

# CURRICULUM COURSE OUTLINE

Course Name(s): United States History: 1890-Present

Grade(s): 9th

Department: Social Studies

Course Length: 1 full year

Pre-requisite: -

Textbook/Key Resource:

**American History: The Modern Era Since 1865**

**Ritchie, Donald A. American History: The Modern Era since 1865. New York: Glencoe/McGraw-Hill, 1999. Print.**

**The American Reader**

**Ravitch, Diane. The American Reader: Words That Moved a Nation. New York, NY: HarperCollins, 1990. Print.**

**Course Description: Comprehension of the foundations of American history provides us with an understanding as to why we react internally and globally the way we do. Firmly established patterns throughout our years of development provide citizens with a guide to explain our current decisions. For one to participate in a meaningful way, we must be able to identify these patterns, make value judgments as to how best to work with these patterns, and how to use American history to develop pride and a willingness to protect our heritage.**

Standards:

**Wisconsin Model Academic Standards for Social Studies**

**[http://standards.dpi.wi.gov/stn\\_ssintro](http://standards.dpi.wi.gov/stn_ssintro)**

Unit: Imperialism	Unit Length: 3-4 weeks
<p>Students will know:</p> <p>The definition of Imperialism</p> <p>Reasons for Imperialism</p> <p>The impact of Imperialism</p> <p>The definition of foreign policy</p> <p>The causes and effects of imperialism.</p> <p>About American involvement in the Spanish-American War.</p> <p>Various opinions of early American expansion.</p> <p>American involvement in the Caribbean and Pacific at the turn of the Century.</p>	<p>Students will be able to:</p> <p>Identify vocabulary associated with Imperialism</p> <p>Identify key people involved with Imperialism</p> <p>Identify countries associated with the Imperialistic movement at the turn of the century</p> <p>Analyze political cartoons based on Imperialistic and Isolationist viewpoints</p>
Standard(s): B.12.1, B.12.3, B.12.5, B.12.6, B.12.8, B.12.11, B.12.16, B.12.15 C.12.1-C.12.6	
Unit: Progressivism	Unit Length: 2-3 weeks
<p>Students will know:</p> <p>The politics and issues of the early 20th century.</p> <p>The definition of trusts and opposition to them.</p> <p>Understand the reform movements.</p> <p>Know the importance of the amendments during the Progressive Era.</p> <p>The role of the President during this time period</p> <p>Understands unions.</p> <p>Understands trust.</p>	<p>Students will be able to:</p> <p>List 3 major problems occurring at the turn of the century.</p> <p>Give 2 reasons why trusts were corrupt.</p> <p>List how the Presidents tried to get rid of corruption.</p> <p>Define 2 unions.</p> <p>Give 2 examples of muckrackers.</p> <p>Identify key vocabulary associated with Progressivism</p>
Standard(s): B.12.1-B.12.6, B.12.9, B.12.17-B.12.18	
Unit: World War I	Unit Length: 3 weeks
<p>Students will know:</p> <p>Causes of WWI.</p> <p>Reasons for U. S. involvement in WWI.</p> <p>Life on the home front.</p> <p>The impact of war at home and abroad.</p> <p>The definition of the League of Nations.</p> <p>The strengths and weaknesses of the Treaty of Versailles.</p> <p>Maps prior to and after WWI.</p>	<p>Students will be able to:</p> <p>Label the countries in Europe involved in the war</p> <p>Identify the alliances</p> <p>Identify the causes of the war</p> <p>Explain the role of women during the war</p> <p>Understand the Treaty of Versailles and its validity to ending the war</p> <p>Identify key vocabulary associated with the war</p> <p>Identify key people/leaders associated with the war</p>
Standard(s): B.12.2-B.12.6, B. 12.8, B.12.11, B.12.15-B.12.18, C.12.1-C.12.6	



Unit: Return to Normalcy	Unit Length: 2-3 weeks
<p>Students will know:</p> <ul style="list-style-type: none"> <li>The definition of Prohibition</li> <li>The definition of the Roaring '20s.</li> <li>The impact of the Roaring '20s</li> <li>The definition of Communism</li> <li>About life in the urban and rural sectors of the 1920s</li> <li>Changes in women's roles in the 1920s</li> <li>The definition of the Harlem Renaissance</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Analyze the pro's &amp; con's of Prohibition.</li> <li>Outline the effects of the socioeconomic culture of the 1920's.</li> <li>Compare/contrast the changing roles of women.</li> <li>Compare/contrast the changing roles of minorities.</li> <li>Identify key vocabulary associated with the 1920s.</li> <li>Identify key people/leaders associated with the 1920s.</li> </ul>
<p>Standard(s): B.12.2-B.12.10, B.12.15, B.12.17-B.12.18, C.12.1-C.12.7, C.12.11, C.12.14-C.12.15, D.12.6, E.12.2, E.12.4, E.12.6, E.12.11, E.12.12, E.12.17</p>	
Unit: Great Depression	Unit Length: 3 weeks
<p>Students will know:</p> <ul style="list-style-type: none"> <li>The definition of the Great Depression.</li> <li>Causes of Great Depression</li> <li>The impact of the Great Depression</li> <li>The definition of the New Deal.</li> <li>Understand New Deal programs</li> <li>The impact of Great Depression globally</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Give 4 causes of the Great Depression.</li> <li>Give 4 examples of New Deal Program.</li> <li>List how minorities were treated during the Depression.</li> <li>Give examples as to why the Stock Market Crashed.</li> <li>Compare/contrast life before &amp; after the Stock Market Crash.</li> <li>Name people who did not support the New Deal.</li> <li>Identify key vocabulary associated with the Depression.</li> <li>Identify key people/leaders associated with the Depression.</li> </ul>
<p>Standard(s): A.12.6, A.12.9, B.12.2-B.12.6-B.12.8, B.12.15, B.12.17-B.12.18, C.12.1-C.12.7, D.12.1-D.12.3, D.12.5-D.12.6, D.12.8-D.12.12, E.12.2, E.12.4, E.12.6, E.12.11, E.12.17</p>	
Unit: World War II	Unit Length: 3-4 weeks

<p>Students will know:  The causes of WWII.  U.S. policies in WW II.  Events that led to the start of the war in Europe  Effects of the Treaty of Versailles on WWII  Effects of the alliances  The major battles during the war  Activities on the home front.  The issue of Japanese Relocation Camp.  Learner explains impact of atomic bomb.  Learner outlines impact of WWII.</p>	<p>Students will be able to:  List 4 causes of WWI.  Analyze how the Treaty of Versailles led to WWII.  Compare/contrast WWI &amp; WWII.  Discuss the role of the US during the entire war.  Identify the alliances  Identify on a map key countries involved  Identify key battles  Outline Hitler's quest for war in the 1930's.  Sequence the events in Europe leading up to WWII.  Identify the effects of the atomic bombs on Japan.  Identify key vocabulary associated with the war  Identify key people/leaders associated with the war</p>
<p>Standard(s): A.12.4, B.12.2-B.12.6, B.12.8, B.12.11, B.12.15-B.12.18, C.12.1-C.12.7,C.12.12, D.12.6, E.12.2, E.12.4, E.12.6, E.12.11-E.12.2, E.12.17</p>	

**Shawano School District**

<p>Unit: Holocaust</p>	<p>Unit Length:</p>
<p>Students will know:  The definition of the Holocaust.  Key people involved in the Holocaust.  Various Concentration Camps  Life in the Concentration camp  Why Hitler was so powerful</p>	<p>Students will be able to:  Identify men that worked for Hitler during the War &amp; the Holocaust.  Examine life of people in the concentration camps.  Compare/contrast life of Jews in Europe during the early 20th century with that of minorities living in the US.  Debate whether Hitler was a strong leader of Germany.  Explain why so many people followed the beliefs of Hitler.  Identify key vocabulary associated with the Holocaust.</p>
<p>Standard(s): A.12.13, B.12.1-B.12.2, B.12.4-B.12.8, B.12.15, B.12.17-B.12.18, C.12.1-C.12.7, C.12.11, C.12.14-C.12.15, D.12.3, D.12.6, E.12.2, E.12.4, E.12.6, E.12.11, E.12.12, E.12.17</p>	
<p>Unit: Cold War</p>	<p>Unit Length: 4 weeks</p>

<p>Students will know:          Problems related to WWII.          The definition of the Cold War.          Learner outlines causes of Korean War.          Learner defines Red Scare.          Learner explains impact of Red Scare.          Learner outlines the 1960s Cold War issues.</p>	<p>Students will be able to:          Explain the US resentment towards Communism.          Construct a timeline of events that occurred during the Cold War fueling the US resentment of Communism.          Identify the changing culture of the US during the Cold War.          Evaluate the Communistic goals of the major leaders of the Soviet Union.          Synthesize the USSR's relationship with Cuba and how it affected the US.          Identify key vocabulary associated with the Cold War.          Identify key people/leaders associated with the Cold War.          Identify and label key countries associated with Communism.</p>
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Standard(s): B.12.2-B.12.6, B.12.8, B.12.11, B.12.15-B.12.18, C.12.1-C.12.12.7, C.12.12, D.12.6, E.12.2, E.12.4, E.12.6, E.12.11, E.12.12, E.12.17



Unit: Civil Rights	Unit Length: 2-3 weeks
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<p>Students will know:          The definitions of the various Civil Rights Movements that took place after WWII.          Prior events that led to the need for change          The Identification of the leaders of the Civil Rights Movements.          How to compare minority experiences to mainstream experiences.          The impact of the Civil Rights Movements.</p>	<p>Students will be able to:          Identify 5 major Civil Right's Activist's during the 20th Century.          Compare/constrast the views of various Civil Right's leaders.          Outline the struggles of minorities during the 20th century.          List 3 forms of legislation to help minorities become successfull in society.</p>
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Standard(s): B.12.2-B.12.6, B.12.8, B.12-15, B.12-17-B.12.18, C.12.1-C.12.7, C.12.14, D.12.6, E.12.2, E.12.4, E.12.6, E.12.11, E.12.12, E.12.17

