

**Tunkhannock Area School District
Grade 9 -U.S. History I
Curriculum Map**

Imperialism

Targeted Standard(s): Common Core

- 8.1.12A – Evaluate chronological thinking
- 8.1.12B - Synthesize and evaluate historical sources
- 8.1.12C – Evaluate historical interpretation of events
- 8.1.12D – synthesize historical research
- 8.2.12A – Evaluate the political and cultural contributions of individuals and contributions of individuals and groups to Pennsylvania history from 1890 to present
- 8.3.12A – Identify and evaluate the political and cultural contributions 8.3.12B – Identify and evaluate primary documents, material artifacts and historic sites important in the United States history from 1890 to present
- 8.3.12C - Evaluate how continuity and change has influenced United States history from 1890 to present
- 8.3.12D- Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to present
- 7.3.12B – Analyze the significance of human activity in shaping places and regions by their cultural characteristics
- 7.3.12E – Analyze the significance of human activity in shaping places and regions by their political characteristics
- 6.3.12B – Evaluate the economic reasoning behind a choice

Targeted Standards(s): SAS:

- **8.1.U.A:** Evaluate patterns of continuity and change over time, applying **context of events**.
- **8.1.U.B:** Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships
- **8.1.U.C:** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- **8.2.U.A:** Evaluate the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- **8.3.U.A:** Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- **8.3.U.B:** Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- **8.3.U.C:** Evaluate how continuity and change have impacted the United States.
 - **Belief systems** and religions
 - Commerce and industry
 - Technology
 - **Politics** and government
 - Physical and **human geography**
 - **Social** organizations
- **8.3.U.D:** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
 - **Ethnicity** and race

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- Working conditions
 - Immigration
 - Military **conflict**
 - **Economic** stability
-
- **7.3.U.A:** Analyze the human characteristics of **places** and **regions** using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
-

Reading Standards for Literacy grades 9-10

- CC 8.5.9-10A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC 8.5.9-10B . Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC 8,5.9-10C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or s CC.8.59-10D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CC8.5.9-10E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CC 8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC 8.5.9-10G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC 8.5.9-10H. Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- CC.8.5.9-10I. Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.5.9-10.J. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing Standards for Literacy 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

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- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings:

- The United States evolves into a world power as a result of imperialism
- Political and economic changes develop as a result of expansionist policies
- Transitions in thought and life styles occur as a result of imperialism

Essential Questions:

- What advantages and disadvantages did the United States experience as a result of imperialism?
- How did political, social and economic changes impact U.S. citizens, immigrants and colonized peoples?
- What impact did imperialism have on the United States today?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The political, social and economic benefits the U.S. acquired from expansion • The territorial changes of the United States that occurred as a result of the Spanish-American War 	<ul style="list-style-type: none"> • Understand the United States involvement in acquiring an overseas colonial empire • Understand U. S expansion internationally during the early 1800's to 1900 • Provide reason for and result of the Spanish American War 	<ul style="list-style-type: none"> • Lecture • multi-media presentation, • note taking • research • primary source document perusal • projects • cooperative learning exercises • interpersonal activities, 	<ul style="list-style-type: none"> • Tests, • projects • quizzes • homework • question/answer evaluation

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		<ul style="list-style-type: none">• intrapersonal activities, connections to current events	
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Materials/Resources/Technology
<ul style="list-style-type: none">• History of a Free Nation – McGraw Hill• A History of the United States – Boorstin and Kelley

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Progressive Reform Era

Targeted Standard(s): Common Core

- 8.1.12A – Evaluate chronological thinking
- 8.1.12B - Synthesize and evaluate historical sources
- 8.1.12C – Evaluate historical interpretation of events
- 8.1.12D – synthesize historical research
- 8.2.12A – Evaluate the political and cultural contributions of individuals and contributions of individuals and groups to Pennsylvania history from 1890 to present
- 8.2.12B – Identify and evaluate primary documents, material artifacts and historic sites important in Pennsylvania History from 1890 to present
- 8.3.12A – Identify and evaluate the political and cultural contributions 8.3.12B – Identify and evaluate primary documents, material artifacts and historic sites important in the United States history from 1890 to present
- 8.3.12C - Evaluate how continuity and change has influenced United States history from 1890 to present
- 8.3.12D- Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to present
- 7.3.12A – Analyze the significance of human activity in shaping places and regions by their population characteristics
- 7.3.12C – Analyze the significance of human activity in shaping places and regions by their settlement characteristics
- 7.3.12E – Analyze the significance of human activity in shaping places and regions by their political characteristics
- 7.4.12A – Analyze the impact of physical systems on people
- 7.4.12B – Analyze the impact of people on physical systems
- 6.1.12G – Evaluate types of tax systems
- 6.1.12K – Analyze the impact of media on decision-making of consumers, producers and policymakers
- 6.4.12A – Analyze how specialization may increase the standard of living
- 6.5.12A – Analyze the factors influencing wages
- 6.5.12B – Evaluate how changes in education, incentives, technology and capital investment alter productivity
- 6.5.12F – Assess the impact of entrepreneurs on the economy

Targeted Standards(s): SAS:

- **8.1.U.A:** Evaluate patterns of continuity and change over time, applying **context of events**.
- **8.1.U.B:** Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships
- **8.1.U.C:** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- **8.2.U.A:** Evaluate the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- **8.3.U.A:** Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- **8.3.U.B:** Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.

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- **8.3.U.C:** Evaluate how continuity and change have impacted the United States.
 - **Belief systems** and religions
 - Commerce and industry
 - Technology
 - **Politics** and government
 - Physical and **human geography**
 - **Social** organizations
- **8.3.U.D:** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
 - **Ethnicity** and race
 - Working conditions
 - Immigration
 - Military **conflict**
 - **Economic** stability
- **7.4.U.A:** Analyze the effects of changes in the physical systems.
- **7.4.U.B:** Analyze the effects of human activity on the physical systems.
- **6.1.U.B:** Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- **6.2.U.A:** Analyze the flow of **goods** and **services** in the national economy.
- **6.2.U.D:** Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- **6.2.U.F:** Analyze the impact of **private economic institutions** on individuals and groups over time.

Reading Standards for Literacy grades 9-10

- CC.8.5.9-10A.. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.9-10.C.. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- CC.8.5.9-10.D.. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.

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- CC.8.5.9-10.J. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing Standards for Literacy 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings:

- The domestic and foreign impact of Theodore Roosevelt’s administration
- How reformers can influence and initiate profound changes within society

Essential Questions:

- What legacy did Roosevelt leave?
- What legacy did Taft leave?
- How did the Progressive movement change U.S. society in the early 20th century?
- What impact does Progressivism have on U.S. society today?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed

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<ul style="list-style-type: none"> • Traits in the young Theodore Roosevelt that showed up in President Roosevelt • The reform movements impact on U.S. society • Business abuses that affected workers, consumers, business competitors and other victims • The suffragette movements impact on U.S. Society • Business abuses that affected workers, consumers, business competitors and other victims • Milestones and failures of the Roosevelt and Taft Administrations 	<ul style="list-style-type: none"> • Understand the background , philosophy and reform legislation of Theodore Roosevelt • Identify progressivism, reform movements and writers • Describe child labor during the Progressive era and legislation that addressed it • Understand the impact of women’s suffrage and the movement • Identify the steps taken to address consumer protection • Compare and contrast the Roosevelt and Taft administrations 	<ul style="list-style-type: none"> • Lecture • multi-media presentation, • note taking • research • primary source document perusal • projects • cooperative learning exercises • interpersonal activities, • intrapersonal activities, • connections to current events 	<ul style="list-style-type: none"> • Tests, • projects • quizzes • homework • question/answer evaluation
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Materials/Resources/Technology
<ul style="list-style-type: none"> • History of a Free Nation – McGraw Hill • A History of the United States – Boorstin and Kelley

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World War I

Targeted Standard(s): Common Core

- 8.1.12A – Evaluate chronological thinking
- 8.1.12B - Synthesize and evaluate historical sources
- 8.1.12C – Evaluate historical interpretation of events
- 8.1.12D – synthesize historical research
- 8.2.12A – Evaluate the political and cultural contributions of individuals and contributions of individuals and groups to Pennsylvania history from 1890 to present
- 8.3.12A – Identify and evaluate the political and cultural contributions 8.3.12B – Identify and evaluate primary documents, material artifacts and historic sites important in the United States history from 1890 to present
- 8.3.12C - Evaluate how continuity and change has influenced United States history from 1890 to present
- 8.3.12D- Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to present
- 7.3.12E – Analyze the significance of human activity in shaping places and regions by their political characteristics

Targeted Standards(s): SAS:

- **8.1.U.A:** Evaluate patterns of continuity and change over time, applying **context of events**.
- **8.1.U.B:** Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships
- **8.1.U.C:** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- **8.2.U.A:** Evaluate the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- **8.3.U.A:** Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- **8.3.U.B:** Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- **8.3.U.C:** Evaluate how continuity and change have impacted the United States.
 - **Belief systems** and religions
 - Commerce and industry
 - Technology
 - **Politics** and government
 - Physical and **human geography**
 - **Social** organizations
- **8.3.U.D:** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
 - **Ethnicity** and race
 - Working conditions
 - Immigration
 - **Military conflict**

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- **Economic** stability

- **7.3.U.A:** Analyze the human characteristics of **places** and **regions** using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities

Reading Standards for Literacy grades 9-10

- CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.B.. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
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- CC.8.5.9-10.E.. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CC.8.5.9-10.F.. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.5.9-10.J. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing Standards for Literacy 11-12

- CC.8.6.11-12.A.. Write arguments focused on *discipline-specific content*.
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 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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<ul style="list-style-type: none"> d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. <ul style="list-style-type: none"> • CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The impact of World War 1 on Europe • The impact of World War 1 on the United States • Attack on Civil liberties and personal freedoms • The relationship of the Treaty of Versailles and the rise of Adolph Hitler
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did WW1 influence politics on a domestic and international level? • What social, economic and environmental consequences resulted from WW1? • How did WW1 contribute to the rise of Adolph Hitler?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The development of World War 1 • Curtailment of civil rights and freedoms • International law and neutral rights • The Western Front • Curtailment of civil rights and freedoms • Mobilization 	<ul style="list-style-type: none"> • Identify the causes and reasons for World War 1. • Impact of propaganda • Identify the reasons for U.S. involvement in World War 1 • Describe the impact of trench warfare on military strategies • Explain U.S. preparation for war and the home front • Impact of U.S. troop deployment on the nature of war in Europe • Provisions and results of the Treaty of Versailles 	<ul style="list-style-type: none"> • Lecture • multi-media presentation, • note taking • research • primary source document perusal • projects • cooperative learning exercises • interpersonal activities, 	<ul style="list-style-type: none"> • Tests, • projects • quizzes • homework • question/answer evaluation

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<ul style="list-style-type: none">• U.S. entrance into World War 1• Treaty of Versailles	<ul style="list-style-type: none">• U.S. reaction toward the Treaty of Versailles	<ul style="list-style-type: none">• intrapersonal activities,• connections to current events	
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Materials/Resources/Technology
<ul style="list-style-type: none">• History of a Free Nation – McGraw Hill• A History of the United States – Boorstin and Kelley

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The 1920's

Targeted Standard(s): Common Core

- 8.1.12A – Evaluate chronological thinking
- 8.1.12B - Synthesize and evaluate historical sources
- 8.1.12C – Evaluate historical interpretation of events
- 8.1.12D – synthesize historical research
- 8.2.12A – Evaluate the political and cultural contributions of individuals and contributions of individuals and groups to Pennsylvania history from 1890 to present
- 8.2.12D – Synthesize historical research
- 8.3.12A – Identify and evaluate the political and cultural contributions 8.3.12B – Identify and evaluate primary documents, material artifacts and historic sites important in the United States history from 1890 to present
- 8.3.12C - Evaluate how continuity and change has influenced United States history from 1890 to present
- 8.3.12D- Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to present
- 7.3.12A – Analyze the significance of human activity in shaping places and regions by their population characteristics
- 7.3.12B – Analyze the significance of human activity in shaping places and regions by their cultural characteristics
- 7.3.12C – Analyze the significance of human activity in shaping places and regions by their settlement characteristics
- 7.3.12D – Analyze the significance of human activity in shaping places and regions by their economic characteristics
- 6.1.12A – Evaluate the strengths and weaknesses of traditional, command and market economies
- 6.1.12B – Analyze the impact of traditional command and market economies on the United States economy
- 6.1.12D – Describe historical examples of expansion, recession and depression internationally
- 6.2.12A – Analyze the flow of products, resources and money in a mixed economy
- 6.2.12D – Evaluate changes in economic institutions overtime
- 6.2.12E – Predict how changes in supply and demand affect equilibrium price and quantity sold
- 6.2.12F – Identify and analyze forces that can change price
- 6.2.12K – Analyze the impact of media on decision-making of consumers, producers and policymakers
- 6.4.12A – Analyze how specialization may increase the standard of living
- 6.4.12B – analyze the relationships between trade, competition and productivity
- 6.4.12C – Evaluate how a nation might benefit by lowering or removing trade barriers
- 6.4.12D – Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns.

Targeted Standards(s): SAS:

- **8.1.U.A:** Evaluate patterns of continuity and change over time, applying **context of events**.

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- **8.1.U.B:** Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships
- **8.1.U.C:** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- **8.2.U.A:** Evaluate the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- **8.2.U.B:** Evaluate the importance of various historical **documents, artifacts**, and places in Pennsylvania which are critical to U.S.
- **8.3.U.A:** Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- **8.3.U.B:** Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- **8.3.U.C:** Evaluate how continuity and change have impacted the United States.
 - **Belief systems** and religions
 - Commerce and industry
 - Technology
 - **Politics** and government
 - Physical and **human geography**
 - **Social** organizations

- **8.3.U.D:** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
 - **Ethnicity** and race
 - Working conditions
 - Immigration
 - Military **conflict**
 - **Economic** stability

- **7.3.U.A:** Analyze the human characteristics of **places** and **regions** using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities

- **6.2.U.A:** Analyze the flow of **goods** and **services** in the national economy.
- **6.2.U.C:** Evaluate the impact of advertising and media on individual and group behavior throughout United States history.

- **6.2.U.D:** Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.

- **6.3.U.B:** Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
 - Ethnicity and Race
 - Working conditions

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- Immigration
 - Military conflict
 - Economic Stability (Reference History Standards 8.3.9.D.)
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- **6.4.U.A:** Explain how **specialization** contributes to economic interdependence on a national and international level.

Reading Standards for Literacy grades 9-10

- CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.5.9-10.J. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing Standards for Literacy 11-12

- CC.8.6.9-10.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

**Tunkhannock Area School District
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<ul style="list-style-type: none"> CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Impact of social, cultural and technological changes on U.S. society Adverse affects of disillusionment and fear on minorities Clash of traditional values and modern advances
<p>Essential Questions:</p> <ul style="list-style-type: none"> What were the political accomplishments and failures of the Harding, Coolidge and Hoover administrations? How did post war disillusionment contribute to radicalism within U.S. society? How did Prohibition contribute to political, social and economic changes in the United States? What were the social, cultural and technological changes of the 1920's?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> Post War disillusionment Harding Presidency Presidents Coolidge and Hoover Political and social radicalism of the 20's Prohibition era Social, cultural and technological changes and advances 	<ul style="list-style-type: none"> Identify radicalism in postwar United States Indicate the accomplishments and failures of the Harding Administration Describe the political impact of the elections of 1924 and 1928 Understand the power and political influence of the KKK Understand the impact Prohibition had on U.S. government and society Identify the changes in American society(innovations, fads and immigration) Describe the social and cultural effects of the Jazz Age Understand the clash of cultural values 	<ul style="list-style-type: none"> Lecture multi-media presentation, note taking research primary source document perusal projects cooperative learning exercises interpersonal activities, intrapersonal activities, connections to current events 	<ul style="list-style-type: none"> Tests, projects quizzes homework question/answer evaluation

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Curriculum Map**

Materials/Resources/Technology

- History of a Free Nation – McGraw Hill
- A History of the United States – Boorstin and Kelley

The Stock Market Crash and Great Depression

Targeted Standard(s): Common Core

- 8.1.12A - Evaluate chronological thinking.
- 8.1.12B - Synthesize and evaluate historical sources.
- 8.1.12C - Evaluate historical interpretation of events.
- 8.1.12D - Synthesize historical research.
- 8.2.12A - Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to Present.
- 8.2.12B - Identify and evaluate primary documents, material artifacts and historic sites important in Pennsylvania history from 1890 to Present.
- 8.2.12C - Identify and evaluate how continuity and change have influenced Pennsylvania history from the 1890s to Present.
- 8.2.12D - Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania history from 1890 to Present. Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
- 8.3.12A - Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present
- 8.3.12B - Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
- 8.3.12C - Evaluate how continuity and change has influenced United States history from 1890 to Present.
- 8.3.12D - Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.
- 7.1.12B - Analyze the location of places and regions.
- 7.3.12A - Analyze the significance of human activity in shaping places and regions by their population characteristics
- 7.4.12B -Analyze the impacts of people on physical systems. Evaluate the strengths and weaknesses of traditional, command and market economies.
- 6.1.12A -Analyze the impact of traditional, command and market economies on the United States economy.
- 6.1.12B - Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.
- 6.1.12C - Describe historical examples of expansion, recession, and depression internationally.
- 6.1.12D - Describe historical examples of expansion, recession, and depression internationally
- 6.2.12D -Evaluate changes in economic institutions over time (e.g., stock markets, non-government organizations).
- 6.2.12E - Predict how changes in supply and demand affect equilibrium price and quantity sold.
- 6.2.12F - Identify and analyze forces that can change price.
- 6.2.12H - Evaluate the economic roles of governments.
- 6.2.12I - Evaluate government decisions to provide public goods.

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- 6.2.12K - Analyze the impact of media on decision-making of consumers, producers and policymakers
- 6.3.12A - Analyze actions taken as a result of scarcity issues in the regional, national and international economies.
- 6.3.12B - Evaluate the economic reasoning behind a choice.
- 6.4.12B - Analyze the relationships between trade, competition and productivity.
- 6.4.12C - Evaluate how a nation might benefit by lowering or removing trade barriers.
- 6.4.12D - Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns.
- 6.5.12A - Analyze the factors influencing wages. Analyze the risks and returns of various investments.
- 6.5.12G - Analyze the risks and returns of various investments.
- R11.A.1.1 Identify and apply the meaning of vocabulary
- R11.A.1.3 Make inferences, draw conclusions, and make generalizations based on text
- R11.A.1.6.1 Identify and/or analyze examples of text that support the author's intended purpose
- R11.B.1 Understand components within and between texts
- R11.B.3 Understand concepts and organization of non-fictional text

Targeted Standards(s): SAS:

- **8.1.U.A:** Evaluate patterns of continuity and change over time, applying **context of events**.
- **8.1.U.B:** Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships
- **8.1.U.C:** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- **8.2.U.A:** Evaluate the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- **8.2.U.B:** Evaluate the importance of various historical **documents, artifacts**, and places in Pennsylvania which are critical to U.S.
- **8.2.U.C:** Evaluate continuity and change in Pennsylvania are interrelated to the U.S.
 - **Belief systems** and religions
 - Commerce and industry
 - Technology
 - **Politics** and government
 - Physical and **human geography**
 - **Social** organizations
- **8.2.U.D:** Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
 - **Ethnicity** and race
 - Working conditions

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- Immigration
- Military **conflict**
- **Economic** stability

- **8.3.U.A:** Compare the role groups and individuals played in the **social, political,** cultural, and **economic** development of the U.S.
- **8.3.U.B:** Compare the impact of historical **documents, artifacts,** and places which are critical to the U.S.
- **8.3.U.C:** Evaluate how continuity and change have impacted the United States.
 - **Belief systems** and religions
 - Commerce and industry
 - Technology
 - **Politics** and government
 - Physical and **human geography**
 - **Social** organizations

- **8.3.U.D:** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
 - **Ethnicity** and race
 - Working conditions
 - Immigration
 - Military **conflict**
 - **Economic** stability

- **7.3.U.A:** Analyze the human characteristics of **places** and **regions** using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities

- **6.1.U.A:** Analyze how **choices** are made because of **scarcity.**
- **6.1.U.B:** Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- **6.1.U.C:** Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- **6.2.U.A:** Analyze the flow of **goods** and **services** in the national economy.
- **6.2.U.C:** Evaluate the impact of advertising and media on individual and group behavior throughout United States history.
- **6.2.U.D:** Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- **6.2.U.E:** Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, **recession,** and **depression.**
- **6.2.U.F:** Analyze the impact of **private economic institutions** on individuals and groups over time.

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- **6.4.U.C:** Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. (Reference History Standards 8.3.9.A.)
- **6.4.U.D:** Explain how the level of development of transportation, communication networks, and technology affect economic **interdependence**.
- **6.5.U.B:** Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. (Reference History Standards 8.3.9.A.)
- **6.5.U.E:** Define wealth and describe its distribution within and among the political divisions of the United States.

Reading Standards for Literacy grades 9-10

- CC.8.5.9-10A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CC.8.5.9-10F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.G. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.8.5.9-10.H. Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.5.9-10.I. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing Standards for Literacy 11-12

- CC.8.6.11-12.A.. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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<p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <ul style="list-style-type: none"> CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Reason for the Stock Market crash Impact of the Depression on American society Impact of the New Deal – past and present
<p>Essential Questions:</p> <ul style="list-style-type: none"> What factors contribute to the collapse of the Stock Market? What were the political accomplishments and failures of Hoover and Roosevelt? What impact did the New Deal have on society during the Depression era and today?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> Basic economic concepts of the Stock Market Hoover and Roosevelt Presidencies The New Deal Depression era society 	<ul style="list-style-type: none"> Define speculation and buying on margin Understand the Stock Market boom Identify factors contributing to the collapse of the Stock Market Identify the accomplishments and failures of the Hoover and Roosevelt administrations Understand the essentials of the New Deal programs Identify the effects of the New Deal on American society Identify the impact the Great Depression had on minorities Describe the culture of the 1930s 	<ul style="list-style-type: none"> Lecture multi-media presentation, note taking research primary source document perusal projects cooperative learning exercises interpersonal activities, intrapersonal activities, connections to current events 	<ul style="list-style-type: none"> Tests, projects quizzes homework question/answer evaluation

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Materials/Resources/Technology

- History of a Free Nation – McGraw Hill
- A History of the United States – Boorstin and Kelley

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World War 2

Targeted Standard(s): Common Core

- 8.1.12A - Evaluate chronological thinking.
- 8.1.12B - Synthesize and evaluate historical sources.
- 8.1.12C - Evaluate historical interpretation of events.
- 8.1.12D - Synthesize historical research.
- 8.2.12A - Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to Present.
- 8.3.12A - Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
- 8.3.12B - Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
- 8.3.12C - Evaluate how continuity and change has influenced United States history from 1890 to Present.
- 8.3.12D - Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.
- 7.1.12B - Analyze the location of places and regions
- 7.3.12E - Analyze the significance of human activity in shaping places and regions by their political characteristics:
- 6.1.12C - Assess the strength of the regional, national and/or international economy and compare it to another time period based upon economic indicators.
- 6.1.12D - Describe historical examples of expansion, recession, and depression internationally.
- 6.4.12C - Evaluate how a nation might benefit by lowering or removing trade barriers.
- 6.4.12D - Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns
- R11.A.1.1 Identify and apply the meaning of vocabulary
- R11.A.1.3 Make inferences, draw conclusions, and make generalizations based on text
- R11.A.1.6.1 Identify and/or analyze examples of text that support the author's intended purpose
- R11.B.1 Understand components within and between texts
- R11.B.3 Understand concepts and organization of non-fictional text

Targeted Standards(s): SAS:

- **8.1.U.A:** Evaluate patterns of continuity and change over time, applying **context of events**.
- **8.1.U.B:** Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships
- **8.1.U.C:** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- **8.2.U.A:** Evaluate the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- **8.3.U.A:** Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- **8.3.U.B:** Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.

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- **8.3.U.C:** Evaluate how continuity and change have impacted the United States.
 - **Belief systems** and religions
 - Commerce and industry
 - Technology
 - **Politics** and government
 - Physical and **human geography**
 - **Social** organizations

- **7.2.U.A:** Analyze the physical characteristics of **places** and **regions**, including the interrelationships among the components of Earth’s physical systems.
- **7.2.U.B:** Analyze the significance of physical processes in shaping the character of **places** and **regions**.
- **7.3.U.A:** Analyze the human characteristics of **places** and **regions** using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities

- **6.2.U.A:** Analyze the flow of **goods** and **services** in the national economy.
- **6.2.U.D:** Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- **6.2.U.E:** Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, **recession**, and **depression**.
- **6.2.U.F:** Analyze the impact of **private economic institutions** on individuals and groups over time.
- **6.4.U.A:** Explain how **specialization** contributes to economic interdependence on a national and international level.
- **6.4.U.D:** Explain how the level of development of transportation, communication networks, and technology affect economic **interdependence**.

Reading Standards for Literacy grades 9-10

- CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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- CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.5.9-10.J. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing Standards for Literacy 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings:

- Causes of WW2
- Reasons for the Holocaust
- The role of the U.S. prior to , during and after war
- Development of the atomic age/Cold War

Essential Questions:

- What events contributed to the onset of WW2?
- What role did the U.S. play during the war?
- How could the Holocaust happen?
- What military strategies and battles contributed to defeating the enemies?
- What role did conferences contribute to war’s end and aftermath?

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Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • Causes of war • The United States role during WW2 • Anti-Semitism and the Holocaust • Major battles of WW2 • War's end and results 	<ul style="list-style-type: none"> • Identify events leading to war • Identify causes of war • Understand U.S. foreign policy during the war • Understand anti-Semitism in Germany • Characterize the spread of war in Europe • Identify FDR's efforts to aid the Allies • Describe U.S. involvement in WW2 • Describe U.S. mobilization for war • Identify how the war was financed • Understand the course of war in Europe and the pacific • Identify outcomes of war time conferences 	<ul style="list-style-type: none"> • Lecture • multi-media presentation, • note taking • research • primary source document perusal • projects • cooperative learning exercises • interpersonal activities, • intrapersonal activities, • connections to current events 	<ul style="list-style-type: none"> • Tests, • projects • quizzes • homework • question/answer evaluation

Materials/Resources/Technology
<ul style="list-style-type: none"> • History of a Free Nation – McGraw Hill • A History of the United States – Boorstin and Kelley

The Cold War

Targeted Standard(s): Common Core

- 8.1.12A - Evaluate chronological thinking.
- 8.1.12B - Synthesize and evaluate historical sources.
- 8.1.12C - Evaluate historical interpretation of events.
- 8.1.12D - Synthesize historical research.
- 8.2.12A - Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to Present.
- 8.2.12B - Identify and evaluate primary documents, material artifacts and historic sites important in Pennsylvania history from 1890 to Present.
- 8.2.12C - Identify and evaluate how continuity and change have influenced Pennsylvania history from the 1890s to Present.
- 8.2.12D - Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania history from 1890 to Present.
- 8.3.12A - Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
- 8.3.12B - Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
- 8.3.12C - Evaluate how continuity and change has influenced United States history from 1890 to Present.
- 8.3.12D - Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.
- 7.3.12A - Analyze the significance of human activity in shaping places and regions by their population characteristics
- 7.3.12E - Analyze the significance of human activity in shaping places and regions by their political characteristics:
- 7.4.12B - Analyze the impacts of people on physical systems.
- 6.1.12D - Describe historical examples of expansion, recession, and depression internationally
- 6.4.12B - Analyze the relationships between trade, competition and productivity
- 6.5.12B - Evaluate how changes in education, incentives, technology and capital investment alter productivity.
- 6.5.12F - Assess the impact of entrepreneurs on the economy
- R11.A.1.1 Identify and apply the meaning of vocabulary
- R11.A.1.3 Make inferences, draw conclusions, and make generalizations based on text
- R11.A.1.6.1 Identify and/or analyze examples of text that support the author's intended purpose
- R11.B.1 Understand components within and between texts
- R11.B.3 Understand concepts and organization of non-fictional text

Targeted Standards(s): SAS:

- **8.1.U.A:** Evaluate patterns of continuity and change over time, applying **context of events**.
- **8.1.U.B:** Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships
- **8.1.U.C:** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- **8.2.U.A:** Evaluate the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.

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- **8.2.U.B:** Evaluate the importance of various historical **documents, artifacts**, and places in Pennsylvania which are critical to U.S.
- **8.2.U.C:** Evaluate continuity and change in Pennsylvania are interrelated to the U.S.
 - **Belief systems** and religions
 - Commerce and industry
 - Technology
 - **Politics** and government
 - Physical and **human geography**
 - **Social** organizations
- **8.2.U.D:** Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
 - **Ethnicity** and race
 - Working conditions
 - Immigration
 - Military **conflict**
 - **Economic** stability
- **8.3.U.A:** Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development of the U.S.
- **8.3.U.B:** Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- **8.3.U.C:** Evaluate how continuity and change have impacted the United States.
 - **Belief systems** and religions
 - Commerce and industry
 - Technology
 - **Politics** and government
 - Physical and **human geography**
 - **Social** organizations
- **8.3.U.D:** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
 - **Ethnicity** and race
 - Working conditions
 - Immigration
 - Military **conflict**
 - **Economic** stability
- **7.3.U.A:** Analyze the human characteristics of **places** and **regions** using the following criteria:
 - Population
 - Culture
 - Settlement

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- Economic activities
- Political activities

- **7.4.U.A:** Analyze the effects of changes in the physical systems.
- **7.4.U.B:** Analyze the effects of human activity on the physical systems.
- **6.1.U.C:** Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.
- **6.2.U.A:** Analyze the flow of **goods** and **services** in the national economy.
- **6.2.U.D:** Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- **6.2.U.F:** Analyze the impact of **private economic institutions** on individuals and groups over time.
- **6.4.U.C:** Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. (Reference History Standards 8.3.9.A.)

Reading Standards for Literacy grades 9-10

- CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.B.. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.5.9-10.J. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing Standards for Literacy 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

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- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Enduring Understandings:**
- The impact of the Policy of Containment during the Cold War era and present day
 - Impact of nuclear proliferation on the Cold War era

- Essential Questions:**
- What events contributed to tension between the United States and the Soviet Union
 - Why was the Policy of Containment used as U.S. foreign policy during the 2nd half of the 20th century?
 - How did nuclear proliferation contribute to conflicts with communist nations?
 - What impact did the anti war movement have on U.S. foreign and domestic policies?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • Post war conflict • Presidents of the Cold War era • Post War transition • Nuremberg and Tokyo • Containment • Nuclear Age 	<ul style="list-style-type: none"> • Identify causes of tensions between the U.S. and the Soviet Union • Identify the origins of the Cold War • Understand the impact of the Truman , Eisenhower Kennedy, Johnson and Nixon Administrations • Explain U.S. conversion to peacetime • Understand the impact and results of the war trials • Define containment and Red Scare • Understand the conflict involving Berlin 	<ul style="list-style-type: none"> • Lecture • multi-media presentation, • note taking • research • primary source document perusal • projects • cooperative learning exercises 	<ul style="list-style-type: none"> • Tests, • projects • quizzes • homework • question/answer evaluation

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	<ul style="list-style-type: none">• Understand causes and consequences of the Korean War• Identify impact of the space race and nuclear proliferation• Understand the conflicts with Cuba• Understand causes and consequences of the Vietnam War	<ul style="list-style-type: none">• interpersonal activities,• intrapersonal activities,• connections to current events	
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Materials/Resources/Technology
<ul style="list-style-type: none">• History of a Free Nation – McGraw Hill• A History of the United States – Boorstin and Kelley

Civil Rights

Targeted Standard(s): Common Core

- 8.1.12A - Evaluate chronological thinking.
- 8.1.12B - Synthesize and evaluate historical sources.
- 8.1.12C - Evaluate historical interpretation of events.
- 8.1.12D - Synthesize historical research.
- 8.2.12A - Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania history from 1890 to Present.
- 8.3.12A - Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
- 8.3.12B - Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
- 8.3.12C - Evaluate how continuity and change has influenced United States history from 1890 to Present.
- 8.3.12D - Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.
- 7.3.12A - Analyze the significance of human activity in shaping places and regions by their population characteristics
- 6.3.12B - Evaluate the economic reasoning behind a choice.
- R11.A.1.1 Identify and apply the meaning of vocabulary
- R11.A.1.3 Make inferences, draw conclusions, and make generalizations based on text
- R11.A.1.6.1 Identify and/or analyze examples of text that support the author's intended purpose
- R11.B.1 Understand components within and between texts
- R11.B.3 Understand concepts and organization of non-fictional text

Targeted Standards(s): SAS:

- **8.1.U.A:** Evaluate patterns of continuity and change over time, applying **context of events**.
- **8.1.U.B:** Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships
- **8.1.U.C:** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- **8.2.U.D:** Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
 - **Ethnicity** and race
 - Working conditions
 - Immigration
 - Military **conflict**
 - **Economic** stability
- **8.3.U.A:** Compare the role groups and individuals played in the **social, political, cultural, and economic** development of the U.S.

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- **8.3.U.B:** Compare the impact of historical **documents, artifacts**, and places which are critical to the U.S.
- **8.3.U.C:** Evaluate how continuity and change have impacted the United States.
 - **Belief systems** and religions
 - Commerce and industry
 - Technology
 - **Politics** and government
 - Physical and **human geography**
 - **Social** organizations
- **8.3.U.D:** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
 - **Ethnicity** and race
 - Working conditions
 - Immigration
 - Military **conflict**
 - **Economic** stability
- **7.3.U.A:** Analyze the human characteristics of **places** and **regions** using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- **6.1.U.A:** Analyze how **choices** are made because of **scarcity**.

Reading Standards for Literacy grades 9-10

- CC.8.5.9-10.A.. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.B.. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

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- CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.5.9-10.J. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing Standards for Literacy 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.I.. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings:

- Historical impact of Brown vs. Board of Education
- The significance of the U.S. Constitution and federal legislation in regard to Civil Rights
- Those who sacrificed for the benefits of all citizens

Essential Questions:

- Why weren’t the 14th and 15th amendments enforced?
- What forms of segregation and discrimination were implemented nationwide?
- How did the federal government enforce integration?
- What impact does the Brown decision have on Civil Rights and present day?

Core Content/Objectives		Instructional Actions	
Concepts	Competencies	Activities/Strategies	Assessment

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What students will know	What students will be able to do	Learning Activities/Differentiation Interdisciplinary Connections	How Learning Will Be Assessed
<ul style="list-style-type: none"> • Amendments, laws and significant court cases of the Civil Rights era • Segregation and discrimination • Integration in the South • Presidents of the Civil Rights Era • Leaders of the Civil Rights Movement 	<ul style="list-style-type: none"> • Understand the 13th, 14th and 15th amendments • Define Jim Crow laws • Understand different forms of segregation and discrimination in the North and South • Analyze the impact of Plessy vs Ferguson and Brown vs Board of Education • Identify the struggle for integration • Understand the contributions of the Eisenhower, Kennedy and Johnson Administrations • Identify the major contributors/leaders of the Civil Rights Movement • Understand the Civil Rights Act and the Voting Rights Act 	<ul style="list-style-type: none"> • Lecture • multi-media presentation, • note taking • research • primary source document perusal • projects • cooperative learning exercises • interpersonal activities, • intrapersonal activities, • connections to current events 	<ul style="list-style-type: none"> • Tests, • projects • quizzes • homework • question/answer evaluation

Materials/Resources/Technology
<ul style="list-style-type: none"> • History of a Free Nation – McGraw Hill • A History of the United States – Boorstin and Kelley