



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

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

Course Description

This course is an examination of the people, events, and movements which have significantly contributed to our political, economic, and social history. Students in United States History II will explore our country's history from a wide range of topics. 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 20th and 21st 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 and 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 21st century. Critical and analytical thinking skills will be emphasized.

Instructional Strategies, Learning Practices, Activities, and Experiences

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

Assessments

Journals	Independent Projects	Homework
Tests/Quizzes	Group Projects	Google Classroom
Video Projects	Current Events	Online Formal and Summative Assessments

Materials/Resources

On-line Resources
Google Classroom
iPads (with keyboards)
Printed News Media

Various Film Segments and Films
Microsoft Office Suite
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; 8/18/08; 5/15/2017

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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The Rise of Imperialism, Progressivism, and Nationalism</p>	<p>Determine the impact of a New Era of Innovation, Progress, and the growing Middle Class.</p> <p>Describe characteristics of the Progressive Era and the types of Progressive movements that occurred during the early twentieth century.</p> <p>Define nationalism, colonialism, militarism, and imperialism.</p> <p>Explain and provide examples of nationalism, colonialism, militarism, and imperialism.</p> <p>Contrast the results of the Progressive Era with modern movements to improve society.</p> <p>Elaborate and evaluate the Roots of Progressivism, Municipal Progressivism, State Progressivism, and National Progressivism.</p> <p>Detail the importance of the Spanish-American War.</p> <p>Describe the role of President Theodore Roosevelt and the spread of Imperialism and Reform.</p> <p>Describe the themes and developments of the Anti-Trust, Government Regulation, Income Tax and Conservation.</p> <p>Note the significant roles of President Taft and President Wilson to American history.</p> <p>Explain the causes and effects of America's isolation and involvement in global politics prior to World War I.</p> <p>Following the introduction of a Document Based Question (DBQ), students will analyze primary sources and create/defend a thesis.</p> <p>Earn an 80% or higher on a summative assessment in regard to Imperialism, Progressivism, and Nationalism.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Events leading to the United States involvement in World War I and its aftermath.</p>	<p>Identify and describe terms associated with World War I and complete a terms list with $\geq 80\%$ efficiency while creating a historic, yet fictional, story utilizing the terms.</p> <p>Define nationalism, colonialism, militarism, and imperialism.</p> <p>Explain and provide examples of nationalism, colonialism, militarism, and imperialism.</p> <p>Describe how cultural, ethnic, and physical characteristics can define a country or region and cause tension.</p> <p>Note how militarism and alliances added to the tensions of World War I.</p> <p>List three reasons why the United States entered the war and helped the Allies.</p> <p>Debate whether the United States benefited from participating in World War I and whether or not America's contribution benefited the 20th century.</p> <p>Analyze the potential impact that new technologies can have on the outcome of a war.</p> <p>Identify the European Alliance system of the late 19th 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 evaluate the causes that brought the United States into World War I.</p> <p>Compare and contrast various films associated with World War I: <i>Fly Boys</i> (2006), <i>The Light Horseman</i> (1987), <i>All Quiet on the Western Front</i> (1930), <i>War Horse</i> (2011), <i>Gallipoli</i> (1981), <i>Johnny Got his Gun</i> (1971), <i>Lafayette Escadrille</i> (1958), <i>Paths of Glory</i> (1957), <i>Sergeant York</i> (1941).</p> <p>Compare and contrast Wilson's Fourteen Points to the Treaty of Versailles contribution.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Events leading to the United States involvement in World War I and its aftermath. (continued)</p>	<p>Argue which effects of World War I had the biggest impact on the world and the United States.</p> <p>Locate five major empires/countries of World War I and explain how their boundaries are positive and/or negative.</p> <p>Analyze the potential impact that new technologies can have on the outcome of a war.</p> <p>Describe the impact of airplanes and how they changed warfare forever.</p> <p>Explain the ways that submarines can be used to help a country in the midst of war.</p> <p>Explain the role of tanks and how they transformed the World War I battlefield.</p> <p>Note the impact of the machine gun and how it led to a stalemate in the trenches.</p> <p>Elaborate on the advantages/disadvantages of trench warfare.</p> <p>Describe the disastrous effects of poison gas.</p> <p>Analyze the impact of the Treaty of Versailles and how it contributed to the start of World War II.</p> <p>Explain the notion of a "return to normalcy."</p> <p>Describe how and why the war started to get worse before it finally ended.</p> <p>Following the introduction of a Document Based Question (DBQ) the students will be able to analyze primary sources and create/defend a thesis.</p> <p>Earn an 80% or higher on a summative assessment in regard to World War I.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze how the “Roaring 1920s” became a decade of rapid social and economic change.</p>	<p>Demonstrate knowledge of the Roaring 20s with the completion of a terms list at 80% efficiency while creating a historic, yet fictional, story utilizing the terms.</p> <p>Compare and contrast the Republican Presidents of the 1920s.</p> <p>Relate the aftermath of World War I to the change of American morals and values.</p> <p>Demonstrate a knowledge of economic and foreign policy in the 1920s.</p> <p>Analyze the cause and effect of the world wide depression following World War I.</p> <p>Define strike and inflation.</p> <p>Elucidate who soldiers blamed for their struggles to find jobs upon returning from World War I.</p> <p>Determine who White America blamed for the poor economy.</p> <p>Denote the National Association for the Advancement of Colored People (NAACP) and what their mission was in 1920's America.</p> <p>Explain the Great Migration and how it negatively influenced many Northerners.</p> <p>Explicate the Black Nationalist Movement and its major contributors.</p> <p>List new household products that were bought for the first time and determine their importance in the 21st century.</p> <p>Describe the role of government in regard to the economy during the 1920s.</p> <p>Define and analyze nativism's impact on white, blacks, and immigrants.</p> <p>Unfold the Red Scare Movement and how Americans responded to it.</p>

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<p>The student will analyze how the “Roaring 1920s” became a decade of rapid social and economic change. (continued)</p>	<p>Define nativism and describe how it reduced immigration during the 1920s.</p> <p>Analyze how immigration policies of the 1920s effected later generations of Americans.</p> <p>Explain who Sacco and Vanzetti were and analyze how their experiences/death showed the violent side of Nativism.</p> <p>Retell how the Ku Klux Klan drastically grew in popularity during the 1920s.</p> <p>Relate and analyze discrimination and stereotypes of the 21st century and how Americans respond to them currently.</p> <p>List three things opposed by the Ku Klux Klan.</p> <p>Illustrate and defend examples of how President Harding role as a bad or good president.</p> <p>Debate the prosperity of the 1920s under Calvin Coolidge (1922-1928).</p> <p>Describe the characteristics of a successful or prosperous economy.</p> <p>Illustrate the successes or failures of Calvin Coolidge’s presidency.</p> <p>Define the phrase “mass entertainment” and explain the various ways that Americans entertained themselves in the 1920s compared to the 21st century.</p> <p>Compare and contrast various films associated with the “Roaring 20s”: <i>Great Gatsby</i> (1974) or (2013), <i>Inherit the Wind</i> (1960), <i>The Untouchables</i> (1987), <i>The Babe Ruth Story</i> (1948), <i>Citizen Kane</i> (1941), <i>The Jolson Story</i> (1946), <i>Spirit of St. Louis</i> (1957).</p> <p>Clearly debate that the movie was the single most significant new instrument of mass entertainment and its impact on mass media of the 21st century.</p> <p>Evaluate Prohibition as a focal point concerning the deep conflicts over religion and culture during the 1920s.</p> <p>Following a clip about Prohibition from the History Channel, describe a speakeasy.</p>

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<p>The student will analyze how the “Roaring 1920s” became a decade of rapid social and economic change. (continued)</p>	<p>Explain the significance of the Scopes Monkey trial on how it separated urban and rural society.</p> <p>Analyze two significant conclusions following the Scopes Monkey trial and support how urban and rural areas of the 21st century are different.</p> <p>Summarize how socializing was different in rural areas compared to urban areas.</p> <p>Evaluate Prohibition as a focal point concerning the deep conflicts over religion and culture during the 1920s.</p> <p>Following the introduction of a Document Based Question (DBQ) the students will be able to analyze primary sources and create/defend a thesis pertaining to the Roaring 1920s.</p> <p>Earn an 80% or higher on a summative assessment in regard to the Roaring 1920s.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze the economic decline of the United States during the 1930s, the New Deal, and economic policies.</p>	<p>Demonstrate knowledge of the Great Depression with the completion of a terms list at 80% efficiency while creating a historic, yet fictional, story utilizing the terms.</p> <p>Identify the condition of the Stock Market in the 1920s and the results of the Crash of 1929.</p> <p>Identify 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>Evaluate the impact of the Great Depression on the average American during the 1930s.</p> <p>Identify and discuss new government agencies developed in the 1930s.</p> <p>Compare and contrast the reasons for criticism of the New Deal.</p> <p>Identify the differences between the First and Second New Deal.</p> <p>Analyze how the culture of the 1930s mirrors the economic condition among contemporaries.</p> <p>Define and explain the economic conditions of the early 1930s that lead to the Great Depression.</p> <p>List three important facts about Herbert Hoover’s presidency and explain his philosophy of government.</p> <p>List and explain three social programs that were passed to repair the depression.</p> <p>List and explain facts about Franklin Delano Roosevelt (FDR) and how these affected his presidency.</p> <p>Differentiate and explain similarities between the First New Deal, Second New Deal, and the New Deal Coalition.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will analyze the economic decline of the United States during the 1930s, the New Deal, and economic policies. (continued)</p>	<p>Compare and contrast 1930's economic and stock market conditions.</p> <p>Demonstrate an analysis of the Stock Market by selling, trading, and participating in an online simulation with the purpose of understanding the market.</p> <p>Define public works, Reconstruction Finance Corporation, debt relief, and foreclose.</p> <p>List the two major strategies used by President Hoover to promote economic recovery.</p> <p>Debate and argue in favor or not in favor of Roosevelt's policies.</p> <p>Describe and defend Hoover's philosophy of government.</p> <p>List and explain two events (other than the Great Depression) that occurred during his presidency.</p> <p>Describe the life experiences for children during the Great Depression.</p> <p>Analyze Roosevelt's rise to power.</p> <p>Explain how Roosevelt wanted to help banks and debt relief.</p> <p>List three events that had a significant impact on America during Roosevelt's presidency.</p> <p>List and analyze the social and economic impact of at least two of Roosevelt's relief programs.</p> <p>Define the purpose of the New Deal.</p> <p>Describe the concept of court-packing.</p> <p>Explain the impact of the Wagner Act.</p> <p>Analyze the immediate and long-term impact of the Social Security Act.</p>

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<p>The student will analyze the economic decline of the United States during the 1930s, the New Deal, and economic policies. (continued)</p>	<p>Summarize the events of the Dust Bowl and how it negatively affected American society during the 1930s.</p> <p>Elaborate how climate and weather changes can alter supplies of food, farm commodities, and migration patterns.</p> <p>Summarize, describe, and relate the events of various films associated with the Great Depression to previously acquired information: <i>The Grapes of Wrath</i> (1940), <i>Cinderella Man</i> (2005), <i>To Kill a Mockingbird</i> (1962).</p> <p>Following the introduction of a Document Based Question (DBQ) the students will be able to analyze primary sources and create/defend a thesis pertaining to the Great Depression.</p> <p>Earn an 80% or higher on a summative assessment in regard to the Great Depression.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will list and describe the causes and consequences of World War II.</p>	<p>Demonstrate knowledge of World War II (1941-1945) with the completion of a terms list at 80% efficiency while creating a historic, yet fictional, story utilizing the terms.</p> <p>Evaluate the conditions within Europe that existed prior to World War II that led to the rise in Totalitarianism.</p> <p>Discuss the reasons for American Isolationism and identify events that pulled the United States away from neutrality.</p> <p>Chronicle the progress of allied advancement in Europe and the Pacific.</p> <p>Evaluate the impact of the war at home.</p> <p>List the Axis and Ally Powers and explain why or how each country determined their side.</p> <p>Define and explain how appeasement led to Hitler's control of Europe.</p> <p>Explain what the world wide Great Depression allowed.</p> <p>Explain how Cost-Contracts worked.</p> <p>Describe the role and significance of Liberty Ships.</p> <p>Analyze the importance of the military draft on America's participation in World War II.</p> <p>List the authorities of the War Production Board and analyze its effectiveness.</p> <p>Name important battles that were considered to be "turning points" in World War II.</p> <p>Restate which two battles were "turning points" in the Pacific and European Theaters of war.</p> <p>List and explain two reasons why Japan wanted to attack the United States.</p> <p>Define the purpose of Japanese Internment.</p>

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<p>The student will list and describe the causes and consequences of World War II. (continued)</p>	<p>Justify or dispute the United States' reasons for interning Japanese Americans.</p> <p>Determine, elaborate, and debate why World War II was known as the last "good war."</p> <p>Compare/contrast and then debate Japanese war crimes and determine if the Japanese should/should not have been placed into camps.</p> <p>Detail the importance of the D-Day Invasion of mainland Europe.</p> <p>Discuss and analyze the use of nuclear weapons to end the war with Japan.</p> <p>Explain the negative alternatives to Japanese surrender to the Allies.</p> <p>Define the term, "unconditional surrender" and describe what it means for the losers and victors of war.</p> <p>List and detail legacies of World War II.</p> <p>Summarize, describe, and relate the events of various films associated with World War II to previously acquired information: <i>Saving Private Ryan</i> (1998), <i>Memphis Belle</i> (1990), <i>Band of Brothers</i> (2001), <i>Patton</i> (1957), <i>Empire of the Sun</i> (1987), <i>Pearl Harbor</i> (2001), <i>Hacksaw Ridge</i> (2016), <i>Flags of our Fathers</i> (2006).</p> <p>Evaluate the role of the Union of Soviet Socialist Republics (USSR) as an ally during World War II, but a nemesis following the surrender of the Italy, Germany, and Japan.</p> <p>Following the introduction of a Document Based Question (DBQ) the students will be able to analyze primary sources and create/defend a thesis pertaining to World War II.</p> <p>Earn an 80% or higher on a summative assessment in regard to World War II.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will describe the Cold War, Proxy Wars, Containment of Communism, the Berlin Wall, the Space Race, Spreading Democracy and Capitalism, and the fall of the Soviet Union.</p> <p>The student will analyze the domestic and foreign policies of the 1950s.</p> <p>The student will evaluate how the 1960s became a decade of crisis.</p>	<p>Demonstrate knowledge of The Cold War (1945-1991) with the completion of a terms list at 80% efficiency while creating a historic, yet fictional, story utilizing the terms.</p> <p>Identify and evaluate the causes of the Cold War.</p> <p>Discuss the outcome of the 1948 Election.</p> <p>Define the Fair Deal policies of Truman.</p> <p>Define USSR.</p> <p>List and discuss similarities and differences between the USSR and United States of America.</p> <p>Locate the USSR on a map.</p> <p>Locate Western Europe and the Iron Curtain on a map.</p> <p>Define and provide examples of capitalism and communism.</p> <p>Describe the fears, limitations, and cruelties of living within a communist regime.</p> <p>Differentiate between life in the United States and life in the USSR.</p> <p>Restate the significance of the Yalta Conference and its implications for rebuilding Europe.</p> <p>Explain the purpose of satellite nations and the Iron Curtain.</p> <p>Compare and contrast Soviet and American concerns following World War II.</p> <p>Provide meaning to the Loyalty Review Program.</p> <p>Define the Red Scare and its influence on American society.</p>

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<p>The student will describe the Cold War, Proxy Wars, Containment of Communism, the Berlin Wall, the Space Race, Spreading Democracy and Capitalism, and the fall of the Soviet Union.</p> <p>The student will analyze the domestic and foreign policies of the 1950s.</p> <p>The student will evaluate how the 1960s became a decade of crisis. (continued)</p>	<p>Provide detailed information regarding Senator Joseph McCarthy's impact on the Red Scare.</p> <p>Analyze the lasting effects of 1950's culture on American society today.</p> <p>Evaluate the importance of television since its inception during the 1950s.</p> <p>Describe the fear associated with fallout and a Soviet nuclear attack on America.</p> <p>Elaborate on the use of nuclear weapons used to defend America.</p> <p>Note the significance of the Cuban Missile Crisis and its effect on the use of nuclear weapons.</p> <p>Explain the purpose of the Space Race with the USSR.</p> <p>List three effects of the Space Race on society today.</p> <p>Identify and evaluate the reason for the climate of fear in the United States.</p> <p>Discuss the relevance of American foreign policy in Europe, Middle East, and Asia.</p> <p>Interpret the American involvement in the Korean War.</p> <p>Discuss the American political scene of the Eisenhower Administration.</p> <p>Identify and evaluate the impact of social and cultural developments of the 1950s.</p> <p>Identify the Civil Rights' issues of the 1950s.</p> <p>Summarize the development of American foreign policy in the 1950s.</p> <p>Explain the results of the Election of 1960.</p> <p>Discuss and assess the "New Frontier."</p>

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<p>The student will describe the Cold War, Proxy Wars, Containment of Communism, the Berlin Wall, the Space Race, Spreading Democracy and Capitalism, and the fall of the Soviet Union.</p> <p>The student will analyze the domestic and foreign policies of the 1950s.</p> <p>The student will evaluate how the 1960s became a decade of crisis. (continued)</p>	<p>Evaluate the role the United States played in foreign affairs.</p> <p>Define and evaluate the Great Society and its impact.</p> <p>Summarize, describe, and relate the events of various films associated with The Cold War to previously acquired information: <i>Bridge of Spies</i> (2015), <i>Dr. Strangelove</i> (1961), <i>Thirteen Days</i> (2000), <i>The Atomic Café</i> (1982), <i>Apollo 13</i> (1995), <i>Jackie</i> (2016), <i>Pleasantville</i> (1998), <i>The Manchurian Candidate</i> (1962).</p> <p>Identify and discuss the issues of the 1968 election.</p> <p>Discuss the transformation of the Civil Rights Movement of the 1960s.</p> <p>Following the introduction of a Document Based Question (DBQ) the students will be able to analyze primary sources and create/defend a thesis pertaining to the Cold War.</p> <p>Earn an 80% or higher on a summative assessment in regard to World War II.</p>

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<p>Describe pertinent information associated with the Vietnam War.</p>	<p>Demonstrate knowledge of The Vietnam War (1963-1975) with the completion of a terms list at 80% efficiency while creating a historic, yet fictional, story utilizing the terms.</p> <p>Analyze America's role in the Vietnam War.</p> <p>Locate North and South Vietnam on a map.</p> <p>State the issue that prompted America's attitude toward Vietnam to change.</p> <p>Describe how the Viet Minh used guerilla tactics to achieve surprise and its effectiveness.</p> <p>Highlight the importance of Ho Chi Minh to Vietnamese independence and his view of America(ns).</p> <p>Conclude how the domino theory was used to increase America's presence in Vietnam.</p> <p>Describe how Kennedy increased America's commitment to Vietnam.</p> <p>Evaluate the effectiveness of America's effort in Vietnam under President John F. Kennedy.</p> <p>Detail how the Gulf of Tonkin Resolution was used to engage Americans and President Johnson into the war.</p> <p>Determine and defend if Johnson's strategy for Vietnam was ineffective.</p> <p>Interpret the phrase, "The war had been Americanized."</p> <p>Define the term "credibility gap" and how the government affected the morale toward the war.</p> <p>Analyze the importance of the term, the "living-room war."</p> <p>Summarize events associated with the protest movement.</p> <p>State the goal of the hippie movement.</p>

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<p>Describe pertinent information associated with the Vietnam War. (continued)</p>	<p>List aspects positive or negative of the counter-culture that were positive and two that were negative.</p> <p>Elaborate about the polarizing issues that occurred during 1968.</p> <p>Explain why 1968 was labeled as a “tumultuous year.”</p> <p>Explain what is meant by “Vietnamizing the war.”</p> <p>Explain how the events of My Lai and Kent State added to war tensions.</p> <p>Note lasting consequences of the Vietnam War.</p> <p>Summarize, describe, and relate the events of various films associated with the Vietnam War to previously acquired information: <i>Hearts and Minds</i> (1974), <i>We Were Soldiers</i> (2002), <i>Green Berets</i> (1968), various documentaries.</p> <p>Following the introduction of a Document Based Question (DBQ) the students will be able to analyze primary sources and create/defend a thesis pertaining to the Vietnam War.</p> <p>Earn an 80% or higher on a summative assessment in regard to the Vietnam War.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The Civil Rights Movement</p>	<p>Demonstrate knowledge of the Civil Rights Movement with the completion of a terms list at 80% efficiency while creating a historic, yet fictional, story utilizing the terms.</p> <p>Describe what Lyndon B. Johnson's Great Society envisioned for the United States.</p> <p>Tell which specific acts improved education.</p> <p>Describe the conditions of African-Americans in the 1960s.</p> <p>Describe the significance and result of the Brown vs. Board of Education Supreme Court case.</p> <p>Explain how "Bombingham" effected the Civil Rights Movement.</p> <p>Explain how Martin Luther King's letter (Letter from the Birmingham Jail) impacted the public's view on segregation.</p> <p>Describe the Freedom Riders.</p> <p>Detail outcomes of the Freedom Riders' actions.</p> <p>State when/where the Freedom Rider's first Sit-ins took place.</p> <p>State the importance and reasons for the Freedom Riders' Sit-ins.</p> <p>Describe how the integration of professional sports helped progress the Civil Rights Movement.</p> <p>Describe how Jackie Robinson's "breaking of the color barrier" helped the other sports' leagues to integrate.</p> <p>Tell how African-Americans received their right to vote (list at least three).</p> <p>Tell what occurred as a result of African-Americans protesting for their right to vote.</p> <p>State the purpose of Black Separatism and Black Nationalism.</p>

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<p>The Civil Rights Movement (continued)</p>	<p>Note the effects that Black Power had on the Civil Rights Movement.</p> <p>Note causes, effects, and facts about the White Backlash.</p> <p>Explain how Richard Nixon was influential to the Civil Rights Movement.</p> <p>Elaborate why the Civil Rights Movement progressed north.</p> <p>Describe about how the lives of African-Americans changed for the better as a result of those involved in the Civil Rights Movement.</p> <p>Detail how the unemployment rate of the black community in the 1950s is similar or different to those living in the 2010s.</p> <p>Highlight three forms of discrimination and give examples of how blacks and whites were, or still are, segregated.</p> <p>Describe ideals that reformers hoped for as the Civil Rights Movement progressed to where it is today.</p> <p>Summarize, describe, and relate the events of various films associated with The Civil Rights Movement to previously acquired information: <i>Hidden Figures</i> (2017), <i>Selma</i> (2014), <i>The Butler</i> (2013), <i>Ali</i> (2001), <i>Mississippi Burning</i> (1987), various documentaries.</p> <p>Following the introduction of a Document Based Question (DBQ) the students will be able to analyze primary sources and create/defend a thesis pertaining to the Civil Rights Movement.</p> <p>Earn an 80% or higher on a summative assessment in regard to the Civil Rights Movement.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>An Age of Limits: The student will identify and analyze the social, political, and economic events of the 1970s.</p>	<p>Demonstrate knowledge of An Age of Limits (1968-1980) with the completion of a terms list at 80% efficiency while creating a historic, yet fictional, story utilizing the terms.</p> <p>Summarize foreign policy during the Nixon Administration.</p> <p>Identify and explain the issues and results of the 1972 election.</p> <p>Evaluate 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>Identify and evaluate social and cultural movements of the 1970s</p> <p>Identify steps Nixon took to change the size and power of the federal government.</p> <p>Explain how Nixon controlled the inefficiencies of the welfare system.</p> <p>Analyze Nixon's programs concerning the Vietnam War and domestic disorder.</p> <p>Identify programs Nixon tried to end and his purpose for ending them.</p> <p>Explain how Nixon used the value system of Southerners to win re-election in 1972.</p> <p>Define stagflation and how/if America, remedied the problem.</p> <p>Identify Nixon's effectiveness with building American/Chinese foreign relations.</p> <p>Propose an effective welfare program and how to effectively implement such a program.</p> <p>Debate the power of the president and the extent of what he can/cannot do.</p> <p>Explain the president's role in choosing Supreme Court justices.</p>

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<p>An Age of Limits: The student will identify and analyze the social, political, and economic events of the 1970s. (continued)</p>	<p>Describe, with examples, the power and influence of the Supreme Court.</p> <p>Define the terms realpolitik and détente in two sentences and apply them to Nixon’s policies.</p> <p>Analyze how Watergate and events of the early 1970s impacted 21st century America.</p> <p>Debate the following statement, “The president is not above the law.”</p> <p>Analyze the extent of how the media portrayed the Watergate Scandal to the American people.</p> <p>Determine and debate the effectiveness of Nixon as a president.</p> <p>Characterize Ford and Carter’s domestic and foreign policies.</p> <p>Analyze the global impact of the Yom Kippur War and Camp David Accords.</p> <p>Determine the effects of the Iranian Hostage Crisis and analyze American/Iranian relations.</p> <p>Draw correlations between Organization of the Petroleum Exporting Countries (OPEC), oil prices, and the American economy.</p> <p>Evaluate the necessity of American involvement concerning the war against Islamic State of Iraq and Syria (ISIS) and Islamic Fundamentalism.</p> <p>Judge the instability/stability of the Middle East and how the region impacts global security.</p> <p>Analyze the effectiveness of Nixon’s foreign relation’s program concerning Russia, identifying and analyzing Nixon’s achievements in establishing relationships with China and the Soviet Union.</p> <p>Develop a plan concerning the validity of global warming or climate change.</p> <p>Define the term environmentalism. Determine the fragility of the environment and if/how often humans can alter the fragility of the environment.</p> <p>Draw conclusions about how popular movies highlighted themes, values, and feelings about American society.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>An Age of Limits: the student will identify and analyze the social, political, and economic events of the 1970s. (continued)</p>	<p>List five #1 hits on the Billboard Music Charts from 1970-1980, examine the lyrics, and discuss the themes of these hits.</p> <p>List three national championship teams (NFL, NCAA, NBA, MLB, NHL, etc.), and report about how they influenced their respective sports.</p> <p>Characterize the impact of crime and drug use during the 1970s.</p> <p>Analyze how 1970's technology affected American's daily lives.</p> <p>Summarize, describe, and relate the events of various films associated with An Age of Limits.</p> <p>Following the introduction of a Document Based Question (DBQ) the students will be able to analyze primary sources and create/defend a thesis pertaining to the Age of Limits.</p> <p>Earn an 80% or higher on a summative assessment in regard to the Age of Limits.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will identify and analyze the domestic and foreign policies of the Reagan-Bush Era.</p>	<p>Identify and summarize the issues and results of the 1980 and 1988 elections.</p> <p>Discuss the impact of Reagan's domestic policy on the nation.</p> <p>Identify social and cultural movements of the 1980s.</p> <p>Evaluate the impact of Reagan's foreign policy on the United States and world.</p> <p>Identify and analyze reasons why Communism collapsed.</p> <p>Identify and analyze causes of the Persian Gulf War.</p> <p>Summarize, describe, and relate the events of various films associated with the Reagan-Bush Era.</p> <p>Following the introduction of a Document Based Question (DBQ) the student will be able to analyze primary sources and create/defend a thesis pertaining to the Reagan-Bush Era.</p> <p>Earn an 80% or higher on a summative assessment in regard to the Reagan-Bush Era.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will summarize the domestic and foreign policy initiatives of the Clinton and George W. Bush Administrations.</p>	<p>Identify and explain the issues and results of the 1992, 1994, and 2000 elections.</p> <p>Discuss the impact of Clinton's domestic policy on the nation.</p> <p>Discuss the impact of Clinton's foreign policy in the Middle East and Europe.</p> <p>Identify and discuss social and cultural movements of the 1990s.</p> <p>Identify and explain the struggle for power in the American political system.</p> <p>Identify the causes and evaluate the impact of the World Trade Center bombing on America and the world.</p> <p>Identify the effects of the Internet and Globalization.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Post September 11, 2001 and Era of Change</p>	<p>Identify and explain the issues and results of the 2008, 2012, and 2016 elections.</p> <p>Discuss the impact of President Barack Obama’s domestic policy on the nation.</p> <p>Cause and effects of the Global Recession (2008).</p> <p>Discuss the impact of President Barack Obama’s foreign policy in the Middle East and Europe.</p> <p>Identify and discuss social and cultural movements of the 2000s.</p> <p>Identify and explain the struggle for power in the American political system.</p> <p>Identify the causes and evaluate the Era of Change (2008-2017) as noted in the Presidencies of Barack Obama and Donald Trump.</p> <p>Note the importance of the Populist movement associated with the election of Donald Trump.</p> <p>Note the inconsistencies of bias news media, social media, and polling data.</p> <p>Determine the effects of social media on society.</p> <p>Describe the changing platforms of the two party system—Republicans and Democrats.</p> <p>Elaborate about the movements associated with urban, rural, and other groups.</p> <p>Investigate, construct, determine bias in news media, and present about a current event with 100% accuracy.</p> <p>Elaborate about generational trends: Generation X, Millennials, and Generation Z.</p> <p>Draw conclusions regarding which current event has the most impact on their life as an American.</p> <p>Describe the characteristics of a successful or prosperous economy.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Post September 11, 2001 and Era of Change (continued)</p>	<p>Explain how climate and weather changes can alter supplies of food, oil, water, farm commodities, and migration patterns.</p> <p>Following the introduction of a Document Based Question (DBQ) the student will be able to analyze primary sources and create/defend a thesis pertaining to the Clinton and George W. Bush Era.</p> <p>Earn an 80% or higher on a summative assessment in regard to the Clinton and George W. Bush Era.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Current Events</p>	<p>Investigate, construct, determine bias in news media, and present about a current event with 100% accuracy.</p> <p>Analyze an issue in the news that impacts the lives as American citizens.</p> <p>Describe current events and explain which event was the most important.</p> <p>Draw conclusions regarding which current event has the most impact on the lives as American citizens.</p> <p>Utilize popular news media outlets such as the <i>Wall Street Journal</i>, <i>BBC</i>, <i>CNN</i>, <i>Fox News</i>, <i>The Economist</i>, <i>The New Yorker</i>, etc.</p> <p>Collaborate with classmates regarding pertinent news stories and how it relates to the unit of study.</p> <p>Standards: CC.8.5.9-10.A Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CC.8.5.9-10.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CC.8.5.9-10.C Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CC.8.5.9-10.D Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CC.8.5.9-10.E Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>CC.8.5.9-10.F Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>CC.8.5.9-10.G Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>CC.8.5.9-10.H Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CC.8.5.9-10.I Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CC.8.5.9-10.J By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>CC.8.6.9-10.A Write arguments focused on discipline-specific content.</p> <p>CC.8.6.9-10.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CC.8.6.9-10.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.9-10.D 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>CC.8.6.9-10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.8.6.9-10.F 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.8.6.9-10.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.8.6.9-10.H Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>CC.8.6.9-10.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>5.1.U.C Analyze the principles and ideals that shape United States government: Liberty / Freedom, Democracy, Justice, and Equality.</p> <p>5.1.U.D Compare and contrast the basic principles and ideals found in significant documents.</p> <p>5.2.U.A Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.</p> <p>5.2.U.B Analyze strategies used to resolve conflicts in society and government.</p> <p>5.2.U.C Examine political leadership and public service in a republican form of government.</p> <p>5.2.U.D Evaluate and demonstrate what makes competent and responsible citizens.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>5.3.U.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.</p> <p>5.3.U.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.</p> <p>5.4.U.A Explain how United States foreign policy is developed.</p> <p>6.1.U.A Analyze how choices are made because of scarcity.</p> <p>6.1.U.B Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States.</p> <p>6.1.U.C Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.</p> <p>6.2.U.A Analyze the flow of goods and services in the national economy.</p> <p>6.2.U.C Evaluate the impact of advertising and media on individual and group behavior throughout United States history.</p> <p>6.2.U.D Explain how the laws of supply and demand impacted individuals and groups behavior over time.</p> <p>6.2.U.E Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression.</p> <p>6.2.U.F Analyze the impact of private economic institutions on individuals and groups over time.</p> <p>6.2.U.G Compare and contrast various economic systems.</p> <p>6.3.U.B Analyze 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"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

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	<p>6.4.U.A Explain how specialization contributes to economic interdependence on a national and international level.</p> <p>6.4.U.C Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p>6.4.U.D Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.</p> <p>6.5.U.B Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>6.5.U.E Define wealth and describe its distribution within and among the political divisions of the United States.</p> <p>7.1.U.A Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>7.3.U.A Analyze the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, and Political activities.</p> <p>8.1.U.A Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.U.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.U.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.</p> <p>8.2.U.A Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States.</p> <p>8.2.U.B Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to United States.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>8.2.U.C Evaluate how continuity and change in Pennsylvania are interrelated to the United States.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.U.D Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>8.3.U.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>8.3.U.B Compare the impact of historical documents, artifacts, and places which are critical to the United States.</p> <p>8.3.U.C Evaluate how continuity and change have impacted the United States.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>8.3.U.D Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.</p> <ul style="list-style-type: none">• Ethnicity and race• Working conditions• Immigration• Military conflict• Economic stability