

Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: The Western Crossroads

Time Allotment: 10 days

Unit Sequence: 1

Major Concepts to be learned:

- Reservation System for the Native AmericansLand Acts (Homesteaders)
- Cattle Industry of the Great Plains
- Mining Boom of the Far West
- Farming the Great Plains

Expected Skills to be demonstrated:

- Analyze why the United States government adopted the reservation system and the consequences it had on the American Indians.
- Analyze why many farmers moved to the West in the late 1800s and the problems they experienced.
- List the factors that led to the cattle boom during the 1870s and 1880s.
- Locate and analyze the mining booms and the effect it had on US expansion.
- Describe farming on the Great Plains and how the settlers had to adapt to the environment.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- Native Americans were treated unfairly by the United States government. Land was taken away for the Native Americans to live on reservations and the government tried to “Americanize” them.
- As land was taken away from Native Americans, U.S. settlers began moving on to the land
- One industry that profited on the Great Plains was the Cattle industry.
- Americans also moved to the Far West as gold and Silver was discovered. One of the hardest ways to make a living was Farming on the Great Plains.
- Settlers had to adapt to their environment through many ways.

Instructional Strategies:

Assessments:

Lecture
Written work
Graphic organizers
Specific Reading

Group discussion
Note Taking
Charting

- Tests
- Quiz
- Map work
- Reading strategies

Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: The 2nd Industrial Revolution

Time Allotment: 10 days

Unit Sequence: 2

Major Concepts to be learned:

- 2nd Industrial Revolution
- Labor Disputes and the Labor Union Movement
- New technology and energy resources
- Big business methods

Expected Skills to be demonstrated:

- Identify the roles that steel, railroads, and new innovations in communication played in the 2nd Industrial Revolution.
- Analyze the impact of new energy resources had on American society
- Explain how businesses increased their profits in the late 19th century
- Identify factors which led to early labor unions and accomplishments.
- Explain how the government responded to labor disputes in the 1890s.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- In the late 1800s, the United States experienced a surge of industrial growth spurred by the demand for steel.
- Many new technological breakthroughs occurred during the 2nd Industrial Revolution. In addition, new sources of energy emerged to lead the United States into the 20th century.
- A "New Industrial Order" was established as a result of the 2nd Industrial Revolution. Men like, Andrew Carnegie and John Rockefeller emerged to control big businesses and wealth.
- As conditions worsened in the factories owned by big business leaders, workers began to demand changes. They knew they could not do it alone, so national unions were formed like the Knights of Labor and the American Federation of Labor unions.
- As union's gained membership, many labor disputes occurred between the unions and factory owners. Some important ones were the Haymarket Riots, Homestead Strike, and the Pullman Strike.

Instructional Strategies:

Assessments:

Lecture Written work Graphic organizers Specific Reading	Group discussion Summarizing Charting Problem Solving Activities
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- Tests
- Quiz
- Reading strategies

Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: Life as the Turn of the 20th Century

Time Allotment: 10 days

Unit Sequence: 3

Major Concepts to be learned:

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|---|--|
| <ul style="list-style-type: none">• New immigration• Urban life• Reform efforts | <ul style="list-style-type: none">• Political Corruption• Civil Service Act• Populist Movement |
|---|--|

Expected Skills to be demonstrated:

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| <ul style="list-style-type: none">• Describe how immigration changed in the late 1800s• Analyze how American cities changed in the late 1800s• Identify the aims of the settlement houses and the Social Gospel Movement had on urban reform efforts• Analyze how political machines ran cities and government using bribes and other means to gain power.• Describe what was accomplished through the Pendleton Civil Service Act• Identify factors which led to early labor unions and accomplishments.• Explain what the Grange movement and the Populist Party hoped to achieve. |
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PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

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| <ul style="list-style-type: none">• During the same period, millions of immigrants, fleeing poverty or persecution at home, sought a better life in America.• Because of Industrialization and immigration, American cities grew into large metropolitan areas.• Jane Addams began a reform movement to end many of the problems associated with the cities.• Farmers also began to organize themselves with the National Grange and through politics by forming the Populist Party.• During the later part of the 1800s, cities and government were run by political machines (bosses). These people used bribes and corruption to run the cities. In addition, there were also many scandals and bad business in the government.• Many critics of the corruption called for reform measures. In the 1883, President Arthur signed into law the Pendleton Civil Service Act which called for merit to gain jobs. |
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Instructional Strategies:

Assessments:

Problem solving activities
Written work
Charting
Evaluating

Lecture
Note Taking
Summarizing
Specific Reading

Group discussion
Graphic organizers
Outlining

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| <ul style="list-style-type: none">• Tests• Quiz• Online work |
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Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: The Progressives

Time Allotment: 10 days

Unit Sequence: 4

Major Concepts to be learned:

- Goals of Progressives
- Roles and examples of Muckrakers
- Progressive Reforms in politics, workplace, urban areas, and child labor
- Roosevelt and the Square Deal Trust-busting

Reforms under President Taft
Woodrow Wilson and the “New Freedom”

Expected Skills to be demonstrated:

- List the goals of progressivism and identify the roles that muckrakers, writers, and intellectuals played in the Progressive movement.
- Explain how progressives tried to reform the workplace, cities and child labor
- Identify election reforms supported by progressives to make government more democratic.
- Describe the components to the Square Deal.
- Explain how Theodore Roosevelt fought corruption in business.
- Describe the reforms carried out by President Taft.
- Outline the achievements of the Wilson administration in the areas of banking and business regulation.
- Explain how women won the right to vote.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- Progressives sought to make changes in the workplace, government, and cities.
- Muckrakers were leading progressives who had an immediate impact on social and urban problems and with corruption in big business.
- Progressives tried to reform the workplace by limiting child labor, wages, hours, and working conditions.
- Progressives also tried to clean up cities and also by banning alcohol.
- Reformers were able to change government corruption by instituting new election reforms and placing progressive leaders in office (ex. Robert La Follette).
- When President Roosevelt ran for president in 1904, he promised everyone a Square Deal.
- When Roosevelt was president, one of the 1st things that he did was fighting corrupt business by implementing trust-busting.
- Roosevelt's successor, Taft, was able to continue many of Roosevelt's reform measures.
- President Wilson was another leading progressive president who was able to achieve success in many areas: banking, business, workers, and women rights.

Instructional Strategies:

Assessments:

Problem solving activities
Performance task
Graphic organizers
Outlining
Online work

Lecture
Written work
Charting
Evaluating

Group discussion
Note Taking
Summarizing
Specific Reading

- Tests
- Quiz
- Online material

Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: Entering the World Stage

Time Allotment: 10 days

Unit Sequence: 5

Major Concepts to be learned:

- Spanish-American War
- Annexation of Hawaii
- Panama Canal
- United States Foreign Policy

Expected Skills to be demonstrated:

- Explain what fueled the quest for overseas territory and analyze why the United States declared war on Spain.
- Determine the roles the United States played in Hawaii and the Philippines following the war.
- Identify the events that cleared the way for construction of the Panama Canal.
- Analyze U.S. foreign policy in the early 1900s towards the nations of China, Japan, and Mexico.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- As our country began to acquire territory overseas, we came into conflict with other nations, most specially, Spain.
- The United States after the war with Spain began to promote U.S. economic and security interests in the Pacific (Hawaii), Asia (Philippines) and Latin America.
- One of the biggest achievements of our foreign policy was the construction of the Panama Canal.
- There was also a shift in our foreign policy early in the 1900s to more of an active role in places in China, Latin America, Japan, and Mexico.

Instructional Strategies:

Assessments:

Problem solving activities	Group discussion
Performance task	Research
Written work	Note Taking
Graphic organizers	Charting
Summarizing	Online material
Evaluating	Specific Reading

- Tests
- Quiz
- Online material

Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: The First World War

Time Allotment: 16-19 days

Unit Sequence: 6

Major Concepts to be learned:

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| <ul style="list-style-type: none">• Causes and strategies to war• U.S. involvement• Important Battles and Outcomes | <ul style="list-style-type: none">• U.S. Home front• Consequences to World War I |
|--|---|

Expected Skills to be demonstrated:

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| <ul style="list-style-type: none">• Describe the causes to World War I and the strategies or plans for both sides.• Explain why the United States entered World War I.• Analyze the significance of important World War I battles and how new technology affected warfare.• List the steps taken by the Federal government to mobilize the economy for war.• Determine the consequences of World War I through the Treaty of Versailles. |
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PA Standards/Anchors:

Eligible Content:

- | | |
|--|---|
| <p>8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D</p> | <ul style="list-style-type: none">• World War I had many causes such as militarism, alliance system, imperialism, and nationalism.• As the war entered its final stages, the United States neutrality became threatened by Germany U-boat attacks which will eventually cause its entry in to World War I.• Many important battles and new military occurred in World War I. Locating on maps those battles of WW I will also be included.• On the United States homefront, mobilization for war was our countries first priority. It occurred in the home, the factory, and the economy.• World War I left many questions following the Treaty of Versailles. How will future disagreements be handled? How will Germany pay the reparations it owed? How will European land controlled by the Central Powers be governed. |
|--|---|

Instructional Strategies:

Assessments:

- | | | |
|--|---|--|
| <p>Cooperative groups
Lecture
Research
Note Taking</p> | <p>Online material
Group discussion
Written work
Graphic organizers</p> | <ul style="list-style-type: none">• Tests• Quiz• Online material• Map projects• Google forms |
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Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: From War to Peace

Time Allotment: 12 days

Unit Sequence: 7

Major Concepts to be learned:

- Post-War problems
- Red Scare
- Presidential Scandals and Problems
- African-American Nationalism

Expected Skills to be demonstrated:

- Describe the economic conditions of the United States following World War I.
- Explain why many Americans feared that a Communist revolution was at hand.
- Examine and analyze the presidencies of Harding, Coolidge, and Hoover in the 1920s.
- Summarize the factors that gave rise to groups wanted to end discrimination in the 1920s.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- Following World War I, as soldiers returned to the work force and demobilization occurred, a recession followed which caused high food prices, increase in cost of living, and unemployment, labor problems.
- The fear of communism reached its peak following World War I that is often referred as the "Red Scare".
- Presidents Harding, Coolidge, and Hoover will be examined.
- As acts of discrimination occurred, many ethnic and racial groups began to form groups.

Instructional Strategies:

Assessments:

Lecture
Written work
Graphic organizers
Summarizing
Evaluating

Group discussion
Note Taking
Charting
On-line material
Specific Reading

- Tests
- Quiz
- Online material

Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: The Roaring Twenties

Time Allotment: 7 days

Unit Sequence: 8

Major Concepts to be learned:

- Understand how increased consumer spending helps improve a nation's economy
- Understand how new technology transforms people's lives
- Understand how the cultural tradition of an area or group conflict with or contribute a nation's culture
- Understand the debate between Prohibition and Fundamental values

Expected Skills to be demonstrated:

- | | |
|---|---|
| <ul style="list-style-type: none">• List the factors that led to the economic boom of the 1920's• Explain how the assembly line and scientific management changed work habits• Explain how technology changed domestic labor• List the positive and negative impact of the automobile• Explain how advertising, merchandising, and credit encouraged consumerism• Discuss the impact of radio, movies and heros (Babe Ruth, Jim Thorpe, Charles Lindbergh) | <ul style="list-style-type: none">• List the differences between the flappers and a traditional woman• List how people acquired alcohol during prohibition• Identify the positive impact of prohibition |
|---|---|

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- Evaluate the factors that lead to the economic boom of the 1920's
- Identify the processes that changed work habits during the 1920's
- Describe how the automobile affected American life
- Analyze the developments that stimulated consumerism
- Identify the processes that changed work habits during the 1920's
- Describe how the automobile affected American life
- Analyze the developments that stimulated consumerism
- List the most popular forms of entertainment during the 1920's
- Describe the ways young women of the 1920's departed from traditional female behavior
- Analyze the debate over prohibition
- Explain how African Americans contributed to the arts during the Harlem Renaissance
- Describe the factors that influenced artists and the designs for the 1920's
- Analyze how mass media and advertising affected American culture of the 1920's

Instructional Strategies:

Assessments:

Cooperative groups
Written work
Charting
Evaluating

Lecture
Note Taking
Research
Online material

- Tests
- Quiz
- Online material
- Written work

Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: The Great Depression Begins

Time Allotment: 9 days

Unit Sequence: 9

Major Concepts to be learned:

- Understand the factors that cause an economic depression
- Understand how an economic crisis affects daily life
- Understand how and why various ethnic groups are affected differently during a depression
- Understand the government's role then and now in the economy

Expected Skills to be demonstrated:

- | | |
|---|---|
| <ul style="list-style-type: none">• List the factors that caused the Great Depression• Understand the role of speculation in the stock market crash of 1929• Compare life in the city to rural living during the Great Depression• Identify hardships people faced during the Great Depression• List popular forms of entertainment during the Great Depression• Understand the psychological impact of the Great Depression | <ul style="list-style-type: none">• Identify radical groups that became popular because of discontent• Identify the candidates in the 1932 election• examine FDR's famous inaugural quote |
|---|---|

PA Standards/Anchors:

Eligible Content:

- | | |
|---|--|
| 8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D | <ul style="list-style-type: none">• Explain stock market speculations in the 1920's• Analyze the causes of the stock market crash of 1929.• Explain how unemployment affected America in the 1930's• Describe urban and rural living conditions during the Great Depression• Identify what America did for entertainment during the Great Depression• Describe President Hoover's response to the Great Depression• Explain why Hoover lost the election of 1932 |
|---|--|

Instructional Strategies:

Assessments:

- | | | |
|--|--|---|
| Cooperative groups
Written work
Note Taking
Summarizing | Lecture
Evaluating
Charting
Online material | <ul style="list-style-type: none">• Tests• Quiz• Online material• Written work |
|--|--|---|

Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: The New Deal

Time Allotment: 8 days

Unit Sequence: 10

Major Concepts to be learned:

- Understand how the federal government can aid economy recovery
- Understand why government interference in the economy might be considered Unconstitutional
- Understand what role the arts play in reflecting ethnic and cultural diversity

Expected Skills to be demonstrated:

- Identify the New Deal programs that helped ease the banking, farm, and home owner's crises.
 - Identify the New Deal programs that provided jobs for the unemployed
 - List the type of jobs the New Deal programs provided
 - Identify the New Deal Critics and their proposals: Townsend, Coughlin, Long
 - Identify the Candidates and parties of the 1936 elections
 - Explain FDR plan to pack the Supreme Court
- Identify the programs of the Second New Deal
Compare and contrast the First and Second New Deal
Identify the states of the Dust Bowl on a map

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- Explain how New Deal programs helped ease the banking, farm, and home owner's crises.
- Describe how the New Deal provided relief for the unemployed
- Explain the effect the New Deal had on the Tennessee Valley Region
- Identify the criticisms of the New Deal
- Explain why FDR was able to win reelection in 1936
- Describe FDR's relationship with the Supreme Court
- Analyze how the Second New Deal benefited labor and farming
- Explain how African Americans and Native Americans fared during the New Deal
- Describe the effects for the Dust Bowl
- Explain how the New Deal helped writers and artists

Instructional Strategies:

Assessments:

Cooperative groups
Written work
Note Taking
Summarizing

Lecture
Charting
Online material

- Tests
- Quiz
- Online material
- Written work

Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: World War II Erupts

Time Allotment: 9 days

Unit Sequence: 11

Major Concepts to be learned:

- Understand how nations might work together to promote world peace
- Understand what economic problems war might create
- Understand the political problems might result from economic difficulties
- Understand the condition that might give rise to a dictatorship

Expected Skills to be demonstrated:

- | | |
|---|---|
| <ul style="list-style-type: none">• Identify the treaties that tried to promote peace from the Washington Naval Conference• Explain how the action the U.S took to help countries pay war debts• Identify the action FDR took to promote the Good Neighbor Policy• Explain the compromise FDR made with Mexico in the Good Neighbor Policy• Explain the events (Atlantic Charter, Panay Incident, Lend-Lease) that drew the U.S. closer to war• List the direct and indirect approaches used by Hoover during the depression | <ul style="list-style-type: none">• Explain why appeasement failed with Hitler• Map and list the countries and regions that fall to Hitler• Compare the rise of Mussolini, Franco, and Hitler |
|---|---|

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- Explain why the U.S pursued an isolationists foreign policy after WWI
- Describe how the U.S. tried to promote world peace in the 1920's and 1930's
- Analyze how war debts and reparations affected European countries after WWI
- Explain how U.S. relations with Latin America changed in the 1930's
- Describe how the U.S. responded when tested by Mexico in the Good Neighbor Policy
- List the factors that led to the rise of dictatorships after WWI
- Explain how other countries responded to German aggression
- Describe the events that caused WWII Explain how the U.S. moved closer to becoming involved in WWII

Instructional Strategies:

Assessments:

Cooperative groups
Written work
Note Taking
Summarizing

Lecture
Charting
Online material

- Tests
- Quiz
- Online material/Google forms
- Written work
- Map projects

Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: The US in World War II

Time Allotment: 13 days

Unit Sequence: 12

Major Concepts to be learned:

- Understand how nations coordinate civilian and military resources to win a global war
- Understand why wartime patriotism lead to increased discrimination against certain groups
- Understand what political and moral concerns a government might take into account when developing a potentially destructive technology

Expected Skills to be demonstrated:

1. Explain how Pearl Harbor drew the U.S. into war
2. Explain the role of government as the home front prepared for war
3. Explain how we paid for the war
4. Examine the use of propaganda
5. Examine daily living during war time: rationing, increased work hours, victory gardens, war bonds, women working, draft, movies
6. List the major Axis, Allies, and neutral countries
7. Map the major advances in the Pacific

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- Explain the obstacles the US faced when it first entered the war
- Describe the Allied cooperation
- Describe how the US mobilized for war
- Explain why Japanese Americans were interned during the war
- Determine the gains of African American and Mexican Americans
- Examine the changes WWII brought for American women
- Cite two major turning points in the European invasion
- Explain how the Allies gained full victory in Europe
- Identify the three battles in which the Allies halted Japan's advance in the Pacific
- State why and when the Japan surrendered
- Explain the Holocaust and its affect on European Jews
- Analyze the international consequences of WWII and the costs of war

Instructional Strategies:

Assessments:

Cooperative groups
Written work
Note Taking
Summarizing

Lecture
Charting
Online material/Google forms

- Tests
- Quiz
- Online material/Google forms
- Written work
- Map projects

Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: The Cold War Begins

Time Allotment: 9 days

Unit Sequence: 13

Major Concepts to be learned:

- Understand what international and domestic problems two rival powerful nations create
- Understand how a society may respond to the development of a potentially destructive technology
- Understand how individuals are affected by a government's limitation of civil liberties

Expected Skills to be demonstrated:

- Explain the occupation of Germany and Japan after the war.
 - Draw the divided zones of German occupation.
 - List the locations of the war crime trials and their outcomes
 - List the measures of the Taft-Hartley Act.
 - Identify the candidates and their party for the 1948 Presidential Election
 - Outline the pros and cons of the Fair Deal
- Identify the satellite nations of the USSR
 - Explain the containment policies used in Europe
 - Identify countries in NATO and the Warsaw Pact

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- Describe how Germany and Japan were governed after the war.
- Explain what the war crimes trials accomplished.
- Analyze why the United Nations was founded
- Describe how the US economy fared after the war.
- Explain how the Taft-Hartley Act affected unions
- Cite the most important issues in the 1948 election.
- Identify the causes of the Cold War.
- Explain what the US hoped to accomplish through the Marshall Plan
- Analyze the effects of the Cold War had on American Society.
- Analyze why Israel and Arab nations went to war.
- Explain how Communists came to power in China.
- Examine what led to the division of Korea.

Instructional Strategies:

Assessments:

Cooperative groups
Written work
Note Taking
Summarizing

Lecture
Charting
Online material/Google forms

- Tests
- Quiz
- Online material/Google forms
- Written work

Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: Post-War America

Time Allotment: 9 days

Unit Sequence: 14

Major Concepts to be learned:

- Explain the progression of the Korean War and its effects on the United States
- Understand how an economic boom will affect population growth and residential patterns.
- Understand how people demonstrate diversity in a society that emphasizes conformity.

Expected Skills to be demonstrated:

- Identify the candidates and their parties for the 1952 Presidential election.
- Identify the results of the Korean War.
- Explain the role of Sputnik in the space race
- Define: Modern Republicanism, Relocation Act, Highway Act, Baby boom
- Explain the relationship between the silent generation, beatniks, and rock-n-roll.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- Identify the impact of the Korean War's outcome on Korea.
- Determine what led to the downfall of Senator Joseph McCarthy.
- Analyze how President Eisenhower handled threats to US interests abroad
- Explain how the U-2 incident affected the arms race.
- Describe what the economy was like in the 1950's.
- Explain how the population shifted during the decade.
- Describe what early TV programming was like.
- Analyze how the work force changed in the 1950's.
- Describe how teenagers rebelled against the conformity of the 1950's

Instructional Strategies:

Assessments:

Cooperative groups
Written work
Note Taking
Summarizing

Lecture
Charting
Online material/Google forms

- Tests
- Quiz
- Online material/Google forms
- Written work

**Grade level: 10th Grade
The Great Society**

Course Title: 10th Grade American History

Topic/Concept: The New Frontier &

Time Allotment: 9 days

Unit Sequence: 15

Major Concepts to be learned:

- Understand how foreign policy decisions undermine domestic programs.
- Understand the role of protests to help expand democracy.
- Explain how rock music impacted the 1960's.

Expected Skills to be demonstrated:

- List components of Kennedy's New Frontier.
- Identify the people who played a role in those assassinations.
- List the three crisis Kennedy faced early in his Presidency.
- List the four major programs in the Great Society.
- List the three major assassinations that occurred during the 1960's.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- Describe how the Kennedy Administration tried to boost the economy.
- Explain the purpose of flexible response.
- Identify the events that sparked the Bay of Pigs, Berlin Crisis and Cuban missile crisis and analyze how it changed Soviet-US relations.
- Identify the four major concerns of the Great Society programs
- Explain how the Warren Court decisions affected individual rights.
- Determine how foreign policy concerns affected President Johnson's domestic programs.

Instructional Strategies:

Assessments:

Cooperative groups Written work Note Taking Summarizing	Lecture Charting Online material/Google forms
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- Tests
- Quiz
- Online material/Google forms
- Written work

Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: The Civil Rights Movement

Time Allotment: 10-12 days

Unit Sequence: 16

Major Concepts to be learned:

- Identify the significances of major Civil Rights' events and people
- Understand the motivation and result of the civil rights movement
- Understand the struggles that were faced in the Civil Rights Movement
- Interpret passages of the "I have a Dream" speech.

Expected Skills to be demonstrated:

- Analyze events, people, and events and their roles in the Civil Rights era in the 1950s and 1960s
- Explain the historical struggles for Voting rights in the Civil Rights era
- Describe the historical challenges faced by people like MLK and their fight against discrimination
- Examine MLK's "I have a dream" speech
- Identify major cities that were involved in the Civil Rights Movement.
- Identify the results of *Plessy v Ferguson* and *Brown v Board of Education*.
- Identify the leaders in the early stages of the Civil Rights Movement

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- Identify the tactics of the Civil Rights Movement and how it generated public support for the movement.
- List the events that helped expand legislation on civil rights and voting rights.
- Describe how African American frustration was expressed in the late 1960's.
- Cite other civil rights movements that were inspired by the African American civil rights movement.
- MLK's "I have a dream" speech
- Explain why the Brown v Board of Education decision and the Montgomery Bus Boycott were major turning points for the civil rights movement.
- Determine what the Little Rock Central HS crisis demonstrated about some white southerners' attitudes toward desegregation.

Instructional Strategies:

Assessments:

Cooperative groups
Written work
Note Taking
Summarizing

Lecture
Charting
Online material/Google forms

- Tests
- Quiz
- Online material/Google forms
- Written work

Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: The Vietnam War

Time Allotment: 7-10 days

Unit Sequence: 17

Major Concepts to be learned:

- Understand how global conditions lead one nation to intervene in the affairs of another.
- Understand why one branch of government might fear another branch becoming too strong.
- Understand the role and/or limits of the government in keeping the public informed.
- Understand what limits, if any, are there to people's right to protest government action in a democracy.

Expected Skills to be demonstrated:

- Complete a map of Vietnam.
- List the factors that led to the war in Vietnam.
- Define the differences between the hawks and the doves and identify locations of war protests.
- Identify the candidates and their parties for the 1968 Presidential election.
- List the factors that contributed to America's instability to win the war.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- Describe why China and then France sought control of Vietnam.
- Explain why the US refused to back Vietnamese independence in the 1940's and 1950's.
- Identify the reasons why President Kennedy increased US involvement in Vietnam.
- Discuss why the Tonkin Gulf resolution raised a constitutional
- Describe the factors that frustrated US military efforts.
- Identify the main reasons why some Americans opposed the war and explain why some Americans labeled antiwar protesters as disloyal.
- Understand why the Tet offensive weakened many Americans' confidence in their government.
- Describe the key events of the 1968 Presidential election.
- Explain how Nixon set out to end the war and how Americans reacted to this plan.
- Explain why the US agreed to a cease-fire in January 1973
- Identify the long-term effects the war had on the Vietnamese and the American people.

Instructional Strategies:

Assessments:

Lecture
Student Journals
Note Taking
Summarizing

Online material
Written work
Charting

- Tests
- Quiz
- Online material/Google forms
- Written work

Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: A Time of Social Change

Time Allotment: 7 days

Unit Sequence: 18

Major Concepts to be learned:

- Understand the institutions and traditions that might come under fire by groups questioning conformity (Women, Native Americans, Latinos)
- Identify major people in the counter culture movement.

Expected Skills to be demonstrated:

- Compare and contrast the causes, events, people of the 3 movements: Women, Native Americans and Latinos, during their struggles in the 1970s
- Explain the rise of the counterculture and what was like in the counterculture
- Describe the legacy the counterculture left behind

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- In the 1960s women, Native Americans, and Latinos struggled to achieve social justice
- The counterculture that emerged in the 1960s and 1970s left a lasting impact on America life
- Describe how hippies rebelled against traditional society and what the revived women's movement did for women.

Instructional Strategies:

Assessments:

Lecture
Student Journals
Note Taking
Summarizing

Online material
Written work
Charting

- Tests
- Quiz
- Online material/Google forms
- Written work

Grade level: 10th Grade

Course Title: 10th Grade American History

Topic/Concept: A Search for Order

Time Allotment: 6 days

Unit Sequence: 19

Major Concepts to be learned:

- Understand how a nation's choice of energy sources affect its economy.
- Understand how relations with countries are connected.
- Understand why it is dangerous for one branch of government to withhold information from another branch.

Expected Skills to be demonstrated:

- Identify factors that provoked the energy crisis in the US
 - Identify factors that fueled the growth of the environmental movement in the 1970's.
 - Identify the role and key people in the Watergate Scandal.
 - List the conflicts President Ford had with Congress.
 - Identify the candidates and their party for the 1976 Presidential election.
 - List the events that caused Cold War tension to increase.
 - Identify the importance of the following to the 1970's : Iran, South Africa, Zimbabwe, and Afghanistan.
 - Identify the candidates and their parties for the 1980 Presidential election.
- Examine the backlash with affirmative action and ERA.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- Examine how President Nixon tried to reverse the liberal trends of the Kennedy-Johnson years.
- Describe what caused the energy crisis of the early 1970's
- List the factors that contributed to the growth of the environmental movement.
- Identify President Nixon's main foreign-policy goals.
- Describe the Watergate scandal and explain why President Nixon resigned.
- Identify the problems President Ford faced during his presidency.
- Identify the critical domestic issues facing the Carter administration.
- Examine how Carter's foreign policy differed from Nixon's Explain why Cold War tensions rose under President Carter.
- Analyze how the Iran hostage crisis affected Carter's presidency.
- Identify the issues that both encouraged and divided the women's movement during the 1970's.
- Analyze how the civil rights movement continued in the 1970's and describe how some whites responded.

Instructional Strategies:

Assessments:

Lecture
Student Journals
Note Taking
Summarizing

Online material
Written work
Charting

- Tests
- Quiz
- Online material/Google forms
- Written work