

UNIT 2 (Settling the West, Industrialization, Urban America)

Unit/ Chapters	HSCE	Terms, Events, & People	Assessments	Pacing
Chapter 4: Settling the West	<p>F2.1 Describe the major trends and transformations in American life prior to 1877 including:</p> <ul style="list-style-type: none"> • changing political boundaries of the United States • regional economic differences and similarities, including goods produced and the nature of the labor force • changes in the size, location, and composition of the population • patterns of migration <p>changes in commerce, transportation, and communication</p>	<p>Homestead Act Rutherford B. Hayes views on Native Americans Indian Reorganization Act of 1934 Role of mining in statehood Boomtowns Dakota Sioux uprising Chief Joseph Dawes Act Sand Creek Massacre Hardships faced by settlers on the Great Plains Open Range Hispanics in the West Failure of the government's Native American policies Battle of Little Big Horn Wounded Knee Role of the Railroad in settling the Great Plains</p>	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation 9. Unit Test: multiple choice and short answer 	4 weeks

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<p>Chapter 5: Industrialization</p>	<p>6.1.1 Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including:</p> <ul style="list-style-type: none"> • gains from trade • development of corporations and labor organizations • advantages of physical geography • economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller) • technological advances <p>6.1.2 Labor’s Response to Industrial Growth – Evaluate the different responses of labor to industrial change including:</p> <ul style="list-style-type: none"> • development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers 	<p>Laissez-faire Transcontinental Railroad American Federation of Labor Three kinds of resources that encouraged industrialization Economies of Scale Industrial Unions Pacific Railway Act Samuel Gompers Eugene V. Debs Karl Marx Andrew Carnegie John D. Rockefeller Explain how railroads were financed Describe working women in the late 1800’s Explain how industrialization led to the rise of unions and big business</p> <p>Pullman Strike Knights of Labor Explain why the number of corporations increased in the late 1800’s Railroads role in the settlement of the west</p>		
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<p>Chapter 6: Urban America</p>	<p>F.2.1</p> <ul style="list-style-type: none"> development of cities <p>6.1.1</p> <ul style="list-style-type: none"> increase in labor through immigration and migration <p>6.1.2</p> <ul style="list-style-type: none"> southern and western farmers' reactions, including the growth of populism and the populist movement Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of Gold" speech) <p>6.1.3 Urbanization – Analyze the changing urban and rural landscape by examining:</p> <ul style="list-style-type: none"> the location and expansion of major urban centers the growth of cities linked by industry and trade the development of cities divided by race, ethnicity, and class resulting tensions among and within groups different perspectives about immigrant experiences in the urban setting <p>6.1.4 Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization.</p>	<p>Ellis Island Nativism Jacob Riis Chinese Exclusion Act Explain the immigration of Italians, East Europeans, or Chinese (Push/Pull Factors)</p> <p>Describe life in big cities in the late 1800's and early 1900's</p> <p>William M. Tweed Tammany Hall Political Machine Pendleton Act Gilded Age Social Darwinism William Jennings Bryan Popular Culture in the late 1800's Sherman Anti-Trust Law Social Gospel Gospel of Wealth Populism Granger Law Jim Crow Laws Plessy v. Ferguson Segregation</p>		
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Chapter 10-2	<p>6.1.5 A Case Study of American Industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining:</p> <ul style="list-style-type: none">• the impact of resource availability• entrepreneurial decision making by Henry Ford and others• domestic and international migrations• the development of an industrial work force• the impact on Michigan• the impact on American society	Henry Ford Detroit Natural Resources for the Auto Industry		
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UNIT 2 (Settling the West, Industrialization, Urban America)

CCSS Grades 9-10:

- Reading Standards for History/Social Studies

- Key Ideas and Details

2. 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.

- Craft and Structure

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- Integration of Knowledge and Ideas

8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

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

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1. Write **arguments** focused on **discipline-specific content**.

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6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

- Research to Build and Present Knowledge

7. Conduct short as well as more sustained **research projects** to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

UNIT 3 (Becoming a World Power, The Progressive Movement, World War I)

Unit/ Chapters	HSCE	Terms, Events, & People	Assessments	Pacing
Chapter 7: Becoming a World Power	<p>6.2.1 Growth of U.S. Global Power –</p> <ul style="list-style-type: none"> • Locate on a map Cuba and the territories (Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914 • Analyze the role the following played in expanding America’s global influence and redefining its foreign policy. <ul style="list-style-type: none"> ○ Spanish American War ○ the Philippine Revolution ○ the Panama Canal ○ the Open Door Policy ○ the Roosevelt Corollary 	<p>Causes of American Imperialism Treaty of Kanagawa Annexing Hawaii Cuban Rebellion against Spain Spanish-American War Governing Puerto Rico Yellow Journalism Platt Amendment Outline the arguments FOR and AGAINST annexing the Philippines</p> <p>Philippine Revolution Open Door Policy Panama Canal Roosevelt Corollary Dollar Diplomacy United States involvement in the Mexican Revolution</p>	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	5 weeks

UNIT 3 (Becoming a World Power, The Progressive Movement, World War I)

<p>Chapter 8: The Progressive Movement</p>	<p>6.3.1 Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930</p> <ul style="list-style-type: none"> • urban and rural poverty and blight • child labor • immigration • political corruption • public health, poor working conditions • monopolies <p>6.3.2 Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas:</p> <ul style="list-style-type: none"> • major changes in the Constitution, including <ul style="list-style-type: none"> ○ 16th, 17th, 18th, and 19th Amndts. • new regulatory legislation: Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts) • role of reform organizations, movements and individuals in promoting change • the National Association for the Advancement of Colored People • Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell • efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants <p>6.3.3 Women’s Suffrage – Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders</p> <ul style="list-style-type: none"> • Susan B. Anthony • Elizabeth Cady Stanton • Ratification of the 19th Amendment. 	<p>Muckraker Progressives Democratic Reforms Women’s suffrage movement 17th amendment 19th amendment Interstate Commerce Commission Women’s Christian Temperance Union Child Labor Square Deal Roosevelt as a “trustbuster” <i>Northern Securities v. United States</i>, 1904 Meat Inspection Act Pure Food and Drug Act Roosevelt’s conservation policy Taft’s Progressive reforms Election of 1912 Clayton Anti-Trust Act NAACP</p>		
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UNIT 3 (Becoming a World Power, The Progressive Movement, World War I)

<p>Chapter 9: World War I</p>	<p>6.2.2 WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.</p> <p>6.2.3 Domestic Impact of WWI – Analyze the domestic impact of WWI on the growth of the government</p> <ul style="list-style-type: none"> • War Industries Board • the expansion of the economy • the restrictions on civil liberties <ul style="list-style-type: none"> ○ Sedition Act ○ Red Scare ○ Palmer Raids ○ Expansion of women’s suffrage. <p>6.2.4 Wilson and His Opponents – Explain how Wilson’s “Fourteen Points” differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty</p> <ul style="list-style-type: none"> • United States participation in the League of Nations • The redrawing of European political boundaries • Resulting geopolitical tensions that continued to affect Europe. 	<p>Militarism as a cause of WWI Alliances as a cause of WWI Imperialism as a cause of WWI Nationalism as a cause of WWI Sinking of the Lusitania Zimmerman Telegram American neutrality debate War Industries Board National War Labor Board Great Migration Espionage Act and Sedition Act Schenk v. United States, 1919 Women and African Americans in WWI Trench Warfare New Technology and its impact on WWI American impact on the course of WWI Wilson’s Fourteen Points Treaty of Versailles League of Nations The Red Scare Palmer Raids</p>		
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UNIT 4 (Jazz Age, Great Depression, Roosevelt and the New Deal)

Unit/ Chapters	HSCE	Terms, Events, & People	Assessments	Pacing
Chapter 10: The Jazz Age	<p>7.1.1 The Twenties – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including:</p> <ul style="list-style-type: none"> • cultural movements such as <ul style="list-style-type: none"> • The Harlem Renaissance • The “lost generation” • The struggle between “traditional” and “modern” America: <ul style="list-style-type: none"> ○ Scopes Trial ○ immigration restrictions ○ Prohibition ○ role of women ○ mass consumption 	<p>Teapot Dome Scandal Warren G. Harding Trickle-Down: economics Kellogg-Briand Pact Growth of the Auto Industry Consumer Credit Welfare Capitalism Mass Advertising and Consumption Farm Crisis in the 1920s Reasons for and the result of controlling immigration in the 1920s Prohibition “flappers” Woman Professionals Scopes Trial 18th and 21st Amendments Harlem Renaissance Jazz Music NAACP Black Nationalism Describe popular culture, the arts, and literature change in the 1920s?</p> <p>The Lost Generation Marcus Garvey</p>	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	4 weeks

UNIT 4 (Jazz Age, Great Depression, Roosevelt and the New Deal)

<p>Chapter 11: The Great Depression Begins</p>	<p>7.1.2 Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing:</p> <ul style="list-style-type: none"> • the political, economic, environmental, and social causes of the Great Depression including <ul style="list-style-type: none"> ○ fiscal policy ○ overproduction ○ under consumption ○ Speculation ○ the 1929 crash ○ The Dust Bowl • the economic and social toll of the Great Depression, including <ul style="list-style-type: none"> ○ unemployment ○ environmental conditions that affected farmers ○ industrial workers ○ families • Hoover’s policies and their impact <ul style="list-style-type: none"> ○ Reconstruction Finance Corporation 	<p>Buying Stock on Margin Margin Call Speculation Bull Market Black Tuesday Bank Runs Factors that lead to the Great Depression Hawley-Smoot Tariff Dust Bowl “Grapes of Wrath” How people coped with life’s struggles during the Great Depression</p> <p>Herbert Hoover’s ideas about government Reconstruction Finance Corporation Bonus Army Hoovervilles Foreclosure Events during the Great Depression that lead to Hoover’s decline in popularity</p>		
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UNIT 4 (Jazz Age, Great Depression, Roosevelt and the New Deal)

<p>Chapter 12: Roosevelt and the New Deal</p>	<p>7.1.3 The New Deal – Explain and evaluate Roosevelt’s New Deal Policies including:</p> <ul style="list-style-type: none"> • expanding the federal government’s responsibilities to protect the environment <ul style="list-style-type: none"> ○ Dust Bowl ○ Tennessee Valley ○ meet challenges of unemployment ○ address the needs of workers, farmers, poor, and elderly • opposition to the New Deal <ul style="list-style-type: none"> ○ impact of the Supreme Court in striking down and then accepting New Deal laws • consequences of New Deal policies <ul style="list-style-type: none"> ○ promoting workers’ rights ○ development of Social Security program ○ banking and financial regulation ○ conservation practice ○ crop subsidies 	<p>Hundred Days Eleanor Roosevelt Fireside Chats Areas the New Deal attempted to make economic improvements</p> <p>FDIC SEC AAA CWA CCC TVA Huey Long Father Coughlin WPA Explain how the Second New Deal assisted elderly and the unemployed</p> <p>Social Security Act Wagner Act John Maynard Keynes Legacy of the New Deal NCRB v Jones & Laughlin Steel Corp 1937 Schechter poultry v. US 1935</p>		
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UNIT 5 (A World in Flames, America and World War II)

Unit/ Chapters	HSCE	Terms, Events, & People	Assessments	Pacing
Chapter 13: A World in Flames	<p>7.2.1 Causes of WWII – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war including:</p> <ul style="list-style-type: none"> • the political and economic disputes over territory <ul style="list-style-type: none"> ○ failure of Versailles Treaty, ○ failure of the League of Nations ○ failure of the Munich Agreement • the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan • United States neutrality • the bombing of Pearl Harbor <p>7.2.2 U.S. and the Course of WWII –</p> <ul style="list-style-type: none"> • Evaluate the role of the U.S. in fighting the war across the world <ul style="list-style-type: none"> ○ diplomatically <p>7.2.4 Responses to Genocide – Investigate</p> <ul style="list-style-type: none"> • development and enactment of Hitler’s “final solution” policy • the responses to genocide by <ul style="list-style-type: none"> ○ the Allies ○ the U.S. government ○ international organizations ○ individuals • liberation of concentration camps 	Events of World War I that led to WWII Fascism Benito Mussolini Adolf Hitler Joseph Stalin Japanese Militarists American Neutrality Cash-Carry Steps leading to war in Europe 1930s Appeasement Blitzkrieg Miracle at Dunkirk Winston Churchill Battle of Britain Nazi persecution of the Jewish people Nuremburg Laws Kristallnacht Final Solution Concentration/Extermination Camps US Involvement in WWII Lend-Lease Act Atlantic Charter Pearl Harbor	Assessments may include but are not limited to: <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation Unit Test: multiple choice and short answer	5 weeks

UNIT 5 (A World in Flames, America and World War II)

<p>Chapter 14: America and World War II</p>	<p>7.2.2 U.S. and the Course of WWII –</p> <ul style="list-style-type: none"> • Evaluate the role of the U.S. in fighting the war across the world <ul style="list-style-type: none"> ○ militarily ○ diplomatically ○ technologically <ul style="list-style-type: none"> ▪ Germany First strategy, ▪ Big Three Alliance, ▪ Development of atomic weapons <p>7.2.3 Impact of WWII on American Life – Analyze the changes in American life brought about by U.S. participation in World War II including:</p> <ul style="list-style-type: none"> • mobilization of economic, military, and social resources • role of women and minorities in the war effort • role of the home front in supporting the war effort <ul style="list-style-type: none"> ○ rationing ○ work hours ○ taxes ○ internment of Japanese-Americans <p>7.2.4 Responses to Genocide – Investigate development and enactment of Hitler’s “final solution” policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals</p> <ul style="list-style-type: none"> • Nuremberg war crimes tribunals • establishment of state of Israel 	<p>United States industrial productivity War Production Board “Double V” campaign Tuskegee Airmen Bataan Death March Doolittle Raid Battle of Midway Fighting in North Africa Battle of the Atlantic Battle of Stalingrad Rosie the Riveter Women and African Americans in the war effort Migration in the United States during the war Zoot Suit Riot Japanese American Internment Korematsu v. United States Rationing and Victory Gardens Striking the Soft Underbelly Operation Overlord Battle of the Bulge V-E Day Island Hopping Harry S. Truman Battle of Iwo Jima Battle of Okinawa Manhattan Project Hiroshima and Nagasaki V-J Day United Nations Nuremberg Trials Establishment of Israel</p>		
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UNIT 5 (A World in Flames, America and World War II)

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UNIT 5.5 (The Cold War, Korean War, and Truman Era)

Unit/ Chapters	HSCE/CCSS	Terms, Events, & People	Assessments	Pacing
Chapter 15: The Cold War Begins	<p>8.1.1: Analyze the factors that contributed to the Cold War including</p> <ul style="list-style-type: none"> • differences in US & USSR civic, ideological, economic and political values. • Yalta & Potsdam • Post WWII actions of both <p>8.1.2: Evaluate the origins, setbacks, and successes of the American policy “containing” the Soviet Union including</p> <ul style="list-style-type: none"> • Development of US national security establishment <ul style="list-style-type: none"> ○ Department of Defense ○ Department of State ○ intelligence community • Korean conflict • Conflicts with Germany & Cuba • Indirect confrontations within specific world regions <ul style="list-style-type: none"> ○ Chile ○ Iran • Arms race 	<p>J. Edgar Hoover Mao Zedong Winston Churchill Dwight D. Eisenhower Douglas MacArthur Chiang Kai-shek Cold War Brinkmanship Yalta Conf./ compromises & agreements Warsaw Pact Potsdam Satellite nations Red Scare McCarthyism Containment Alger Hiss Ethel and Julius Rosenberg Truman Doctrine Marshall Plan NATO/ purpose Détente Declaration of Liberated Europe Sputnik</p>	<p>Assessments may include but are not limited to:</p> <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation <p>Unit Test: multiple choice and short answer</p>	4 weeks

UNIT 5.5 (The Cold War, Korean War, and Truman Era)

<p>Chapter 16: Postwar America</p>	<p>8.2.1: Use population data to analyze maps that show</p> <ul style="list-style-type: none"> • The changes in pop. Distribution • spatial patterns and density • including the Baby Boom • new immigration • suburbanization • reverse migration of African Americans to the South • the flow of population “sunbelt” <p>8.2.2: Analyze domestic issues in Post WWII era and the policies designed to meet the challenges by</p> <ul style="list-style-type: none"> • Describing issues challenging Americans <ul style="list-style-type: none"> ○ McCarthyism ○ labor ○ Poverty ○ Healthcare ○ immigration • Evaluate policy decisions and legislative actions to meet these challenges <ul style="list-style-type: none"> ○ GI Bill ○ 22nd Amendment ○ National Defense Act 	<p>GI Bill Effects of the Cold War on the US Baby Boom Suburbanization (Levittown): factors leading to the Growth of Suburbia</p> <p>Discrimination and the Urban Poor National Defense Act 22nd Amendment Fair Deal Eisenhower’s political beliefs: Changes in the workplace Jonas Salk Popular Culture of the 1950s The Beat Movement Conditions in the inner city in the 1950s African Americans in the 1950s Appalachia in the 1950s Juvenile delinquency in the 1950s</p>		
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UNIT 6: JFK, The Great Society and Civil Rights

Unit/ Chapters	HSCE	Terms, Events, & People	Assessments	Pacing
Chapter 17: The New Frontier and The Great Society	<p>8.1.2 Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including:</p> <ul style="list-style-type: none"> • direct conflicts within specific world regions including Germany and Cuba <p>8.2.3: Focusing on causes, programs, and impacts, compare and contrast FDR’s New Deal initiatives, Johnson’s Great Society programs, and Reagan’s market-based domestic policies</p> <p>8.2.4: Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by</p> <ul style="list-style-type: none"> • U.S Supreme Court decisions 	Election of 1960 New Frontier Warren Courts Reforms Civil Rights Due Process Freedom of speech and religion Peace Corps Special Olympics Flexible Response Space Race Bay of Pigs Berlin Wall Cuban Missile Crisis JFK assassination LBJ Great Society Medicare Medicaid	Assessments may include but are not limited to: <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation Unit Test: multiple choice and short answer	4 weeks

UNIT 6: JFK, The Great Society and Civil Rights

<p>Chapter 18: The Civil Rights Movement</p>	<p>8.3.1: Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"> • The impact of WWII & the Cold War • Supreme Court decisions <ul style="list-style-type: none"> ○ Plessey v. Ferguson ○ Brown v. Board • Governmental actions <ul style="list-style-type: none"> ○ Little Rock ○ Civil Rights Act ○ Voting Rights Act • Protest movements, organizations, & civil actions <ul style="list-style-type: none"> ○ Montgomery Bus boycott ○ March on Washington ○ freedom rides ○ NAACP ○ SCLC ○ SNCC ○ Nation of Islam ○ Black Panthers • Resistance to Civil Rights 	<p>Rosa Parks NAACP Plessey vs. Ferguson Sit-Ins (Greensboro) Thurgood Marshall Brown vs. the Board of Education Montgomery Bus Boycott Southern Christian Leadership Conference (SCLC)</p> <p>Little Rock Nine Crisis in Little Rock Civil Rights Acts SNCC Freedom Riders James Meredith Violence in Birmingham (1963) Filibuster Selma March Voting Rights Act of 1965</p>		
<p>Chapter 20;2</p>	<p>8.3.2: Compare/ contrast the ideas in MLK's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address</p>	<p>Assassination of MLK Kerner Commission Chicago Movement African American economic conditions in the 50s and 60s</p> <p>Black Power Malcolm X Black Panthers Legacy of Civil Rights Era</p>		

UNIT 6: JFK, The Great Society and Civil Rights

CCSS Grades 9-10:

- Reading Standards for History/Social Studies

- Key Ideas and Details

2. 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.
 - Craft and Structure
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
4. 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.
 - Integration of Knowledge and Ideas
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.
10. 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 History/Social Studies

- Text Types and Purposes

1. Write **arguments** focused on **discipline-specific content**.
 - a. **Introduce precise claim(s)**, distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

- Research to Build and Present Knowledge

7. Conduct short as well as more sustained **research projects** to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

UNIT 6.5: Vietnam & Political Unrest

Unit/ Chapters	HSCE	Terms, Events, & People	Assessments	Pacing
Chapter 19;1	8.1.2: Evaluate the origins, setbacks, and successes of the American policy “containing” the Soviet Union, including <ul style="list-style-type: none"> • US involvement in the Vietnam War • the foreign and domestic consequences of the war 	Ho Chi Minh Ngo Dinh Diem Vietcong Domino Theory Geneva Accords U.S. Involvement Gulf of Tonkin Resolution Agent Orange Ho Chi Minh trail Tet Offensive (Ch. 19;2) POWs & MIAs	Assessments may include but are not limited to: <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation Unit Test: multiple choice and short answer	3.5 weeks
Chapter 19;2	8.2.4: Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by <ul style="list-style-type: none"> • The Vietnam War 	Credibility gap Teach-in (U of M) Minorities serving in the war Draft cards Hawks & Doves		
Chapter 19:2	P3.2: Deeply examine policy issues in group discussion and debate s to make reasoned and informed decisions	Presidents policy for Vietnam Kennedy Johnson Nixon		

UNIT 6.5: Vietnam & Political Unrest

Chapter 19:3		Vietnamization Kissinger Massacre at My Lai Cambodia Kent State Pentagon Papers War Powers Act Legacy of the War		
Chapter 20:1	8.2.4: Domestic Conflicts and Tensions Analyze & evaluate the competing perspectives and controversies among Americans generated by <ul style="list-style-type: none"> • the countercultural movements 	Free Speech Movement Counterculture “New Left” Port Huron Statement		
Chapter 20:2	8.3.3: Women’s Rights Analyze the causes and course of the women’s rights movement in the 1960’s and 1970’s <ul style="list-style-type: none"> • Population • birth control • Workforce • NOW • equal rights amendment 	Equal Pay Act National Organization for Women (NOW) Equal Rights Amendment Title IX Roe v. Wade Feminism		

UNIT 6.5: Vietnam & Political Unrest

<p>Chapter 20:3</p> <p>Chapter 21:4</p>	<p>8.3.4 Civil Rights Expanded Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century</p> <ul style="list-style-type: none"> • American Indians • Latinos as new immigrants • people with disabilities • gays and lesbians <p>KI.8: Apply social studies concepts to better understand major current local, national, and world events, issues, and problems</p> <p>8.3.5: analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with one other American city.</p>	<p>League of United Latin American Citizens Cesar Chavez United Farm Workers Bilingual Act University of California Regents v. Bakke American Indian Movement (AIM) Jesse Jackson Section 504 Affirmative Action Million Man March Americans with Disabilities Act Detroit Race Riots</p>		
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UNIT 6.5: Vietnam & Political Unrest

CCSS Grades 9-10:

- Reading Standards for History/Social Studies
 - Key Ideas and Details
 - 2. 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.
 - Craft and Structure
 - 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
 - 4. 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.
 - Integration of Knowledge and Ideas
 - 8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
 - 9. Compare and contrast treatments of the same topic in several primary and secondary sources.
 - 10. 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 History/Social Studies
 - Text Types and Purposes
 - 1. Write **arguments** focused on **discipline-specific content**.
 - a. **Introduce precise claim(s)**, distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically
 - Research to Build and Present Knowledge
 - 7. Conduct short as well as more sustained **research projects** to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

UNIT 7: Watergate, Reagan, and Clinton

Unit/ Chapters	HSCE	Terms, Events, & People	Assessments	Pacing
Chapter 21: Politics and economics 1968-1980 Chapter 21;2 Chapter 21;3 Chapter 21;5	8.2.4: Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by the <ul style="list-style-type: none"> • Crisis generated by the Watergate Scandal 8.2.4 Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies generated by <ul style="list-style-type: none"> • Environmental movement 	Taping system President Richard Nixon Pentagon Papers CREEP United States v. Nixon, 1974 Executive privilege Impeachment Impact of Watergate Gerald R. Ford Jimmy Carter Stagflation OPEC Iranian Hostage Crisis Camp David Accords Environmentalism EPA Nuclear Energy Love Canal Three Mile Island	Assessments may include but are not limited to: <ol style="list-style-type: none"> 1. Extended Writing Component(s) 2. Multimedia Component(s) 3. Quiz(s) 4. Project (s) (Individual/Group) 5. Mapping 6. Notes 7. 3 Ring Binder Assignment Check 8. Participation Unit Test: multiple choice and short answer	3 weeks

UNIT 7: Watergate, Reagan, and Clinton

<p>Chapter 22: Resurgence of Conservatism</p>	<p>9.1.2: Analyze the transformation of American politics in the late 20th and early 21st centuries including</p> <ul style="list-style-type: none"> • Growth of conservative movement in national politics <ul style="list-style-type: none"> ○ role of Ronald Reagan • Role of evangelical religion in national politics • Intensification of partisanship • Partisan conflict over the role of government in American life • Role of regional differences in national politics 	<p>Conservatives Liberals Sunbelt The Religious Right Televangelists</p>		
<p>Chapter 22;1</p>				
<p>Chapter 22;2</p>	<p>8.2.3: Focusing on causes, programs, and impacts</p> <ul style="list-style-type: none"> • compare and contrast FDR's New Deal initiatives, Johnson's Great Society programs, and Reagan's market-based domestic policies 	<p>Election of 1980 Reaganomics Sandra Day O'Connor Aid to Afghan rebels Iran Contra Scandal</p>		
<p>Chapter 22; Sections 2 & 4</p>	<p>8.1.3: Evaluate the factors that led to the end of the Cold War including US and USSR leadership (Reagan & Gorbachev)</p>	<p>Reagan's famous quote Relations between US and Russia Fall of the Berlin Wall</p>		
<p>Chapter 23;2</p>	<p>9.2.1: Explain the role of the United States as a super-power in the post-Cold War world including:</p> <ul style="list-style-type: none"> • advantages&disadvantages • military missions in Bosnia, and Kosovo • Gulf War 	<p>Ethnic Cleansing Dayton Accords First Gulf War</p>		

UNIT 7: Watergate, Reagan, and Clinton

CCSS Grades 9-10:

- Reading Standards for History/Social Studies

- Key Ideas and Details

2. 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.

- Craft and Structure

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

4. 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.

- Integration of Knowledge and Ideas

8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

10. 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 History/Social Studies

- Text Types and Purposes

1. Write **arguments** focused on **discipline-specific content**.

a. **Introduce precise claim(s)**, distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

- Research to Build and Present Knowledge

7. Conduct short as well as more sustained **research projects** to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

UNIT 8: War on Terror and the Middle Eastern Affairs

Unit/ Chapters	HSCE/CCSS	Terms, Events, & People	Assessments	Pacing
Chapter 24;2 Chapter 24;3 Chapter 24;4	<p>9.2.1: Explain the role of the US as a super-power in the post-Cold War world, including advantages and disadvantages, and new challenges</p> <ul style="list-style-type: none"> • Persian Gulf War <p>9.2.2: Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies</p> <ul style="list-style-type: none"> • Office of Homeland Security • Patriot Act • Wars in Afghanistan and Iraq • Role of the US in the United Nations 	See project expectations	<p>PowerPoint mini lecture every day. Use the remainder of each class period to work on project. Students will have a handout of the PP slides for note-taking purposes. Individual Project</p> <p>Final Project (choices) 30% of Final Exam Grade</p>	2 weeks

UNIT 8: War on Terror and the Middle Eastern Affairs

CCSS Grades 9-10:

- Reading Standards for History/Social Studies

- Key Ideas and Details

2. 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.
 - Craft and Structure
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
4. 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.
 - Integration of Knowledge and Ideas
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.
10. 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 History/Social Studies

- Text Types and Purposes

1. Write **arguments** focused on **discipline-specific content**.
 - a. **Introduce precise claim(s)**, distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

- Research to Build and Present Knowledge

7. Conduct short as well as more sustained **research projects** to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.