

Grade, Subject (Course): 8th, Social Studies (United States History, 1850-1940)	
Unit: Antebellum America (1820-1860)	
Big Idea: The Antebellum period was marked by growing sectional divisions and reform movements that revealed the nation's struggle to define freedom, equality, and national identity.	Pacing: 5 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.8.F - Analyze how political symbols are used by the media and leaders to influence public opinion. 5.2.8.B - Describe how citizens resolve conflicts in society and government. 5.2.8.C - Describe the role of political leadership in public office. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1.8.D - Compare the effect of incentives on personal decisions. 6.4.8.D - Explain how the level of transportation, communication networks, and technology affect economic interdependence. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.1.8.B - Explain and locate places and regions as defined by physical and human features. 7.2.8.A - Explain the characteristics of places and regions. 7.3.8.A - Explain the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. <p><i>History</i></p> <ul style="list-style-type: none"> 8.3.8.B - Evaluate the importance of historical documents, artifacts, and places critical to United States history. 8.3.8.C - Summarize how continuity and change have impacted U.S. history: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations. 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted growth and development of the U.S.: ethnicity and race, working conditions, immigration, military conflict, economic stability. 	<p>PA Common Core Standards (in History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.6-8.A - Cite specific textual evidence to support analysis of primary and secondary sources. CC.8.6.6-8.B - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What were the major social, political, and economic differences between the North and the South during the Antebellum period? • What role did industrialization and technological advancements, such as the cotton gin, play in shaping the Antebellum economy? • How did key compromises, such as the Missouri Compromise and the Compromise of 1850, attempt to address tensions between free and slave states? 	<p><u>Concepts/Understandings (Students Will Know That...):</u></p> <ul style="list-style-type: none"> • The Compromise of 1850 and the Kansas-Nebraska Act were critical political responses to the tensions between free and slave states. • The abolitionist movement gained momentum in the 1850s, leading to increased sectional conflict over slavery. • The Dred Scott decision and the expansion of slavery were major contributing factors to the rise of sectionalism. • By the end of the unit, students should have a thorough understanding of the political, social, and economic factors that shaped Antebellum America, as well as the events and ideas that set the stage for the Civil War.
<p><u>Vocabulary:</u> sectionalism, nullification, slavery, Missouri Compromise, Underground Railroad, Abolitionism, Frederick Douglass, Harriet Tubman, Fugitive Slave Act, Compromise of 1850, Henry Clay, James Buchanan, John Brown, popular sovereignty, Kansas-Nebraska Act, Bleeding Kansas, Harper’s Ferry, Dred Scott, Stephen A. Douglas, Abraham Lincoln, secession</p>	<p><u>Competencies/Skills (Students Will Be Able To...):</u></p> <ul style="list-style-type: none"> • Identify key events leading to the Civil War, such as the Missouri Compromise, the rise of abolitionism, and the Kansas-Nebraska Act. • Compare and contrast the views of different groups (e.g., abolitionists, enslaved individuals, southern planters, and northern industrialists). • Analyze the economic, social, and political causes of sectional tensions during the Antebellum Period. • Interpret maps of free vs. slave states and understand territorial expansion (e.g., the impact of the Louisiana Purchase or westward expansion). • Identify how the Southern economy depended on slavery and how it contrasted with the industrial North.
<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> • Slave Narratives: Read excerpts from narratives like those of Frederick Douglass or Harriet Jacobs to bring personal perspectives to the history of slavery. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • American Journey Textbook • Classroom maps
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> • 3.3.8.A - Determine attitudes and work habits that support career retention and advancement. • 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations. 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> • Events that led to the Civil War Board Game • Antebellum Newscast

Grade, Subject (Course): 8th, Social Studies (United States History, 1850-1940)	
Unit: The Civil War (1861-1865)	
Big Idea: The American Civil War was a turning point in U.S. history that tested the limits of the Constitution, reshaped our national identity, and redefined the meanings of freedom and union.	Pacing: 4 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.2.8.B - Describe how citizens resolve conflicts in society and government. ● 5.2.8.C - Describe the role of political leadership and public service. ● 5.2.8.D - Describe the citizen’s role in the political process. <p><i>Economics</i></p> <ul style="list-style-type: none"> ● 6.1.8.C - Compare choices to determine the best action. ● 6.3.8.B - Predict how changes to government involvement at the state and national levels may affect the economy. ● 6.3.8.D - Explain how government actions may affect international trade. ● 6.4.8.D - Explain how the level of transportation, communication networks, and technology affect economic interdependence. <p><i>Geography</i></p> <ul style="list-style-type: none"> ● 7.1.8.B - Explain and locate places and regions as defined by physical and human features. ● 7.3.8.A - Explain the human characteristics of place and regions using the following criteria: population, culture, settlement, economic activities, political activities. <p><i>History</i></p> <ul style="list-style-type: none"> ● 8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events. ● 8.2.8.B - Compare and contrast the importance of historical documents, artifacts and places critical to Pennsylvania history. ● 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. ● 8.3.8.C - Summarize how continuity and change have impacted U.S. history: belief systems and religions, 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.6-8.A - Cite specific textual evidence to support analysis of primary and secondary sources. ● CC.8.5.6-8.C - Identify key steps in text’s description of a process related to history/social studies ● CC.8.6.6-8.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<p>commerce and industry, technology, politics and government, physical and human geography, social organizations.</p> <ul style="list-style-type: none"> 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: ethnicity and race, working conditions, immigration, military conflict, economic stability. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> What were the key political, economic, and social causes of the Civil War? How did advancements in technology and military tactics affect the Civil War’s outcome? How did the Civil War affect the lives of soldiers, civilians, enslaved people, and women? What role did African Americans, both free and enslaved, play in the Civil War? How did the Emancipation Proclamation change the purpose and impact of the war? What were the short-term and long-term effects of the Civil War on the United States? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> The Civil War was fought over deep-seated issues, particularly slavery and states' rights. The Union and Confederacy had different strengths and weaknesses, which inf Key battles and events played critical roles in the outcome of the war, such as the Battle of Gettysburg, the Emancipation Proclamation, and Sherman’s March to the Sea. The war had major social, political, and economic consequences for both the North and the South. The role of African Americans during the Civil War was significant, both as soldiers in the Union Army and in their contributions to the abolition of slavery. The Civil War led to the beginning of Reconstruction, which aimed to rebuild the South and address the social and political changes brought about by the abolition of slavery. By the end of this unit, students should have a comprehensive understanding of the causes, key events, figures, and outcomes of the Civil War, as well as its transformative impact on American society, politics, and economics.
<p>Vocabulary: Union, Confederacy, secession, emancipation, slavery, states' rights, Battle of Fort Sumter, Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Battle of Antietam, Battle of Gettysburg, Gettysburg Address, total war, border states, Appomattox Court House</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> Identify and place key events (e.g., Fort Sumter, Emancipation Proclamation, Gettysburg) in chronological order. Analyze how the Civil War evolved over time, including key turning points and strategies. Study battle locations, key territories, and geographic advantages of the North and South. Identify the importance of geographic features (e.g., rivers, railroads) in battles like Vicksburg and Antietam. Analyze the impact of railroads, telegraphs, ironclads, and weaponry on the war.
<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> <i>The Killer Angels</i> 	<p>Resources:</p> <ul style="list-style-type: none"> American Journey Textbook Interact Civil War Simulation Battlefields.org

<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none">● 3.3.8.A - Determine attitudes and work habits that support career retention and advancement.● 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations.	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none">● Civil War Soldier Journal● Civil War Culture Assignment
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Grade, Subject (Course): 8th, Social Studies (United States History, 1850-1940)	
Unit: Reconstruction (1865-1877)	
Big Idea: Reconstruction was a struggle to rebuild the nation and define the meaning of freedom and citizenship after the Civil War, revealing deep divisions over race, civil rights, and politics.	Pacing: 3 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.2.8.B - Describe how citizens resolve conflicts in society and government. ● 5.2.8.C - Describe the role of political leadership and public service. ● 5.3.8.B - Describe the policy-making process between Pennsylvania and the federal government. ● 5.3.8.C - Describe how local, state, and national governments provide services. ● 5.3.8.J - Compare democracy to totalitarianism. <p><i>Economics</i></p> <ul style="list-style-type: none"> ● 6.1.8.C - Compare choices to determine the best action. ● 6.2.8.E - Compare the state of the current economy with the economy in a different place or time. ● 6.4.8.C - Compare the standard of living in different times and places. ● 6.5.8.A - Examine the compensation of workers who produce different goods and provide different services. ● 6.5.8.C - Explain the organization of different types of businesses. <p><i>Geography</i></p> <ul style="list-style-type: none"> ● 7.3.8.A - Explain the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. ● 7.4.8.A - Illustrate the effects of the physical systems on people within regions. <p><i>History</i></p> <ul style="list-style-type: none"> ● 8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events. ● 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.6-8.A - Cite specific textual evidence to support analysis of primary and secondary sources. ● CC.8.5.6-8.C - Identify key steps in a text’s description of a process related to history/social studies ● CC.8.6.6-8.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<ul style="list-style-type: none"> ● 8.3.8.B - Evaluate the importance of historical documents, artifacts, and places critical to United States history. ● 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: ethnicity and race, working conditions, immigration, military conflict, economic stability. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What were the goals of Reconstruction, and how did they aim to reunite the nation after the Civil War? ● What challenges did the United States face in rebuilding the South and addressing the rights of formerly enslaved people? ● What methods were used to resist Reconstruction efforts, and how did groups like the Ku Klux Klan impact progress? ● How did sharecropping, Black Codes, and Jim Crow laws limit the freedoms of African Americans in the South? ● How did Reconstruction policies reshape the Southern economy and society? ● Was Reconstruction a success or a failure? What factors contributed to its ultimate outcome? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● Reconstruction was the period following the Civil War in which the federal government attempted to rebuild the South and address the issues of slavery and civil rights. ● The Thirteenth, Fourteenth, and Fifteenth Amendments were critical to the legal and political status of African Americans during Reconstruction. ● The emergence of Black Codes and Jim Crow laws during Reconstruction sought to restrict the rights and freedoms of African Americans. ● Economic changes in the South during Reconstruction, such as sharecropping, had long-lasting effects on African American and Southern life. ● Reconstruction faced significant resistance in the South, particularly from groups like the Ku Klux Klan, which used violence and intimidation to ● The legacy of Reconstruction continues to affect American society, particularly in terms of civil rights, racial segregation, and the struggle for equality. ● By the end of this unit, students should have a thorough understanding of the challenges and outcomes of the Reconstruction Era, the significant social, political, and economic changes it brought about, and the long-term impact of Reconstruction on American society, particularly for African Americans in the South.
<p>Vocabulary: Reconstruction, Radical Republicans, Freedmen’s Bureau, black codes, Fourteenth Amendment, Fifteenth Amendment, impeachment, scalawags, carpetbaggers, sharecropping, tenant farming, Ku Klux Klan, reconciliation, Thaddeus Stevens, John Wilkes Booth, Ford's Theatre, Andrew Johnson, Rutherford B. Hayes, Samuel Tilden</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Identify key Reconstruction milestones (e.g., Lincoln’s assassination, the Reconstruction Acts, Compromise of 1877) in chronological order. ● Analyze the differences between Presidential, Congressional, and Radical Reconstruction. ● Discuss the rise of groups like the Ku Klux Klan, alongside achievements like African Americans serving in government. ● Assess how policies like sharecropping and Jim Crow laws affected freedmen and perpetuated inequality.

	<ul style="list-style-type: none"> ● Evaluate how Reconstruction shaped race and politics in the South. ● Relate Reconstruction to contemporary struggles for civil rights and racial equality.
<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> ● Civil Rights Movement: Draw parallels between Reconstruction and the 20th-century Civil Rights Movement. ● Successes and Failures: Have students create a chart or write an essay assessing the successes and failures of Reconstruction. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● American Journey Textbook
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 3.3.8.A - Determine attitudes and work habits that support career retention and advancement. ● 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations. 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> ● Rise and Fall of African-American Rights During and After Reconstruction Project

Grade, Subject (Course): 8th, Social Studies (United States History, 1850-1940)	
Unit: Westward Expansion (1862-1898)	
Big Idea: Westward expansion transformed the United States by fueling economic growth and a national vision while intensifying conflicts over land, culture, and the rights of native people.	Pacing: 3 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.2.8.B - Describe how citizens resolve conflicts in society and government. 5.2.8.D - Describe the citizen’s role in the political process. 5.3.8.C - Describe how local, state, and national governments provide services. 5.4.8.C - Explain how common problems (e.g., natural disasters, ethnic conflict, environmental concerns) are addressed by organizations and governments. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1.8.A - Explain how limited resources and unlimited wants cause scarcity. 6.1.8.B - Compare decisions made because of limited resources and unlimited wants. Analyze the resources that are combined to create goods and services. 6.4.8.A - Explain how specialization contributes to economic interdependence on a national level. 6.4.8.D - Explain how the level of transportation, communication networks, and technology affect economic interdependence. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.1.8.B - Explain and locate places and regions as defined by physical and human features. 7.2.8.A - Explain the characteristics of places and regions. 7.3.8.A - Explain the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. 7.4.8.A - Illustrate the effects of the physical systems on people within regions. <p><i>History</i></p> <ul style="list-style-type: none"> 8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.6-8.A - Cite specific textual evidence to support analysis of primary and secondary sources. CC.8.5.6-8.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions CC.8.6.6-8.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.
- 8.2.8.B - Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.
- 8.2.8.D - Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania: ethnicity and race, working conditions, immigration, military conflict, economic stability.
- 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- 8.3.8.B - Evaluate the importance of historical documents, artifacts, and places critical to United States history.
- 8.3.8.C - Summarize how continuity and change have impacted U.S. history: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.
- 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: ethnicity and race, working conditions, immigration, military conflict, economic stability.

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● What factors motivated Americans to move westward after the Civil War? ● How did westward expansion impact Native American cultures, lands, and ways of life? ● What were the causes and consequences of conflicts between Native Americans and settlers or the U.S. government (e.g., Indian Wars, Dawes Act)? ● How did the growth of industries such as mining, ranching, and farming shape the economy of the West? ● What role did railroads play in transforming the West and connecting the nation? ● How did westward expansion create new opportunities and challenges for different groups of people (e.g., African Americans, women, immigrants, Chinese railroad workers)? 	<p><u>Concepts/Understandings (SWKT...):</u></p> <ul style="list-style-type: none"> ● The concept of Manifest Destiny was a driving force behind Westward Expansion. ● The completion of the Transcontinental Railroad was a significant achievement in Westward Expansion. ● The impact of Westward Expansion on Native American populations was devastating. ● The rise of mining, cattle ranching, and farming led to the economic development of the West. ● Conflicts between settlers and Native Americans escalated as settlers moved west.. ● The closing of the frontier in 1890 marked the end of an era of westward expansion, but its impact on American society and culture remained significant ● By the end of this unit, students should have a deep understanding of how Westward Expansion shaped the development of the United States, the diverse populations involved, and the long-term social, economic, and political effects on the nation. This period in American history represents a turning point in the nation's growth and identity, particularly in terms of geography, economy, and the treatment of Native Americans.
<p><u>Vocabulary:</u> Homestead Act, Transcontinental Railroad, sodbuster, Pikes Peak, Comstock Lode, vigilante, boomtown, ghost town, subsidies, Promontory Point, cowtown, long drive, boomers, Sooners, nomadic, reservation, George A. Custer, Sitting Bull, Crazy Horse, Battle of the Little Bighorn, Chief Joseph, Geronimo, Dawes Act, Ghost Dance</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● Identify and place key events such as the Homestead Act (1862), the completion of the Transcontinental Railroad (1869), and the Battle of Wounded Knee (1890) in chronological order. ● Analyze maps showing territorial expansion, Native American lands, and settlement patterns. ● Identify factors driving westward expansion, such as the Homestead Act, Manifest Destiny, and resource opportunities. ● Analyze the impacts on Native Americans, the environment, ● Evaluate the effectiveness and fairness of policies like the Homestead Act and Dawes Act. ● Analyze clashes like the Battle of Little Bighorn and their causes and outcomes.
<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> ● Assimilation Policies: Explore government initiatives like the Dawes Act (1887) and the establishment of Indian boarding schools. ● Buffalo Soldiers: Study the role of African American soldiers in protecting settlers and Native American lands during westward expansion. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● American Journey Textbook

<p>PA Career Education and Work (CEW) Standards:</p> <ul style="list-style-type: none">• 3.3.8.A - Determine attitudes and work habits that support career retention and advancement.• 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations.	<p>Authentic Assessments:</p> <ul style="list-style-type: none">• Western Frontier Storyboard• Wild West Wanted Posters
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Grade, Subject (Course): 8th, Social Studies (United States History, 1850-1940)	
Unit: U.S. Imperialism (1898-1914)	
Big Idea: American imperialism at the turn of the 20th century expanded U.S. influence abroad, raising questions about national identity, power, and the country’s role in global politics.	Pacing: 3 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.8.C - Analyze the principles and ideas that shaped local, Pennsylvania, and national governments. 5.2.8.D - Analyze how citizens participate in government and civic life, including voting, jury duty, and community service <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.1.8.A - Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments 7.3.8.A - Explain the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1.8.B - Analyze the effect of incentives on the behavior of individuals. 6.2.8.D - Explain how government actions may affect international trade. 6.4.8.C - Explain the influence of multinational corporations and other non-government organizations. <p><i>History</i></p> <ul style="list-style-type: none"> 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.. 8.3.8.B - Examine the importance of significant historical documents, artifacts, and places critical to United States history. 8.3.8.C - Summarize how continuity and change have impacted U.S. history: Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.6-8.A - Cite specific textual evidence to support analysis of primary and secondary sources. CC.8.5.6-8.C - Identify key steps in a text’s description of a process related to history/social studies. CC.8.5.6-8.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CC.8.6.6-8.A - Write arguments focused on discipline-specific content.

<ul style="list-style-type: none"> ● 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the United States. ● 8.4.8.A - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. ● 8.4.8.C - Illustrate how continuity and change have impacted world history: belief systems and religions., commerce and industry, technology, politics and government, physical and human geography, social organizations. ● 8.4.8.D - Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What factors motivated the United States to pursue a policy of imperialism at the turn of the 20th century? ● How did the idea of Manifest Destiny evolve into a broader desire for overseas expansion? ● What were the causes and consequences of the Spanish-American War? ● How did the United States acquire territories such as the Philippines, Puerto Rico, Guam, and Hawaii? ● What was the significance of the construction of the Panama Canal to U.S. imperialism and global influence? ● How did U.S. imperialism influence America’s role as a global power? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● The U.S. engaged in imperialism to expand its influence and secure economic and strategic interests. ● Key events marked the beginning of U.S. imperialism, including the Spanish-American War of 1898. ● The U.S. gained new territories through military conquest, diplomacy, and treaties. ● The Philippine-American War (1899-1902) was a key conflict that resulted from U.S. imperialism. ● The construction of the Panama Canal was a key achievement of U.S. imperialism. ● U.S. imperialism was controversial, with debates over its moral and political implications. ● By the end of this unit, students should have a thorough understanding of the major events, motivations, and consequences of U.S. imperialism from 1898 to 1914, and how these policies shaped the United States as a global power in the 20th century. This era also serves as a backdrop to the U.S.'s later foreign policies, particularly its involvement in World War I and beyond.
<p>Vocabulary: imperialism, expansionism, Manifest Destiny, annexation, Spanish-American War, Treaty of Paris (1898), Yellow Journalism, Roosevelt Corollary, Panama Canal, Monroe Doctrine, Rough Riders, Puerto Rico, Philippines, Guam, Hawaii , Big Stick Diplomacy, sphere of influence, Open Door Policy, Cuban independence, protectorate, military intervention, Anti-Imperialist League, imperial</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Identify key events such as the Spanish-American War (1898), the annexation of Hawaii (1898), and the construction of the Panama Canal (1904–1914). ● Analyze pivotal moments like the sinking of the <i>USS Maine</i> and the Treaty of Paris (1898). ● Examine how European imperialism and global competition shaped U.S. policies. ● Evaluate the expansion of U.S. territories, including Puerto Rico, Guam, the

<p>power, colonies, Filipino insurrection, Dollar Diplomacy, Platt Amendment, American exceptionalism</p>	<p>Philippines, and Hawaii.</p> <ul style="list-style-type: none"> ● Identify the significance of territories acquired.
<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> ● Debate the U.S. decision to annex the Philippines 	<p>Resources:</p> <ul style="list-style-type: none"> ● American Journey Textbook
<p>PA Career Education and Work (CEW) Standards:</p> <ul style="list-style-type: none"> ● 3.3.8.A - Determine attitudes and work habits that support career retention and advancement. ● 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations. 	<p>Authentic Assessments:</p> <ul style="list-style-type: none"> ● Create a map of U.S. territories during imperialism ● Gallery walk - U.S. expansion during imperialism

Grade, Subject (Course): 8th, Social Studies (United States History, 1850-1940)	
Unit: The Gilded Age and Progressive Era	
Big Idea: The Gilded Age and Progressive Era were periods of rapid economic growth and social change that exposed political corruption and inequality, prompting reform efforts to expand democracy, regulate industry, and improve society.	Pacing: 4 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.1.8.C - Analyze the principles and ideas that shaped local, Pennsylvania, and national governments: liberty/freedom, democracy, justice, equality. ● 5.2.8.C - Describe the role of political leadership and public service. ● 5.2.8.D - Describe the citizen’s role in the political process. ● 5.3.8.C - Describe how local, state, and national governments provide services. ● 5.3.8.H - Describe the influence of mass media on government. <p><i>Economics</i></p> <ul style="list-style-type: none"> ● 6.2.8.B - Identify positive and negative effects of market competition. ● 6.3.8.B - Predict how changes to government involvement at the state and national levels may affect the economy. ● 6.3.8.C - Compare and contrast the effects of different taxation policies. ● 6.4.8.B - Compare the standard of living in different times and places. ● 6.5.8.A - Examine the compensation of workers who produce different goods and provide different services. ● 6.5.8.C - Explain the organization of different types of businesses. <p><i>Geography</i></p> <ul style="list-style-type: none"> ● 7.3.8.A - Explain the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. <p><i>History</i></p>	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.6-8.C - Identify key steps in a text’s description of a process related to history/social studies. ● CC.8.6.6-8.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<ul style="list-style-type: none"> ● 8.2.8.A - Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania. ● 8.2.8.B - Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history. ● 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. ● 8.3.8.B - Evaluate the importance of historical documents, artifacts, and places critical to United States history. ● 8.3.8.C - Summarize how continuity and change have impacted U.S. history: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations. ● 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: ethnicity and race, working conditions, immigration, military conflict, economic stability. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How did industrialization transform the economy and society of the United States during the Gilded Age? ● What were the causes and consequences of economic inequality during the Gilded Age? ● How did the growth of cities create both opportunities and challenges for different groups of people? ● What roles did immigrants play in shaping the economy and culture of the Gilded Age, and what obstacles did they face? ● How did Progressive reformers work to improve conditions for workers, women, children, and immigrants? ● How did the reforms of the Gilded Age and Progressive Era shape modern America? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● The Gilded Age was marked by rapid industrialization and economic growth, but also by stark inequality. ● Labor movements and strikes emerged in response to poor working conditions and low wages. ● The Progressive Era saw reforms aimed at addressing the social, political, and economic problems caused by industrialization. ● The rise of monopolies and trusts led to calls for government regulation and antitrust laws. ● Women and minority groups advocated for greater rights and participation during the Gilded Age and Progressive Era. ● The rise of the labor movement, women's suffrage, and civil rights activism transformed U.S. politics and society. ● By the end of this unit, students should have a thorough understanding of how the Gilded Age and Progressive Era reshaped American society, politics, and the economy. This period marks the transition from the industrial revolution to modern political and social reforms, laying the foundation for the 20th century's social justice movements and government intervention.

<p><u>Vocabulary:</u> Gilded Age, industrialization, monopoly, trust, robber baron, captain of industry, urbanization, tenement, Ellis Island, nativism, progressive, muckraker, Upton Sinclair, Temperance Movement, suffrage, trust busting, Theodore Roosevelt, Square Deal, labor union, child labor laws, Pure Food and Drug Act, Meat Inspection Act, conservation</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● Identify significant events such as the rise of industrialization, labor strikes (e.g., Haymarket Riot), and the passage of Progressive legislation (e.g., Sherman Antitrust Act, Pure Food and Drug Act). ● Examine the rise of monopolies, trusts, and the divide between wealthy industrialists (e.g., Rockefeller, Carnegie) and workers. ● Discuss the struggles of labor unions (e.g., Knights of Labor, American Federation of Labor) and their efforts to improve working conditions. ● Examine reforms like women’s suffrage, temperance, and efforts to regulate big business.
<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> ● Explore journalists like Upton Sinclair (<i>The Jungle</i>), Ida Tarbell (exposé of Standard Oil), and Jacob Riis (<i>How the Other Half Lives</i>). ● Photographs: Use images from Jacob Riis to explore urban poverty and child labor. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● American Journey textbook
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 3.3.8.A - Determine attitudes and work habits that support career retention and advancement. ● 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations. 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> ● The Role of Big Business Debate

Grade, Subject (Course): 8th, Social Studies (United States History, 1850-1940)	
Unit: World War I (1914-1918)	
Big Idea: America’s involvement in World War I marked a turning point that reshaped its role on the global stage and sparked significant social, political, and economic changes at home.	Pacing: 4 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.4.8.A - Describe how national interests lead to agreements and conflicts between and among nations. 5.4.8.B - Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.2.8.E - Compare the state of the current economy with the economy in a different time or place. 6.3.8.B - Predict how changes to government involvement at the state and national levels may affect the economy. 6.4.8.B - Compare the standard of living in different times and places. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.1.8.B - Explain and locate places and regions as defined by physical and human features. 7.3.8.A - Explain the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. <p><i>History</i></p> <ul style="list-style-type: none"> 8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events. 8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources. 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. 8.3.8.B - Evaluate the importance of historical documents, artifacts, and places critical to United States history. 8.3.8.C - Summarize how continuity and change have impacted U.S. history. 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.6-8.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CC.8.5.6-8.C - Identify key steps in a text’s description of a process related to history/social studies. CC.8.5.6-8.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CC.8.6.6-8.B - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

<p>development of the U.S.: ethnicity and race, working conditions, immigration, military conflict, economic stability.</p> <ul style="list-style-type: none"> ● 8.4.8.A - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. ● 8.4.8.B - Illustrate how historical documents, artifacts, and sites are critical to world history. ● 8.4.8.C - Illustrate how continuity and change have impacted world history: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations. ● 8.4.8.D - Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world. 	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● What were the main causes of World War I, and how did militarism, alliances, imperialism, and nationalism contribute to the conflict? ● Why did the United States initially remain neutral, and what factors eventually led to its involvement in the war? ● What were the key technological advancements during World War I, and how did they change the nature of warfare? ● How did the involvement of the United States impact the course and outcome of the war? ● How did the Treaty of Versailles aim to end the war, and what were its major provisions? ● What were the immediate and long-term consequences of World War I for the United States and the world? 	<p><u>Concepts/Understandings (SWKT...):</u></p> <ul style="list-style-type: none"> ● World War I was caused by a combination of long-term and immediate factors. ● The war involved major world powers, including the Allies and the Central Powers. ● The U.S. played a significant role in tipping the balance in favor of the Allies. ● World War I was characterized by trench warfare, new technologies, and massive casualties. ● The war ended with the signing of the Treaty of Versailles, which imposed harsh terms on Germany. ● World War I had long-term effects on global society, including the rise of totalitarian regimes and the foundation for World War II. ● By the end of this unit, students should have a strong understanding of World War I, its causes, key events, and long-term consequences, both for the United States and the world. This will lay the foundation for understanding the complex international dynamics that led to future global conflicts, including World War II.

<p><u>Vocabulary:</u> militarism, nationalism, imperialism, alliances, Archduke Franz Ferdinand, trench warfare, propaganda, front lines, “No Man’s Land”, Central Powers, Allied Powers, neutrality, U-Boat, <i>Lusitania</i>, Zimmermann Telegram, armistice, Treaty of Versailles, League of Nations, rationing, shell shock, unrestricted submarine warfare, The Big Four, Wilson’s “Fourteen Points”</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● Place major events such as the assassination of Archduke Franz Ferdinand, U.S. entry into the war (1917), and the Treaty of Versailles (1919) in chronological order. ● Analyze the timeline of major battles, the shifting dynamics of the war, and the sequence of alliances. ● Explore the MAIN causes of the war (militarism, alliances, imperialism, nationalism) and the role of the Balkans as the "powder keg" of Europe. ● Examine the factors that kept the U.S. neutral initially and what led to its entry (e.g., <i>Lusitania</i> sinking, Zimmermann Telegram). ● Study maps of Europe during WWI to analyze the location of major alliances, battlefronts (Western and Eastern), and territorial changes post-war. ● Explore how the Treaty of Versailles and unresolved tensions set the stage for World War II.
<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> ● Trench Warfare: Study the conditions of trench life, using photographs, letters, and diagrams of trench systems. ● Weapons and Technology: Explore the use of new technologies, such as tanks, machine guns, poison gas, and airplanes. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Caggia Social Studies Textbook ● Digital History – World War I
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 3.3.8.A - Determine attitudes and work habits that support career retention and advancement. ● 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations. 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> ● World War I Propaganda Poster ● World War I Documentary (Group Project)

Grade, Subject (Course): 8th, Social Studies (United States History, 1850-1940)	
Unit: American Social and Political Changes in the 1920s	
Big Idea: The 1920s was a decade of cultural and political changes, marked by tensions between modernism and tradition, prosperity and inequality, and new social freedoms alongside restrictive policies.	Pacing: 4 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.1.8.B - Outline how different systems of government function. ● 5.1.8.C - Analyze the principles and ideas that shaped local, Pennsylvania, and national governments: liberty/freedom, democracy, justice, equality. ● 5.1.8.F - Analyze how political symbols are used by the media and leaders to influence public opinion. ● 5.2.8.D - Describe the citizen’s role in the political process. ● 5.3.8.J - Compare democracy to totalitarianism. <p><i>Economics</i></p> <ul style="list-style-type: none"> ● 6.2.8.G - Explain how various economic systems address the three basic questions: What to produce? How? For whom? ● 6.3.8.D - Explain how government actions may affect international trade. <p><i>Geography</i></p> <ul style="list-style-type: none"> ● 7.3.8.A - Explain the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. <p><i>History</i></p> <ul style="list-style-type: none"> ● 8.1.8.A - Compare and contrast events over time and how continuity and change over time influence those events. ● 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States ● 8.3.8.B - Examine the importance of significant historical documents, artifacts, and places critical to United States history. ● 8.3.8.C - Summarize how continuity and change have impacted U.S. history: belief systems and religions, 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.6-8.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● CC.8.5.6-8.C - Identify key steps in a text’s description of a process related to history/social studies. ● CC.8.6.6-8.C - Use precise language and domain-specific vocabulary to inform about or explain the topic.

<p>commerce and industry, technology, politics and government, physical and human geography, social organizations.</p> <ul style="list-style-type: none"> ● 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the United States. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How did the 1920s reflect a shift in American values and lifestyles? ● How did the roles and expectations for women change during the 1920s (e.g., flappers, the Nineteenth Amendment)? ● How did political policies and leadership during the 1920s reflect a shift toward conservatism and isolationism? ● How did the United States’ role in world affairs evolve during the 1920s? ● How did the social, political, and cultural changes of the 1920s shape modern American identity? ● How did the economic and social trends of the 1920s contribute to the Great Depression that followed? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● The 1920s was a decade of significant social and cultural change in the United States. ● The economy of the 1920s was characterized by prosperity, consumerism, and technological advancements. ● Women made significant social and political gains during the 1920s. ● The Prohibition Era (1920-1933) was a key social issue of the 1920s. ● African-American culture and influence grew during the 1920s, particularly through the Harlem Renaissance. ● The 1920s was a period of political conservatism, with a return to isolationism in foreign policy. ● By the end of this unit, students should have a clear understanding of the significant social, political, and cultural changes of the 1920s, and how these changes contributed to shaping modern American society. They will also be able to identify tensions between traditional and modern values during this transformative period in U.S. history.
<p>Vocabulary: flappers, Prohibition, Nineteenth Amendment, suffrage, Harlem Renaissance, speakeasies, consumerism, urbanization, radio, automobiles, Emergency Immigration Quota Act of 1921, Immigration Act of 1924, nativism, Ku Klux Klan, fundamentalism, Scopes Monkey Trial, the Lost Generation, First Red Scare, assembly line, economic boom, stock market, Teapot Dome Scandal, isolationism, mass production, cultural revolution, jazz, Great Migration</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Place key events such as the Red Scare, the passage of the Eighteenth and Nineteenth Amendments, and the Scopes Trial in chronological order. ● Analyze the cultural divide between urban and rural areas over issues like Prohibition, religion, and immigration. ● Discuss wealth distribution, the struggles of farmers, and warning signs leading to the Great Depression. ● Discuss how the Volstead Act/Eighteenth Amendment led to organized crime and speakeasies. ● Analyze how technological innovation and urbanization reshaped societal norms.
<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> ● 1920s magazines 	<p>Resources:</p> <ul style="list-style-type: none"> ● Caggia Social Studies Textbook ● Digital History – The 1920s

<p>PA Career Education and Work (CEW) Standards:</p> <ul style="list-style-type: none">• 3.3.8.A - Determine attitudes and work habits that support career retention and advancement.• 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations.	<p>Authentic Assessments:</p> <ul style="list-style-type: none">• “Roaring Twenties” newspaper
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Grade, Subject (Course): 8th, Social Studies (United States History, 1850-1940)	
Unit: The Great Depression and New Deal	
Big Idea: The Great Depression caused widespread hardship and economic collapse, prompting the government to respond with the New Deal—programs that aimed to provide relief, recovery, and reform, fundamentally changing the role of the federal government in American life.	Pacing: 5 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.1.8.B - Outline how different systems of government function. ● 5.1.8.C - Analyze the principles and ideas that shaped local, Pennsylvania, and national governments: liberty/freedom, democracy, justice, equality. ● 5.2.8.C - Describe the role of political leadership and public service. ● 5.2.8.D - Describe the citizen’s role in the political process. ● 5.3.8.A - Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government. ● 5.3.8.C - Describe how local, state, and national governments provide services. ● 5.3.8.I - Describe various types of projects and services provided though local, state, and national taxes. <p><i>Economics</i></p> <ul style="list-style-type: none"> ● 6.1.8.B - Analyze the resources that are combined to create goods and services. ● 6.2.8.A - Describe the interaction of consumers and producers of goods and services in the state and national economy. ● 6.2.8.B - Identify positive and negative effects of market competition. ● 6.2.8.D - Explain the effects that changes in price have on buyers and sellers. ● 6.2.8.E - Compare the state of the current economy with the economy in a different time or place. ● 6.2.8.F - Analyze the functions of private economic institutions in the national economy. 	<p>PA Common Core Standards:</p> <ul style="list-style-type: none"> ● CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. ● CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic. ● CC.8.6.6-8.F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. ● CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 6.3.8.A - Assess the value of public goods and services.
- 6.3.8.B - Predict how changes to government involvement at the state and national levels may affect the economy.
- 6.4.8.C - Explain the influence of multinational corporations and other non-government organizations.
- 6.5.8.B - Compare the characteristics of productive workers with less productive workers.

Geography

- 7.1.8.A - Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.1.8.B - Explain and locate places and regions as defined by physical and human features.
- 7.2.8.A - Explain the characteristics of places and regions.
- 7.3.8.A - Explain the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities.
- 7.4.8.A - Illustrate the effects of the physical systems on people within regions.

History

- 8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events.
- 8.2.8.A - Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.
- 8.2.8.D - Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania: ethnicity and race, working conditions, immigration, military conflict, economic stability.
- 8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- 8.3.8.B - Examine the importance of significant historical documents, artifacts, and places critical to United States history.
- 8.3.8.C - Summarize how continuity and change have impacted U.S. history: belief systems and religions,

<p>commerce and industry, technology, politics and government, physical and human geography, social organizations.</p> <ul style="list-style-type: none"> ● 8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the United States: ethnicity and race, working conditions, immigration, military conflict, economic stability. 	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● What were the causes of the Great Depression, and how did factors like the stock market crash, bank failures, and overproduction contribute to the economic collapse? ● How did the Great Depression impact different groups in American society, including farmers, factory workers, and minorities? ● What was the Dust Bowl, and how did it impact farmers and communities in the Midwest? ● How did the Great Depression shape the role of government in the lives of U.S. citizens? ● How did the New Deal help to reshape the American economy and society, and what lasting changes did it bring? ● How did the New Deal set the stage for future social and economic policies in the United States, and what was its impact on the role of the federal government? 	<p><u>Concepts/Understandings (SWKT...):</u></p> <ul style="list-style-type: none"> ● The Great Depression was caused by a combination of economic, social, and political factors. ● President Franklin D. Roosevelt’s response to the Great Depression was through the New Deal programs. ● The New Deal had a profound impact on American society, changing the role of the federal government. ● The Great Depression and the New Deal had lasting effects on American society, politics, and economics. ● By the end of this unit, students will have a clear understanding of the causes and effects of the Great Depression, the various government responses through the New Deal, and how these events reshaped American society and politics. They will be able to analyze the long-term consequences of the New Deal on both the economy and government involvement in citizens' lives.

<p><u>Vocabulary:</u> stock market crash, Great Depression, unemployment, overproduction, Dust Bowl, bank failure, relief, recovery, reform, Franklin D. Roosevelt, New Deal, Social Security, Civilian Conservation Corps (CCC), Works Progress Administration (WPA), Public Works Administration (PWA), deficit spending, labor union, Fair Labor Standards Act (FLSA), Roosevelt Recession, “court-packing plan”, welfare state, liberalism, minimum wage</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● Identify major events such as the Stock Market Crash of 1929, the onset of the Great Depression, and the implementation of key New Deal programs. ● Identify the economic and structural issues that contributed to the crisis, including stock market speculation, bank failures, and agricultural overproduction. ● Discuss how the Great Depression affected and was affected by international trade and economies. ● Analyze ideas like unemployment, deflation, and government intervention in the economy. ● Analyze the effects of the Depression on families, workers, and communities, including migration patterns like the Dust Bowl exodus. ● Evaluate initiatives like the CCC, WPA, TVA, and Social Security, and their impact on American society.
<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> ● Study personal stories of individuals and families through diaries, interviews, or photographs ● Discuss the role of breadlines, soup kitchens, and Hoovervilles in urban areas. ● Analyze migration patterns, focusing on "Okies" moving west to states like California. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Caggia Social Studies Textbook
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 3.3.8.A - Determine attitudes and work habits that support career retention and advancement. ● 13.3.8.E - Identify and apply time management strategies as they relate to both personal and work situations. 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> ● Great Depression Diary