

IAA Curriculum

Content Area	Social Studies	Grade	9
Course Name	United States History II		

Unit	Unit 1: Civil War Ends: 1865					
Concepts	<ul style="list-style-type: none"> - Culture - Time, Continuity, and Change - People, Places, and Environment - Individuals, Groups, and Institutions - Power, Authority, and Governance - Civics, Ideals, and Practices 					
Big Ideas	<ul style="list-style-type: none"> ● Our Way of Life vs What is Right ● State vs National ● Family vs Self 					
Essential Understandings	<ul style="list-style-type: none"> ● Unit Question: How did the Civil War create a larger split in ideas and philosophies between the North and South even as the war came to an end? 					
Competencies	<ul style="list-style-type: none"> - Students will be to give a broad overview using important facts, people, and events of the Civil War and describe why many consider it the most historic event in all of American history. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> ● After reviewing primary source documents students will be able to evaluate Lincoln’s plans for Reconstruction, including plans for the readmission of 	DBQ Unit Format for Teaching.	8.1.U.A., 8.1.U.B., 8.1.U.C., 8.2.U.A., 8.2.U.B.,		CC.1.2.9–10. A CC.1.2.9–10. B CC.1.2.9–10.	Culture, Reconstruction. Civil War, North and South, Slavery

	<p>Southern states, amnesty, and freemen.</p> <ul style="list-style-type: none"> • Students will be able to identify the purpose of the 13th, 14th, and 15th Amendments • After reviewing various proposals, students will be able to hypothesize what changes will take place in the country during Reconstruction. • Students will be able to discuss, in writing, the need for the 13th Amendment to the US Constitution 		<p>8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C.,</p>		<p>C CC.1.2.9–10. E CC.1.2.9–10. F CC.1.2.9–10.I CC.1.2.9–10. L CC.1.4.9–10. C CC.1.4.9–10. D</p>	
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.ifklfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

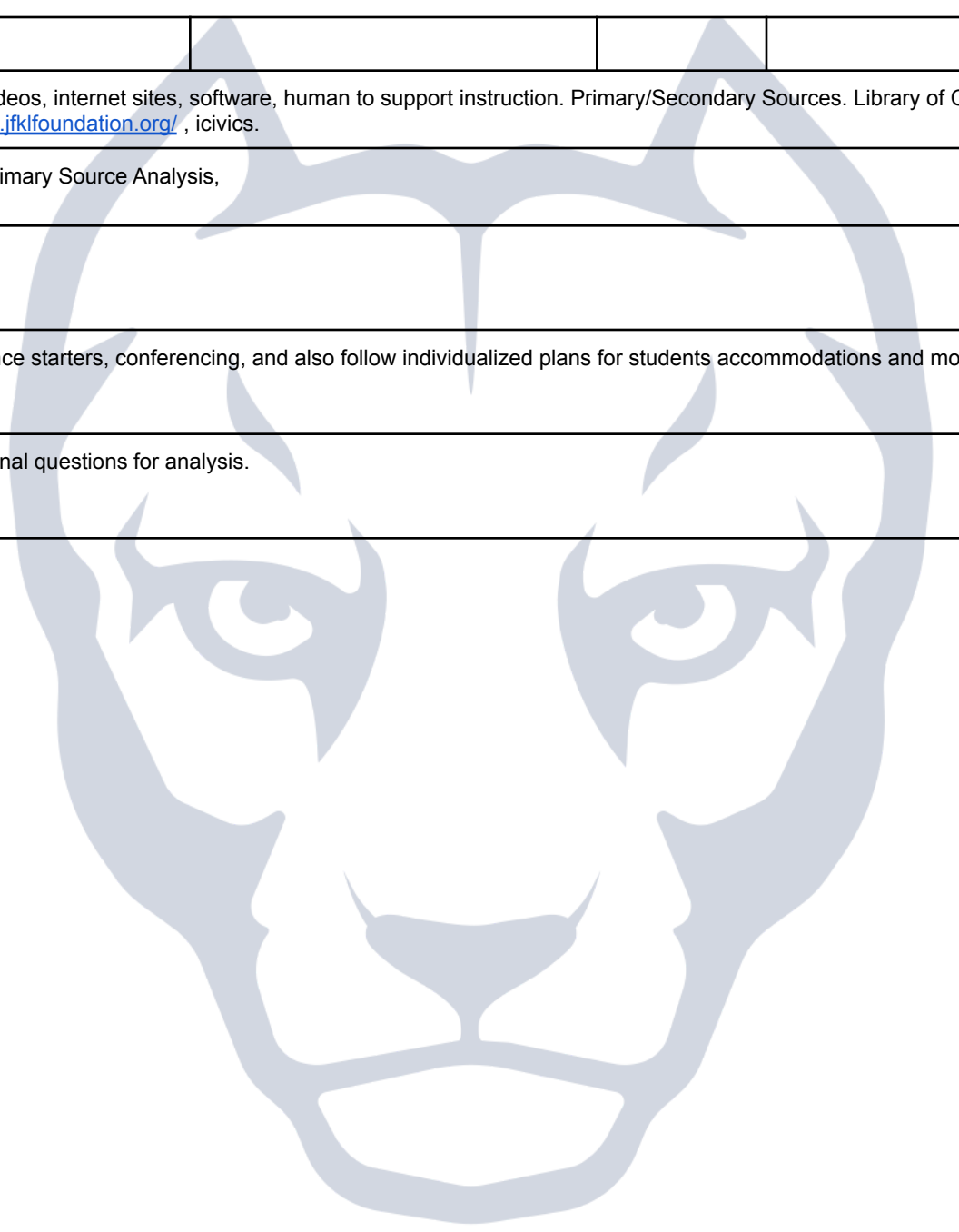
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Unit	Unit 2: Reconstruction
Concepts	<ul style="list-style-type: none"> - Learn the politics that were behind the time period known as Reconstruction. - Examine the roles the Presidents played during these years after the death of Abraham Lincoln. - Define the terms that led to the end of slavery and look at what life was now like for the freed slaves. - Identify the factors that led to the collapse of Reconstruction.
Big Ideas	Reconstruction and the promise of Emancipation, the lives of African Americans were to change forever.
Essential Understandings	How was Reconstruction a colossal failure that led to greater hardships for African Americans heading into the latter part of the 19th century?
Competencies	<ul style="list-style-type: none"> - Students will be able to develop a strong response and be able to explain why Reconstruction was a colossal failure and why this failure would lead to many more issues for the US for over another century.

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> ● Students will be able to examine the Reconstruction of the South and speculate why it failed through the unit completion of the DBQ assignment with an accuracy of 80 percent. 	DBQ Unit Format for Teaching.	8.1.U.A., 8.1.U.B., 8.1.U.C., 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C.,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Education ○ Political participation and citizenship (voting and office holding) ○ Economic equality ○ Equal protection of the law Reconstruction.

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
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Unit	Unit 3: Era of Progressivism					
Concepts	<ul style="list-style-type: none"> - Overview of Industrial Society— Immigration, Industrialization and Corporations - "What is Capitalism?" - "Child Labor" - "Tenement Housing" - "Making Progressive Laws" - "Progressive Era Mind Maps" - Modern Day Progressives" 					
Big Ideas	<ul style="list-style-type: none"> • With the rise of progressivism, society was changed, the federal government played a changing role and Teddy Roosevelt impacted those changes. 					
Essential Understandings	<ul style="list-style-type: none"> • Unit Question: Why is the age of Progressivism considered a turning point for the American government and its shaping of our country at the turn of the century? 					
Competencies	<ul style="list-style-type: none"> - Students will be able to define what the era of progressivism was and will be able to create multiple talking points of why it was a turning point in American History as we entered the 20th century. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • Describe the main people, events, and ideas of the Progressive Era through the completion of the DBQ unit format and outline. 	DBQ Unit Format for Teaching.	8.1.U.A., 8.1.U.B., 8.1.U.C., 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C.,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Progressivism, Capitalism, Federal Government, Child Labor, Tenement Housing, Progress, Regress

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.ifklfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
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Unit	Unit 4: World War 1					
Concepts	<ul style="list-style-type: none"> - Learn about America's role in the early years of the war as a nation that was seeking to stay out of it. - Identify reasons for why the US eventually joined the war and how it affected the homefront. - Learn about the role of President Wilson during and after World War I. 					
Big Ideas	<ul style="list-style-type: none"> - With dominant interventionist arguments and themes, the United States enters World War I. 					
Essential Understandings	Unit Question: Why did the US change its stance on neutrality and join the war and in turn how did this impact the outcome of the war for all countries involved?					
Competencies	<ul style="list-style-type: none"> - Students will be able to talk about the overlying impact World War 1 had on America and what were the events that finally lead to the US joining the war. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> ● Assess primary documents critically, determining the points of view of each author and whether each contains objective or subjective information. • ● Apply interpretations of primary sources towards an essay which details arguments made by U.S. citizens supporting and opposing the nation's entry into World War I. • ● Demonstrate skills required for formal writing, including 	DBQ Unit Format for Teaching.	8.1.U.A., 8.1.U.B., 8.1.U.C., 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C.,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Neutrality, League of Nations, Homefront, Woodrow Wilson,

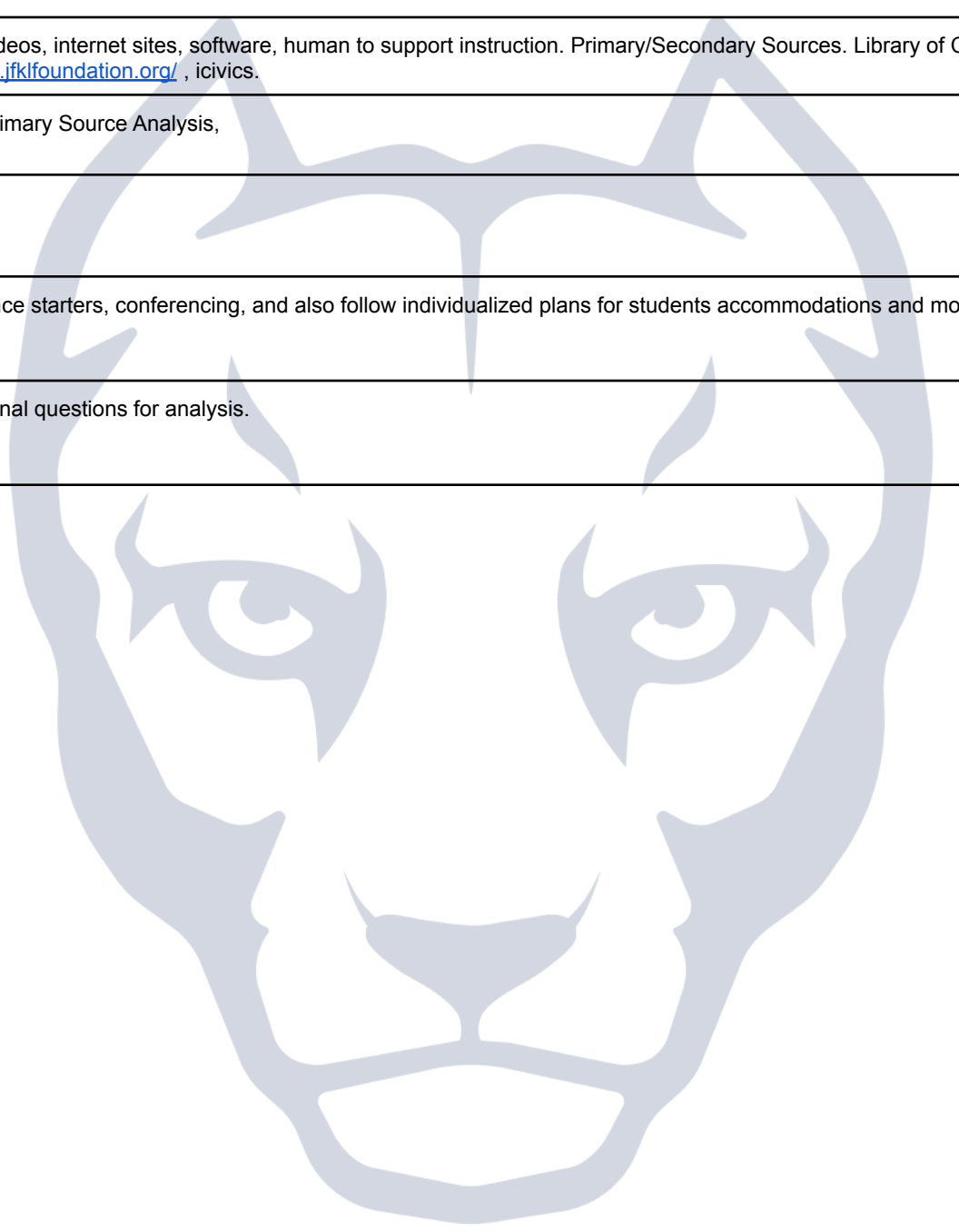
	citation of sources upon which arguments rely.					
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.ifklfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
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Unit	Unit 5: The Roaring 20's					
Concepts	<ul style="list-style-type: none"> - Learn about post war issues and business in America and understand what was going on in the country. - Examine The Harlem Renaissance and its cultural significance. - Discover the roles of women and how they changed in everyday life and society. - Also we will learn about education and popular culture from the decade. 					
Big Ideas	The United States expanded its culture ,educational and socioeconomic beliefs and traditions during this decade.					
Essential Understandings	Unit Question: How did the United States expand its cultural, educational, and socioeconomic beliefs and traditions during this decade?					
Competencies	<ul style="list-style-type: none"> - Students will be to explain the term and ideology “Roaring 20s” and promote the idea that this decade was one of America’s most prosperous and rambunctious time periods. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • Describe the Roaring Twenties Era in America's History by listing the major components of the era and explaining how each component played a part in the era through the DBQ unit completion. 	DBQ Unit Format for Teaching.	8.1.U.A., 8.1.U.B., 8.1.U.C., 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C.,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Society, Education, Culture, Roaring '20s urbanization speakeasies flapper Harlem Renaissance

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.
Formative Assessments	Thesis outlines, Primary Source Analysis,
Summative Assessments	DBQ Essay,
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.
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Unit	Unit 6: The Great Depression					
Concepts	<ul style="list-style-type: none"> - The collapse of the American economy and the stock market. - Examine the hardships most Americans went through during this time period. - Examine the failed policies that President Hoover put forward during the depression. 					
Big Ideas	The Great Depression had a profound effect on the people of the United States.					
Essential Understandings	Unit Question: How did the Great Depression completely break the American spirit prior to the election of FDR?					
Competencies	<ul style="list-style-type: none"> - Students will be able to identify the reasons that the Great Depression occurred and also identify the different hardships that the American people felt because of this catastrophic event. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • Discover change and continuity in economic indicators between the Great Depression. • Use primary source documents to interpret historical economic measures and understand the economy during the Great Depression; • Define production, unemployment, GDP, prices, and CPI 	DBQ Unit Format for Teaching.	8.1.U.A., 8.1.U.B., 8.1.U.C., 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C.,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Consumer price index (CPI) Nominal gross domestic product (GDP) Deflation Prices Depression Production Economic indicators Real gross domestic product (real GDP) Employment

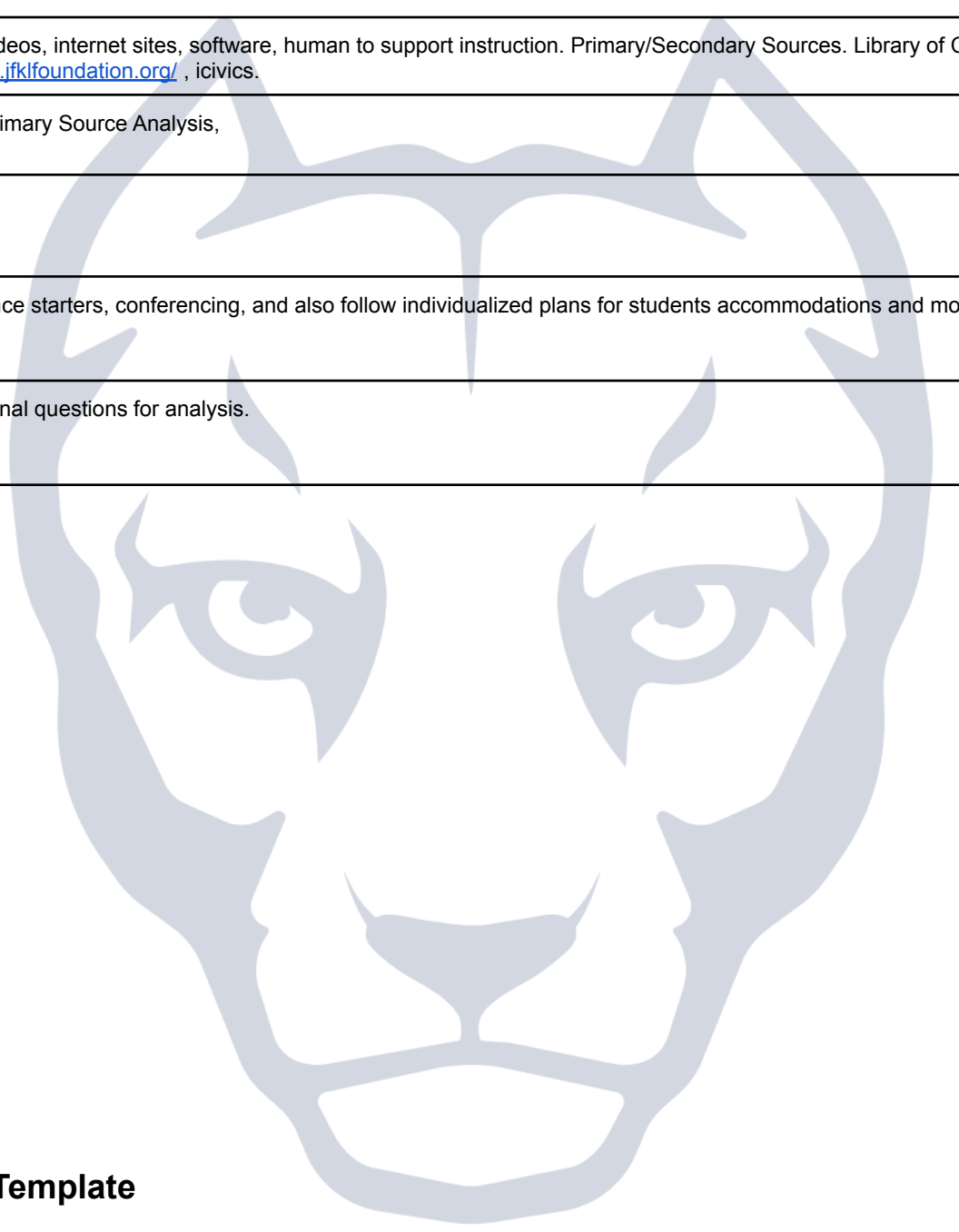
	<ul style="list-style-type: none"> • Explain that GDP measures production and CPI measures changes in the price level; • Recognize how economists use appropriate data to evaluate the unemployment rate, inflation, total production, and economic growth in the economy • Review and describe commonly accepted causes of the Great Depression. 						Recession Inflation Unemployment
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.						
Formative Assessments	Thesis outlines, Primary Source Analysis,						
Summative Assessments	DBQ Essay,						
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.						
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IAA Curriculum Writing Template

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Unit	Unit 7: The New Deal					
Concepts	<ul style="list-style-type: none"> - Students will be able to identify and describe New Deal Programs. - Students will be able to evaluate the impact of New Deal Programs on the economy. - Students will demonstrate an understanding of relief, reform, and recovery. 					
Big Ideas	<ul style="list-style-type: none"> - President Franklin Roosevelt put policies into place to try and end The Great Depression. 					
Essential Understandings	Unit Question: How did Franklin Roosevelt create policies that brought Americans out of the Great Depression and help America restore itself to a world power?					
Competencies	Students will be able to examine and elaborate on the policies of Franklin Roosevelt and be able to explain how they had a strong impact on bringing America out of the Great Depression.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	Students will read primary sources. Students will extract relevant facts to support DBQ question.	DBQ Unit Format for Teaching.	8.1.U.A., 8.1.U.B., 8.1.U.C., 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C.,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Relief, Recovery, Reform, New Deal.
	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.					

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.
Formative Assessments	Thesis outlines, Primary Source Analysis,
Summative Assessments	DBQ Essay,
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.
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Unit	Unit 8: World War II
Concepts	<ul style="list-style-type: none"> - All major events, people, and outcomes associated with the war. - Discover the attack on Pearl Harbor and how it affected America. - Examine the war effort overseas and at home. - Understand the different areas where the US was fighting including Europe, North Africa, and the Pacific. - Identify the factors that led to the end of the war.
Big Ideas	<ul style="list-style-type: none"> • The changing of American policy for foreign affairs, the United States entered World War II.
Essential Understandings	<ul style="list-style-type: none"> • Unit Question: How did the United States become a global superpower through the actions and outcomes of World War II?
Competencies	<ul style="list-style-type: none"> - Students will be able to create an overall summary of the significance of World War II and how it changed America into a global superpower as we entered the second half of the 20th century.

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • Explain the reasons behind the dropping of the atomic bombs, and why the use of these weapons was controversial. • Articulate the reasons behind the Japanese surrender, and the role the 	DBQ Unit Format for Teaching.	8.1.U.A., 8.1.U.B., 8.1.U.C., 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C.,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Pearl Harbor, Foreign Affairs, Superpower, D-Day,

	<p>atomic bomb played in that decision.</p> <ul style="list-style-type: none"> Identify on a map locations of importance to the war, both in Europe and the Pacific. Identify the most important military engagements and explain their significance. 					
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.ifklfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

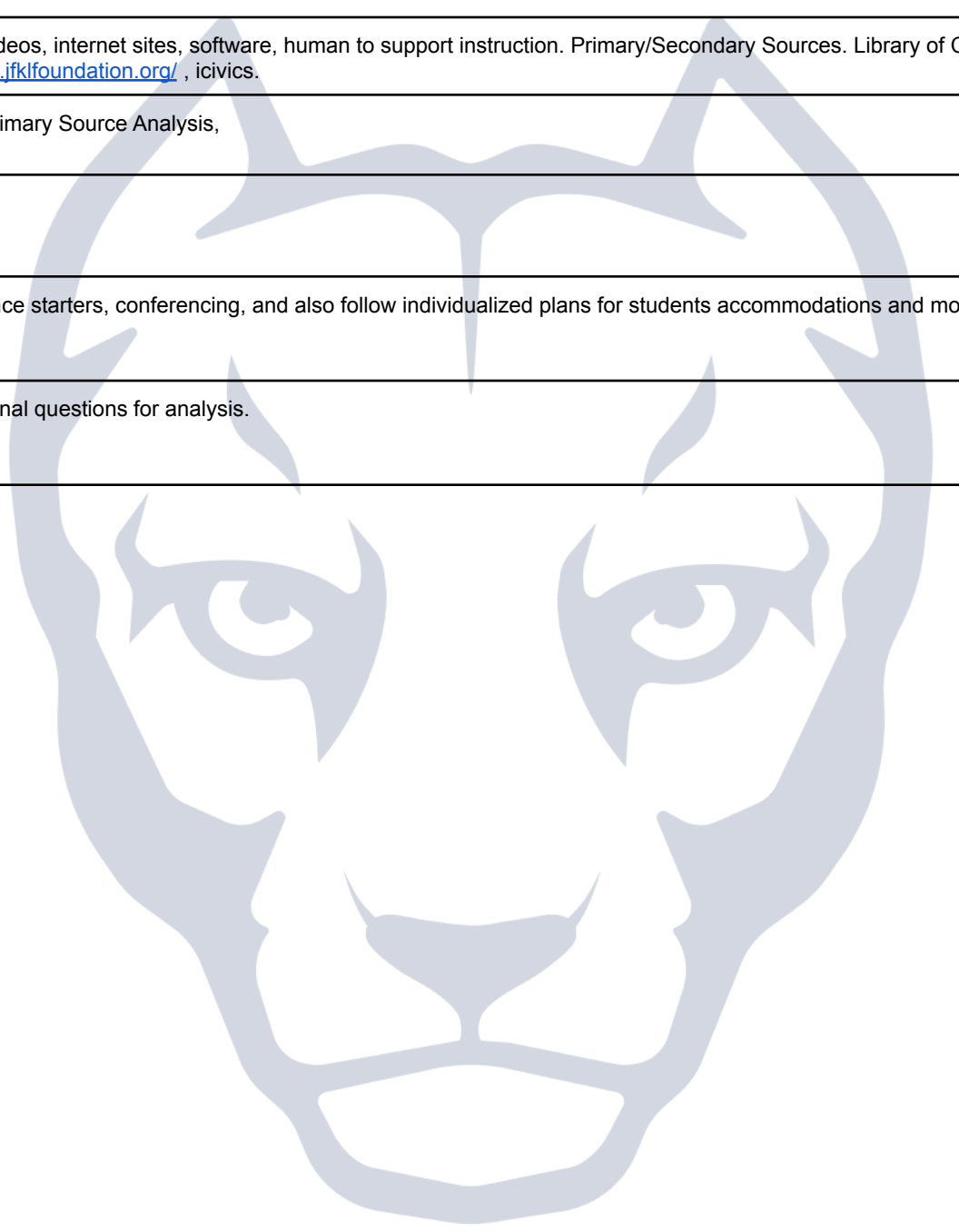
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Unit	Unit 9: The Cold War
Concepts	<ul style="list-style-type: none"> - The origins of the Cold War and the main players. - Examine both sides and other smaller players in the war. - Read and understand about the brink of nuclear war between the USSR and America. - Identify factors for the conclusion of the Cold War in the 1980s-1990s.
Big Ideas	<ul style="list-style-type: none"> - The Cold War between the United States and the Soviet Union led to a global rise in spending military spending and the increased dependence on a stronger military.
Essential Understandings	<ul style="list-style-type: none"> • Unit Question: How did the Cold War between the United States and the Soviet Union lead to a global rise in spending on weapons and the change of many governments on the reliance of having a strong military?
Competencies	<ul style="list-style-type: none"> - Students will be able to examine how the relationship between the Soviet Union and the US became so toxic that the world was on the brink of nuclear war.

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • The student will analyze the domestic and international impact of the Cold War through the DBQ unit format. 	DBQ Unit Format for Teaching.	8.1.U.A., 8.1.U.B., 8.1.U.C., 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C.,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Cold War, Nuclear Weapons, Red Scare, globalization, Soviet Union

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.
Formative Assessments	Thesis outlines, Primary Source Analysis,
Summative Assessments	DBQ Essay,
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Unit	Unit 10: Post War Boom					
Concepts	<ul style="list-style-type: none"> - Learn how America became the superpower of the entire globe. - Examine what the American Dream was and social life in the 1950s. - Look at the “Other America” and the trials and tribulations that were faced. - Examine popular culture movements during the decade. - What were the opportunities and challenges which the growth of suburbs offered postwar Americans? 					
Big Ideas	<ul style="list-style-type: none"> - The United States embraces its role as a superpower. 					
Essential Understandings	<ul style="list-style-type: none"> • Unit Question: How did America embrace its role as a global superpower and in turn how did this shape American society post World War II? 					
Competencies	<ul style="list-style-type: none"> - Students will be able to identify how the US transferred into the number one superpower in the world in the 1950's through the shift during the PostWar Boom following the conclusion of World War II. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • Understand the growth of suburbs in the 1950s and 1960s. • Explain how changes in postwar governmental policies and popular ideology transformed residential patterns and family life in the center city and the suburbs of the 1950s. • Explain how the car and highways transformed metropolitan life. 	DBQ Unit Format for Teaching.	8.1.U.A., 8.1.U.B., 8.1.U.C., 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C.,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Highways, interstate, society, superpower, baby boom.

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

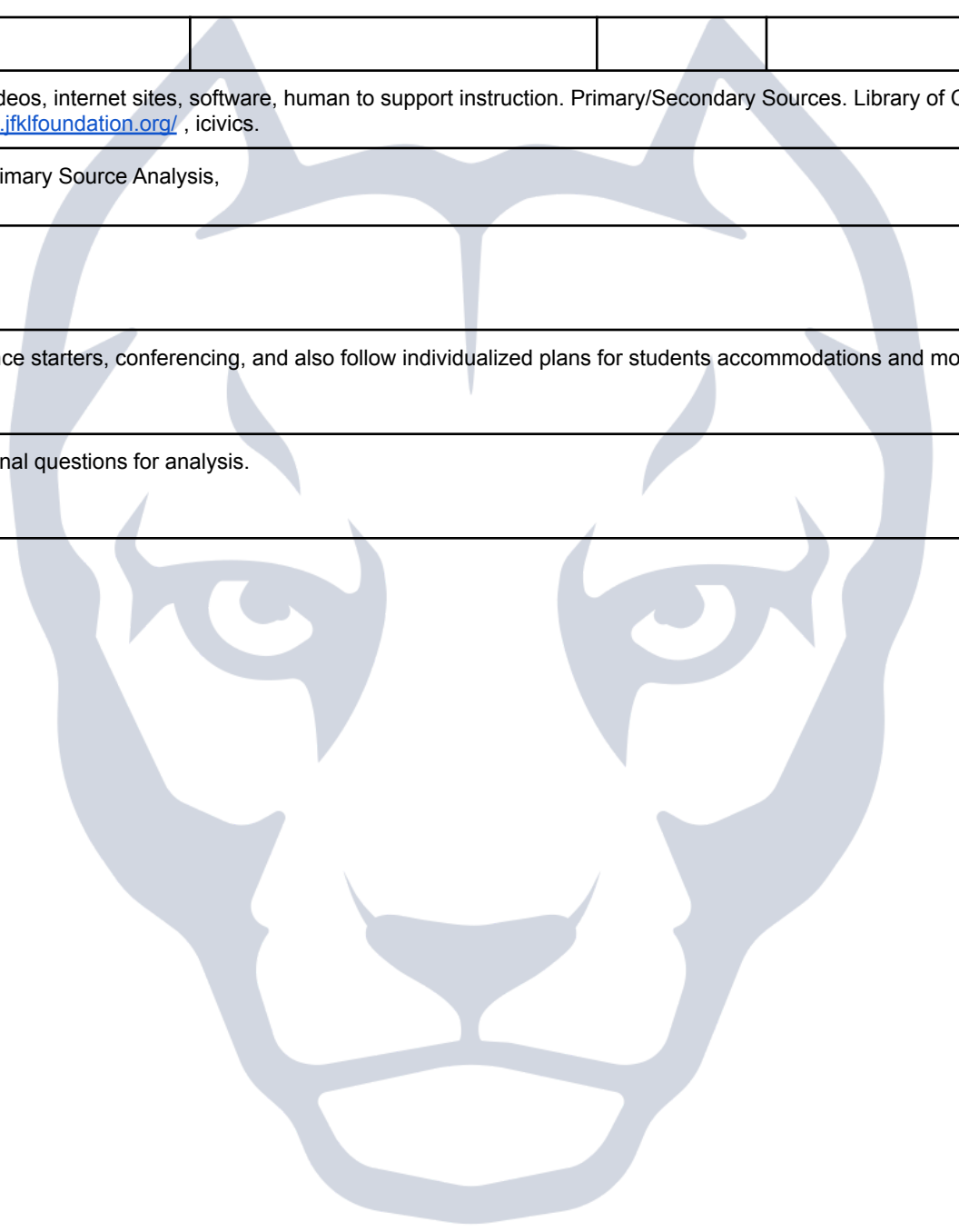
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Unit	Unit 11: Era of Social Change
Concepts	<ul style="list-style-type: none"> - Learn about JFK and his role as leader of America and how it brought a new hope and sense of belief to different generations in America. - Understand the role of President Johnson and The Great Society in shaping America's future. - Understand the rise of different movements including counterculture and environmentalism.
Big Ideas	<ul style="list-style-type: none"> - Social movements impact society in many ways and people will view them as positive or negative depending on their ideology.
Essential Understandings	<ul style="list-style-type: none"> • Unit Question: How did the rise of social movements in America change the roles of men and women and how did this change what was seen as important?
Competencies	<ul style="list-style-type: none"> - Students will be able to examine the ever changing landscape of America through the lens of social change. Identify key people and events that occurred in America during this time period.

Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	Students will develop a strong understanding on how the social movements of the 1960s-70s completely changed the culture and landscape of the United states through the unit DBQ.	DBQ Unit Format for Teaching.	8.1.U.A., 8.1.U.B., 8.1.U.C., 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C.,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Great Society, Civil Rights, Social Change

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

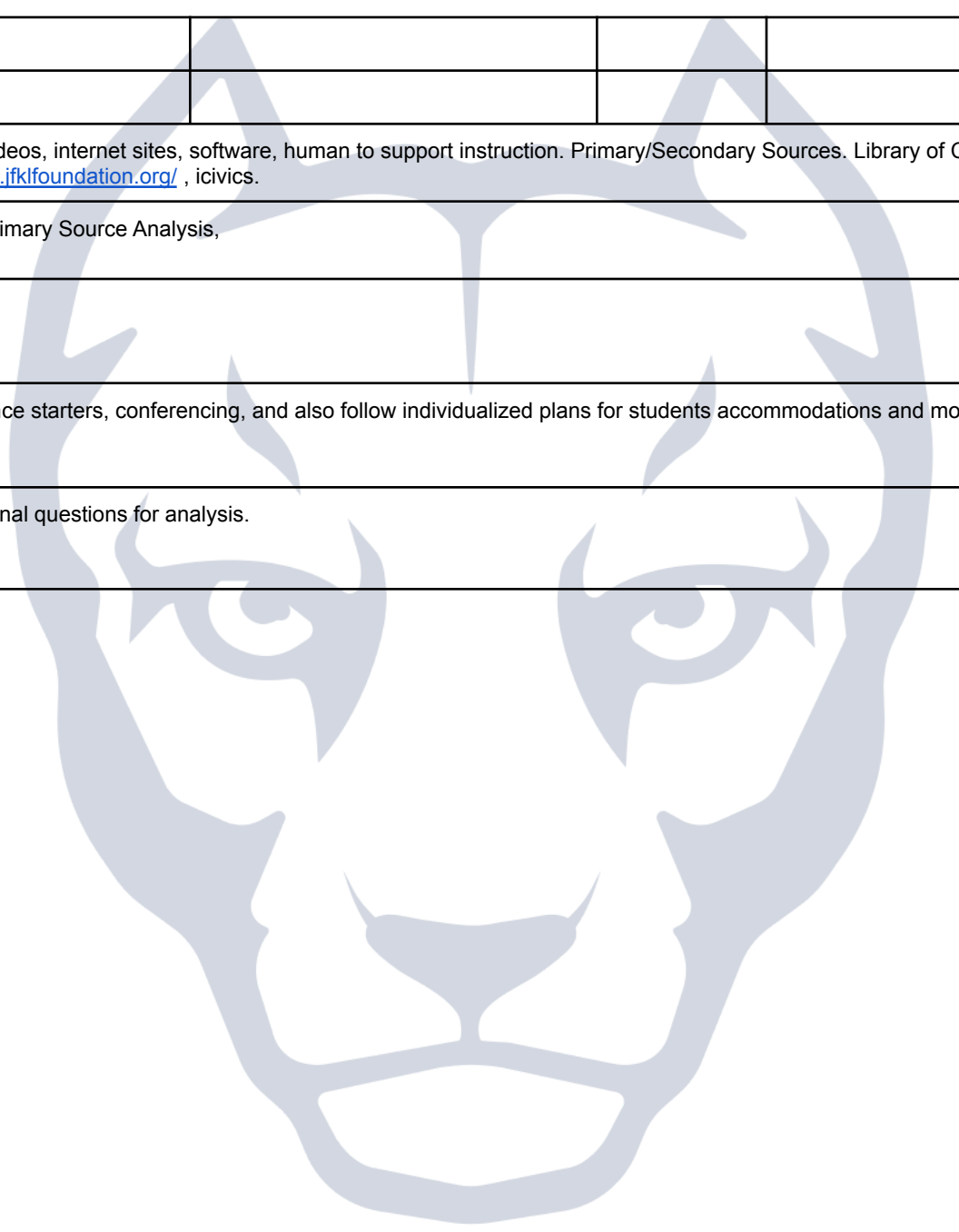


IAA Curriculum Writing Template

Content Area	Social Studies	Grade	9
Course Name	United States History II		

Unit	Unit 12: Civil Rights					
Concepts	<ul style="list-style-type: none"> - Learn about the struggle for African-Americans, Hispanic-Americans, Women, and others and their fight for equality during the Civil Rights Era and even still until present day. - Examine some Supreme Court Cases that became landmark cases in the fight for equality for all. - Compare and contrast the movements of the past to today's movements. 					
Big Ideas	The Civil Rights Movement played a monumental role in forming modern history.					
Essential Understandings	<ul style="list-style-type: none"> • Unit Question: How did the Civil Rights Movement play a monumental role in forming modern history as we know it? Why were these changes needed and why did it take so long? 					
Competencies	<ul style="list-style-type: none"> - Students will be able to define what the term Civil Rights meant in the context of American History and then utilize this term in explaining the events that occurred to make these social changes happen. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • Students will develop a strong understanding on how the Civil Rights Movement of the 1960s-70s completely changed the culture and landscape of the United states through the unit DBQ. 	DBQ Unit Format for Teaching.	8.1.U.A., 8.1.U.B., 8.1.U.C., 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C.,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Great Society, Civil Rights, Social Change, Discrimination, Movements

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.ifklfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					



IAA Curriculum Writing Template

Content Area	Social Studies	Grade	9
Course Name	United States History II		

Unit	Unit 13: Vietnam War/Richard Nixon					
Concepts	<ul style="list-style-type: none"> - Learn about the history of the Vietnam War. Why we were there, what happened during the time we were there, the role different leaders played, and how the war felt back home. - Examine the rise and fall of Richard Nixon as President of the United States. - Understand the historical significance of Watergate and make connections to the current political climate. 					
Big Ideas	<ul style="list-style-type: none"> - The rise of global communism and the Vietnam War lead to a mistrust of the government 					
Essential Understandings	<ul style="list-style-type: none"> • Unit Question: How did the Vietnam War and Richard Nixon and Watergate lead to the citizens' complete mistrust of government in the US during the 1970s? 					
Competencies	<ul style="list-style-type: none"> - Students will be able to identify how the war in Vietnam and the Watergate Scandal during the presidency of Richard Nixon lead to for the first time in modern American history a severe distrust and hate of the American government. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • Analyze how Indochina's history impacted the Vietnam War • Explain Ho Chi Minh's role in Vietnam • Compare the positions of various American presidents • Explain how the Vietnam War began 	DBQ Unit Format for Teaching.	8.1.U.A., 8.1.U.B., 8.1.U.C., 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C.,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Watergate, Vietnam, Communism, Mistrust,

	<ul style="list-style-type: none"> • Outline the roles of various countries in the Vietnam War • Students will be able to contextualize President Nixon's election and re-election as well as his administration's foreign and domestic policies in light of the events and political and social currents of the time. They will then be able to analyze and express cause and effect relationships between the context and the decisions and actions by the Nixon Administration. 					
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

IAA Curriculum Writing Template

Content Area	Social Studies	Grade	9
Course Name	United States History II		

Unit	Unit 14: End of the Millenium/Start of the 21st Century					
Concepts	<ul style="list-style-type: none"> - Discover important policies and events of the end of the 20th century with a focus on Presidents Reagan, Bush, and Clinton. - Examine the presidencies of George W. Bush and Barack Obama and how they shaped America in the new millennium. - Examine the rise of technology and the rise of global terrorism. - Discuss different cultural environments in America and the debate on education. 					
Big Ideas	<ul style="list-style-type: none"> - The United States and its leaders play a vital role in shaping America and the world heading into the 21st Century. 					
Essential Understandings	<ul style="list-style-type: none"> • Unit Question: How did the United States and its leaders play a vital role in the development of modern technologies and the new understandings of social issues at home and around the world heading into the 21st century? 					
Competencies	<ul style="list-style-type: none"> - Students will be able to identify the important people and events that shaped modern history since 1980 and how these events and people played a vital role in how America was perceived. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(12-15 days)	<ul style="list-style-type: none"> • Through the use of the DBQ curriculum students will develop a strong understanding of American and its important events, people, and ideas from 1980 up until present day. 	DBQ Unit Format for Teaching.	8.1.U.A., 8.1.U.B., 8.1.U.C., 8.2.U.A., 8.2.U.B., 8.2.U.C., 8.2.U.D., 8.3.U.A., 8.3.U.B., 8.3.U.C.,		CC.1.2.9–10.A CC.1.2.9–10.B CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F CC.1.2.9–10.I CC.1.2.9–10.L CC.1.4.9–10.C CC.1.4.9–10.D	Millenium, Weapons of Mass Destruction, terrorism,

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.ifklfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					