

## Oxford Area School District American History Scope and Sequence – Quarter 1:

### Grade 9

#### *World War I*

8.1.9.A

8.1.9.B

8.2.9.A

- World War I
  - Causes of War in Europe
  - From Neutrality to War
  - Americans in Battle
  - The Homefront
  - The Failed Peace

#### *1920's and 30's*

8.2.9.A

8.2.9.C

- 1920's and 30's
  - Popular Culture and Products
  - Fashion and the Jazz Age
  - Stock Market and Financial Success
  - Isolationism
  - Stock Market Crash and Depression
  - Dust Bowl
  - FDR and the New Deal

## Oxford Area School District American History Scope and Sequence – Quarter 2:

#### *World War II*

8.2.9.D

8.2.9.B

- World War II
  - Rise of Hitler and Fascism
  - War in Europe
  - Pearl Harbor and the War in the Pacific
  - The Homefront and Propaganda
  - The Holocaust and Japanese Internment Camps
  - Paris Peace Conferences

#### *Postwar America and early Cold War*

8.2.9.C

8.2.9.B

- The Beginning of the Cold War
  - Creation of the USSR
  - Marshall Plan and Containment
  - Nato and the Warsaw Pact
  - Korean War
  - Arms Race
  - McCarthyism and the Red Fear
  - Post War Prosperity

## Oxford Area School District American History Scope and Sequence – Quarter 3:

### Grade 9

#### *Civil Rights*

8.1.9.A

8.2.9.A

8.2.9.C

- Civil Rights Era
  - Reconstruction Amendments
  - Segregation and Jim Crow Laws
  - Civil Rights Court Cases
  - Civil Rights Protests and Leaders, Martin Luther King Jr., Malcolm X
  - Kennedy, Johnson and the Civil Rights Laws

#### *The Cold War Intensifies*

8.1.9.A

8.1.9.B

8.2.9.A

- The Cold War Intensifies
  - Kennedy and the Cuban Revolution and the Missile Crisis
  - Berlin Crisis
  - Vietnam and the Domino Theory
  - The Antiwar Movement
  - The Tet Offensive
  - The 1968 Presidential Race
  - Effects of the Vietnam War

#### *An Era of Change*

8.1.9.A

8.1.9.B

8.2.9.A

8.2.9.B

- An Era of Change
- Youth Counterculture
- Women's Rights Movement
- Latino's, Asians, and Native American Rights Movements

## Oxford Area School District American History Scope and Sequence – Quarter 4:

### Grade 9

Politics of the  
1970's  
8.1.9.A  
8.2.9.A  
8.2.9.C

- Politics of the 1970's
- Opening Relations with China
- Nixon's Foreign and Domestic Policy
- Ford, Inflation and Foreign Policy
- Carter, Foreign Policy, Camp David Accords, and Iran Hostage Crisis

*The 1980's and  
1990's*  
8.1.9.A  
8.1.9.B  
8.2.9.A

- The 1980's and 1990's
- Reagan and the New Conservatism
- Deregulation and Economic Issues
- The Late Cold War and Fall of the USSR
- Crisis in the Middle East
- Clinton and New Domestic Policies

*America in the 21<sup>st</sup>  
Century*  
8.1.9.A  
8.1.9.C  
8.2.9.B

- American in the 21<sup>st</sup> Century
- George W. Bush, 9/11, and the Patriot Act
- Operation Iraqi Freedom
- 2008 Financial Crisis
- Barack Obama, Healthcare and Economic Reform

Social Studies Curriculum – Grade 9			
<b>Big Idea – WWI</b>			
<b>Essential Questions-</b> <ul style="list-style-type: none"> <li>• What were the main causes of WWI?</li> <li>• What role did the United States play in WWI?</li> <li>• What effect did WWI have on America as a world power?</li> </ul>			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> <li>• Causes of War in Europe</li> <li>• From Neutrality to War</li> <li>• Americans in Battle</li> <li>• The Homefront</li> <li>• The Failed Peace</li> </ul>	8.1.9.A 8.2.9.A 8.3.9.A 8.3.9.C 8.3.9.D  CC.8.5.9-10.A - Key Ideas and Details ~ 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 - Key Ideas and Details ~ 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 - Key Ideas and Details ~ 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.F - Craft and Structure ~ 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.H - Integration of Knowledge and Ideas ~ Assess the extent to which the reasoning and evidence in a text support the author's claims. CC.8.5.9-10.J - Range and Level of	United States History Text; Pearson Education	<ul style="list-style-type: none"> <li>• WWI causes/alliances quiz</li> <li>• WWI Weapons webquest</li> <li>• Trench webquest</li> <li>• WWI Test</li> </ul>

# Social Studies Curriculum – American History

## Grade 9

	<p>Complex Texts ~ By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>CC.8.6.9-10.B - Text Types and Purposes ~ Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CC.8.6.9-10.B.1 - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.8.6.9-10.C - Production and Distribution of Writing ~ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.9-10.I - Range of Writing ~ 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>		
<b>Vocabulary</b>  Militarism, Franz Ferdinand, Western front, contraband, U-boats, Lusitania, Zimmerman Note, Selective Service Act, Committee on Public Information, Espionage Act, Great Migration, Fourteen Points, reparations,			
<b>Social Studies Curriculum – Grade 9</b>			
<b>Big Idea –</b>  <b>1920s and 30s</b>			
<b>Essential Questions-</b> <ul style="list-style-type: none"> <li>• How did major cultural shifts shape the 1920s?</li> <li>• What were the underlying causes of the Great Depression?</li> <li>• How did the Great Depression change the lives of everyday Americans?</li> </ul>			

- How did FDR’s approach to dealing with the Great Depression differ from Calvin Coolidge’s?

Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> <li>○ Popular Culture and Products</li> <li>○ Fashion and the Jazz Age</li> <li>○ Stock Market and Financial Success</li> <li>○ Isolationism</li> <li>○ Stock Market Crash and Depression</li> <li>○ Dust Bowl</li> <li>○ FDR and the New Deal</li> </ul>	<p>8.1.9.A 8.2.9.A 8.3.9.A 8.3.9.C 8.3.9.D</p> <p>CC.8.5.9-10.A - Key Ideas and Details ~ Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CC.8.5.9-10.B - Key Ideas and Details ~ 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.</p> <p>CC.8.5.9-10.C - Key Ideas and Details ~ Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CC.8.5.9-10.F - Craft and Structure ~ 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.</p> <p>CC.8.5.9-10.H - Integration of Knowledge and Ideas ~ Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>CC.8.5.9-10.J - Range and Level of Complex Texts ~ By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>CC.8.6.9-10.B - Text Types and Purposes ~ Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CC.8.6.9-10.B.1 - Introduce a topic and organize ideas, concepts, and</p>	<p>United States History Text; Pearson Education</p>	<ul style="list-style-type: none"> <li>• 1920s popular culture poster/gallery</li> <li>• Stock market crash reading</li> <li>• Test</li> </ul>

Social Studies Curriculum – American History  
Grade 9

	<p>information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.8.6.9-10.C - Production and Distribution of Writing ~ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.9-10.I - Range of Writing ~ 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> <ul style="list-style-type: none"> <li>•</li> </ul>		
<p><b>Vocabulary</b></p> <p><b>Henry Ford, credit/installment buying, mass production, assembly line, buying on margin, Teapot Dome Scandal, Herbert Hoover, Scopes Trial, Red Scare, Charles Lindbergh, flapper, jazz, Harlem Renaissance, Black Tuesday, bread line, Hooverville, Dust Bowl, Bonus Army, Franklin D. Roosevelt, New Deal, fireside chats, Social Security Act</b></p>			

Social Studies Curriculum – Grade 9			
<p><b>Big Idea –</b></p> <p><b>WWII</b></p>			
<p><b>Essential Questions-</b></p> <p><b>How did the rise of dictators and acts of aggression lead to WWII?</b>  <b>What effect did WWII have on America?</b>  <b>How did world leaders try to establish peace at the end of the war?</b></p>			
Concepts	PA Core/Competencies	Resources	Assessments

Social Studies Curriculum – American History  
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<ul style="list-style-type: none"> <li>○ Rise of Hitler and Fascism</li> <li>○ War in Europe</li> <li>○ Pearl Harbor and the War in the Pacific</li> <li>○ The Homefront and Propaganda</li> <li>○ The Holocaust and Japanese Internment Camps</li> <li>○ Paris Peace Conferences</li> </ul>	<p>8.1.9.A 8.2.9.A 8.3.9.A 8.3.9.C 8.3.9.D</p> <p>CC.8.5.9-10.A - Key Ideas and Details ~ 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 - Key Ideas and Details ~ 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 - Key Ideas and Details ~ 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.F - Craft and Structure ~ 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.H - Integration of Knowledge and Ideas ~ Assess the extent to which the reasoning and evidence in a text support the author's claims. CC.8.5.9-10.J - Range and Level of Complex Texts ~ By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. CC.8.6.9-10.B - Text Types and Purposes ~ Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. CC.8.6.9-10.B.1 - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>United States History Text; Pearson Education</p>	<ul style="list-style-type: none"> <li>• Rise of Hitler assignment</li> <li>• Pacific theatre</li> <li>• Quiz</li> </ul>
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Social Studies Curriculum – American History  
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	<p>CC.8.6.9-10.C - Production and Distribution of Writing ~ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.9-10.I - Range of Writing ~ 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> <ul style="list-style-type: none"> <li>•</li> </ul>		
<p><b>Vocabulary</b></p> <p><b>Joseph Stalin, Benito Mussolini, Fascism, Adolf Hitler, anti-Semitic, blitzkrieg, Axis Powers, Allies, Winston Churchill, Lend-Lease Act, Pearl Harbor, George Marshall, Douglas MacArthur, Battle of Coral Sea, Dwight Eisenhower, George S. Patton, Battle of Midway, war bond, rationing, internment, D-Day, island-hopping, kamikaze, Manhattan Project, Kristallnacht, concentration camp, Yalta Conference, United Nations, Geneva Convention, Nuremberg Trials</b></p>			

<b>Social Studies Curriculum – Grade 9</b>			
<b>Big Idea –</b>			
<b>Postwar America and Early Cold War</b>			
<b>Essential Questions-</b>			
<p><b>How did the United States respond to the Soviet Union’s aggression in Eastern Europe?</b></p> <p><b>What were the causes and effects of the Korean War?</b></p> <p><b>What impact did the arms race have on the United States?</b></p> <p><b>How did McCarthyism intensify Cold War tensions in the United States?</b></p>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>

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Grade 9

<ul style="list-style-type: none"> <li>○ Creation of the USSR</li> <li>○ Marshall Plan and Containment</li> <li>○ Nato and the Warsaw Pact</li> <li>○ Korean War</li> <li>○ Arms Race</li> <li>○ McCarthyism and the Red Fear</li> <li>○ Post War Prosperity</li> </ul>	<p>8.1.9.A 8.2.9.A 8.3.9.A 8.3.9.C 8.3.9.D</p> <p>CC.8.5.9-10.A - Key Ideas and Details ~ 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 - Key Ideas and Details ~ 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 - Key Ideas and Details ~ 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.F - Craft and Structure ~ 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.H - Integration of Knowledge and Ideas ~ Assess the extent to which the reasoning and evidence in a text support the author's claims. CC.8.5.9-10.J - Range and Level of Complex Texts ~ By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. CC.8.6.9-10.B - Text Types and Purposes ~ Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. CC.8.6.9-10.B.1 - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics</p>	<p>United States History Text; Pearson Education</p>	<p>United States History; Pearson Education unit assessments</p>
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Social Studies Curriculum – American History  
Grade 9

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<b>Vocabulary</b>  Cold War, Iron Curtain, containment, Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Mao Zedong, 38 <sup>th</sup> Parallel, Nikita Khrushchev, NASA, Red Scare, McCarthyism, Joseph McCarthy, demobilization, baby boom, Fair Deal, Interstate Highway Act,			

Social Studies Curriculum – Grade 9			
<b>Big Idea –</b>  <b>The Struggle for Civil Rights</b>			
<b>Essential Question-</b>  <b>What impact did segregation have on the lives of African Americans in the United States?</b> <b>What methods did Civil Rights leaders use to gain equality?</b> <b>What events led to the passage of the Civil Rights Act of 1954?</b>			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> <li>○ Reconstruction Amendments</li> <li>○ Segregation and Jim Crow Laws</li> <li>○ Civil Rights Court Cases</li> <li>○ Civil Rights Protests and</li> </ul>	8.1.9.A 8.2.9.A 8.3.9.A 8.3.9.C 8.3.9.D  CC.8.5.9-10.A - Key Ideas and Details ~ 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 - Key Ideas and Details ~	United States History Text; Pearson Education	United States History; Pearson Education unit assessments

Social Studies Curriculum – American History  
Grade 9

<p>Leaders, Martin Luther King Jr., Malcolm X</p> <ul style="list-style-type: none"> <li>○ Kennedy, Johnson and the Civil Rights Laws</li> </ul>	<p>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 - Key Ideas and Details ~ 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.F - Craft and Structure ~ 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.H - Integration of Knowledge and Ideas ~ Assess the extent to which the reasoning and evidence in a text support the author's claims. CC.8.5.9-10.J - Range and Level of Complex Texts ~ By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. CC.8.6.9-10.B - Text Types and Purposes ~ Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. CC.8.6.9-10.B.1 - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CC.8.6.9-10.C - Production and Distribution of Writing ~ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.I - Range of Writing ~ Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a</p>		
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	day or two) for a range of discipline-specific tasks, purposes, and audiences.		
<b>Vocabulary</b>  <b>Thurgood Marshall, Earl Warren, Brown vs. Board of Education, Rosa Parks, Martin Luther King Jr., sit-in, SNCC, freedom rides, March on Washington, Civil Right Act of 1964, Freedom Summer, Voting Rights Act, Malcolm X</b>			

<b>Social Studies Curriculum – Grade 9</b>			
<b>Big Idea –</b>  <b>The Cold War Intensifies</b>			
<b>Essential Question-</b>  <b>In what ways did the United States attempt to deal with the expansion on Communism around the world?</b> <b>What events led to American involvement in the Vietnam War?</b> <b>How did the Vietnam War create divisions within the United States?</b> <b>What events led to Richard Nixon being elected president?</b>			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> <li>○ Kennedy and the Cuban Revolution and the Missile Crisis</li> <li>○ Berlin Crisis</li> <li>○ Vietnam and the Domino Theory</li> </ul>	8.1.9.A 8.2.9.A 8.3.9.A 8.3.9.C 8.3.9.D  CC.8.5.9-10.A - Key Ideas and Details ~ 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 - Key Ideas and Details ~ Determine the central ideas or information	United States History Text; Pearson Education	United States History; Pearson Education unit assessments

# Social Studies Curriculum – American History

## Grade 9

<ul style="list-style-type: none"> <li>○ The Antiwar Movement</li> <li>○ The Tet Offensive</li> <li>○ The 1968 Presidential Race</li> <li>○ Effects of the Vietnam War</li> </ul>	<p>of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CC.8.5.9-10.C - Key Ideas and Details ~ Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CC.8.5.9-10.F - Craft and Structure ~ 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.</p> <p>CC.8.5.9-10.H - Integration of Knowledge and Ideas ~ Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CC.8.5.9-10.J - Range and Level of Complex Texts ~ By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>CC.8.6.9-10.B - Text Types and Purposes ~ Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CC.8.6.9-10.B.1 - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.8.6.9-10.C - Production and Distribution of Writing ~ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.9-10.I - Range of Writing ~ 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>		
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**Vocabulary**

Bay of Pigs Invasion, Cuban Missile Crisis, “hot line”, Berlin Wall, Ho Chi Minh, domino Theory, Vietcong, Gulf of Tonkin Resolution, Napalm, draftees, Tet Offensive, Robert Kennedy, Richard Nixon, Vietnamization, Paris peace Accords, War Powers Act

**Social Studies Curriculum – Grade 9**

**Big Idea –**

**An Era of Change**

**Essential Question-**

**What were the positive and negative effects of the countercultural movements in the US?**  
**What were the goals and methods in which women and minority in the United States attempted to gain political rights?**

Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> <li>An Era of Change</li> <li>Youth Counterculture</li> <li>Women’s Rights Movement</li> <li>Latino’s, Asians, and Native American Rights Movements</li> </ul>	8.1.9.A 8.2.9.A 8.3.9.A 8.3.9.C 8.3.9.D  CC.8.5.9-10.A - Key Ideas and Details ~ 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 - Key Ideas and Details ~ 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 - Key Ideas and Details ~ Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	United States History Text; Pearson Education	United States History; Pearson Education unit assessments

Social Studies Curriculum – American History

Grade 9

	<p>CC.8.5.9-10.F - Craft and Structure ~ 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.</p> <p>CC.8.5.9-10.H - Integration of Knowledge and Ideas ~ Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CC.8.5.9-10.J - Range and Level of Complex Texts ~ By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>CC.8.6.9-10.B - Text Types and Purposes ~ Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CC.8.6.9-10.B.1 - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.8.6.9-10.C - Production and Distribution of Writing ~ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.9-10.I - Range of Writing ~ 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>		
<p><b>Vocabulary</b></p> <p>Generation gap, Beatles, feminism, National Organization for Women, Cesar Chavez, American Indian Movement,</p>			



<b>Social Studies Curriculum – Grade 9</b>			
<b>Big Idea –</b>			
<b>Politics of the 1970s</b>			
<b>Essential Question-</b>			
<b>What were the major foreign policies of the 1970s?</b> <b>What were the successes and setbacks in the Middle East?</b>			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>Politics of the 1970's</li> <li>Opening Relations with China</li> <li>Nixon's Foreign and Domestic Policy</li> <li>Ford, Inflation and Foreign Policy</li> <li>Carter, Foreign Policy, Camp David Accords, and Iran Hostage Crisis</li> </ul>	8.1.9.A 8.2.9.A 8.3.9.A 8.3.9.C 8.3.9.D  CC.8.5.9-10.A - Key Ideas and Details ~ 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 - Key Ideas and Details ~ 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 - Key Ideas and Details ~ 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.F - Craft and Structure ~ 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.H - Integration of Knowledge	United States History Text; Pearson Education	United States History; Pearson Education unit assessments

# Social Studies Curriculum – American History

## Grade 9

	<p>and Ideas ~ Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CC.8.5.9-10.J - Range and Level of Complex Texts ~ By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>CC.8.6.9-10.B - Text Types and Purposes ~ Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CC.8.6.9-10.B.1 - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.8.6.9-10.C - Production and Distribution of Writing ~ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.9-10.I - Range of Writing ~ 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>		
<p><b>Vocabulary</b></p> <p><b>Richard Nixon, détente, OPEC, Watergate, executive privilege, Gerald Ford, pardoned, boat people, Jimmy Carter, amnesty, sanctions, Camp David Accords</b></p>			

<b>Social Studies Curriculum – Grade 9</b>
<p><b>Big Idea –</b></p> <p><b>The 1980s and 1990s</b></p>

<b>Essential Question-</b>  <b>What caused a conservative resurgence in the 1980s?</b> <b>What impact did the ending of the Cold War have on the US and the world?</b> <b>How did America intervene in the Middle East in the 1990s?</b>			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> <li>The 1980's and 1990's</li> <li>Reagan and the New Conservatism</li> <li>Deregulation and Economic Issues</li> <li>The Late Cold War and Fall of the USSR</li> <li>Crisis in the Middle East</li> <li>Clinton and New Domestic Policies</li> </ul>	8.1.9.A 8.2.9.A 8.3.9.A 8.3.9.C 8.3.9.D  CC.8.5.9-10.A - Key Ideas and Details ~ 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 - Key Ideas and Details ~ 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 - Key Ideas and Details ~ 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.F - Craft and Structure ~ 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.H - Integration of Knowledge and Ideas ~ Assess the extent to which the reasoning and evidence in a text support the author's claims. CC.8.5.9-10.J - Range and Level of Complex Texts ~ By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. CC.8.6.9-10.B - Text Types and Purposes	United States History Text; Pearson Education	United States History; Pearson Education unit assessments

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<p><b>Vocabulary</b></p> <p><b>Moral majority, Ronald Reagan, supply-side economics, deregulation, budget deficit, national debt, Strategic Defense Initiative, Contras, Mikhail Gorbachev, Iran-Contra affair, Operation Desert Storm, Bill Clinton, ethnic cleansing, Brady Bill, impeachment</b></p>			

<b>Social Studies Curriculum – Grade 9</b>
<p><b>Big Idea –</b></p> <p><b>America in the 21<sup>st</sup> Century</b></p>
<p><b>Essential Question-</b></p> <p><b>What impacts did the attacks on September 11<sup>th</sup> have on the United States?</b>  <b>What was the impact of the financial crisis of 2008 on the US economy?</b></p>

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Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> <li>American in the 21<sup>st</sup> Century</li> <li>George W. Bush, 9/11, and the Patriot Act</li> <li>Operation Iraqi Freedom</li> <li>2008 Financial Crisis</li> <li>Barack Obama, Healthcare and Economic Reform</li> </ul>	<p>8.1.9.A 8.2.9.A 8.3.9.A 8.3.9.C 8.3.9.D</p> <p>CC.8.5.9-10.A - Key Ideas and Details ~ 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 - Key Ideas and Details ~ 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 - Key Ideas and Details ~ 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.F - Craft and Structure ~ 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.H - Integration of Knowledge and Ideas ~ Assess the extent to which the reasoning and evidence in a text support the author's claims. CC.8.5.9-10.J - Range and Level of Complex Texts ~ By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. CC.8.6.9-10.B - Text Types and Purposes ~ Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. CC.8.6.9-10.B.1 - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding</p>	<p>United States History Text; Pearson Education</p>	<p>United States History; Pearson Education unit assessments</p>

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<b>Vocabulary</b>  George W. Bush, al-Qaeda, Osama Bin Ladan, Taliban, USA Patriot Act, September 11, Department of Homeland Security, weapons of mass destructive,			