



SPRING GROVE AREA SCHOOL DISTRICT

PLANNED COURSE OVERVIEW



<b>Course Title:</b> United States History 2 Honors (1900-Present) <b>Grade Level(s):</b> 10 <b>Units of Credit:</b> 1 <b>Classification:</b> Required	<b>Length of Course:</b> 30 cycles <b>Periods Per Cycle:</b> 6 <b>Length of Period:</b> 43 minutes <b>Total Instructional Time:</b> 129 hours
---	--

***Course Description***

United States History 2 Honors is an examination of the social, cultural, political, intellectual, and economic movements that have shaped American History from 1900 to the present. Students will gain an appreciation of America’s role in a global society with an emphasis on its historical involvement in the following eras of United States History in the 20<sup>th</sup> and 21<sup>st</sup> centuries: Progressivism, Imperialism and Nationalism, World War I and its Implications, the “Roaring Twenties,” the Great Depression, America and World War II, the Cold War, Civil Rights Movement & the Great Society, an Era of Social Change, Vietnam War, An Age of Limits—Nixon, Ford, and Carter Years, Reagan-Bush and the End of the Cold War, the Clinton Years, September 11, 2001 and the Global War on Terror, and Current Political, Social, and Economic movements experienced in the early 21<sup>st</sup> century. In addition to meeting the goals of the required United States History curriculum, students will demonstrate their knowledge at *an advanced level* through a variety of critical thinking and writing assessments.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

Bell Ringers Teacher Demonstrations Guided Individual Practice Homework Small Group Lecture	Bias in News Media Independent Reading and Research Google Classroom Hybrid Learning Strategies Distant Learning Opportunities	Constructed Responses/Journaling Research Papers Learning Objectives Political Cartoons
---	--	--

***Assessments***

Essays Journals Tests/Quizzes Video Projects	Independent Projects Group Projects Current Events Summer Assignment	Homework Google Classroom Online Formal and Summative Assessments Term Paper
---	---	---

## *Materials/Resources*

Textbook: Online Resources  
Google Classroom  
iPads (with keyboards)  
Printed News Media

Various Film Segments and Films  
Instructional YouTube Videos  
Guest Speakers

Teacher Created Simulations/Tutorials  
Individual Journals, Notebooks, and Binders  
Maps/Google Earth  
Documentaries/Interviews

**Adopted:** 8/16/89

**Revised:** 9/3/91; 11/19/97; 9/18/02; 08/18/08; 5/15/2017

P:\MGDRBR\NEWCURR\SOCIAL STUDIES\2017\US History 2 Honors\Planned Course Overview.doc

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Identify, analyze, and evaluate the social, political, foreign policy issues of the late 19<sup>th</sup> Century (Progressive Era and Imperialism).</p> <p>Identify, describe, and analyze the events leading to the United States involvement in World War I and its aftermath.</p>	<p>Analyze the European Alliance system of the late 19<sup>th</sup> Century.</p> <p>Evaluate the importance of propaganda in shaping public opinion.</p> <p>Interpret the role and effect of submarine warfare on Europe and the United States.</p> <p>List and analyze the causes that brought the United States into World War I.</p> <p>Evaluate the contributions of the United States in World War I.</p> <p>Evaluate the impact of social groups in the United States during World War I.</p> <p>Compare and contrast Wilson’s Fourteen Points to the Treaty of Versailles.</p> <p>Historical Analysis and Skills Development</p> <p><b>8.1.12.A</b> Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p><b>8.1.12.B</b> Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p><b>8.1.12.C</b> Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>United States History</p> <p><b>8.3.9.A</b> Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p><b>8.3.9.B</b> Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>Identify, describe and analyze the events leading to the United States involvement in World War I and its aftermath. (continued)</p>	<p><b>8.3.9.C</b> Analyze how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p><b>8.3.9.D</b> Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the United States.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p><b>8.3.12.A</b> Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world.</p> <p><b>8.3.12.B</b> Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history.</p> <p><b>8.3.12.C</b> Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p><b>8.3.12.D</b> Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Identify, describe and analyze the events leading to the United States involvement in World War I and its aftermath. (continued)</p>	<p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organization</li> </ul> <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p> <p>How Government Works</p> <p>5.3.9.A Examine the process of checks and balances among the three branches of government, including the creation of law.</p> <p>5.3.9.B Analyze the roles of local, state, and national governments in policymaking.</p> <p>5.3.9.C Explain how government agencies create, amend, and enforce policies in local, state, and national governments.</p> <p>5.3.9.D Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.</p> <p>5.3.9.E Compare and contrast the different election processes for local, state, and national offices.</p> <p>5.3.9.F Explain the Supreme Court’s role in interpreting the United States Constitution.</p> <ul style="list-style-type: none"> <li>• Individual rights</li> <li>• States’ rights</li> <li>• Civil rights</li> </ul> <p>5.3.9.G Analyze the influence of interest groups in the political process.</p> <p>5.3.9.H Evaluate the importance of freedom of the press and the political influence of mass media.</p> <p>5.3.9.I Explain various types of taxes and their purposes.</p> <p>5.3.9.J Compare and contrast various systems of government.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>Identify, describe, and analyze the events leading to the United States involvement in World War I and its aftermath. (continued)</p>	<p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.                      5.3.12.B Compare and contrast policymaking in various contemporary world governments.                      5.3.12.C Evaluate how government agencies create, amend, and enforce regulations.                      5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.                      5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.                      5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.                      5.3.12.G Evaluate the impact of interest groups in developing public policy.                      5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life.                      5.3.12.I Evaluate tax policies of various states and countries.                      5.3.12.J Evaluate critical issues in various contemporary governments.</p> <p>How International Relationships Function</p> <p>5.4.12.A Examine foreign policy perspectives, including realism, idealism, and liberalism.                      5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).                      5.4.12.C Evaluate the effectiveness of international organizations, both governmental and nongovernmental.                      5.4.12.D Evaluate the role of mass media in world politics.                      5.4.12.E Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p> <p>Pennsylvania History</p> <p>8.2.12.A Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States and the world.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Identify, describe, and analyze the events leading to the United States involvement in World War I and its aftermath. (continued)</p>	<p><b>8.2.12.B</b> Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history and the world.</p> <p><b>8.2.12.C</b> Evaluate continuity and change in Pennsylvania are interrelated to the United States and the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p><b>8.2.12.D</b> Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States and the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>Reading, Writing, Listening, and Speaking</p> <p><b>CC.1.2.11–12.A</b> Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p><b>CC.1.2.11–12.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p><b>CC.1.2.11–12.C</b> Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p><b>CC.1.2.11–12.D</b> Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p><b>CC.1.2.11–12.E</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>CC.1.2.11–12.F</b> Evaluate how words and phrases shape meaning and tone in texts.</p> <p><b>CC.1.2.11–12.G</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>CC.1.2.11–12.H</b> Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p><b>CC.1.2.11–12.I</b> Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Identify, describe, and analyze the events leading to the United States involvement in World War I and its aftermath. (continued)</p>	<p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>• Introduce the precise, knowledgeable claim.</li> </ul> <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Identify, describe, and analyze the events leading to the United States involvement in World War I and its aftermath. (continued)</p>	<p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey specific meanings and add variety and interest.</li> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> </ul> <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>Identify, describe, and analyze the events leading to the United States involvement in World War I and its aftermath. (continued)</p>	<p><b>CC.1.4.11–12.W</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>CC.1.4.11–12.X</b> Write routinely over extended time frames (time for research, 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>Speaking and Listening</p> <p><b>CC.1.5.11–12.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CC.1.5.11–12.B</b> Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone</p> <p><b>CC.1.5.11–12.C</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>CC.1.5.11–12.D</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>CC.1.5.11–12.E</b> Adapt speech to a variety of contexts and tasks.</p> <p><b>CC.1.5.11–12.F</b> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p><b>CC.1.5.11–12.G</b> Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will analyze and evaluate how the 1920's became a decade of rapid social and economic change.</p>	<p>Analyze the aftermath of World War I to the change of American morals and values.</p> <p>Analyze the causes and effect of the world depression following World War I.</p> <p>Identify and evaluate economic and foreign policies of the 1920's.</p> <p>Analyze and evaluate the various social movements and its impact on the 1920's.</p> <p>Compare, contrast, and evaluate the Republican Presidents of the 1920's.</p> <p>Historical Analysis and Skills Development</p> <p><b>8.1.12.A</b> Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p><b>8.1.12.B</b> Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p><b>8.1.12.C</b> Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>United States History</p> <p><b>8.3.12.A</b> Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world.</p> <p><b>8.3.12.B</b> Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history.</p> <p><b>8.3.12.C</b> Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze and evaluate how the 1920's became a decade of rapid social and economic change. (continued)</p>	<p><b>8.3.12.D</b> Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>Pennsylvania History</p> <p><b>8.2.12.A</b> Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States and the world.</p> <p><b>8.2.12.B</b> Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history and the world.</p> <p><b>8.2.12.C</b> Evaluate continuity and change in Pennsylvania are interrelated to the United States and the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p><b>8.2.12.D</b> Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States and the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze and evaluate how the 1920's became a decade of rapid social and economic change. (continued)</p>	<p>How Government Works</p> <p>5.3.9.A Examine the process of checks and balances among the three branches of government, including the creation of law.</p> <p>5.3.9.B Analyze the roles of local, state, and national governments in policymaking.</p> <p>5.3.9.C Explain how government agencies create, amend, and enforce policies in local, state, and national governments.</p> <p>5.3.9.D Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.</p> <p>5.3.9.E Compare and contrast the different election processes for local, state, and national offices.</p> <p>5.3.9.F Explain the Supreme Court's role in interpreting the United States Constitution.</p> <ul style="list-style-type: none"> <li>• Individual rights</li> <li>• States' rights</li> <li>• Civil rights</li> </ul> <p>5.3.9.G Analyze the influence of interest groups in the political process.</p> <p>5.3.9.H Evaluate the importance of freedom of the press and the political influence of mass media.</p> <p>5.3.9.I Explain various types of taxes and their purposes.</p> <p>5.3.9.J Compare and contrast various systems of government.</p> <p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.</p> <p>5.3.12.B Compare and contrast policymaking in various contemporary world governments.</p> <p>5.3.12.C Evaluate how government agencies create, amend, and enforce regulations.</p> <p>5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.</p> <p>5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.</p> <p>5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.</p> <p>5.3.12.G Evaluate the impact of interest groups in developing public policy.</p> <p>5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life.</p> <p>5.3.12.I Evaluate tax policies of various states and countries.</p> <p>5.3.12.J Evaluate critical issues in various contemporary governments.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will analyze and evaluate how the 1920's became a decade of rapid social and economic change. (continued)</p>	<p>Reading, Writing, Listening, and Speaking</p> <p><b>CC.1.2.11–12.A</b> Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p><b>CC.1.2.11–12.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p><b>CC.1.2.11–12.C</b> Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p><b>CC.1.2.11–12.D</b> Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p><b>CC.1.2.11–12.E</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>CC.1.2.11–12.F</b> Evaluate how words and phrases shape meaning and tone in texts.</p> <p><b>CC.1.2.11–12.G</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>CC.1.2.11–12.H</b> Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p><b>CC.1.2.11–12.I</b> Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p><b>CC.1.2.11–12.J</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.2.11–12.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.2.11–12.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.11–12.A</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p><b>CC.1.4.11–12.B</b> Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p><b>CC.1.4.11–12.C</b> Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze and evaluate how the 1920's became a decade of rapid social and economic change. (continued)</p>	<p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>• Introduce the precise, knowledgeable claim.</li> </ul> <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze and evaluate how the 1920's became a decade of rapid social and economic change. (continued)</p>	<p><b>CC.1.4.11–12.O</b> Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p><b>CC.1.4.11–12.P</b> Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>CC.1.4.11–12.Q</b> Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey specific meanings and add variety and interest.</li> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> </ul> <p><b>CC.1.4.11–12.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><b>CC.1.4.11–12.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p><b>CC.1.4.11–12.T</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>CC.1.4.11–12.U</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p><b>CC.1.4.11–12.V</b> 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.</p> <p><b>CC.1.4.11–12.W</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>CC.1.4.11–12.X</b> Write routinely over extended time frames (time for research, 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>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze and evaluate how the 1920's became a decade of rapid social and economic change. (continued)</p>	<p>Speaking and Listening</p> <p><b>CC.1.5.11–12.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CC.1.5.11–12.B</b> Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone</p> <p><b>CC.1.5.11–12.C</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>CC.1.5.11–12.D</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>CC.1.5.11–12E</b> Adapt speech to a variety of contexts and tasks.</p> <p><b>CC.1.5.11–12.F</b> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p><b>CC.1.5.11–12.G</b> Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p> <p>Scarcity and Choice</p> <p><b>6.1.12.A</b> Predict the long-term consequences of decisions made because of scarcity.</p> <p><b>6.1.12.B</b> Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.</p> <p><b>6.1.12.C</b> Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.</p> <p><b>6.1.12.D</b> Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will analyze and evaluate how the 1920's became a decade of rapid social and economic change. (continued)</p>	<p>Markets and Economic Systems</p> <p>6.2.12.A Evaluate the flow of goods and services in an international economy.            6.2.12.B Analyze the effect of changes in the level of competition in different markets.            6.2.12.C Predict and evaluate how media affects markets.            6.2.12.D Predict how changes in supply and demand affect equilibrium price, and quantity sold.            6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators.            6.2.12.F Evaluate the impact of private economic institutions on the individual, the national, and the international economy.            6.2.12.G Evaluate various economic systems.</p> <p>Functions of Government</p> <p>6.3.12.A Evaluate the costs and benefits of government decisions to provide public goods and services.            6.3.12.B Assess the government's role in regulating and stabilizing the state and national economy.            6.3.12.C Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.            6.3.12.D Evaluate the role that governments play in international trade.</p> <p>Economic Interdependence</p> <p>6.4.12.A Evaluate the comparative advantage of nations in the production of goods and services.            6.4.12.B Assess the growth and impact of international trade around the world.            6.4.12.C Evaluate the impact of multinational corporations and other non-government organizations.            6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and analyze the causes of economic decline of the United States during the 1930's.</p>	<p>Analyze the condition of the Stock Market in the 1920's and the results of the crash of 1929.</p> <p>Evaluate the causes that led to the Great Depression.</p> <p>Analyze Hoover's inability to effectively deal with the economic problems of the United States during the first years of the Great Depression.</p> <p>Analyze the impact of the Great Depression on social groups during the 1930's.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>United States History</p> <p>8.3.12.A Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world.</p> <p>8.3.12.B Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history.</p> <p>8.3.12.C Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will identify and analyze the causes of economic decline of the United States during the 1930's. (continued)</p>	<p><b>8.3.12.D</b> Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>Pennsylvania History</p> <p><b>8.2.12.A</b> Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States and the world.</p> <p><b>8.2.12.B</b> Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history and the world.</p> <p><b>8.2.12.C</b> Evaluate continuity and change in Pennsylvania are interrelated to the United States and the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p><b>8.2.12.D</b> Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States and the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will identify and analyze the causes of economic decline of the United States during the 1930's. (continued)</p>	<p>Reading, Writing, Listening, and Speaking</p> <p><b>CC.1.2.11–12.A</b> Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p><b>CC.1.2.11–12.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p><b>CC.1.2.11–12.C</b> Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p><b>CC.1.2.11–12.D</b> Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p><b>CC.1.2.11–12.E</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>CC.1.2.11–12.F</b> Evaluate how words and phrases shape meaning and tone in texts.</p> <p><b>CC.1.2.11–12.G</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>CC.1.2.11–12.H</b> Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p><b>CC.1.2.11–12.I</b> Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p><b>CC.1.2.11–12.J</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.2.11–12.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.2.11–12.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.11–12.A</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p><b>CC.1.4.11–12.B</b> Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p><b>CC.1.4.11–12.C</b> Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p><b>CC.1.4.11–12.D</b> Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and analyze the causes of economic decline of the United States during the 1930's. (continued)</p>	<p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>• Introduce the precise, knowledgeable claim.</li> </ul> <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and analyze the causes of economic decline of the United States during the 1930's. (continued)</p>	<p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey specific meanings and add variety and interest.</li> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> </ul> <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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.</p> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, 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>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and analyze the causes of economic decline of the United States during the 1930's. (continued)</p>	<p>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.            CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.            CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.            CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.            CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p> <p>Scarcity and Choice</p> <p>6.1.12.A Predict the long-term consequences of decisions made because of scarcity.            6.1.12.B Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.            6.1.12.C Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.            6.1.12.D Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.</p> <p>Markets and Economic Systems</p> <p>6.2.12.A Evaluate the flow of goods and services in an international economy.            6.2.12.B Analyze the effect of changes in the level of competition in different markets.            6.2.12.C Predict and evaluate how media affects markets.            6.2.12.D Predict how changes in supply and demand affect equilibrium price and quantity sold.            6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators.            6.2.12.F Evaluate the impact of private economic institutions on the individual, the national, and the international economy.            6.2.12.G Evaluate various economic systems.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will identify and analyze the causes of economic decline of the United States during the 1930's. (continued)</p> <p>The student will identify, analyze, and evaluate the economic policies of the New Deal on American society.</p>	<p>Functions of Government</p> <p>6.3.12.A Evaluate the costs and benefits of government decisions to provide public goods and services. 6.3.12.B Assess the government's role in regulating and stabilizing the state and national economy. 6.3.12.C Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies. 6.3.12.D Evaluate the role that governments play in international trade.</p> <p>Economic Interdependence</p> <p>6.4.12.A Evaluate the comparative advantage of nations in the production of goods and services. 6.4.12.B Assess the growth and impact of international trade around the world. 6.4.12.C Evaluate the impact of multinational corporations and other non-government organizations. 6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.</p> <p>Evaluate the results of the election of 1932.</p> <p>Identify and evaluate new government agencies developed in the 1930's.</p> <p>Compare and contrast the reasons for criticism of the New Deal.</p> <p>Evaluate the differences between the First and Second New Deal.</p> <p>Analyze how the culture of the 1930's mirrors the economic condition of the time.</p> <p>Evaluate the impact of the New Deal on social groups during the 1930s.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify, analyze, and evaluate the economic policies of the New Deal on American society. (continued)</p>	<p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>United States History</p> <p>8.3.12.A Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world.</p> <p>8.3.12.B Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history.</p> <p>8.3.12.C Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify, analyze, and evaluate the economic policies of the New Deal on American society. (continued)</p>	<p>Pennsylvania History</p> <p>8.2.12.A Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States and the world.</p> <p>8.2.12.B Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history and the world.</p> <p>8.2.12.C Evaluate continuity and change in Pennsylvania are interrelated to the United States and the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p>8.2.12.D Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States and the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>How Government Works</p> <p>5.3.9.A Examine the process of checks and balances among the three branches of government, including the creation of law.</p> <p>5.3.9.B Analyze the roles of local, state, and national governments in policymaking.</p> <p>5.3.9.C Explain how government agencies create, amend, and enforce policies in local, state, and national governments.</p> <p>5.3.9.D Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.</p> <p>5.3.9.E Compare and contrast the different election processes for local, state, and national offices.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify, analyze, and evaluate the economic policies of the New Deal on American society. (continued)</p>	<p>5.3.9.F Explain the Supreme Court’s role in interpreting the United States Constitution.</p> <ul style="list-style-type: none"> <li>• Individual rights</li> <li>• States’ rights</li> <li>• Civil rights</li> </ul> <p>5.3.9.G Analyze the influence of interest groups in the political process.</p> <p>5.3.9.H Evaluate the importance of freedom of the press and the political influence of mass media.</p> <p>5.3.9.I Explain various types of taxes and their purposes.</p> <p>5.3.9.J Compare and contrast various systems of government.</p> <p>5.3.12.A Analyze the changes in power and authority among the three branches of government over time.</p> <p>5.3.12.B Compare and contrast policymaking in various contemporary world governments.</p> <p>5.3.12.C Evaluate how government agencies create, amend, and enforce regulations.</p> <p>5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.</p> <p>5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.</p> <p>5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.</p> <p>5.3.12.G Evaluate the impact of interest groups in developing public policy.</p> <p>5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life.</p> <p>5.3.12.I Evaluate tax policies of various states and countries.</p> <p>5.3.12.J Evaluate critical issues in various contemporary governments.</p> <p>Reading, Writing, Listening, and Speaking</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will identify, analyze, and evaluate the economic policies of the New Deal on American society. (continued)</p>	<p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.            CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.            CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.            CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.            CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.            CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.            CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.            CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.            CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.            CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.            CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.            CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.            CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>• Introduce the precise, knowledgeable claim.</li> </ul>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify, analyze, and evaluate the economic policies of the New Deal on American society. (continued)</p>	<p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey specific meanings and add variety and interest.</li> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> </ul> <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will identify, analyze, and evaluate the economic policies of the New Deal on American society. (continued)</p>	<p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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.</p> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, 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>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will identify, analyze, and evaluate the economic policies of the New Deal on American society. (continued)</p>	<p>Scarcity and Choice</p> <p>6.1.12.A Predict the long-term consequences of decisions made because of scarcity.</p> <p>6.1.12.B Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.</p> <p>6.1.12.C Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.</p> <p>6.1.12.D Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.</p> <p>Markets and Economic Systems</p> <p>6.2.12.A Evaluate the flow of goods and services in an international economy.</p> <p>6.2.12.B Analyze the effect of changes in the level of competition in different markets.</p> <p>6.2.12.C Predict and evaluate how media affects markets.</p> <p>6.2.12.D Predict how changes in supply and demand affect equilibrium price and quantity sold.</p> <p>6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators.</p> <p>6.2.12.F Evaluate the impact of private economic institutions on the individual, the national, and the international economy.</p> <p>6.2.12.G Evaluate various economic systems.</p> <p>Economic Interdependence</p> <p>6.4.12.A Evaluate the comparative advantage of nations in the production of goods and services.</p> <p>6.4.12.B Assess the growth and impact of international trade around the world.</p> <p>6.4.12.C Evaluate the impact of multinational corporations and other non-government organizations.</p> <p>6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze the causes, consequences, and impact of World War II on American society and politics.</p>	<p>Define and Analyze the conditions within Europe that existed prior to World War II that led to the rise in Totalitarianism.</p> <p>Analyze the reasons for American Isolationism and identify events that pulled the United States away from Neutrality.</p> <p>Chronicle and evaluate the progress of Allied advancement in Europe and the Pacific.</p> <p>Analyze the impact of the war on social groups on the home front and in military combat.</p> <p>Evaluate the aftermath of war and its importance on World events.</p> <p>Historical Analysis and Skills Development</p> <p><b>8.1.12.A</b> Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p><b>8.1.12.B</b> Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p><b>8.1.12.C</b> Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>United States History</p> <p><b>8.3.12.A</b> Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world.</p> <p><b>8.3.12.B</b> Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history.</p> <p><b>8.3.12.C</b> Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze the causes, consequences, and impact of World War II on American society and politics. (continued)</p>	<p><b>8.3.12.D</b> Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>Pennsylvania History</p> <p><b>8.2.12.A</b> Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the US and the world.</p> <p><b>8.2.12.B</b> Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history and the world.</p> <p><b>8.2.12.C</b> Evaluate how continuity and change in Pennsylvania are interrelated to the United States and the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p><b>8.2.12.D</b> Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States and the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze the causes, consequences, and impact of World War II on American society and politics. (continued)</p>	<p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organization</li> </ul> <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p> <p>Scarcity and Choice</p> <p>6.1.12.A Predict the long-term consequences of decisions made because of scarcity.</p> <p>6.1.12.B Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.</p> <p>6.1.12.C Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.</p> <p>6.1.12.D Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.</p> <p>Markets and Economic Systems</p> <p>6.2.12.A Evaluate the flow of goods and services in an international economy.</p> <p>6.2.12.B Analyze the effect of changes in the level of competition in different markets.</p> <p>6.2.12.C Predict and evaluate how media affects markets.</p> <p>6.2.12.D Predict how changes in supply and demand affect equilibrium price and quantity sold.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will analyze the causes, consequences, and impact of World War II on American society and politics. (continued)</p>	<p>6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators.                      6.2.12.F Evaluate the impact of private economic institutions on the individual, the national, and the international economy.                      6.2.12.G Evaluate various economic systems.</p> <p>Functions of Government</p> <p>6.3.12.A Evaluate the costs and benefits of government decisions to provide public goods and services.                      6.3.12.B Assess the government's role in regulating and stabilizing the state and national economy.                      6.3.12.C Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.                      6.3.12.D Evaluate the role that governments play in international trade.</p> <p>Economic Interdependence</p> <p>6.4.12.A Evaluate the comparative advantage of nations in the production of goods and services.                      6.4.12.B Assess the growth and impact of international trade around the world.                      6.4.12.C Evaluate the impact of multinational corporations and other non-government organizations.                      6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.</p> <p>Reading, Writing, Listening, and Speaking</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.                      CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.                      CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.                      CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.                      CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.                      CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will analyze the causes, consequences, and impact of World War II on American society and politics. (continued)</p>	<p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.                      CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.                      CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.                      CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.                      CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.                      CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.                      CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.                      CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.                      CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.                      CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.                      CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.                      CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>• Introduce the precise, knowledgeable claim.</li> </ul>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will analyze the causes, consequences, and impact of World War II on American society and politics. (continued)</p>	<p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey specific meanings and add variety and interest.</li> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> </ul> <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will analyze the causes, consequences, and impact of World War II on American society and politics. (continued)</p>	<p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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.</p> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, 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>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze the Cold War and the abandonment of isolation by the United States after World War II.</p>	<p>Identify and analyze the causes of the Cold War.</p> <p>Analyze the outcome of the 1948 Election.</p> <p>Define the Fair Deal policies on social groups during the Truman Administration.</p> <p>Identify and analyze the reason for the climate of fear in the United States during the 1940s and 1950s.</p> <p>Evaluate the relevance of American foreign policy in Europe, Middle East, and Asia.</p> <p>Evaluate the American involvement in the Korean War.</p> <p>Historical Analysis and Skills Development</p> <p><b>8.1.12.A</b> Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p><b>8.1.12.B</b> Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p><b>8.1.12.C</b> Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>United States History</p> <p><b>8.3.12.A</b> Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world.</p> <p><b>8.3.12.B</b> Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history.</p> <p><b>8.3.12.C</b> Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze the Cold War and the abandonment of isolation by the United States after World War II. (continued)</p>	<p><b>8.3.12.D</b> Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>Pennsylvania History</p> <p><b>8.2.12.A</b> Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States and the world.</p> <p><b>8.2.12.B</b> Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history and the world.</p> <p><b>8.2.12.C</b> Evaluate how continuity and change in Pennsylvania are interrelated to the United States and the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p><b>8.2.12.D</b> Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States and the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze the Cold War and the abandonment of isolation by the United States after World War II. (continued)</p>	<p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organization</li> </ul> <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p> <p>Scarcity and Choice</p> <p>6.1.12.A Predict the long-term consequences of decisions made because of scarcity.</p> <p>6.1.12.B Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.</p> <p>6.1.12.C Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.</p> <p>6.1.12.D Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.</p> <p>Markets and Economic Systems</p> <p>6.2.12.A Evaluate the flow of goods and services in an international economy.</p> <p>6.2.12.B Analyze the effect of changes in the level of competition in different markets.</p> <p>6.2.12.C Predict and evaluate how media affects markets.</p> <p>6.2.12.D Predict how changes in supply and demand affect equilibrium price and quantity sold.</p> <p>6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will analyze the Cold War and the abandonment of isolation by the United States after World War II. (continued)</p>	<p>6.2.12.F Evaluate the impact of private economic institutions on the individual, the national, and the international economy. 6.2.12.G Evaluate various economic systems.</p> <p>Functions of Government</p> <p>6.3.12.A Evaluate the costs and benefits of government decisions to provide public goods and services. 6.3.12.B Assess the government's role in regulating and stabilizing the state and national economy. 6.3.12.C Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies. 6.3.12.D Evaluate the role that governments play in international trade.</p> <p>Economic Interdependence</p> <p>6.4.12.A Evaluate the comparative advantage of nations in the production of goods and services. 6.4.12.B Assess the growth and impact of international trade around the world. 6.4.12.C Evaluate the impact of multinational corporations and other non-government organizations. 6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.</p> <p>Reading, Writing, Listening, and Speaking</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will analyze the Cold War and the abandonment of isolation by the United States after World War II. (continued)</p>	<p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.            CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.            CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.            CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.            CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.            CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.            CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.            CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.            CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.            CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.            CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>• Introduce the precise, knowledgeable claim.</li> </ul>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze the Cold War and the abandonment of isolation by the United States after World War II. (continued)</p>	<p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey specific meanings and add variety and interest.</li> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> </ul> <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will analyze the Cold War and the abandonment of isolation by the United States after World War II. (continued)</p>	<p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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.</p> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, 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>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze and evaluate the social, political, and foreign policy of the United States during the 1950's.</p>	<p>Analyze the American political scene of the Eisenhower Administration.</p> <p>Evaluate the impact of social and cultural developments of the 1950's.</p> <p>Analyze the Civil Rights' issues of the 1950's.</p> <p>Evaluate the development of American foreign policy in the 1950's.</p> <p>Historical Analysis and Skills Development</p> <p><b>8.1.12.A</b> Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p><b>8.1.12.B</b> Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p><b>8.1.12.C</b> Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>United States History</p> <p><b>8.3.12.A</b> Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world.</p> <p><b>8.3.12.B</b> Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history.</p> <p><b>8.3.12.C</b> Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze and evaluate the social, political, and foreign policy of the United States during the 1950's. (continued)</p>	<p><b>8.3.12.D</b> Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>Pennsylvania History</p> <p><b>8.2.12.A</b> Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States and the world.</p> <p><b>8.2.12.B</b> Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history and the world.</p> <p><b>8.2.12.C</b> Evaluate continuity and change in Pennsylvania are interrelated to the United States and the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p><b>8.2.12.D</b> Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States and the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze and evaluate the social, political, and foreign policy of the United States during the 1950's. (continued)</p>	<p>World History</p> <p>8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>8.4.12.C Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organization</li> </ul> <p>8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p> <p>Scarcity and Choice</p> <p>6.1.12.A Predict the long-term consequences of decisions made because of scarcity.</p> <p>6.1.12.B Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.</p> <p>6.1.12.C Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.</p> <p>6.1.12.D Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.</p> <p>Markets and Economic Systems</p> <p>6.2.12.A Evaluate the flow of goods and services in an international economy.</p> <p>6.2.12.B Analyze the effect of changes in the level of competition in different markets.</p> <p>6.2.12.C Predict and evaluate how media affects markets.</p> <p>6.2.12.D Predict how changes in supply and demand affect equilibrium price and quantity sold.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will analyze and evaluate the social, political, and foreign policy of the United States during the 1950's. (continued)</p>	<p>6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators. 6.2.12.F Evaluate the impact of private economic institutions on the individual, the national, and the international economy. 6.2.12.G Evaluate various economic systems.</p> <p>Functions of Government</p> <p>6.3.12.A Evaluate the costs and benefits of government decisions to provide public goods and services. 6.3.12.B Assess the government's role in regulating and stabilizing the state and national economy. 6.3.12.C Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies. 6.3.12.D Evaluate the role that governments play in international trade.</p> <p>Economic Interdependence</p> <p>6.4.12.A Evaluate the comparative advantage of nations in the production of goods and services. 6.4.12.B Assess the growth and impact of international trade around the world. 6.4.12.C Evaluate the impact of multinational corporations and other non-government organizations. 6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.</p> <p>Reading, Writing, Listening, and Speaking</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will analyze and evaluate the social, political, and foreign policy of the United States during the 1950's. (continued)</p>	<p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.                      CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.                      CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.                      CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.                      CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.                      CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.                      CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.                      CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.                      CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.                      CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.                      CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.                      CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>• Introduce the precise, knowledgeable claim.</li> </ul> <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will analyze and evaluate the social, political, and foreign policy of the United States during the 1950's. (continued)</p>	<p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey specific meanings and add variety and interest.</li> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> </ul> <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will analyze and evaluate the social, political, and foreign policy of the United States during the 1950's. (continued)</p>	<p><b>CC.1.4.11–12.U</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p><b>CC.1.4.11–12.V</b> 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.</p> <p><b>CC.1.4.11–12.W</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>CC.1.4.11–12.X</b> Write routinely over extended time frames (time for research, 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>Speaking and Listening</p> <p><b>CC.1.5.11–12.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CC.1.5.11–12.B</b> Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p><b>CC.1.5.11–12.C</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>CC.1.5.11–12.D</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>CC.1.5.11–12.E</b> Adapt speech to a variety of contexts and tasks.</p> <p><b>CC.1.5.11–12.F</b> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p><b>CC.1.5.11–12.G</b> Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will describe and analyze how the 1960's became a decade of crisis.</p>	<p>Analyze the results of the Election of 1960.</p> <p>Evaluate the New Frontier.</p> <p>Analyze the role the United States played in foreign affairs.</p> <p>Analyze the Great Society and its impact on social groups within the United States.</p> <p>Identify and evaluate the issues of the 1968 election.</p> <p>Analyze the transformation of the civil rights movement of the 1960's.</p> <p>Analyze the American role in the Vietnam War.</p> <p>Historical Analysis and Skills Development</p> <p><b>8.1.12.A</b> Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p><b>8.1.12.B</b> Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p><b>8.1.12.C</b> Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>United States History</p> <p><b>8.3.12.A</b> Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world.</p> <p><b>8.3.12.B</b> Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will describe and analyze how the 1960's became a decade of crisis. (continued)</p>	<p><b>8.3.12.C</b> Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p><b>8.3.12.D</b> Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>Pennsylvania History</p> <p><b>8.2.12.A</b> Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States and the world.</p> <p><b>8.2.12.B</b> Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history and the world.</p> <p><b>8.2.12.C</b> Evaluate continuity and change in Pennsylvania are interrelated to the United States and the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will describe and analyze how the 1960's became a decade of crisis. (continued)</p>	<p><b>8.2.12.D</b> Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States and the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>World History</p> <p><b>8.4.12.A</b> Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p><b>8.4.12.B</b> Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p><b>8.4.12.C</b> Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organization</li> </ul> <p><b>8.4.12.D</b> Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p> <p>Scarcity and Choice</p> <p><b>6.1.12.A</b> Predict the long-term consequences of decisions made because of scarcity.</p> <p><b>6.1.12.B</b> Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.</p> <p><b>6.1.12.C</b> Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.</p> <p><b>6.1.12.D</b> Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will describe and analyze how the 1960's became a decade of crisis. (continued)</p>	<p>Markets and Economic Systems</p> <p>6.2.12.A Evaluate the flow of goods and services in an international economy. 6.2.12.B Analyze the effect of changes in the level of competition in different markets. 6.2.12.C Predict and evaluate how media affects markets. 6.2.12.D Predict how changes in supply and demand affect equilibrium price and quantity sold. 6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators. 6.2.12.F Evaluate the impact of private economic institutions on the individual, the national, and the international economy. 6.2.12.G Evaluate various economic systems.</p> <p>Functions of Government</p> <p>6.3.12.A Evaluate the costs and benefits of government decisions to provide public goods and services. 6.3.12.B Assess the government's role in regulating and stabilizing the state and national economy. 6.3.12.C Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies. 6.3.12.D Evaluate the role that governments play in international trade.</p> <p>Economic Interdependence</p> <p>6.4.12.A Evaluate the comparative advantage of nations in the production of goods and services. 6.4.12.B Assess the growth and impact of international trade around the world. 6.4.12.C Evaluate the impact of multinational corporations and other non-government organizations. 6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.</p> <p>Reading, Writing, Listening, and Speaking</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will describe and analyze how the 1960's became a decade of crisis. (continued)</p>	<p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will describe and analyze how the 1960's became a decade of crisis. (continued)</p>	<p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>• Introduce the precise, knowledgeable claim.</li> </ul> <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will describe and analyze how the 1960's became a decade of crisis. (continued)</p>	<p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey specific meanings and add variety and interest.</li> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> </ul> <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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.</p> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, 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>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will describe and analyze how the 1960's became a decade of crisis. (continued)</p> <p>The student will identify and evaluate the social, political, and economic events of the 1970's.</p>	<p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p> <p>Summarize and evaluate foreign policy during the Nixon Administration.</p> <p>Identify and evaluate the issues and results of the 1972 election.</p> <p>Analyze the concerns regarding the transition of power in the Presidency.</p> <p>Identify and discuss the issues and results of the 1976 election.</p> <p>Summarize foreign policy initiatives of the Carter Administration.</p> <p>Analyze and cultural movements of the 1970's.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and evaluate the social, political, and economic events of the 1970's. (continued)</p>	<p>United States History</p> <p><b>8.3.12.A</b> Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world.</p> <p><b>8.3.12.B</b> Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history.</p> <p><b>8.3.12.C</b> Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p><b>8.3.12.D</b> Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>Pennsylvania History</p> <p><b>8.2.12.A</b> Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States and the world.</p> <p><b>8.2.12.B</b> Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history and the world.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and evaluate the social, political, and economic events of the 1970's. (continued)</p>	<p><b>8.2.12.C</b> Evaluate continuity and change in Pennsylvania are interrelated to the United States and the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p><b>8.2.12.D</b> Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States and the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>World History</p> <p><b>8.4.12.A</b> Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p><b>8.4.12.B</b> Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p><b>8.4.12.C</b> Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organization</li> </ul> <p><b>8.4.12.D</b> Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and evaluate the social, political, and economic events of the 1970's. (continued)</p>	<p>Scarcity and Choice</p> <p>6.1.12.A Predict the long-term consequences of decisions made because of scarcity. 6.1.12.B Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services. 6.1.12.C Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations. 6.1.12.D Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.</p> <p>Markets and Economic Systems</p> <p>6.2.12.A Evaluate the flow of goods and services in an international economy. 6.2.12.B Analyze the effect of changes in the level of competition in different markets. 6.2.12.C Predict and evaluate how media affects markets. 6.2.12.D Predict how changes in supply and demand affect equilibrium price and quantity sold. 6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators. 6.2.12.F Evaluate the impact of private economic institutions on the individual, the national, and the international economy. 6.2.12.G Evaluate various economic systems.</p> <p>Functions of Government</p> <p>6.3.12.A Evaluate the costs and benefits of government decisions to provide public goods and services. 6.3.12.B Assess the government's role in regulating and stabilizing the state and national economy. 6.3.12.C Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies. 6.3.12.D Evaluate the role that governments play in international trade.</p> <p>Economic Interdependence</p> <p>6.4.12.A Evaluate the comparative advantage of nations in the production of goods and services. 6.4.12.B Assess the growth and impact of international trade around the world. 6.4.12.C Evaluate the impact of multinational corporations and other non-government organizations. 6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will identify and evaluate the social, political, and economic events of the 1970's. (continued)</p>	<p>Reading, Writing, Listening, and Speaking</p> <p><b>CC.1.2.11–12.A</b> Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p><b>CC.1.2.11–12.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p><b>CC.1.2.11–12.C</b> Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p><b>CC.1.2.11–12.D</b> Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p><b>CC.1.2.11–12.E</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>CC.1.2.11–12.F</b> Evaluate how words and phrases shape meaning and tone in texts.</p> <p><b>CC.1.2.11–12.G</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>CC.1.2.11–12.H</b> Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p><b>CC.1.2.11–12.I</b> Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p><b>CC.1.2.11–12.J</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.2.11–12.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.2.11–12.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.11–12.A</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p><b>CC.1.4.11–12.B</b> Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p><b>CC.1.4.11–12.C</b> Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and evaluate the social, political, and economic events of the 1970's. (continued)</p>	<p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>• Introduce the precise, knowledgeable claim.</li> </ul> <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and evaluate the social, political, and economic events of the 1970's. (continued)</p>	<p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey specific meanings and add variety and interest.</li> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> </ul> <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V 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.</p> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, 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>Speaking and Listening</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will identify and evaluate the social, political, and economic events of the 1970's. (continued)</p> <p>The student will identify, analyze, and evaluate the domestic and foreign policies of Ronald Reagan and George H. W. Bush.</p> <p>The student will identify and evaluate the domestic and foreign policy initiatives of the Clinton, Bush, Obama, and Trump Administrations.</p>	<p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p> <p>Analyze the issues and results of the 1980 and 1988 elections.</p> <p>Evaluate the impact of Reagan's domestic policy on the nation.</p> <p>Identify and evaluate social and cultural movements of the 1980's.</p> <p>Discuss the impact of Reagan's foreign policy on the United States and world.</p> <p>Identify and evaluate reasons why Communism collapsed and its effect on United States-Russia relations.</p> <p>Identify and discuss causes of the Persian Gulf War.</p> <p>Identify and analyze the issues and results of the 1992, 1994, and 2000 elections.</p> <p>Evaluate the impact of Clinton's domestic policy on the nation.</p> <p>Identify and evaluate social and cultural movements of the 1990s-present.</p> <p>Evaluate the impact of George W. Bush's foreign policy in Iraq and Afghanistan on the United States and the world.</p> <p>Evaluate the impact of Barak Obama's foreign policy in Iraq and Afghanistan on the United States and the world.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will identify and evaluate the domestic and foreign policy initiatives of the Clinton, Bush, Obama, and Trump Administrations. (continued)</p>	<p>Evaluate the impact of America's involvement in defeating terror on American Society.</p> <p>Compare and contrast foreign and domestic policies of Clinton, Bush, Obama, and Trump Presidencies.</p> <p>Evaluate the 2008, 2012, and 2016 elections on American society.</p> <p>Evaluate the impact of Clinton's foreign policy in the Middle East and Europe.</p> <p>Analyze social and cultural movements of the 1990's.</p> <p>Analyze the struggle for power in the American Political system.</p> <p>Identify the causes and analyze the impact of the World Trade Center bombing on America and the world.</p> <p>Evaluate the domestic and foreign policy initiatives of the Obama and Trump Presidencies.</p> <p>Analyze the social and cultural movements of the 2000's.</p> <p>Historical Analysis and Skills Development</p> <p><b>8.1.12.A</b> Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p><b>8.1.12.B</b> Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p><b>8.1.12.C</b> Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and evaluate the domestic and foreign policy initiatives of the Clinton, Bush, Obama, and Trump Administrations. (continued)</p>	<p>United States History</p> <p><b>8.3.12.A</b> Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world.</p> <p><b>8.3.12.B</b> Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history.</p> <p><b>8.3.12.C</b> Evaluate how continuity and change in United States history are interrelated with the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p><b>8.3.12.D</b> Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>Pennsylvania History</p> <p><b>8.2.12.A</b> Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States and the world.</p> <p><b>8.2.12.B</b> Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to United States history and the world.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will identify and evaluate the domestic and foreign policy initiatives of the Clinton, Bush, Obama, and Trump Administrations. (continued)</p>	<p><b>8.2.12.C</b> Evaluate continuity and change in Pennsylvania are interrelated to the United States and the world.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organizations</li> </ul> <p><b>8.2.12.D</b> Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States and the world.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p>World History</p> <p><b>8.4.12.A</b> Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p><b>8.4.12.B</b> Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p><b>8.4.12.C</b> Evaluate how continuity and change have impacted the world today.</p> <ul style="list-style-type: none"> <li>• Belief systems and religions</li> <li>• Commerce and industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organization</li> </ul> <p><b>8.4.12.D</b> Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and evaluate the domestic and foreign policy initiatives of the Clinton, Bush, Obama, and Trump Administrations. (continued)</p>	<p>Scarcity and Choice</p> <p>6.1.12.A Predict the long-term consequences of decisions made because of scarcity. 6.1.12.B Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services. 6.1.12.C Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations. 6.1.12.D Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.</p> <p>Markets and Economic Systems</p> <p>6.2.12.A Evaluate the flow of goods and services in an international economy. 6.2.12.B Analyze the effect of changes in the level of competition in different markets. 6.2.12.C Predict and evaluate how media affects markets. 6.2.12.D Predict how changes in supply and demand affect equilibrium price and quantity sold. 6.2.12.E Evaluate the health of an economy (local, regional, national, global) using economic indicators. 6.2.12.F Evaluate the impact of private economic institutions on the individual, the national and the international economy. 6.2.12.G Evaluate various economic systems.</p> <p>Functions of Government</p> <p>6.3.12.A Evaluate the costs and benefits of government decisions to provide public goods and services. 6.3.12.B Assess the government's role in regulating and stabilizing the state and national economy. 6.3.12.C Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies. 6.3.12.D Evaluate the role that governments play in international trade.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will identify and evaluate the domestic and foreign policy initiatives of the Clinton, Bush, Obama, and Trump Administrations. (continued)</p>	<p>Economic Interdependence</p> <p>6.4.12.A Evaluate the comparative advantage of nations in the production of goods and services. 6.4.12.B Assess the growth and impact of international trade around the world. 6.4.12.C Evaluate the impact of multinational corporations and other non-government organizations. 6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.</p> <p>Reading, Writing, Listening, and Speaking</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and evaluate the domestic and foreign policy initiatives of the Clinton, Bush, Obama, and Trump Administrations. (continued)</p>	<p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>

<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The student will identify and evaluate the domestic and foreign policy initiatives of the Clinton, Bush, Obama, and Trump Administrations. (continued)</p>	<p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey specific meanings and add variety and interest.</li> <li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> </ul> <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and evaluate the domestic and foreign policy initiatives of the Clinton, Bush, Obama, and Trump Administrations. (continued)</p>	<p><b>CC.1.4.11–12.U</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p><b>CC.1.4.11–12.V</b> 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.</p> <p><b>CC.1.4.11–12.W</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>CC.1.4.11–12.X</b> Write routinely over extended time frames (time for research, 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>Speaking and Listening</p> <p><b>CC.1.5.11–12.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>CC.1.5.11–12.B</b> Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p><b>CC.1.5.11–12.C</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>CC.1.5.11–12.D</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>CC.1.5.11–12.E</b> Adapt speech to a variety of contexts and tasks.</p> <p><b>CC.1.5.11–12.F</b> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p><b>CC.1.5.11–12.G</b> Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>