



## U.S. History 9th Grade

# A+ Curriculum Guide

CURRICULUM AND INSTRUCTION SUPPORT  
Updated September 25, 2021



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*Section titles above are hyperlinked. Press CTRL + click on a title to navigate directly to that section.*

## Section Descriptions

**Pacing guide** - Pacing guides are timelines showing content to cover at specific points over the course of a year. This includes all the information needed for teachers to draft lesson plans. Includes items for a particular unit such as:

- academic vocabulary lists
- common assessments
- connections to district adopted curriculum resources
- essential questions
- content standards and indicators
- critical content and skills

**Standards, strands and indicators** – These are concise, written descriptions of what students are expected to know and can do within the course. Generally, standards are first adopted by the state and then the Omaha Public Schools Board of Education adopts the final versions used for the courses.

**Scope and sequence** - *Scope* is the material or skills to be taught, and *sequence* is the order in which you teach the information. This is brief and is used as an overview of the progression of learning (e.g. K-5, 6-8, 9-12).

**Proficiency Scales/Proficiency Level Descriptors** - Proficiency scales or descriptors are written for a content standard or concept. They define what students should know and can do for each level of learning.

**Academic Vocabulary List with Definitions** – This list includes the terms that should be taught using the Marzano 6-Step Vocabulary Process and has the appropriate definitions to terms listed here. There should be approximately 90 terms per course/grade level content area for the year. Additional content specific vocabulary is listed within the Pacing Guide.

**District Adopted Resources** – This lists the core materials (textbooks, web resources, and supplemental materials) selected for the course as approved by the Omaha Public Schools Board of Education.

## Pacing Guide

Pre-Unit: Procedures and Routine, Social Studies Skills, and the Progressive Era

Time Frame	Timeframe: 2 weeks, 1 <sup>st</sup> Quarter  <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1: What is history?</b></p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What are historical thinking skills?</li> <li>• How do we know what we know?</li> <li>• What are primary and secondary sources?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- Primary and Secondary Sources</li> <li>- Cause and Effect</li> <li>- Stanford History Education Historical Thinking Skills: Corroboration, Close Reading, Sourcing, Contextualization, Evaluating sources.</li> </ul> <p><b>Essential Question #2: To which conditions were Progressives responding?</b></p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What were the origins and goals of the progressive movement?</li> <li>• How did the progressives affect American life?</li> <li>• How did the government respond to the progressives?</li> <li>• How were marginalized communities left out of the reforms?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- Reforms: Pure Food and Drug Act, FDA, Labor Unions, Tenements, Jane Addams</li> <li>- Issues/Conditions: Unsafe work, Meatpacking, crowded cities, political corruption, industrialization</li> <li>- How marginalized groups were impacted: Dawes Act, Detribalization of Natives, Booker T Washington, W.E.B. Du Bois, NAACP, Women’s Movement begins</li> <li>- Government Response: Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom</li> <li>- Skills: Cause and Effect (The Jungle comes out - push for Pure Food and Drug, Triangle Fire - leads to reforms) Source Analysis (How the Other Half Lives) Inquiry: (What are the origins? Why did the progressives gain strength?)</li> </ul>
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<p><b>Standards and Indicators</b></p>	<p><b>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.</b>  <b>SS HS.4.4.a (US)</b> Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.  <b>SS HS.4.4.b (US)</b> Evaluate strengths and limitations of a variety of primary and secondary historical sources.  <b>SS HS 4.4.c (US)</b> Determine the relationship between multiple causes and effects of events and developments in the past.  <b>SS HS.4.4.d (US)</b> Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p><b>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.</b>  <b>SS HS.4.5.a (US)</b> Construct meaningful questions about topics in U.S. history.  <b>SS HS.4.5.b (US)</b> Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.  <b>SS HS.4.5.c (US)</b> Select, organize, and corroborate relevant historical information about selected topics in U.S. History.  <b>SS HS.4.5.d (US)</b> Synthesize historical information to create new understandings.  <b>SS HS.4.5.e (US)</b> Communicate inquiry results within a historical context.</p>	
<p><b>Vocabulary</b> Academic Vocabulary terms are taught using the Six-Step Process</p>	<p><b>Academic Vocabulary</b> (to be taught throughout the course of the unit)</p> <p>Pure Food and Drug Act, FDA, Progressives, Reform, Strike, Union, Industrialization, Dawes Act, NAACP</p>	<p><b>Other Unit Specific Vocabulary</b></p> <p>Primary and Secondary Sources, Interpret, Evaluate, Inquiry, Analyze, Sourcing, Close Reading, Contextualize, Marginalized Groups</p>
<p><b>Common Assessments</b></p> <p>Assessments in <b>bold</b> are required.</p>	<p><b>Formative Assessments</b></p> <p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the U.S. History Office 365 Group.</i></p> <p>Optional assessments available in Group:</p> <ul style="list-style-type: none"> <li>- The Jungle Analysis</li> <li>- Muckrakers newspaper activity</li> <li>- Roosevelt New Nationalism vs Roosevelt New Freedom</li> </ul>	<p><b>Summative Assessments</b></p>



# U.S. History: 9<sup>th</sup> Grade

## Unit 1: World War I

Overview: This unit recounts the American experience in the “Great War.” At first, the United States sought to maintain neutrality, but German submarine attacks drew the U.S. into war during its final year. Soon after, the victorious nations began to draft a treaty that included Woodrow Wilson’s proposal for a League of Nations; however, the United States failed to ratify the treaty. Social Turmoil followed the war. Inflation, food shortages, and reaction against Russia’s Communist Revolution led to the persecution of dissidents and ushered in a new period of conservatism.

<b>Time Frame</b>	<b>Timeframe: 3 weeks, 1<sup>st</sup> Quarter</b>  <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1: What were the M.A.I.N. causes of World War I?</b></p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"><li>• How did WWI begin?</li><li>• What events lead to WWI's start?</li><li>• What role did Nationalism play in WWI?</li><li>• Why were alliances such a problem?</li><li>• What role did technology play in the war?</li></ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"><li>- Militarism/Alliances/Imperialism/Nationalism</li><li>- Franz Ferdinand</li><li>- Alliances: Tripe Alliance, Triple Entente</li><li>- Technology: Trenches, Gas Warfare, Grenades, Tanks.</li><li>- Skills: cause and effect, comparing sources (primary from multiple perspectives), contextualizing</li></ul> <p><b>Essential Question #2: What led America into WWI?</b></p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"><li>• How did America view the war and its role at the start?</li><li>• What was the American Military like in WWI?</li><li>• What was it like on the home front during WWI?</li></ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"><li>- Isolationism</li><li>- Zimmerman Telegram, Sinking of Lusitania, Propaganda</li><li>- Selective Service Act, Volunteerism</li><li>- Espionage/Sedition Acts</li><li>- American Military in WWI - discuss all groups: Native Americans, African Americans, Asian Americans, Women</li><li>- US troops arriving on the front: Shell Shock, Trench Warfare conditions, Choctaw Code Talkers, Harlem Hell Fighters</li><li>- Home front: Industrialization, The Great Migration, Native fight for citizenship, calls for racial equality, women's calls for equality, women in factory jobs</li><li>- Skills: comparing sources, identifying bias, multiple perspectives, causes and effects, inquiry</li></ul> <p><b>Essential Question #3: How did the war end, and what impact did that have on all groups in the United States?</b></p>
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**Supporting Questions to Guide Instruction/Inquiry:**

- What is demobilization?
- What effect did demobilization have on the U.S.?
- What impact did the soldier’s return have on the Pandemic of 1918?

**Key Topics and Skills:**

- Demobilization: racial tensions, rise of Spanish Flu
- Treaty of Versailles and Reparations
- Wilson’s 14 Points, League of Nations
- Fear of communism: Bolsheviks, *Schneck vs United States 1919*
- Skills: cause and effect, multiple perspectives, inquiry



<p><b>Standards and Indicators</b></p>	<p><b>SS HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.</b>  <b>SS HS.4.1.a (US)</b> Evaluate the cause and effect of historical events on various groups in the United States.  <b>SS HS.4.1.b (US)</b> Select, record, and interpret key national events in chronological order.  <b>SS HS.4.1.c (US)</b> Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p><b>SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b>  <b>SS HS.4.2.a (US)</b> Identify and evaluate how considering multiple perspectives facilitates an understanding of history.  <b>SS HS.4.2.b (US)</b> Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.</b>  <b>SS HS.4.3.a (US)</b> Identify how differing experiences can lead to the development of perspectives.  <b>SS HS.4.3.b (US)</b> Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.</b>  <b>SS HS.4.4.a (US)</b> Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.  <b>SS HS.4.4.b (US)</b> Evaluate strengths and limitations of a variety of primary and secondary historical sources.  <b>SS HS.4.4.c (US)</b> Determine the relationship between multiple causes and effects of events and developments in the past.  <b>SS HS.4.4.d (US)</b> Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p><b>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.</b>  <b>SS HS.4.5.a (US)</b> Construct meaningful questions about topics in U.S. history.  <b>SS HS.4.5.b (US)</b> Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.  <b>SS HS.4.5.c (US)</b> Select, organize, and corroborate relevant historical information about selected topics in U.S. History.  <b>SS HS.4.5.d (US)</b> Synthesize historical information to create new understandings.  <b>SS HS.4.5.e (US)</b> Communicate inquiry results within a historical context.</p>	
<p><b>Vocabulary</b> Academic Vocabulary terms are taught using the Six-Step Process</p>	<p><b>Academic Vocabulary</b> (to be taught throughout the course of the unit)</p> <p>Militarism, Alliances, Imperialism, Nationalism, Isolationism, Neutrality, Propaganda, Patriotism, Trench warfare, Demobilization, 14 points, League of Nations, National Security</p>	<p><b>Other Unit Specific Vocabulary</b></p> <p>Primary and Secondary Sources, Interpret, Evaluate, Inquiry, Analyze, Sourcing, Close Reading, Contextualize, Treaty of Versailles, Spanish Flu</p>



# U.S. History: 9<sup>th</sup> Grade



Common Assessments	Formative Assessments	Summative Assessments
Assessments in <b>bold</b> are required.	<i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the U.S. History Office 365 Group.</i>	



## Unit 2: The Roaring 20s

Overview: Presidents Harding and Coolidge believed government should play a relatively small role in American life. Progressives continued to promote new social and economic programs, but the government seldom responded. After a brief period of inflation in the early 20's, the economy grew rapidly. Helping to transform American culture were such new media forms as movies, radio, and magazines. While some of the most important new cultural trends rose from African Americans, the fight for equality and freedom was far from over as racial tensions and violence towards African Americans increased following WWI. As modernity took hold, a battle between older, fundamental beliefs and new, secular ideas led to an infamous battle over the theory of evolution.

<b>Time Frame</b>	<b>Timeframe: 4 weeks, 1<sup>st</sup> Quarter</b>  <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1:</b> What effects did postwar tensions have on America’s founding ideals?</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How did the union strikes around 1919 impact the United States?</li> <li>• How was the US impacted by other countries post WWI?</li> <li>• How did nativism and the fear of communism impact US immigration policy?</li> <li>• What was the impact of racism and discrimination on African American communities?</li> <li>• How did the national rise in racial violence impact Omaha?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- Demobilization</li> <li>- Labor Strikes</li> <li>- Immigration and Nativism: Immigration Act of 1921, Immigration Act of 1924</li> <li>- Red Scare</li> <li>- Great Migration</li> <li>- Red Summer and Race Riots of 1919</li> <li>- Will Brown</li> <li>- Ku Klux Klan and White Supremacy</li> <li>- NAACP and Lynching</li> <li>- Ida B. Wells</li> <li>- Skills: comparing sources, identifying bias, multiple perspectives, causes and effects, inquiry</li> </ul> <p><b>Essential Question #2:</b> How was the cultural, political, and economic identity of the United States changed over time?</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What caused the economic boom of the 1920s?</li> <li>• How did the economic policies of the 1920’s presidents impact the US?</li> <li>• How was the automobile manufacturing revolutionized and how did this impact other industries?</li> <li>• What social trends and innovations shaped popular culture?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- Teapot Dome Scandal</li> <li>- Isolationism</li> <li>- Laissez faire</li> <li>- Warren G Harding, Calvin Coolidge, Herbert Hoover</li> <li>- Scientific Management</li> <li>- Consumerism and Mass Production</li> </ul>
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- Margin Buying
- Urbanization
- Women’s Suffrage
- Equal Rights Amendment
- Radio
- Jazz
- Flappers
- Prohibition
- Skills: evaluating impact, multiple perspectives, causes and effects, inquiry

**Essential Question #3:** How was the “Roaring 20s” contrasted by social, economic, and religious tensions of the 1920s?

**Supporting Questions to Guide Instruction/Inquiry:**

- What is the best way to achieve social change?
- What were the philosophies of DuBois and Garvey?
- How did African American culture flourish in the 1920s?
- How were Americans in rural and urban communities impacted by the cultural and social changes of the 1920s?

**Key Topics and Skills:**

- Harlem Renaissance
- Marcus Garvey
- W.E.B. DuBois
- A. Phillip Randolph
- Lost Generation
- Meriam Report
- Scopes Trial
- Science vs Religion
- Skill: multiple perspectives, causes and effects, inquiry



<b>Standards and Indicators</b>	<p><b>SS HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.</b>  <b>SS HS.4.1.a (US)</b> Evaluate the cause and effect of historical events on various groups in the United States.  <b>SS HS.4.1.b (US)</b> Select, record, and interpret key national events in chronological order.  <b>SS HS.4.1.c (US)</b> Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p><b>SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b>  <b>SS HS.4.2.a (US)</b> Identify and evaluate how considering multiple perspectives facilitates an understanding of history.  <b>SS HS.4.2.b (US)</b> Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.</b>  <b>SS HS.4.3.a (US)</b> Identify how differing experiences can lead to the development of perspectives.  <b>SS HS.4.3.b (US)</b> Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.</b>  <b>SS HS.4.4.a (US)</b> Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.  <b>SS HS.4.4.b (US)</b> Evaluate strengths and limitations of a variety of primary and secondary historical sources.  <b>SS HS 4.4.c (US)</b> Determine the relationship between multiple causes and effects of events and developments in the past.  <b>SS HS.4.4.d (US)</b> Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p><b>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.</b>  <b>SS HS.4.5.a (US)</b> Construct meaningful questions about topics in U.S. history.  <b>SS HS.4.5.b (US)</b> Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.  <b>SS HS.4.5.c (US)</b> Select, organize, and corroborate relevant historical information about selected topics in U.S. History.  <b>SS HS.4.5.d (US)</b> Synthesize historical information to create new understandings.  <b>SS HS.4.5.e (US)</b> Communicate inquiry results within a historical context.</p>
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# U.S. History: 9<sup>th</sup> Grade

<b>Vocabulary</b> Academic Vocabulary terms are taught using the Six-Step Process	<b>Academic Vocabulary</b> (to be taught throughout the course of the unit)  Discrimination, Immigration, Capitalism, Corruption, Urban, Rural, Racism, Lynching, White Supremacy, NAACP, Consumerism, Traditionalism, Modernism, isolationism, Prohibition	<b>Other Unit Specific Vocabulary</b>  Communism, radicalism, civil liberties, recession, boom, consumer culture  Primary and Secondary Sources, Interpret, Evaluate, Inquiry, Analyze, Sourcing, Close Reading, Contextualize
<b>Common Assessments</b>  Assessments in <b>bold</b> are required.	<b>Formative Assessments</b> <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the U.S. History Office 365 Group.</i>	<b>Summative Assessments</b>  <b>CBA #1</b>  <b>See Sharepoint for assessment and resources.</b>

## Unit 3: The Great Depression

**Overview:** In the fall of 1929, the stock market began to plummet in value, which helped begin a pivotal economic crisis in American History. President Roosevelt promised a New Deal for the American people which was among the most ambitious government efforts in U.S. history.

<b>Time Frame</b>	<b>Timeframe: 3 weeks, 2<sup>nd</sup> Quarter</b>  <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1: What were the causes of the Great Depression?</b></p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How did the US economy change over time?</li> <li>• How did the Hoover administration respond to the Great Depression?</li> <li>• What was the Dust Bowl and how is it connected to the Great Depression?</li> <li>• What responsibility does the government have to respond to economic conditions?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- Causes: Margin Buying, over production, Stock Market Crash, Banking Crisis, tariffs</li> <li>- Hoover’s Response: Rugged Individualism, Hooverville, bread lines, Reconstruction Finance Corporation,</li> <li>- Bonus Army</li> <li>- Unemployment – include diverse perspectives</li> <li>- Dust Bowl’s Impact</li> <li>- Skills: multiple perspectives, evaluate sources, cause and effect, connections to contemporary issues, inquiry</li> </ul> <p><b>Essential Question #2: How did the Great Depression affect the American people?</b></p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How do economic conditions impact racial and social conditions in the United States?</li> <li>• How did life change during the Great Depression?</li> <li>• What was life like for factory workers and farmers during the Depression?</li> <li>• What examples of racism were present in how people and the government responded to the Great Depression?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- The American People’s Experience             <ul style="list-style-type: none"> <li>○ Effects on African American community: job loss, exclusion from assistance</li> <li>○ Repatriation of Mexicans and Mexican Americans: racism faced in farm work</li> <li>○ Indian Reorganization Act: pressure to assimilate</li> <li>○ Asian American Story</li> <li>○ Changing role of women</li> </ul> </li> <li>- Homelessness and psychological stress</li> <li>- Effects on children.</li> <li>- Skills: Multiple perspective analysis, compare and contrast sources, inquiry</li> </ul>
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**Essential Question #3:** How did FDR change the government’s response to the Great Depression?

**Supporting Questions to Guide Instruction/Inquiry:**

- What was the New Deal?
- Why did so many American people gravitate towards FDR?
- How did FDR connect with the American people?
- How did the New Deal impact marginalized groups in the 1930s?

**Key Topics and Skills:**

- 1932 Election
- Bank Holiday
- New Deal and New Deal Programs
- The Three Rs – Relief, Recovery, Reform
- American people’s response to FDR
- Government expansion and legacy of the New Deal
- Skills: primary source analysis, multiple perspective analysis, differing experience analysis, inquiry



<p><b>Standards and Indicators</b></p>	<p><b>SS HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.</b>  <b>SS HS.4.1.a (US)</b> Evaluate the cause and effect of historical events on various groups in the United States.  <b>SS HS.4.1.b (US)</b> Select, record, and interpret key national events in chronological order.  <b>SS HS.4.1.c (US)</b> Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p><b>SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b>  <b>SS HS.4.2.a (US)</b> Identify and evaluate how considering multiple perspectives facilitates an understanding of history.  <b>SS HS.4.2.b (US)</b> Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.</b>  <b>SS HS.4.3.a (US)</b> Identify how differing experiences can lead to the development of perspectives.  <b>SS HS.4.3.b (US)</b> Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.</b>  <b>SS HS.4.4.a (US)</b> Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.  <b>SS HS.4.4.b (US)</b> Evaluate strengths and limitations of a variety of primary and secondary historical sources.  <b>SS HS.4.4.c (US)</b> Determine the relationship between multiple causes and effects of events and developments in the past.  <b>SS HS.4.4.d (US)</b> Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p><b>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.</b>  <b>SS HS.4.5.a (US)</b> Construct meaningful questions about topics in U.S. history.  <b>SS HS.4.5.b (US)</b> Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.  <b>SS HS.4.5.c (US)</b> Select, organize, and corroborate relevant historical information about selected topics in U.S. History.  <b>SS HS.4.5.d (US)</b> Synthesize historical information to create new understandings.  <b>SS HS.4.5.e (US)</b> Communicate inquiry results within a historical context.</p>	
<p><b>Vocabulary</b> Academic Vocabulary terms are taught using the Six-Step Process</p>	<p><b>Academic Vocabulary</b> (to be taught throughout the course of the unit)</p> <p>Stock Market, Unemployment, Hoovervilles, Fireside Chats, WPA, New Deal, debt, credit, consumption, GDP, Dust Bowl</p>	<p><b>Other Unit Specific Vocabulary</b></p> <p>Primary and Secondary Sources, Interpret, Evaluate, Inquiry, Analyze, Sourcing, Close Reading, Contextualize</p>



# U.S. History: 9<sup>th</sup> Grade

<b>Common Assessments</b>  Assessments in <b>bold</b> are required.	<b>Formative Assessments</b> <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the U.S. History Office 365 Group.</i>	<b>Summative Assessments</b>
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## Unit 4: World War II

Overview: When Japan invaded China, and when Nazi Germany armed for war in the 1930's, some Americans urged neutrality while others believed the United States should stand firm against aggression. Great events beyond their control can affect the lives of average individuals. World War II touched every American community. The United States framed its war effort in idealistic terms, to protect democracy against totalitarian regimes.

<b>Time Frame</b>	<b>Timeframe: 6 weeks, 2<sup>nd</sup> Quarter</b>  <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1:</b> Could WWII have been prevented? (justify your answer)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How were countries in Europe and Asia setting the stage for conflict during the 1930s?</li> <li>• What is appeasement and what role did it play in the outbreak of WWII?</li> <li>• What is isolationism and how did it play a role in the outbreak of WWII?</li> <li>• What were the long-term effects of the Treaty of Versailles?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- Treaty of Versailles</li> <li>- Rise of Fascism</li> <li>- Adolf Hitler</li> <li>- Anti-Semitism</li> <li>- Nuremberg Laws</li> <li>- The Final Solution</li> <li>- Benito Mussolini</li> <li>- Joseph Stalin</li> <li>- Isolationism</li> <li>- Munich Conference</li> <li>- Non-Aggression Pact</li> <li>- German, Italian, And Japanese expansion</li> <li>- Invasion of Poland</li> <li>- Blitzkrieg</li> <li>- Lend Lease Act</li> <li>- Skills: primary source analysis, multiple perspectives, inquiry</li> </ul> <p><b>Essential Question #2:</b> How were marginalized groups impacted by the war? What opportunities and hardships did the war create?</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What led the U.S. to enter WWII?</li> <li>• How did the U.S. mobilize for war?</li> <li>• How did on-going issues of racism and discrimination play out on the Homefront?</li> <li>• How did the US government manage the war effort?</li> <li>• How did WWII bring about change on the Homefront?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- Pearl Harbor</li> <li>- Executive Order 9066</li> </ul>
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- Japanese interment
- Propaganda
- War Bonds
- War Production Board
- Rationing
- Tuskegee Airmen
- A. Philip Randolph
- Double V Campaign
- Rosie the Riveter
- Navajo Code-Talkers
- Zoot Suit Riots
- Holocaust
- Skills: primary source analysis, multiple perspectives, inquiry

**Essential Question #3:** Did the United States learn from past mistakes at the end of World War II? (justify your answer)

**Supporting Questions to Guide Instruction/Inquiry:**

- What were the major differences in the aftermath of WWII compared with WWI?
- How did the Universal Declaration of Human Rights impact basic human rights on a global stage?
- How were marginalized groups impacted by the end of the war?

**Key Topics and Skills:**

- D-Day/Operation Overlord
- Fall of Germany
- Holocaust
- Liberation of Auschwitz/Holocaust Survivors
- Manhattan Project/Atomic bomb
- Island-hopping
- Fall of Japan
- Nuremburg Trials
- Japanese War Crimes Tribunal
- Formation of Israel
- United Nations
- GI Bill of Rights
- Skills: primary source analysis, multiple perspectives, inquiry



<p><b>Standards and Indicators</b></p>	<p><b>SS HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.</b>  <b>SS HS.4.1.a (US)</b> Evaluate the cause and effect of historical events on various groups in the United States.  <b>SS HS.4.1.b (US)</b> Select, record, and interpret key national events in chronological order.  <b>SS HS.4.1.c (US)</b> Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p><b>SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b>  <b>SS HS.4.2.a (US)</b> Identify and evaluate how considering multiple perspectives facilitates an understanding of history.  <b>SS HS.4.2.b (US)</b> Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.</b>  <b>SS HS.4.3.a (US)</b> Identify how differing experiences can lead to the development of perspectives.  <b>SS HS.4.3.b (US)</b> Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.</b>  <b>SS HS.4.4.a (US)</b> Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.  <b>SS HS.4.4.b (US)</b> Evaluate strengths and limitations of a variety of primary and secondary historical sources.  <b>SS HS.4.4.c (US)</b> Determine the relationship between multiple causes and effects of events and developments in the past.  <b>SS HS.4.4.d (US)</b> Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p><b>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.</b>  <b>SS HS.4.5.a (US)</b> Construct meaningful questions about topics in U.S. history.  <b>SS HS.4.5.b (US)</b> Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.  <b>SS HS.4.5.c (US)</b> Select, organize, and corroborate relevant historical information about selected topics in U.S. History.  <b>SS HS.4.5.d (US)</b> Synthesize historical information to create new understandings.  <b>SS HS.4.5.e (US)</b> Communicate inquiry results within a historical context.</p>	
<p><b>Vocabulary</b> Academic Vocabulary terms are taught using the Six-Step Process</p>	<p><b>Academic Vocabulary</b> (to be taught throughout the course of the unit)</p> <p>Fascism, Totalitarianism, genocide, Anti-Semitism, negotiations, appeasement, occupation, propaganda, neutrality, negotiations, total war, human rights,</p>	<p><b>Other Unit Specific Vocabulary</b></p> <p>puppet government, rationing</p> <p>Primary and Secondary Sources, Interpret, Evaluate, Inquiry, Analyze, Sourcing, Close Reading, Contextualize</p>



# U.S. History: 9<sup>th</sup> Grade

<b>Common Assessments</b>  Assessments in <b>bold</b> are required.	<b>Formative Assessments</b> <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the U.S. History Office 365 Group.</i>	<b>Summative Assessments</b>  <b>CBA #2</b>  <b>See Sharepoint for assessment information.</b>
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## Unit 5: Postwar America and the 1950s

Overview: Once the United States emerged from World War II, wartime restrictions were lifted, and the economy began to recover. More than 16 million Americans who had served in uniform were eager to resume civilian lives. The 15 years that followed the war saw a rapid transformation of the United States. Government officials trusted that the American monopoly on atomic power would give it uncontested strength, but the growing tensions between the Soviet Union and United States would linger into a decades long Cold War. As America grew its power on the world stage, the domestic fight for freedom and equality ramped up.

<b>Time Frame</b>	<b>Timeframe: 5 weeks, 3<sup>rd</sup> Quarter</b>  <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1:</b> How did the events of Post-WWII set the stage for America’s next 40 years and beyond?</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What was the Cold War? Was it unavoidable?</li> <li>• Was the policy to contain communism effective to stop or slow it down?</li> <li>• How did the Cold War shape postwar international relations?</li> <li>• How did Cold War tensions affect American society?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- President Truman’s Policy of Containment</li> <li>- Satellite Nations</li> <li>- The Marshall Plan</li> <li>- Berlin Airlift</li> <li>- The Korean War</li> <li>- New Red Scare</li> <li>- National Security Council</li> <li>- House Un-American Activities Committee</li> <li>- Hollywood Ten</li> <li>- Nuclear Anxiety</li> <li>- Civil Defense</li> <li>- Bomb Shelters</li> <li>- Skills: primary source analysis, multiple perspectives, inquiry</li> </ul> <p><b>Essential Question #2:</b> Was the 1950s a time for peace, social progress, and prosperity for America? (justify your answer)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How did post-war prosperity change the way some people lived?</li> <li>• What inequities still existed in the 1950s, and what was being done to bring about change?</li> <li>• Did the Civil Rights Movements of the 1950’s expand democracy for all Americans?</li> <li>• Did the threat of communism in America have an effect on how civil rights were looked at in the 1950’s?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- Baby Boom</li> <li>- Suburbs</li> <li>- TV Culture</li> <li>- Economic Prosperity</li> <li>- Highway Act</li> <li>- Technology</li> </ul>
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# U.S. History: 9<sup>th</sup> Grade

	<ul style="list-style-type: none"><li>- Women's roles</li><li>- Beatnik</li><li>- Rock N Roll</li><li>- "The Other America"</li><li>- Integration of Baseball</li><li>- Murder of Emmett Till</li><li>- Brown vs. The Board of Education</li><li>- Montgomery Bus Boycott</li><li>- Integration of Central High Little Rock</li><li>- Omaha, NE Bus Boycott – Mildred Brown and De Porres Club 1952-54</li><li>- Skills: primary source analysis, multiple perspectives, compare and contrast, inquiry</li></ul>
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<p><b>Standards and Indicators</b></p>	<p><b>SS HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.</b>  <b>SS HS.4.1.a (US)</b> Evaluate the cause and effect of historical events on various groups in the United States.  <b>SS HS.4.1.b (US)</b> Select, record, and interpret key national events in chronological order.  <b>SS HS.4.1.c (US)</b> Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p><b>SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b>  <b>SS HS.4.2.a (US)</b> Identify and evaluate how considering multiple perspectives facilitates an understanding of history.  <b>SS HS.4.2.b (US)</b> Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.</b>  <b>SS HS.4.3.a (US)</b> Identify how differing experiences can lead to the development of perspectives.  <b>SS HS.4.3.b (US)</b> Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.</b>  <b>SS HS.4.4.a (US)</b> Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.  <b>SS HS.4.4.b (US)</b> Evaluate strengths and limitations of a variety of primary and secondary historical sources.  <b>SS HS 4.4.c (US)</b> Determine the relationship between multiple causes and effects of events and developments in the past.  <b>SS HS.4.4.d (US)</b> Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p><b>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.</b>  <b>SS HS.4.5.a (US)</b> Construct meaningful questions about topics in U.S. history.  <b>SS HS.4.5.b (US)</b> Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.  <b>SS HS.4.5.c (US)</b> Select, organize, and corroborate relevant historical information about selected topics in U.S. History.  <b>SS HS.4.5.d (US)</b> Synthesize historical information to create new understandings.  <b>SS HS.4.5.e (US)</b> Communicate inquiry results within a historical context.</p>	
<p><b>Vocabulary</b> Academic Vocabulary terms are taught using the Six-Step Process</p>	<p><b>Academic Vocabulary</b> (to be taught throughout the course of the unit)</p> <p>Marshall Plan, Cold War, Containment, Iron Curtain, Jackie Robinson, Emmett Till, Rosa Parks Martin Luther King Jr, the Beats, automation, Rock and Roll, Sputnik</p>	<p><b>Other Unit Specific Vocabulary</b></p> <p>Communism, Dwight Eisenhower, Harry Truman</p> <p>Primary and Secondary Sources, Interpret, Evaluate, Inquiry, Analyze, Sourcing, Close Reading, Contextualize</p>



# U.S. History: 9<sup>th</sup> Grade

<p><b>Common Assessments</b></p> <p>Assessments in <b>bold</b> are required.</p>	<p><b>Formative Assessments</b></p> <p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the U.S. History Office 365 Group.</i></p>	<p><b>Summative Assessments</b></p>
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## Unit 6: The Civil Rights Movement

Overview: The struggle to gain racial equality was fought in the courts through organizations such as the NAACP, which succeeded in overturning the 1896 Plessy v Ferguson decision in the historic case Brown v. Board of Education in 1954. African Americans also challenged the legality of segregation. Rosa Parks defied law by refusing to move to the back of the bus. Her courageous stand started a protest led the United States to embrace civil rights and social revolution.

<p><b>Time Frame</b></p>	<p><b>Timeframe: 5 weeks, 3<sup>rd</sup> and 4<sup>th</sup> Quarters</b></p> <p><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i></p>
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<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1: Did the Civil Rights Movements of the 1960's effectively change the nation?</b></p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Is violence or non-violence the most effective way to achieve social change?</li> <li>• How was Omaha, NE instrumental in Civil Rights movement?</li> <li>• What impact did grassroots organizers have on the Civil Rights Movement?</li> <li>• Do the ideals of the movement still have relevance today?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- Jim Crow laws</li> <li>- Plessy v. Ferguson</li> <li>- Redlining</li> <li>- NAACP – lawsuits</li> <li>- Martin Luther King Jr.</li> <li>- SCLC</li> <li>- Sit-Ins</li> <li>- SNCC</li> <li>- Freedom Rides</li> <li>- CORE</li> <li>- Birmingham Campaign</li> <li>- March on Washington - (1963) - A. Phillip Randolph and Bayard Rustin (LBGTQ)</li> <li>- Civil Rights Act of 1964</li> <li>- 24th Amendment</li> <li>- Freedom Summer</li> <li>- March from Selma to Montgomery – John Lewis</li> <li>- Voting Rights Act 1965</li> <li>- Civil Rights Act of 1968</li> <li>- Skills: primary source analysis, multiple perspectives, inquiry</li> </ul> <p><b>Essential Question #2: How did Civil Rights leaders advocate for change?</b></p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Who were the leaders of the Nation of Islam and the Black Panthers?</li> <li>• How did the Black Panthers and Nation of Islam philosophies differ from the Martin Luther King non-violent approach?</li> <li>• Is violence or non-violence the most effective way to achieve social change?</li> <li>• How did these movements tie into politics and sports in the 1960's?</li> </ul>
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**Key Topics and Skills:**

- Nation of Islam
- Malcolm X
- Elijah Muhammad
- Black Power
- Stokely Carmichael
- Black Panthers
- Black Nationalism
- Poor People's Campaign
- Assassination of MLK
- Assassination of Malcolm X
- Race Riots
- Kerner Commission
- Muhammad Ali's refusal to enter draft
- 1968 Olympics
- Skills: primary source analysis, multiple perspectives, compare and contrast, inquiry

**Essential Question #3: What motivates a society to make change?**

**Supporting Questions to Guide Instruction/Inquiry:**

- Why did the Civil Rights Movement splinter (fall apart) in the late 1960s?
- How did the Civil Rights Movement encourage activism from other groups?
- How does the legacy of the Civil Rights Movement live on today? Do the ideals of the movement still have relevance today?

**Key Topics and Skills:**

- Decline of movement
- Bussing, Milliken v. Bradley
- Affirmative Action
- Bakke v. University of California
- Cesar Chavez
- United Farm Workers
- La Raza Unida
- Brown Berets
- Betty Friedan & The Feminine Mystique,
- Equal Rights Amendment
- American Indian Movement (AIM)
- Wounded Knee
- Red Power
- Occupation of Alcatraz



	<ul style="list-style-type: none"> <li>- Yellow Power</li> <li>- Americans with Disabilities Act</li> <li>- Gay Pride movement</li> <li>- Gray Panthers/AARP</li> <li>- Skills: primary source analysis, multiple perspectives, compare and contrast, inquiry</li> </ul>
<p><b>Standards and Indicators</b></p>	<p><b>SS HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.</b>  <b>SS HS.4.1.a (US)</b> Evaluate the cause and effect of historical events on various groups in the United States.  <b>SS HS.4.1.b (US)</b> Select, record, and interpret key national events in chronological order.  <b>SS HS.4.1.c (US)</b> Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p><b>SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b>  <b>SS HS.4.2.a (US)</b> Identify and evaluate how considering multiple perspectives facilitates an understanding of history.  <b>SS HS.4.2.b (US)</b> Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.</b>  <b>SS HS.4.3.a (US)</b> Identify how differing experiences can lead to the development of perspectives.  <b>SS HS.4.3.b (US)</b> Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.</b>  <b>SS HS.4.4.a (US)</b> Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.  <b>SS HS.4.4.b (US)</b> Evaluate strengths and limitations of a variety of primary and secondary historical sources.  <b>SS HS.4.4.c (US)</b> Determine the relationship between multiple causes and effects of events and developments in the past.  <b>SS HS.4.4.d (US)</b> Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p><b>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.</b>  <b>SS HS.4.5.a (US)</b> Construct meaningful questions about topics in U.S. history.  <b>SS HS.4.5.b (US)</b> Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.  <b>SS HS.4.5.c (US)</b> Select, organize, and corroborate relevant historical information about selected topics in U.S. History.  <b>SS HS.4.5.d (US)</b> Synthesize historical information to create new understandings.  <b>SS HS.4.5.e (US)</b> Communicate inquiry results within a historical context.</p>



# U.S. History: 9<sup>th</sup> Grade

<b>Vocabulary</b> Academic Vocabulary terms are taught using the Six-Step Process	<b>Academic Vocabulary</b> (to be taught throughout the course of the unit)  Jim Crow Laws, Poll Tax, de jure segregation, de facto segregation, freedom rides, Redlining, restrictive covenants, Martin Luther King Jr., CORE, Malcolm X, integration	<b>Other Unit Specific Vocabulary</b>  Primary and Secondary Sources, Interpret, Evaluate, Inquiry, Analyze, Sourcing, Close Reading, Contextualize
<b>Common Assessments</b>  Assessments in <b>bold</b> are required.	<b>Formative Assessments</b> <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the U.S. History Office 365 Group.</i>	<b>Summative Assessments</b>  <b>CBA 3</b>  <b>See Sharepoint for detailed information.</b>

## Unit 7: The 60s, 70s and the Vietnam War

**Overview:** While African Americans were fighting to eradicate bigotry and segregation, students, women, Hispanics, Native Americans, and disabled Americans were attempting to improve their status in American society. Dissatisfaction with the values of authority figures motivated students to rebel against societal norms during the 1960s and 1970s. The Vietnam War was a by-product of the Cold War and America's quest for security during the nuclear age. American involvement in Vietnam evolved slowly but by the wars end 58,000 Americans had lost their lives.

<b>Time Frame</b>	<b>Timeframe: 4 weeks, 4<sup>th</sup> Quarter</b>  <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1:</b> What role did Kennedy play in moving the United States further into the Cold War while responding to racial tensions at home?</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What damage did the Bay of Pigs failed invasion do to America’s image?</li> <li>• Should President Kennedy have risked nuclear war to remove missiles from Cuba?</li> <li>• How did the Cold War nearly become a ‘hot’ war?</li> <li>• How did Kennedy respond to racial tensions during his presidency?</li> <li>• In what way was the space race an extension of the Cold War?</li> <li>• What impact did Kennedy’s assassination have on the American psyche?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- 1960 Election and the New Frontier</li> <li>- Brink of War: Bay of Pigs, Cuban Missile Crisis, Khrushchev and Castro, Berlin Wall</li> <li>- Space Race and NASA</li> <li>- Test Ban Treaty</li> <li>- Kennedy’s Civil Rights address to the nation: June 11, 1963</li> <li>- Assassination of Kennedy, Lee Harvey Oswald, Warren Commission</li> <li>- Skills: primary source analysis, multiple perspectives, inquiry</li> </ul> <p><b>Essential Question #2:</b> How did Johnson attempt to continue Kennedy’s goals and build a “Great Society”?</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How did Kennedy’s death influence the way people reacted to Johnson?</li> <li>• In what ways did Johnson attempt to continue Kennedy’s legacy?</li> <li>• What is the Great Society?</li> <li>• What remnants of Johnson’s plan are still around today?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- Johnson’s Oath of Office</li> <li>- 25<sup>th</sup> Amendment</li> <li>- Johnson and Civil Rights Act of 1964</li> <li>- Johnson and Vietnam: Escalation and Gulf of Tonkin Resolution</li> <li>- Great Society: War on Poverty, Medicare/Medicaid, Education reform and Head start, Environmental protections</li> <li>- Johnson’s other work: Consumer Product Safety Commission, Immigration and Naturalization Act</li> <li>- Skills: primary source analysis, multiple perspectives, compare and contrast, inquiry</li> </ul>
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**Essential Question #3:** How did the Cold War lead America to get involved in Vietnam's civil war?

**Supporting Questions to Guide Instruction/Inquiry:**

- Why did the U.S. get drawn into the Vietnam conflict when American presidents from Franklin Roosevelt to Lyndon Johnson opposed the idea of war in Southeast Asia?
- Was U.S. military involvement in Vietnam justified by the Gulf of Tonkin Incident?
- What role did propaganda play in feelings towards Vietnam?
- What were the different viewpoints in American politics, and among the people, about getting involved in Vietnam?
- What made the Vietnam War and incredibly difficult conflict for the U.S.?
- What impact did the Vietnam War have on America? Why was Vietnam such a divisive topic in America?

**Key Topics and Skills:**

- French Indochina,
- Dien Bien Phu
- Geneva Conference
- Birth of Vietcong
- Domino Theory
- Gulf of Tonkin
- Operation Rolling Thunder
- Doves and Hawks
- The Draft
- Guerilla Warfare
- Agent Orange and Napalm
- My Lai Massacre
- Tet Offensive
- Vietnamization
- U.S. Withdrawal and Peace Agreement
- Skills: primary source analysis, multiple perspectives, compare and contrast, inquiry

**Essential Question #4:** How do the events and changes of the Vietnam Era (60's and 70's) continue to impact the United States?

**Supporting Questions to Guide Instruction/Inquiry:**

- How does military conflict divide people within society?
- What did students, women, and Latinos learn from the Civil Rights Movement and apply to their protest actions?
- What impact did the war in Vietnam have on American politics, economics, and social issues?
- What impact did Nixon have on government and the presidency?
- In what ways was the Vietnam War a defining event for an entire generation of Americans?

**Key Topics and Skills**



	<ul style="list-style-type: none"> <li>- Counterculture: Kent State Protests, Hippies, SDS, 26<sup>th</sup> Amendment</li> <li>- Media Coverage: Pentagon Papers, War Powers Act, POWS</li> <li>- Nixon: 1972 Election, Watergate, Ford's pardon</li> <li>- Jimmy Carter: Carter's economy, Soviets in Afghanistan, Camp David, Iran Hostage Crisis</li> <li>- Changing Demographics and Society: immigration from Asia, migration to sunbelt, changes in marriage/divorce/parenting, Roe V Wade, Miranda Rights and Warren Court, Computers and Fitness Craze</li> <li>- Skills: primary source analysis, multiple perspectives, compare and contrast, inquiry</li> </ul>
<p><b>Standards and Indicators</b></p>	<p><b>SS HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.</b>  <b>SS HS.4.1.a (US)</b> Evaluate the cause and effect of historical events on various groups in the United States.  <b>SS HS.4.1.b (US)</b> Select, record, and interpret key national events in chronological order.  <b>SS HS.4.1.c (US)</b> Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p><b>SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b>  <b>SS HS.4.2.a (US)</b> Identify and evaluate how considering multiple perspectives facilitates an understanding of history.  <b>SS HS.4.2.b (US)</b> Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.</b>  <b>SS HS.4.3.a (US)</b> Identify how differing experiences can lead to the development of perspectives.  <b>SS HS.4.3.b (US)</b> Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.</b>  <b>SS HS.4.4.a (US)</b> Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.  <b>SS HS.4.4.b (US)</b> Evaluate strengths and limitations of a variety of primary and secondary historical sources.  <b>SS HS 4.4.c (US)</b> Determine the relationship between multiple causes and effects of events and developments in the past.  <b>SS HS.4.4.d (US)</b> Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p><b>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.</b>  <b>SS HS.4.5.a (US)</b> Construct meaningful questions about topics in U.S. history.  <b>SS HS.4.5.b (US)</b> Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.  <b>SS HS.4.5.c (US)</b> Select, organize, and corroborate relevant historical information about selected topics in U.S. History.  <b>SS HS.4.5.d (US)</b> Synthesize historical information to create new understandings.  <b>SS HS.4.5.e (US)</b> Communicate inquiry results within a historical context.</p>



# U.S. History: 9<sup>th</sup> Grade

<b>Vocabulary</b> Academic Vocabulary terms are taught using the Six-Step Process	<b>Academic Vocabulary</b> (to be taught throughout the course of the unit)  Flexible Response, Space Race, Domino Theory, Doves, Hawks, Gulf of Tonkin, Defoliants, War Powers Act, 26 <sup>th</sup> Amendment, Watergate, Medicare/Medicaid, Great Society, Realpolitik	<b>Other Unit Specific Vocabulary</b>  Primary and Secondary Sources, Interpret, Evaluate, Inquiry, Analyze, Sourcing, Close Reading, Contextualize
<b>Common Assessments</b>  Assessments in <b>bold</b> are required.	<b>Formative Assessments</b> <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the U.S. History Office 365 Group.</i>	<b>Summative Assessments</b>

## Unit 8: The 80s, 90s and the New Millennium

**Overview:** The concepts of liberalism and conservatism have changed greatly over time. By the twentieth century liberals became redefined as those who favored state activism to promote rights and social welfare, while conservatives viewed the state as a threat to rights and welfare. In 1980, futurists projected a digital electronic revolution that would radically change communication and other aspects of work and home life. Globally, the Soviet Union collapsed, bringing an end to the long Cold War. As the country moved into the 1990s and 2000s, advancements in technology would move America forward against the backdrop of an ever changing social, political, and economic landscape.

<b>Time Frame</b>	<b>Timeframe: 4 weeks, 4<sup>th</sup> Quarter</b>  <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1:</b> In what ways did political ideologies, technology, and international conflict impact life and politics in the 1980s and 1990s?</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How did the resurgence of conservative ideas impact government and society?</li> <li>• Did the U.S. win the Cold War?</li> <li>• How have disputes over ideas, values, and politics resulted in change?</li> <li>• How did marginalized groups continue to fight for rights and equality?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- 1980 Election</li> <li>- Moral Majority</li> <li>- Reaganomics</li> <li>- Miracle on Ice-1980 Winter Olympics</li> <li>- Sandra Day O'Connor, Geraldine Ferraro</li> <li>- Iranian Hostage Crisis</li> <li>- Iran/Contra Affair</li> <li>- Regan and the Cold War             <ul style="list-style-type: none"> <li>o Mikhail Gorbachev</li> <li>o SDI (Star Wars)</li> <li>o Perestroika &amp; Glasnost</li> <li>o Berlin Wall</li> <li>o The Fall of the Soviet Union</li> </ul> </li> <li>- Personal Computers</li> <li>- "Just Say No"</li> <li>- Yuppies vs. Poverty</li> <li>- George H.W. Bush and The Gulf War</li> <li>- President Clinton Administration</li> <li>- Rodney King and the LA Riots</li> <li>- Tim McVeigh and Oklahoma City Bombing</li> <li>- World Wide Web</li> <li>- Skills: primary source analysis, multiple perspectives, inquiry</li> </ul> <p><b>Essential Question #2:</b> If you were a historian, what would you capture about the 21<sup>st</sup> Century?</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What are the lasting impacts of the 9/11 terrorist attacks?</li> <li>• How have immigration, technology, and global trade impacted the U.S.?</li> <li>• How have economics, politics, and civic participation shaped events and movements of the early 21<sup>st</sup> Century?</li> </ul>
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**Key Topics and Skills:**

- Y2K Bug
- 2000 Election
- Terrorism
  - o 9/11
  - o Osama Bin Laden
  - o Homeland Security
  - o "War on Terror"
  - o War in Afghanistan
  - o Patriot Act
- The War in Iraq
  - o Weapons of Mass Destruction
  - o Saddam Hussein
  - o Democracy Building
- Education Reform: No Child Left Behind
- Immigration Reform
- Health Care Reform
- 2008 Election
- 2016 Election
- 2020 Election
- Black Lives Matter
- Me Too Movement
- Global Pandemic: Covid 19
- January 6<sup>th</sup> U.S. Capitol Uprising
- Skills: primary source analysis, multiple perspectives, compare and contrast, inquiry



<p><b>Standards and Indicators</b></p>	<p><b>SS HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.</b>  <b>SS HS.4.1.a (US)</b> Evaluate the cause and effect of historical events on various groups in the United States.  <b>SS HS.4.1.b (US)</b> Select, record, and interpret key national events in chronological order.  <b>SS HS.4.1.c (US)</b> Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p><b>SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b>  <b>SS HS.4.2.a (US)</b> Identify and evaluate how considering multiple perspectives facilitates an understanding of history.  <b>SS HS.4.2.b (US)</b> Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.</b>  <b>SS HS.4.3.a (US)</b> Identify how differing experiences can lead to the development of perspectives.  <b>SS HS.4.3.b (US)</b> Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.</b>  <b>SS HS.4.4.a (US)</b> Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.  <b>SS HS.4.4.b (US)</b> Evaluate strengths and limitations of a variety of primary and secondary historical sources.  <b>SS HS 4.4.c (US)</b> Determine the relationship between multiple causes and effects of events and developments in the past.  <b>SS HS.4.4.d (US)</b> Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p><b>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.</b>  <b>SS HS.4.5.a (US)</b> Construct meaningful questions about topics in U.S. history.  <b>SS HS.4.5.b (US)</b> Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.  <b>SS HS.4.5.c (US)</b> Select, organize, and corroborate relevant historical information about selected topics in U.S. History.  <b>SS HS.4.5.d (US)</b> Synthesize historical information to create new understandings.  <b>SS HS.4.5.e (US)</b> Communicate inquiry results within a historical context.</p>	
<p><b>Vocabulary</b> Academic Vocabulary terms are taught using the Six-Step Process</p>	<p><b>Academic Vocabulary</b> (to be taught throughout the course of the unit)</p> <p>SID (strategic defense initiative), PC (personal computers), AIDS, electoral college vs popular vote</p>	<p><b>Other Unit Specific Vocabulary</b></p> <p>Primary and Secondary Sources, Interpret, Evaluate, Inquiry, Analyze, Sourcing, Close Reading, Contextualize</p>



# U.S. History: 9<sup>th</sup> Grade

Common Assessments	Formative Assessments	Summative Assessments
Assessments in <b>bold</b> are required.	Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the U.S. History Office 365 Group.	<b>RSP</b>  <b>See Sharepoint for detailed information.</b>



## Course Standards Overview

**Standards:** At the highest level of generality, content area standards include a set of broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of students. They reflect long-term goals for learning. These comprehensive statements are not grade level specific and cover the big ideas of the course.

**Indicators:** Under each standard are indicators, which further describe what a student must know and be able to do to meet the standard. Indicators are performance, based statements that provide educators with a clear understanding of the expected level of student learning and guidance. Indicators provide guidance for an assessment of student learning. Indicators also help to distinguish expectations between grade levels.

Nebraska Department of Education Content Area Standards Reference Guide:  
[https://www.education.ne.gov/academicstandards/Documents/Nebraska%20Standards%20Reference%20Guide\\_Final.pdf](https://www.education.ne.gov/academicstandards/Documents/Nebraska%20Standards%20Reference%20Guide_Final.pdf)

Organization and Structure of Nebraska’s Social Studies Standards The overall structure of Nebraska’s Social Studies Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. At the broadest level, standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. Additionally, the indicators provide guidance related to the assessment of student learning. In addition to standards and indicators, the Nebraska Social Studies standards provide examples. The “For example...” statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet the learning expectations of the standards and indicators. For grades K-8, the standards and indicators are written at grade level. The K-8 standards and indicators are organized within four disciplines: Civics, Economics, Geography, and History. Within those disciplines, standards and indicators are grouped by big ideas. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005, p. 5). The high school standards and indicators are written within one grade band (HS = 9-12), and they are also organized by discipline and big ideas. Prior to each grade level and the high school grade band, a summary statement and theme are included. This provides a high-level overview of what students are expected to learn at that grade level. In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. (Source: Nebraska Social Studies Standards, 2019)

An example of the Nebraska Social Studies Standards numbering system is as follows:

<b>SS.8.1.2.a</b>
SS = content area
8 = grade level
1 = discipline
2 = standard
a = indicator



## Scope and Sequence

	5 <sup>th</sup> Grade Early U.S. History	6 <sup>th</sup> Grade Ancient and Medieval World	7 <sup>th</sup> Grade Eastern Hemisphere	8 <sup>th</sup> Grade U.S. History
<b>Social Studies</b>	<p><b>Civics</b></p> <p><b>SS 5.1.1 Synthesize and justify the structure and function of the United States government.</b> (6 indicators)</p> <p><b>SS 5.1.1.a</b> Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.</p> <p><b>SS 5.1.1.b</b> Identify and explain the structure and functions of the three branches of government.</p> <p><b>SS 5.1.1.c</b> Analyze how colonial and new states’ governments’ laws affected majority groups and marginalized groups within their population.</p> <p><b>SS 5.1.1.d</b> Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.</p> <p><b>SS 5.1.1.e</b> Justify the principles of the American Republic.</p> <p><b>SS 5.1.1.f</b> Analyze and contrast forms of government.</p> <p><b>SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life.</b> (6 indicators)</p> <p><b>SS 5.1.2.a</b> Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.</p> <p><b>SS 5.1.2.b</b> Communicate origins of national and state holidays including historical background and significance.</p>	<p><b>Civics</b></p> <p><b>SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.</b> (4 indicators)</p> <p><b>SS 6.1.1.a</b> Analyze the different forms of government through the study of early civilizations.</p> <p><b>SS 6.1.1.b</b> Identify the development of written laws and artifacts.</p> <p><b>SS 6.1.1.c</b> Communicate the various ways governmental decisions have impacted people, places, and history.</p> <p><b>SS 6.1.1.d</b> Investigate important government principles.</p> <p><b>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.</b> (2 indicators)</p> <p><b>SS 6.1.2.a</b> Describe ways individuals participate in the political process.</p> <p><b>SS 6.1.2.b</b> Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.</p> <p><b>Economics</b></p> <p><b>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.</b> (2 indicators)</p> <p><b>SS 6.2.1.a</b> Compare the benefits and costs of economic decisions made by Ancient Civilizations.</p> <p><b>SS 6.2.1.b</b> Examine how social and governmental decisions impact economic well-being.</p>	<p><b>Civics</b></p> <p><b>SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions.</b> (3 indicators)</p> <p><b>SS 7.1.1.a</b> Describe different forms and structures of government around the world and how they address the needs of the citizens.</p> <p><b>SS 7.1.1.b</b> Identify and report significant historic events and documents that have influenced governmental institutions and their function.</p> <p><b>SS 7.1.1.c</b> Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.</p> <p><b>SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.</b> (3 indicators)</p> <p><b>SS 7.1.2.a</b> Examine ways in which individuals and groups participate in the political process in different regions of the globe.</p> <p><b>SS 7.1.2.b</b> Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.</p> <p><b>SS 7.1.2.c</b> Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.</p> <p><b>Economics</b></p>	<p><b>Civics</b></p> <p><b>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.</b> (6 indicators)</p> <p><b>SS 8.1.1.a</b> Identify and describe the different systems of government.</p> <p><b>SS 8.1.1.b</b> Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.</p> <p><b>SS 8.1.1.c</b> Examine the development of foundational laws and other documents in the United States government.</p> <p><b>SS 8.1.1.d</b> Evaluate how various United States government decisions impact people, place, and history.</p> <p><b>SS 8.1.1.e</b> Describe how important government principles are shown in American government.</p> <p><b>SS 8.1.1.f</b> Analyze the development and significance of political parties in the United States.</p> <p><b>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.</b> (5 indicators)</p> <p><b>SS 8.1.2.a</b> Demonstrate ways individuals participate in the political process.</p> <p><b>SS 8.1.2.b</b> Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.</p> <p><b>SS 8.1.2.c</b> Demonstrate civic engagement.</p>



5 <sup>th</sup> Grade Early U.S. History	6 <sup>th</sup> Grade Ancient and Medieval World	7 <sup>th</sup> Grade Eastern Hemisphere	8 <sup>th</sup> Grade U.S. History
<p><b>SS 5.1.2.c</b> Interpret and communicate the significance of patriotic symbols, songs, and activities.</p> <p><b>SS 5.1.2.d</b> Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.</p> <p><b>SS 5.1.2.e</b> Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p><b>SS 5.1.2.f</b> Determine how the roles of individuals and groups influence government.</p> <p><b>Economics</b></p> <p><b>SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.</b> (1 indicator)</p> <p><b>SS 5.2.3.a</b> List examples of how additional education/training improves productivity and increases standards of living.</p> <p><b>SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.</b> (1 indicator)</p> <p><b>SS 5.2.4.a</b> Describe the historical role of innovation and entrepreneurship in a market economy.</p> <p><b>SS 5.2.5 Summarize characteristics of economic institutions in the United States.</b> (3 indicators)</p> <p><b>SS 5.2.5.a</b> Describe the importance of financial institutions to households and businesses.</p>	<p><b>SS 6.2.3 Explain the interdependence of producers and consumers.</b> (2 indicators)</p> <p><b>SS 6.2.3.a</b> Identify producers and consumers for Ancient civilizations.</p> <p><b>SS 6.2.3.b</b> Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p><b>Geography</b></p> <p><b>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface.</b> (2 indicators)</p> <p><b>SS 6.3.1.a</b> Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.</p> <p><b>SS 6.3.1.b</b> Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p><b>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.</b> (2 indicators)</p> <p><b>SS 6.3.3.a</b> Describe the impact of natural processes on the human and physical environments.</p> <p><b>SS 6.3.3.b</b> Summarize how early humans utilized and adapted to their physical environment.</p> <p><b>SS 6.3.4 Interpret and summarize patterns of culture around the world.</b> (2 indicators)</p> <p><b>SS 6.3.4.a</b> Compare and contrast characteristics of groups of people/settlements.</p>	<p><b>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.</b> (2 indicators)</p> <p><b>SS 7.2.4.a</b> Compare and contrast characteristics of different socio-economic groups in economic systems.</p> <p><b>SS 7.2.4.b</b> Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.</p> <p><b>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.</b> (3 indicators)</p> <p><b>SS 7.2.5.a</b> Define the government’s role in various economic systems.</p> <p><b>SS 7.2.5.b</b> Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.</p> <p><b>SS 7.2.5.c</b> Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.</p> <p><b>SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.</b> (1 indicator)</p> <p><b>SS 7.2.6.a</b> Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.</p> <p><b>Geography</b></p>	<p><b>SS 8.1.2.d</b> Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p><b>SS 8.1.2.e</b> Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p> <p><b>Economics</b></p> <p><b>SS 8.2.2 Understand personal and business financial management.</b> (2 indicators)</p> <p><b>SS 8.2.2.a</b> Identify skills for future financial success.</p> <p><b>SS 8.2.2.b</b> Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p> <p><b>SS 8.2.4 Justify and debate economic decisions made by North American societies.</b> (3 indicators)</p> <p><b>SS 8.2.4.a</b> Research the origins and development of the economic system, banks, and financial institutions in the United States.</p> <p><b>SS 8.2.4.b</b> Explain how tax revenues are collected and distributed.</p> <p><b>SS 8.2.4.c</b> Describe the progression of money and its role in early United States history.</p> <p><b>SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.</b> (2 indicators)</p> <p><b>SS 8.2.5.a</b> Explain that currency must be converted to make purchases in other countries.</p>



5 <sup>th</sup> Grade Early U.S. History	6 <sup>th</sup> Grade Ancient and Medieval World	7 <sup>th</sup> Grade Eastern Hemisphere	8 <sup>th</sup> Grade U.S. History
<p><b>SS 5.2.5.b</b> Explain the rules and laws that protect and support consumers.</p> <p><b>SS 5.2.5.c</b> Identify goods and services funded through federal taxes.</p> <p><b>SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.</b> (2 indicators)</p> <p><b>SS 5.2.6.a</b> Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.</p> <p><b>SS 5.2.6.b</b> Explain how trade impacts relationships between countries.</p> <p><b>Geography</b></p> <p><b>SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States.</b> (3 indicators)</p> <p><b>SS 5.3.1.a</b> Use maps and atlases to locate major human and physical features in the United States.</p> <p><b>SS 5.3.1.b</b> Apply map skills to analyze physical/political maps of the United States.</p> <p><b>SS 5.3.1.c</b> Determine why things are located where they are in the United States.</p> <p><b>SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.</b> (2 indicators)</p> <p><b>SS 5.3.2.a</b> Identify criteria used to define regions within the United States.</p>	<p><b>SS 6.3.4.b</b> Explain how cultural diffusion occurs.</p> <p><b>History</b></p> <p><b>SS 6.4.1 Analyze patterns of continuity and change over time in world history.</b> (2 indicators)</p> <p><b>SS 6.4.1.a</b> Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p><b>SS 6.4.1.b</b> Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p><b>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.</b> (2 indicators)</p> <p><b>SS 6.4.2.a</b> Identify evidence from multiple perspectives and source to better understand the complexities of world history.</p> <p><b>SS 6.4.2.b</b> Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</b> (2 indicators)</p> <p><b>SS 6.4.3.a</b> Identify how differing experiences can lead to the development of perspectives.</p> <p><b>SS 6.4.3.b</b> Interpret perspectives of marginalized and underrepresented regions around the world.</p>	<p><b>SS 7.3.2 Evaluate how regions form and change over time.</b> (3 indicators)</p> <p><b>SS 7.3.2.a</b> Classify physical and human characteristics of places and regions.</p> <p><b>SS 7.3.2.b</b> Interpret the impact of land and water features on human decisions.</p> <p><b>SS 7.3.2.c</b> Identify how humans construct major world regions and the impact on human societies.</p> <p><b>SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.</b> (2 indicators)</p> <p><b>SS 7.3.3.a</b> Explain the impact of natural processes on human and physical environments.</p> <p><b>SS 7.3.3.b</b> Research and describe how humans have utilized and adapted to their physical environment.</p> <p><b>SS 7.3.4 Examine and interpret patterns of culture around the world.</b> (2 indicators)</p> <p><b>SS 7.3.4.a</b> Compare and contrast characteristics of groups of people/settlements.</p> <p><b>SS 7.3.4.b</b> Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.</p> <p><b>SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.</b> (2 indicators)</p> <p><b>SS 7.3.5.a</b> Classify the physical or human factors that explain the</p>	<p><b>SS 8.2.5.b</b> Recognize how trade barriers impact the prices and quantity of goods.</p> <p><b>Geography</b></p> <p><b>SS 8.3.2 Examine how regions form and change over time.</b> (3 indicators)</p> <p><b>SS 8.3.2.a</b> Evaluate physical and human characteristics of places and regions.</p> <p><b>SS 8.3.2.b</b> Determine the impact of land and water features on human decisions.</p> <p><b>SS 8.3.2.c</b> Identify and justify how humans develop major world regions and the impact on human societies.</p> <p><b>SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.</b> (2 indicators)</p> <p><b>SS 8.3.3.a</b> Interpret the impact of natural processes on human and physical environments.</p> <p><b>SS 8.3.3.b</b> Analyze how humans have utilized and adapted to their physical environment.</p> <p><b>History</b></p> <p><b>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.</b> (2 indicators)</p> <p><b>SS 8.4.1.a</b> Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p><b>SS 8.4.1.b</b> Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.</p>



# U.S. History: 9<sup>th</sup> Grade



5 <sup>th</sup> Grade Early U.S. History	6 <sup>th</sup> Grade Ancient and Medieval World	7 <sup>th</sup> Grade Eastern Hemisphere	8 <sup>th</sup> Grade U.S. History
<p><b>SS 5.3.2.b</b> Identify and classify regions and places within the United States using physical and human features.</p> <p><b>SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted.</b> (3 indicators)</p> <p><b>SS 5.3.3.a</b> Identify examples of ecosystems and analyze issues related to the natural setting in the United States.</p> <p><b>SS 5.3.3.b</b> Describe the impact of extreme natural events in the United States on the human and physical environment.</p> <p><b>SS 5.3.3.c</b> Examine patterns of resource distribution and utilization in the United States.</p> <p><b>SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.</b> (3 indicators)</p> <p><b>SS 5.3.4.a</b> Compare and contrast patterns of culture within the United States over time and space.</p> <p><b>SS 5.3.4.b</b> Compare and contrast population characteristics of the United States.</p> <p><b>SS 5.3.4.c</b> Explain reasons for historical and present day migrations to and within the United States.</p> <p><b>SS 5.3.5 Use geographic skills to interpret issues and events.</b> (2 indicators)</p> <p><b>SS 5.3.5.a</b> Explain the influences of physical and human geographic</p>	<p><b>SS 6.4.4 Interpret and evaluate sources for historical context.</b> (2 indicators)</p> <p><b>SS 6.4.4.a</b> Compare and contrast primary and secondary sources of history.</p> <p><b>SS 6.4.4.b</b> Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p><b>SS 6.4.5 Apply the inquiry process to construct and answer historical questions.</b> (3 indicators)</p> <p><b>SS 6.4.5.a</b> Construct and answer inquiry questions using multiple historical sources.</p> <p><b>SS 6.4.5.b</b> Identify and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p><b>SS 6.4.5.c</b> Gather, analyze, and communicate historical information about the world from multiple sources.</p>	<p>geographic patterns of world events.</p> <p><b>SS 7.3.5.b</b> Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.</p> <p><b>History</b></p> <p><b>SS 7.4.1 Compare patterns of continuity and change over time in world history.</b> (2 indicators)</p> <p><b>SS 7.4.1.a</b> Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p><b>SS 7.4.1.b</b> Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p><b>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.</b> (2 indicators)</p> <p><b>SS 7.4.2.a</b> Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.</p> <p><b>SS 7.4.2.b</b> Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</b> (2 indicators)</p>	<p><b>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.</b> (2 indicators)</p> <p><b>SS 8.4.2.a</b> Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.</p> <p><b>SS 8.4.2.b</b> Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</b> (2 indicators)</p> <p><b>SS 8.4.3.a</b> Identify how differing experiences can lead to the development of perspectives.</p> <p><b>SS 8.4.3.b</b> Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS 8.4.4 Evaluate and interpret sources for perspective and historical context.</b> (2 indicators)</p> <p><b>SS 8.4.4.a</b> Compare and contrast primary and secondary sources of history.</p> <p><b>SS 8.4.4.b</b> Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p><b>SS 8.4.5 Apply the inquiry process to construct and answer historical questions.</b> (3 indicators)</p> <p><b>SS 8.4.5.a</b> Identify areas of inquiry by using student-generated questions about</p>



5 <sup>th</sup> Grade Early U.S. History	6 <sup>th</sup> Grade Ancient and Medieval World	7 <sup>th</sup> Grade Eastern Hemisphere	8 <sup>th</sup> Grade U.S. History
<p>features on events in the United States.</p> <p><b>SS 5.3.5.b</b> Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.</p> <p><b>History</b></p> <p><b>SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution.</b> (1 indicator)</p> <p><b>SS 5.4.1.a</b> Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.</p> <p><b>SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.</b> (2 indicators)</p> <p><b>SS 5.4.2.a</b> Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 5.4.2.b</b> Identify and describe how multiple perspectives facilitate the understanding of US history.</p> <p><b>SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.</b> (1 indicator)</p> <p><b>SS 5.4.3.a</b> Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.</p>		<p><b>SS 7.4.3.a</b> Identify how differing experiences can lead to the development of perspectives.</p> <p><b>SS 7.4.3.b</b> Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p><b>SS 7.4.4 Analyze and interpret sources for perspective and historical context.</b> (2 indicators)</p> <p><b>SS 7.4.4.a</b> Compare and contrast primary and secondary sources of history.</p> <p><b>SS 7.4.4.b</b> Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.</p> <p><b>SS 7.4.5 Apply the inquiry process to construct and answer historical questions.</b> (3 indicators)</p> <p><b>SS 7.4.5.a</b> Construct and answer inquiry questions using multiple historical sources.</p> <p><b>SS 7.4.5.b</b> Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p><b>SS 7.4.5.c</b> Gather, analyze, and communicate historical information about the world from multiple sources.</p>	<p>multiple historical sources.</p> <p><b>SS 8.4.5.b</b> Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.</p> <p><b>SS 8.4.5.c</b> Gather, analyze, and communicate historical information about United States history from multiple sources.</p>



# U.S. History: 9<sup>th</sup> Grade



5 <sup>th</sup> Grade Early U.S. History	6 <sup>th</sup> Grade Ancient and Medieval World	7 <sup>th</sup> Grade Eastern Hemisphere	8 <sup>th</sup> Grade U.S. History
<p><b>SS 5.4.4 Apply the inquiry process to construct and answer historical questions.</b> (3 indicators)</p> <p><b>SS 5.4.4.a</b> Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.</p> <p><b>SS 5.4.4.b</b> Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.</p> <p><b>SS 5.4.4.c</b> Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.</p>			



## Scope and Sequence

	9 <sup>th</sup> Grade U.S. History	10 <sup>th</sup> Grade Human Geography	10 <sup>th</sup> Grade Introduction to Economics	11 <sup>th</sup> Grade Modern World History	12 <sup>th</sup> Grade American Government
<b>Social Studies</b>	<p><b>History</b></p> <p><b>HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.</b> (3 indicators)</p> <p><b>SS HS.4.1.a (US)</b> Evaluate the cause and effect of historical events on various groups in the United States.</p> <p><b>SS HS.4.1.b (US)</b> Select, record, and interpret key national events in chronological order.</p> <p><b>SS HS.4.1.c (US)</b> Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p><b>SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b> (2 indicators)</p> <p><b>SS HS.4.2.a (US)</b> Identify and evaluate how considering multiple perspectives facilitates an understanding of history.</p> <p><b>SS HS.4.2.b (US)</b> Evaluate the relevancy, accuracy, and</p>	<p><b>Geography</b></p> <p><b>SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth’s surface.</b> (2 indicators)</p> <p><b>SS HS.3.1.a</b> Determine spatial organization of human settlements in relation to natural features.</p> <p><b>SS HS.3.1.b</b> Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.</p> <p><b>SS HS.3.2 Evaluate how regions form and change over time.</b> (3 indicators)</p> <p><b>SS HS.3.2.a</b> Analyze physical and human processes that shape places and regions.</p> <p><b>SS HS.3.2.b</b> Examine the importance of places and regions to individual and social identity, and how identities change over space and time.</p> <p><b>SS HS.3.2.c</b> Evaluate the interdependence of places and regions.</p> <p><b>SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their</b></p>	<p><b>Economics</b></p> <p><b>SS HS.2.1 Apply economic concepts that support rational decision making.</b> (2 indicators)</p> <p><b>SS HS.2.1.a</b> Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.</p> <p><b>SS HS.2.1.b</b> Assess the incentives for investing in personal education, skills, and talents.</p> <p><b>SS HS.2.2 Develop a plan to support short- and long-term goals.</b> (4 indicators)</p> <p><i>*Personal Finance Course Standard</i></p> <p><b>SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit.</b> (2 indicators)</p> <p><i>*Personal Finance Course Standard</i></p> <p><b>SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals.</b> (3 indicators)</p> <p><i>*Personal Finance Course Standard</i></p>	<p><b>History</b></p> <p><b>HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history.</b> (3 indicators)</p> <p><b>SS HS.4.1.a (WLD)</b> Evaluate the cause and effect of historical events in the world.</p> <p><b>SS HS.4.1.b (WLD)</b> Select, record, and interpret key global events in chronological order.</p> <p><b>SS HS.4.1.c (WLD)</b> Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p><b>SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b> (2 indicators)</p> <p><b>SS HS.4.2.a (WLD)</b> Identify and evaluate how considering multiple perspectives facilitates an understanding of history.</p> <p><b>SS HS.4.2.b (WLD)</b> Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p>	<p><b>Civics</b></p> <p><b>SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.</b> (8 indicators)</p> <p><b>SS HS.1.1.a</b> Examine the historical foundation that influenced the creation of the United States Constitution.</p> <p><b>SS HS.1.1.b</b> Evaluate the structure of American constitutional government.</p> <p><b>SS HS.1.1.c</b> Analyze the functions of United States government and its outcomes.</p> <p><b>SS HS.1.1.d</b> Analyze the foundation, structures, and functions of local government and its outcomes.</p> <p><b>SS HS.1.1.e</b> Analyze the foundation, structures, and functions of state government and its outcomes.</p> <p><b>SS HS.1.1.f</b> Analyze the foundation, structures, and functions of supranational organizations.</p> <p><b>SS HS.1.1.g</b> Analyze the roles that political parties have played in the United States.</p>



# U.S. History: 9<sup>th</sup> Grade



	9 <sup>th</sup> Grade U.S. History	10 <sup>th</sup> Grade Human Geography	10 <sup>th</sup> Grade Introduction to Economics	11 <sup>th</sup> Grade Modern World History	12 <sup>th</sup> Grade American Government
	<p>completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.</b> (2 indicators)  <b>SS HS.4.3.a (US)</b> Identify how differing experiences can lead to the development of perspectives.  <b>SS HS.4.3.b (US)</b> Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.</b> (4 indicators)  <b>SS HS.4.4.a (US)</b> Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.  <b>SS HS.4.4.b (US)</b> Evaluate strengths and limitations of a variety of primary and secondary historical sources.  <b>SS HS.4.4.c (US)</b> Determine</p>	<p><b>surroundings.</b> (2 indicators)  <b>SS HS.3.3.a</b> Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.  <b>SS HS.3.3.b</b> Evaluate how humans have utilized and adapted to their physical environment.</p> <p><b>SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.</b> (3 indicators)  <b>SS HS.3.4.a</b> Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.  <b>SS HS.3.4.b</b> Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.  <b>SS HS.3.4.c</b> Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p><b>SS HS.3.5 Evaluate issues and/or events using geographic</b></p>	<p><b>HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.</b> (4 indicators)  <b>SS HS.2.5.a</b> Summarize the role of competition, markets, and prices.  <b>SS HS.2.5.b</b> Illustrate how markets determine changing equilibrium prices through supply and demand analysis.  <b>SS HS.2.5.c</b> Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.  <b>SS HS.2.5.d</b> Investigate possible causes and consequences of shortages and surpluses.</p> <p><b>SS HS.2.6 Explain how economic institutions impact different individuals and various groups.</b> (3 indicators)  <b>SS HS.2.6.a</b> Explain how various economic institutions have played a role in United States economic policy and practice.  <b>SS HS.2.6.b</b> Calculate and describe the impact of economic indicators.  <b>SS HS.2.6.c</b> Describe the functions and role of the Federal Reserve System and its influence through monetary policy.</p> <p><b>SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the</b></p>	<p><b>SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups.</b> (2 indicators)  <b>SS HS.4.3.a (WLD)</b> Identify how differing experiences can lead to the development of perspectives.  <b>SS HS.4.3.b (WLD)</b> Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.</b> (4 indicators)  <b>SS HS.4.4.a (WLD)</b> Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.  <b>SS HS.4.4.b (WLD)</b> Evaluate strengths and limitations of a variety of primary and secondary historical sources.  <b>SS HS.4.4.c (WLD)</b> Determine the relationship between multiple causes and effects of events and developments in the past.  <b>SS HS.4.4.d (WLD)</b> Synthesize the relationships among historical events in the world and relevant contemporary issues.</p>	<p><b>SS HS.1.1.h</b> Analyze United States foreign policy issues.</p> <p><b>SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.</b> (6 indicators)  <b>SS HS.1.2.a</b> Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.  <b>SS HS.1.2.b</b> Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.  <b>SS HS.1.2.c</b> Engage and reflect on participation in civic activities.  <b>SS HS.1.2.d</b> Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.  <b>SS HS.1.2.e</b> Demonstrate how individuals, groups, and the media check governmental practices.  <b>SS HS.1.2.f</b> Analyze various media sources for accuracy and perspective.</p>



# U.S. History: 9<sup>th</sup> Grade



9 <sup>th</sup> Grade U.S. History	10 <sup>th</sup> Grade Human Geography	10 <sup>th</sup> Grade Introduction to Economics	11 <sup>th</sup> Grade Modern World History	12 <sup>th</sup> Grade American Government
<p>the relationship between multiple causes and effects of events and developments in the past.</p> <p><b>SS HS.4.4.d (US)</b> Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p><b>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.</b> (5 indicators)</p> <p><b>SS HS.4.5.a (US)</b> Construct meaningful questions about topics in U.S. history.</p> <p><b>SS HS.4.5.b (US)</b> Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.</p> <p><b>SS HS.4.5.c (US)</b> Select, organize, and corroborate relevant historical information about selected topics in U.S. History.</p> <p><b>SS HS.4.5.d (US)</b> Synthesize historical information to create new understandings.</p> <p><b>SS HS.4.5.e (US)</b> Communicate inquiry results within a historical context.</p>	<p><b>knowledge and geospatial skills to make informed decisions.</b> (3 indicators)</p> <p><b>SS HS.3.5.a</b> Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.</p> <p><b>SS HS.3.5.b</b> Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.</p> <p><b>SS HS.3.5.c</b> Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>	<p><b>rule of law in a market economy.</b> (1 indicator)</p> <p><b>SS HS.2.7.a</b> Assess how property rights are defined, enforced, and limited by government</p> <p><b>SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems.</b> (3 indicators)</p> <p><b>SS HS.2.8.a</b> Examine how governments utilize taxation to provide goods and services to society.</p> <p><b>SS HS.2.8.b</b> Evaluate the effectiveness of government policies altering market outcomes.</p> <p><b>SS HS.2.8.c</b> Critique government policies and regulations in areas of market failure.</p> <p><b>SS HS.2.9 Examine the government’s influence on economic systems through fiscal policy.</b> (2 indicators)</p> <p><b>SS HS.2.9.a</b> Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.</p> <p><b>SS HS.2.9.b</b> Examine the impact of fiscal policy on budget</p>	<p><b>SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions.</b> (5 indicators)</p> <p><b>SS HS.4.5.a (WLD)</b> Construct meaningful questions that initiate an inquiry.</p> <p><b>SS HS.4.5.b (WLD)</b> Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.</p> <p><b>SS HS.4.5.c (WLD)</b> Select, organize, and corroborate relevant historical information about selected topics in world history.</p> <p><b>SS HS.4.5.d (WLD)</b> Synthesize historical information to create new understandings.</p> <p><b>SS HS.4.5.e (WLD)</b> Communicate inquiry results within a historical context.</p>	



# U.S. History: 9<sup>th</sup> Grade



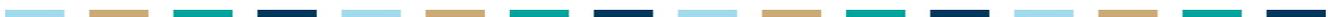
	9 <sup>th</sup> Grade U.S. History	10 <sup>th</sup> Grade Human Geography	10 <sup>th</sup> Grade Introduction to Economics	11 <sup>th</sup> Grade Modern World History	12 <sup>th</sup> Grade American Government
			<p>deficits/surpluses and national debt.</p> <p><b>SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations. (2 indicators)</b></p> <p><b>SS HS.2.10.a</b> Explore comparative advantage among different countries.</p> <p><b>SS HS.2.10.b</b> Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.</p>		



## Secondary Proficiency Scale

The proficiency scale is designed to be adapted to the unit learning goal(s) and unit standards and indicators.

Learning Goal:		
<p><b>Advanced Score 4.0</b></p>	<p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s).</p> <p>The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> <li>Exceeds expected course content/grade level standard</li> <li>Applies skills and strategies in new and unfamiliar situations</li> </ul>	<p>Unit standards and indicators as outlined in the pacing guide:</p>
<p><b>Proficient + Score 3.5</b></p>	<p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s).</p> <p>The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> <li>Demonstrates success toward exceeding course content/grade level standard</li> <li>Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations</li> </ul>	
<p><b>Proficient Score 3.0</b></p>	<p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s).</p> <p>The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> <li>Meets expected course content/grade level standard</li> <li>Retains information and applies skills and strategies in familiar situations</li> </ul>	
<p><b>Basic + Score 2.5</b></p>	<p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s).</p> <p>The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> <li>Partially meets expected course content/grade level standard</li> <li>Retains information and at times applies skills and strategies in familiar situations</li> </ul>	



# U.S. History: 9<sup>th</sup> Grade



<p><b>Basic</b> Score 2.0</p>	<p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s). The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> <li>Partially meets expected course content/grade level standard</li> <li>Retains information and simple processes in familiar situations</li> </ul>	
<p><b>Approaching Basic</b> Score 1.5</p>	<p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s). The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> <li>Partially meets some of expected course content/grade level standard</li> <li>Retains some information and simple processes in familiar situations</li> </ul>	
<p><b>Below Basic</b> Score 1.0</p>	<p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> <li>Performs below expected course content/grade level on the standard.</li> </ul> <p>Has difficulty retaining information and applying skills and strategies</p>	
<p><b>Failing</b> Score 0</p>	<p>There is <i>insufficient</i> evidence of student learning.</p>	



## Academic Vocabulary

### Six Step Vocabulary

1. **EXAMPLES** provided by teacher (not dictionary definitions)
2. **RESTATED** by students in their own words (written)  
*\*Steps 1 and 2 are done at the beginning of the unit*
3. **PICTURES** (Quick Sketches)
4. **ACTIVITIES** to add additional details (Compare & Contrast Matrix, Frayer Model, Cornell Notes, Foldables)
5. **DISCUSSED** by students (Pair Share, Numbered Heads Together, 4-Corners)  
*\*Steps 3-5 during the unit*
6. **GAMES** to review (Scattergories, Jeopardy, White Board Games)  
*\*Step 6 end of the unit*

TERM	LOCATION IN PACING GUIDE	DEFINITION
9/11	Unit 8	September 11, 2001 a series of terroristic attacks against America by Al Qaeda, killing nearly 3,000 people.
14 Points	Unit 1	President Woodrow Wilson's speech and proposal for world peace after WWI.
25 <sup>th</sup> Amendment	Unit 7	Amendment that sets up presidential line of succession if the President dies, resigns, or is unable to continue in office.
26 <sup>th</sup> Amendment	Unit 7	Amendment lowering the voting age to 18.
AIDS	Unit 8	Acquired Immunodeficiency Syndrome. A disease, first discovered in 1981, that attacks the human immune system, making it harder for the body to fight off infections and cancers.
ALLIANCES	Unit 1	In WWI, agreements nations had to help each other if one was attacked.
ANTI-SEMITISM	Unit 4	Policies, views, and actions that discriminate against Jewish people
APOLLO 11	Unit 6	July 20, 1969 the first human landing on the surface of the moon, by astronauts Neil Armstrong, from the lunar module Eagle, piloted by Buzz Aldrin and Michael Collins.
APPEASEMENT	Unit 4	Yielding to an enemy's demands in order to maintain peace.
AUTOMATION	Unit 5	New techniques introduced to the labor force in production, during the 1950's, such as machines doing the work humans normally did, especially in the car industry.
THE BEATS	Unit 5	A literary movement of poets, and intellectuals who met in small workshops, and spoke out against, what they felt superficial materialism of their parents and the middle class. Usually read to music.
CAPITALISM	Unit 2	An economic system in which factories, equipment, and other means of production are privately owned rather than controlled by government.
COLD WAR	Unit 5	The hostile but nonviolent struggle for power between the United States and the Soviet Union, as well as their respective allies, from the end of WWII until the collapse of the Soviet Union in 1991.
CONGRESS OF RACIAL EQUALITY (CORE)	Unit 5	An organization founded in 1942 that was dedicated to civil rights reform through nonviolent action.



TERM	LOCATION IN PACING GUIDE	DEFINITION
<b>CONSUMERISM</b>	Unit 2	The protection of the rights of consumers.
<b>CONTAINMENT</b>	Unit 5	After WWII, the US foreign policy practice of attempting to restrict the expansion of Soviet influence around the world.
<b>CORRUPTION</b>	Unit 2	Dishonest or fraudulent conduct by those in power, typically involving bribery.
<b>CREDIT</b>	Unit 3	The ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future.
<b>DAWES ACT</b>	PreUnit	1887 - A federal law intended to turn Native Americans into farmers and landowners by providing cooperating families with 160 acres of reservation land for farming or 320 acres for grazing.
<b>DE FACTO SEGREGATION</b>	Unit 5	People separated in society in practice, or “in fact”, instead of by law, such as city planners redlining on a map, where certain ethnic and racial groups live in cities.
<b>DE JURE SEGREGATION</b>	Unit 5	People separated in society by segregation laws.
<b>DEBIT</b>	Unit 3	Money that comes directly from a bank account that is owed to a person or company.
<b>DEFOLIANTS</b>	Unit 7	A chemical that removes the leaves from trees and plants.
<b>DEMOBILIZATION</b>	Unit 2	The act of discharging forces from military service or use.
<b>DISCRIMINATION</b>	Unit 2	The unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.
<b>DOMINO THEORY</b>	Unit 7	A theory prominent from the 1950s to the 1980s that posited that if one country in a region came under the influence of communism, then the surrounding countries would follow in a domino effect.
<b>DOVES</b>	Unit 7	People who generally do not want to go to war.
<b>DUST BOWL</b>	Unit 3	The Dust Bowl was a period of severe dust storms that greatly damaged the ecology and agriculture of the American prairies during the 1930s.
<b>ELECTORAL COLLEGE</b>	Unit 8	The process by which the President of the United States is elected, based on total number of each states House of Representatives and senators, not popular votes.
<b>EMMETT TILL</b>	Unit 5	A 14-year-old Chicago Black child, who was murdered by two White men in Mississippi, August 28, 1955 for allegedly talking “fresh” to the wife of one of the men.
<b>FASCISM</b>	Unit 4	A political system headed by a dictator that calls for extreme nationalism and often racism and no tolerance of opposition.
<b>FDA</b>	PreUnit	The Food and Drug Administration ( <i>FDA</i> ) is a government agency established in 1906 with the passage of the Federal Food and Drugs Act.
<b>FIRESIDE CHATS</b>	Unit 3	A series of radio addresses delivered by U.S. Pres. Franklin D. Roosevelt from 1933 to 1944.



TERM	LOCATION IN PACING GUIDE	DEFINITION
<b>FLEXIBLE RESPONSE</b>	Unit 5	President Kennedy's foreign policy philosophy of preferring to negotiate peace first, but not hesitate to use military force, if necessary.
<b>FREEDOM RIDES</b>	Unit 6	Civil rights activist, who rode interstate buses, from northern cities into southern cities, during the early 1960s, to challenge segregation laws.
<b>GDP</b>	Unit 3	Gross Domestic Product is the monetary value of all finished goods and services made within a country during a specific period.
<b>GENOCIDE</b>	Unit 4	The systematic killing of a racial, political, or cultural group.
<b>GREAT SOCIETY</b>	Unit 7	President Lyndon B Johnson's domestic reform program from 1965-1969, which focused on social welfare improvements including the War on Poverty, almost all of which Congress passed
<b>GULF OF TONKIN</b>	Unit 7	An international confrontation that led to the United States engaging more directly in the Vietnam War.
<b>HAWKS</b>	Unit 7	Someone who wants to engage in war, or favors war, as a solution.
<b>HOOVERVILLES</b>	Unit 3	A shantytown built by unemployed and destitute people during the Depression of the early 1930s.
<b>HUMAN RIGHTS</b>	Unit 4	Rights that are regarded as belonging to all people, such as the right to life, liberty, and equality before the law, as well as freedom of religion, expression, and assembly.
<b>IMPEACH</b>	Unit 8	To bring formal charges against a federal official.
<b>IMPERIALISM</b>	Unit 1	A policy of extending a country's power and influence through diplomacy or military force.
<b>INTEGRATION</b>	Unit 6	to end a policy that keeps people of different races apart.
<b>IRON CURTAIN</b>	Unit 5	The ideological barrier that existed between Eastern and Western Europe from 1945-1990.
<b>ISLAM</b>	Unit 8	A monotheistic religion followed by people known as Muslims.
<b>ISOLATIONISM</b>	Unit 1	A policy of remaining apart from the affairs or interests of other groups, especially the political affairs of other countries.
<b>JACKIE ROBINSON</b>	Unit 5	First black major league player, in modern times, for the Brooklyn Dodgers, in 1947. Also, a social and political activist.
<b>JIM CROW LAWS</b>	Unit 6	Any of the laws legalizing racial segregation of blacks and whites that were enacted in Southern states beginning in the 1880s and enforced through the 1950s.
<b>LAW AND ORDER</b>	Unit 6	President Richard Nixon's political slogan, during his 1969 Inauguration against the social unrest of the 1960s.
<b>LEAGUE OF NATIONS</b>	Unit 1	International diplomatic group developed after World War I as a way to solve disputes between countries before they erupted into open warfare.
<b>MALCOLM X</b>	Unit 6	An African American minister, advocated Black nationalism, which he defined as self-determination for the African American community.



TERM	LOCATION IN PACING GUIDE	DEFINITION
<b>MARSHALL PLAN</b>	Unit 5	A \$15 billion plan by Secretary of State George Marshall, to invest in war torn Europe in 1948, and counteract communist expansion.
<b>MARTIN LUTHER KING JR</b>	Unit 5	Atlanta, Georgia born preacher, who stressed non-violence as a Civil Rights leader in America during the 1950s and 1960s.
<b>MEDICAID</b>	Unit 7	Program that helps with medical costs for people with limited income and resources.
<b>MEDICARE</b>	Unit 7	a federal health insurance program that provides benefits to seniors and those with disabilities and certain illnesses
<b>MILITARISM</b>	Unit 1	The belief or desire of a government or people that a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote national interests.
<b>MODERNISM</b>	Unit 2	New ideas, styles, and social trends.
<b>NAACP</b>	PreUnit	Founded in 1909 in response to the ongoing violence against Black people around the country, the <i>NAACP</i> (National Association for the Advancement of Colored People) is the largest and most pre-eminent civil rights organization in the nation.
<b>NATIONALISM</b>	Unit 1	Identification with one's own nation and support for its interests, especially to the exclusion or detriment of the interests of other nations.
<b>NATIONAL SECURITY</b>	Unit 1	A guiding principle of foreign policy in the United States since 1947, that the government should protect the state and its citizens against all kind of "national" crises through a variety of power projections, such as political power, diplomacy, economic power, military might, etc.
<b>NEGOTIATIONS</b>	Unit 4	A formal discussion between people who are trying to reach an agreement.
<b>NEUTRALITY</b>	Unit 1	The policy of not taking sides in wars between other nations.
<b>NEW DEAL</b>	Unit 3	A series of programs launched by Franklin D. Roosevelt during his presidency to hopefully end the Great Depression.
<b>PATRIOTISM</b>	Unit 1	Love that people feel for their country.
<b>PC (PERSONAL COMPUTER)</b>	Unit 8	Invented in 1981 IBM (International Business Machine), Apple II, pioneered by Steve Jobs and Steve Wozniak.
<b>PERESTROIKA</b>	Unit 8	A policy of economic and government restructuring instituted by Mikhail Gorbachev in the Soviet Union in the 1980s.
<b>POLL TAX</b>	Unit 6	A tax of a set rate that is imposed on each person in a population
<b>POPULAR VOTE</b>	Unit 8	One person, one vote. The way congress, and state governors, and city mayors are elected, by the person who gets the most votes.
<b>PROGRESSIVES</b>	PreUnit	People championing for political and social-reforms during the first two decades of the 20 <sup>th</sup> century.
<b>PROHIBITION</b>	Unit 2	Laws banning the manufacture, transportation, and sale of alcoholic beverages.



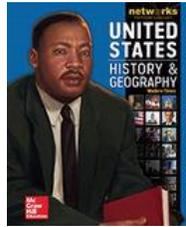
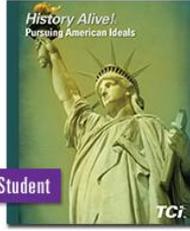
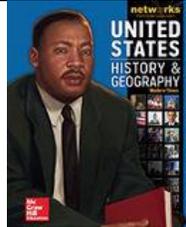
TERM	LOCATION IN PACING GUIDE	DEFINITION
<b>PROPAGANDA</b>	Unit 4	Information or rumors spread by a group or government to promote its cause or ideas or to damage an opposing cause or idea.
<b>PURE FOOD &amp; DRUG ACT</b>	PreUnit	A law passed in 1906 to remove harmful and misrepresented foods and drugs from the market and regulate the manufacture and sale of drugs and food involved in interstate trade.
<b>RACIAL IDENTITY</b>	Unit 2	A socially constructed system of classifying individuals according to characteristics that are genetically determined but not always consistent.
<b>RACISM</b>	Unit 8	The practice of imposing one groups dominance over another, based on prejudice and discriminatory policies, such as supremacist beliefs and practices.
<b>REDLINING</b>	Unit 3	An unethical practice that puts services (financial and otherwise) out of reach for residents of certain areas based on race or ethnicity.
<b>REAGANOMICS</b>	Unit 8	The economic policies put forth by President Ronald Reagan, emphasizing supply-side theory.
<b>REALPOLTIK</b>	Unit 7	A political policy based on practical rather than idealistic concerns.
<b>RESTRICTIVE COVENANTS</b>	Unit 6	An agreement in property deeds not to sell land to someone from a specific group outside of that designated in the real estate contract.
<b>ROCK AND ROLL</b>	Unit 5	Most popular music form of the 1950's of teenagers.
<b>ROSA PARKS</b>	Unit 5	American civil rights activist, and seamstress, who refuse to give up her seat on a segregated Montgomery, Alabama bus December 1, 1955.
<b>RURAL</b>	Unit 2	Relating to, or characteristic, of the countryside rather than the town/city.
<b>SEGREGATION</b>	Unit 6	The separation or isolation of a race, class, or group.
<b>SOCIALISM</b>	Unit 3	A political theory that advocates ownership of the means of production, such as factories and farms, by the people rather than by capitalists and landowners.
<b>STRATEGIC DEFENSE INITIATIVE</b>	Unit 8	President Reagan's quarter of a trillion-dollar defense system to protect America from incoming missile attack by the Soviet Union during the 1980's, nicknamed "Star Wars."
<b>SPACE RACE</b>	Unit 5	America and Russia's technology competition to achieve innovation first outside of earth and military defense.
<b>STOCK MARKET</b>	Unit 3	"Place" where people can buy and sell stocks- pieces of companies.
<b>TOTAL WAR</b>	Unit 4	A military policy in which one side in a conflict decides it is willing to make any sacrifice necessary to completely defeat the opposing side
<b>TOTALITARIANISM</b>	Unit 4	A system in which the government totally controls all aspects of a society, including the economy.
<b>TRADITIONALISM</b>	Unit 2	Deep respect for long-held cultural and religious values.



TERM	LOCATION IN PACING GUIDE	DEFINITION
<b>TRENCH WARFARE</b>	Unit 1	Warfare in which opposing armed forces attack, counterattack, and defend from relatively permanent systems of trenches dug into the ground.
<b>UNEMPLOYMENT</b>	Unit 3	The number of people who don't have jobs, or the program funded by the government to give money to those not working while they get a new job.
<b>URBAN</b>	Unit 2	Relating to, or characteristic, of a town or city.
<b>WAR POWERS ACT</b>	Unit 7	Law that requires the president to notify Congress within 48 hours of committing armed forces to military action and forbids armed forces from remaining for more than 60 days.
<b>WATERGATE</b>	Unit 7	Political scandal involving President Nixon where he was accused of having people break into a Democratic Party office and then trying to cover it up.
<b>WOODSTOCK</b>	Unit 6	A three-day 1969 music festival on farmland, outside of New York, featuring Jimi Hendrix, Janis Joplin, Santana, Sly and the Family Stone, Ozzy Osborne, and a host of others before and estimated 400,000 people.
<b>WPA</b>	Unit 3	Program where the government paid people to build bridges and other projects during the Great Depression.



## District Adopted Resources

<b>Student Textbook</b>	
<ul style="list-style-type: none"> <li><i>United States History &amp; Geography, 978-0-07-664723-1, Modern Times, 2015</i></li> <li><i>HA! Pursuing American Ideals, 978-1-934534-88-5, 2013</i></li> </ul>	<div style="display: flex; justify-content: space-around;">   </div>
<b>Teacher Manuals</b>	
<ul style="list-style-type: none"> <li><i>United States History &amp; Geography, 978-0-07-664730-9, Modern Times, 2015</i></li> <li><i>United States History &amp; Geography Chapter Tests and Lesson Quizzes, 978-0-07-664133-8, Modern Times, 2015</i></li> </ul>	
<b>Materials</b>	
<b>Online Resources</b>	
<p><u>Online Resources from Publisher:</u>                  McGraw Hill Online Textbook available via Clever                  TCI: <a href="http://www.teachtci.com">www.teachtci.com</a></p>	
<b>Supplemental Resources</b>	

**Textbook replacements**

Textbooks that have been lost or damaged should be replaced annually by individual buildings. District adopted resources can be purchased through the annual order using district-allocated off-formula funds. No class sets should be used.



## Use of Video in Instruction

The use of video (i.e., DVDs, videotapes, streaming video, YouTube, etc.), when used to judiciously, can effectively promote student learning in the classroom. Brain research shows that students in grades K-7 can generally attend to instruction for 5-12 minutes while older adolescents can attend for approximately 12-15 minutes before their attention lags (Jensen, 1998). Researchers have suggested that students' focus wanes after 10 minutes of passive viewing of videos (Adams and Hamm, 2001). So, while videos can enrich educational experiences, educators must be conscious of time constraints on a student's ability to attend and process visual media (Schulz, 2006).

When using video, district best practices must be considered and all of the following conditions must be met:

- Copyright laws must always be followed.
- Video may not be used during instructional time for the purpose of entertainment, incentives, or reward. This is a copyright violation.
- The video must be previewed by the instructor prior to classroom use.
- Video that is used in a lesson should be documented in the lesson plan.
- Excerpts should be generally used along with activities requiring active student involvement such as discussion or analysis of the media.
- Complete videos that last more than one instructional period should be used only if they are approved as part of an established curriculum. These resources should be written into curriculum guides and/or maintained by the content area supervisor. A public performance license is required when showing video for entertainment purposes and is permitted only during non-instructional time (i.e. after school, during recess, movie nights, etc.) Movie Licensing USA [www.movlic.com/](http://www.movlic.com/) provides public performance license for schools.

Adams, D. and M. Hamm, *Literacy in a Multimedia Age*. Norwood, MA: Christopher-Gordon Publishers, Inc., 2001<sup>[1]</sup>

Jensen, E. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

Schulz, Cynthia D. "Timing Is Everything: Using Videos and DVDs with Students." *Library Media Connection* 24.4(2006): 14-17. *Education Research Complete*. Web 19 Mar, 2015.

