<i>Prentice Hall - United States History: Modern America</i> Chapter 16 Section 1 & 2 Vietnam War – PPT/Notes Vietnam War G.O. History Channel – <i>Vietnam in HD</i> SWBAT review concepts from European Colonization and	Containment Gulf of Tonkin Resolution Napalm Vietnamization	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E,

	impacted the rest of the world. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.				Imperialism to understand the Vietnam conflict SWBAT place events in order for why the Vietnamese wanted independence using PPT/Notes SWBAT analyze the theory of containment and apply it to SouthEast Asia during the Cold War SWBAT to follow the US presence in Vietnam using the video <i>Vietnam in HD</i> and an accompanying G.O.		CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.2.U.C, 5.3.U.D, 5.4.U.A, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the	How did political and cultural differences lead to new attitudes during the 1970s?	Social Unrest “Hippie” Movement Growing role of Media in Vietnam	Visualize the growing Counter-Culture movement across the United States Determine the effect of a Living Room/TV Set War on American perspectives	<i>Prentice Hall - United States History: Modern America</i> Chapter 16 Section 3 &4 Counter-Culture: Protest – PPT/Notes SWBAT listen to the growing	Kent State Shooting Pentagon Papers Counter-Culture Hawks Doves	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J

	attributes of historical comprehension. The history of the United States continues to influence its citizens, and has impacted the rest of the world. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.				counterculture of the era through songs/music protesting the 1960s SWBAT explore the conflict caused from the polarizing Vietnam conflict with PPT/Notes SWBAT analyze the impact media/TV had on Americans' view of the war through an interactive forum		Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.2.U.C, 5.3.U.D, 5.4.U.A, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical	What political & cultural impact did Richard Nixon leave on the United States	Nixon's Domestic and Foreign Policies Watergate Scandal Mistrust of Elected Officials	Construct the Domestic Policies geared towards the "Silent Majority" Observe Nixon's foreign agendas with China & USSR Analyze the causes and effects of the Watergate Scandal	<i>Prentice Hall - United States History: Modern America</i> Chapter 17 Section 1 & 2 Nixon – PPT/Notes <i>The Presidents</i> DVD Series Frontline: <i>Watergate Report</i>	Détente Silent Majority Watergate Scandal Impeachment	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core

	comprehension. The history of the United States continues to influence its citizens, and has impacted the rest of the world. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.				DBQ – Trust of Elected Officials SWBAT differentiate the domestic policies Nixon geared towards the “Silent Majority” through PPT/Notes SWBAT visualize the Nixon administration with <i>The Presidents</i> DVD Series SWBAT examine the Watergate Scandal with the in-depth Frontline Documentary SWBAT analyze the trustworthiness of elected US officials through a series of Primary Sources		– Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.2.U.C, 5.3.U.D, 5.4.U.A, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
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Review and Assessment of Vietnam & Nixon Administration

Unit 12 (70s/80s/90s)

Estimate d Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
8 Days	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. The history of the United States continues to influence its citizens, and has impacted the rest of the world. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.	What contributions lead to the fall of communism in Europe?	Foreign Policies of Reagan/Bush Collapse of Communist Governments in Eastern Europe	Asses US policies towards arm limitations and USSR relations Explain the reasons for revolution in Eastern Europe against the Soviet Union Visualize Reagan's procedures towards Soviet Union Analyze the issues of the Iran Hostage Crisis & Iran-Contra Affair	<i>Prentice Hall - United States History: Modern America</i> Chapter 17 End of Cold War – PPT/Notes Eastern European Revolution G.O. <i>The Presidents</i> DVD Series Iran Hostage & Iran-Contra Primary Source Activity SWBAT define key vocabulary terms from the unit SWBAT discuss reasons Eastern Europe revolted from Communist governments in PPT/Notes SWBAT compare the foreign policies of Presidents Bush & Reagan	Berlin Wall SALT Strategic Defense Initiative Glasnost Iran-Contra Affair	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.3.U.D, 5.4.U.A, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C,

					with <i>The Presidents</i> DVD Series SWBAT analyze a set of Primary Documents in regards to our roles with Iran through the 1970s and 1980s		8.3.U.D
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. The history of the United States continues to influence its citizens, and has impacted the rest of the world. World history continues to influence Pennsylvanians, citizens of the	What global role did the US play after the fall of the Soviet Union?	Growing US influence abroad (UN & NATO) Conflict and Controversy around the world	Investigate the economic, social, and military growth of the US around the world	<i>Prentice Hall - United States History: Modern America</i> Chapter 18 Modern US History Webquest SWBAT research the growth of the US after the collapse of the Soviet Union using the Modern US History Webquest	Operation Desert Storm NAFTA	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards –

	United States, and individuals throughout the world today.						5.1.U.F, 5.3.U.D, 5.4.U.A, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. The history of the United States continues to influence its citizens, and has impacted the rest of the world. World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the	How have technological and global changes transformed America moving into the 20 th Century?	Technological Revolution of the 20th Century Social and economic changes across the US	Evaluate the rapid growth of technology Discuss social problems and dilemmas occurring in the 21st Century	<i>Prentice Hall - United States History: Modern America</i> Chapter 19 History Channel – <i>America: Story of US (Millennium)</i> SWBAT visualize the unprecedented growth and development in the US over the past 30 years through the documentary <i>America: Story of US</i>	World Wide Web Silicon Valley Epidemic	Common Core – Writing CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core – Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.I Social Studies Standards – 5.1.U.F, 5.3.U.D, 5.4.U.A,

	world today.						6.3.U.D, 6.4.U.C, 7.3.U.A, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
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Review and Assessment of 70s/80s/90s

Unit 13 (2000s and Review)

Estimate d Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
6 Days	Historical context is needed to comprehend time and space. Historical interpretation involves an analysis of cause and result. Perspective helps to define the attributes of historical comprehension. The history of the United States continues to influence its citizens, and has impacted the rest of the world.	What was the impact of the terrorist attacks on 9/11 to our Domestic & Foreign policies?	Terrorist Attacks (Foreign & Domestic) War on Terror	Chronicle growing number of terrorist attacks on the United States Explore actions US has taken to ensure domestic safety	<i>Prentice Hall - United States History: Modern America</i> Chapter 20 Section 1 & 2 US War on Terror – PPT/Notes History Channel – <i>America: Story of US & 102 Minutes that Changed America</i> Distance Learning Conference – Tribute WTC SWBAT trace the history of	Terrorism Al Qaeda War on Terror	Common Core - Writing CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.E, CC.8.5.9-10.F, CC.8.5.9-10.G, CC.8.5.9-10.I, CC.8.5.9-10.J Common Core - Reading CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.I Social Studies

	World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.				our current War on Terror through a series of PPT/Notes SWBAT visualize the terrorist attacks of September 11th through the documentary <i>102 Minutes that Changed America</i> SWBAT interact with Primary Resources and on-site historians through a video conference at Tribute – World Trade Centers		Standards – 5.1.U.F, 5.4.U.A, 6.3.U.D, 6.4.U.C, 7.3.U.A, 8.2.U.D, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D
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Review and Assessment of 2000s & Course Review