

Southern York County School District Instructional Plan

Course/Subject: United States History II

Grade Level: 10

Textbook(s)/Instructional Materials Used:

Title: The Americans; Copyright: 2005; Publisher: McDougal-Littell; ISBN: 0-618-37724-7

Dates: August

Unit Plan: Setting the Stage for the Cold War

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

- 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events.
- 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.
- 8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
- 8.3.12.B: Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.
- 8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world.
- 8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.

PA Core 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.
- 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 caused later ones or simply preceded them.
- 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.
- 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.
- CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation of analysis.
- 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.
- CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.6.9-10.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- 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.
- 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.
- 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 flexible and dynamically.

<ul style="list-style-type: none"> ▪ CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research. 	
<p>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> 1. Charismatic and potentially dangerous leaders can come to power when there is great unrest. 2. Various global political philosophies create conflict during the 20th century. 3. Conflicts can change the world forever in terms of global power, treatment of minority groups, and responsibility for acts of violence. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent do foreign entanglements influence America? ▪ How does technology impact society? ▪ What makes an effective leader? ▪ How do opposing beliefs cause conflict? ▪ What circumstances lead to a person gaining power? ▪ How does conflict change a society, country, or planet?
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Totalitarian ▪ Fascism ▪ Nazism ▪ Neutrality ▪ Traits of an effective leader ▪ Events that lead to fanatical leaders and philosophies ▪ Competition among political philosophies will often lead to conflict ▪ Key events of World War II ▪ Impact of World War II around the world ▪ Connection between the end of World War II and the beginning of the Cold War 	<p>Behavioral Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Explain what makes an effective leader. ▪ Identify and explain circumstances that can exist in a society that may give rise to fanatical leaders and philosophies. ▪ Analyze and evaluate how various political philosophies combine to create the basis for war. ▪ Explain significant world changes that came about as a result of WWII. ▪ Evaluate how the outcomes of WWII set the stage for the Cold War between the United States and the Soviet Union.
<p>Dates: September</p>	<p>Unit Plan: Origins of the Cold War</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed:</p> <ul style="list-style-type: none"> ▪ 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events. ▪ 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. ▪ 8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. ▪ 8.3.12.B: Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history. ▪ 8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world. ▪ 8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. <p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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 caused later ones or simply preceded them. ▪ 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. ▪ 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. ▪ CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation of analysis. 	

- CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- 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.
- CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.6.9-10.A. Write arguments focused on *discipline-specific content*.
- CC.8.6.9-10.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- 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.
- 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.
- 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 flexible and dynamically.
- 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.
- CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.
- 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>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Democracy and communism are competing ideologies that produce different worldviews and lifestyles 2. The United States and Soviet Union raced to gain allies and advantages in post-WWII Europe. 3. America’s attempt to deal with Communism in Asia was less successful than Europe. 4. America’s failure in China and Korea impacted America’s political and military thinking. 5. The Fear of Communism had significant impact on the daily lives of the American people. 6. Technological advances in space and military weaponry heightened tensions during the Cold War.? 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent do foreign entanglements influence America? ▪ To what extent does the media influence people? ▪ To what extent does the media mirror society? ▪ How does technology impact society? ▪ What makes an effective leader? ▪ To what extent does government influence your life? ▪ What is government’s role in society? ▪ How do opposing beliefs cause conflict? ▪ To what extent is communism different than democracy/capitalism? ▪ To what extent were the United States and Soviet Union successful in gaining allies and advantages in Europe post-WWII? ▪ To what extent was America’s anti-communist policies and actions successful in Asia? ▪ To what extent did America’s failure in China and Korea impact America’s political and military thinking? ▪ To what extent did the fear of Communism influence life in America? ▪ How did technological advances in space and military weaponry heighten tensions during the Cold War?
<p>Learning Objectives: <i>Students will know...</i></p>	<p>Behavioral Objectives: <i>Students will be able to:</i></p>

Vocabulary:

- Communism
- Totalitarianism
- Capitalism
- Democracy
- United Nations
- satellite nation
- containment
- Iron Curtain
- Cold War
- Truman Doctrine
- Marshall Plan
- Berlin airlift
- NATO
- HUAC
- Hollywood Ten
- Blacklist
- McCarthyism
- Brinkmanship
- Warsaw Pact
- Eisenhower Doctrine
- U-2 incident
- Reasons why the USSR and US were at odds after World War II.
- Causes of US desire to restrain the spread of communism throughout the world.
- Fallout of Truman's failure at stopping communism from spreading in East Asia..
- The reasons for America falling into another Red Scare.
- The clash between American paranoia regarding communism and the freedom/rights of Americans and its impact on our country.
- Events of the early Cold War that nearly lead the US and Soviet Union to nuclear war.

- Analyze how communism/totalitarianism is different than capitalism/democracy.
- Explain why America developed into an interventionist country contrary to its isolationist past.
- Identify and explain the reasons for mounting tensions between the United States and Soviet Union in Europe following World War II.
- Explain the conflict that resulted from America's failure combating communism in Asia.
- Analyze and evaluate how the fear of communism changed life in America.
- Identify and explain technological advances in space and military weaponry that caused heightened tensions in the early Cold War.

Dates: October

Unit Plan: 1950's America

Stage 1 – Desired Results

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- **CC.8.6.9-10.H.** Draw evidence from informational texts to support analysis, reflection, and research.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. World War II greatly impacts the culture of the 1950s. 2. Harry Truman was extremely unpopular during his terms as president, but is well respected today. 3. Eisenhower's laid back demeanor, grandfatherly appearance, and military background made him extremely popular. 4. Conglomerates and franchises made their first appearances in the 1950s and changed business practices forever. 5. Media impacted production and consumption of goods in the 1950s. 6. The seeds were planted for women in America to become more independent and assume more responsibility in the 1950s. 7. The introduction of TV made a huge impact on American Culture in the 1950s. 8. Economically the 1950s were a good time for America. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent does the media influence people? ▪ To what extent does the media mirror society? ▪ How does technology impact society? ▪ To what extent have the oppressed in America been able to attain an equality of life? ▪ What makes an effective leader? ▪ To what extent does government influence your life? ▪ What is government's role in society? ▪ How do opposing beliefs cause conflict? ▪ To what extent does war impact a society? ▪ To what extent does economic opportunity change a country? ▪ How does media impact people behaviors and beliefs? ▪ To what extent is change always good? ▪ To what extent are genders equal?
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<p>9. The Interstate Highway Act changed America demographic distribution forever.</p> <p>10. The baby boom impacted America positively and negatively.</p> <p>11. Rock and Roll made a huge impact on America in the 1950s.</p> <p>12. Even though life was good for many in the 1950s, it wasn't necessarily good for minorities in America.</p>	<ul style="list-style-type: none"> ▪ How did the Interstate Highway change America? ▪ How does demographic change impact a country?
<p>Learning Objectives: Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ GI Bill of Rights ▪ Suburb ▪ Conglomerate ▪ Franchise ▪ Baby boom ▪ Consumerism ▪ Mass media ▪ Rock n' roll <ul style="list-style-type: none"> ▪ The impact of Truman and his presidency on the United States ▪ The achievements of Truman while in office ▪ The impact of Eisenhower and his presidency on the United States ▪ The achievements of Eisenhower while in office ▪ The societal, economical and geographic changes caused by highway construction ▪ Similarities and differences of advertisements from the 1950s and of modern day ▪ The causes and impact of the "baby boom" ▪ Examples of how conglomerates and franchises changed how business was conducted ▪ The challenges faced by minorities in the 1950s ▪ Impact of the cultural change in the 1950s 	<p>Behavioral Objectives: Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the reasons Truman was hated at the time of his presidency. ▪ Explain why he is now perceived as a good president. ▪ Describe Truman's achievements as president. ▪ Identify the reasons Eisenhower was loved at the time of his presidency. ▪ Explain why "Ike" is now perceived as a "do-nothing" president. ▪ Define conglomerate and franchise. ▪ Identify examples of conglomerates and franchises changed how business was conducted. ▪ *Compare and contrast the advertising of the 1950s to the advertising of today. ▪ *Describe how the lives and expectations of women began to change in the 1950s. ▪ *Compare women of the 1950s to women of today. ▪ *Analyze the impact of TV on society in the 1950s and now. ▪ *Debate the positives and negatives of TV. ▪ *Identify how we can tell when the economy is doing well or not doing well. ▪ *Describe the societal, economical, and geographic changes caused by highway construction. ▪ *Compare and contrast cities before and after the highway act. ▪ *Analyze if the "white flight" of the 1950s still exists today. ▪ *Describe the all-encompassing impact of a "baby boom". ▪ *Analyze the impact of the baby boom today. ▪ *Analyze what makes a society great. ▪ *Compare and contrast eras and define what is good about each. ▪ *Explain the impact of music ▪ *Describe the impact of cultural change ▪ *Identify and describe the plight of minorities in the 1950s.
<p>Dates: November</p>	<p>Unit Plan: JFK and LBJ</p>

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- CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.

Understanding(s):

Students will understand...

1. Presidents are often elected for reasons other than qualifications for the job.
2. Media influences whom people vote for.
3. Communism dictated much of what America did foreign policy-wise with regards to Cuba and Germany.
4. Kennedy ushered in a new era of service and dedication to service in America.
5. America's distrust of government came about around the time of Kennedy.
6. Many people believe that Kennedy's assassination changed the course of American history.
7. LBJ inherited a lot of JFK's goodwill and public support.

Essential Question(s):

- To what extent do foreign entanglements influence America?
- To what extent does the media influence people?
- To what extent does the media mirror society?
- To what extent have the oppressed in America been able to attain an equality of life?
- What makes an effective leader?
- To what extent does government influence your life?
- What is government's role in society?
- How do opposing beliefs cause conflict?

<p>8. The New Frontier and Great Society created controversial impacts on American Society</p> <p>9. The Supreme Court, in the early 1960s, changed America more than any court in its previous years.</p>	<ul style="list-style-type: none"> ▪ What is the most effective way to bring about social change? ▪ At what point should someone go to war? ▪ To what extent should we volunteer to make America better? ▪ What impact does government have in peoples' lives? ▪ Why don't people trust government? ▪ To what extent did American history changed due to JFK's assassination? ▪ To what extent does popularity impact choosing a president? ▪ What makes a society great? ▪ To what extent should the Supreme Court be allowed to influence America?
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<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Flexible response ▪ Berlin wall ▪ Hot line ▪ Limited Test Ban Treaty ▪ New frontier ▪ Peace corps ▪ Warren Commission ▪ Great Society ▪ Medicare ▪ Medicaid ▪ Warren court ▪ The traits of an effective leader ▪ The impact of the media on public opinion and politics ▪ The relationship between the US and Cuba ▪ The events that nearly lead to a World War III between the US and the Soviet Union ▪ The successes and failures of John F. Kennedy's presidency ▪ The impact that a president can have on any given issue ▪ The events that led the American public to distrust the American government ▪ The events leading up to JFK's assassination, as well as the effects it had on America ▪ The successes and failures of Lyndon B. Johnson's presidency ▪ That the New Frontier and Great Society created controversial impacts on American Society ▪ The Supreme Court changed drastically in the 1960s 	<p>Behavioral Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Identify and discuss what factors make a good president. ▪ Evaluate the weaknesses and strengths of leaders that we know. ▪ Describe the many ways that the media impacts or sways public opinion. ▪ Analyze the impact of the media today on politics. ▪ Describe the relationship between the US and Cuba. ▪ Explain the successes and failures of JFK's Cold War policy (flexible response, Bay of Pigs, Berlin, and the Cuban Missile Crisis). ▪ Analyze the Cuban Missile Crisis and evaluate how close we actually came to World War III. ▪ Describe the initiatives of JFK in terms of economics, poverty, and space. ▪ Evaluate the impact of presidential pressure on any particular area (for JFK-going to the moon). ▪ Evaluate how JFK's programs impacted the lives of ordinary Americans. ▪ Identify and explain cases in which America doesn't trust its own government. ▪ Assess the potential damage done by a people not supporting its government. ▪ Describe the events surrounding JFK's assassination. ▪ Evaluate the effects of JFK's assassination. ▪ Speculate on the assassin(s) in the JFK case.
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<p>Dates: November/December</p>	<p>Unit Plan: The African American Civil Rights Movement</p>
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Stage 1 – Desired Results

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- 8.1.12.C: Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
- 8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
- 8.3.12.B: Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.
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- 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 flexible and dynamically.
- CC.8.6.9-10 F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) of solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 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.
- CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.

Understanding(s):

Students will understand...

1. The Civil War, through the 13th, 14th, and 15th amendments attempted to create legal equality, but cultural change was not coming about as quick.
2. Plessy v. Ferguson's "Separate but Equal" provision set the tone for years of racial inequality in America.

Essential Question(s):

- To what extent does the media influence people?
- To what extent does the media mirror society?
- How does technology impact society?
- To what extent have the oppressed in America been able to attain an equality of life?

<ol style="list-style-type: none"> 3. Brown v. Board established that "Separate by Equal" was illegal and unacceptable in America. 4. The death of Emmett Till had a profound impact on America. 5. Protesting (violent and non-violent) made a huge impact in bringing more equality to African-Americans. 6. The Montgomery Bus Boycott is the first major victory in the Civil Rights Movement and inspired others to act. 7. The role of the federal government into true public school integration. 8. Emmett Till's generation would go on to be the young college students in the early 1960s who would take part in sit-ins, freedom rides, voting movements, and political action committees to make sure equality was achieved. 9. The media has a major influence in the early success of the Civil Rights Movement. 10. Examine the different goals of multiple movements in Civil Rights 11. The impacts of Civil Rights on mainstream America past, present and future. 12. The state of race relations past, present and future. 	<ul style="list-style-type: none"> ▪ What makes an effective leader? ▪ To what extent does government influence your life? ▪ What is government's role in society? ▪ How do opposing beliefs cause conflict? ▪ What is the most effective way to bring about social change? ▪ What is the American Dream and is it worth achieving? ▪ What role does ethnocentric thinking play in society? ▪ What are civil rights? ▪ To what extent do Jim Crow Laws and Plessy v. Ferguson impact the rights of African-Americans? ▪ How do tragedies often bring about the best and worst in people? ▪ To what extent is unity important to any team? ▪ When should one use violence or non-violence in a protest? ▪ What constitutes success? ▪ To what extent should the federal government take to ensure the general welfare of US citizens? ▪ How is the federal government ensuring progress toward equality for all as defined by the US Constitution and Declaration of Independence?
<p>Learning Objectives: Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Brown v. Board ▪ Sit-in ▪ Freedom riders ▪ Civil Rights Act of 1964 ▪ Freedom Summer ▪ Voting Rights Act of 1965 ▪ Black Power ▪ Black Panthers ▪ Kerner Commission ▪ Affirmative action ▪ Examine the social and economic conditions for African Americans following the Civil War ▪ The contrast between the lives of black and white Americans at the beginning of the 20th century ▪ The impact that the Plessy vs. Ferguson case had on America ▪ The impact of Brown vs. Board of Education, and the roadblocks encountered when trying to enforce its ruling ▪ The impact of Emmett Till's death on America and especially the Civil Rights Movement ▪ The causes and effects of the Montgomery Bus Boycott 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Examine the social and economic conditions for African Americans following the Civil War. ▪ Describe conditions former slaves endured following the Civil War. ▪ Explain the impact of the Plessy v. Ferguson case. ▪ Compare and contrast the lives of Blacks and Whites in America at the beginning of the 20th century. ▪ Explain what Brown v. Board said. ▪ Describe the impact of Brown not only on schools, but the entire country. ▪ Identify roadblocks in enforcing the Brown verdict. ▪ Describe the impact of Emmett Till's death on America and especially the Civil Rights Movement and its members. ▪ Explain how one unexpected event often has unintended consequences. ▪ Identify the causes and effects of the Montgomery Bus Boycott. ▪ Explain how the boycott gave confidence to the movement. ▪ Discuss if boycotts are still successful. ▪ Identify and describe obstacles to integration.

<ul style="list-style-type: none"> ▪ The Civil Rights Movement's successes and failures ▪ How Martin Luther King Jr. impacted the civil rights movement and mainstream America ▪ The obstacles to integration ▪ The events leading up to the splitting of the Civil Rights Movement ▪ The reasons for increased variation in leadership styles of the Civil Rights Movement 	<ul style="list-style-type: none"> ▪ Describe the impact of 1950's movement events on the coming of age of 1960's student activists. ▪ Identify and describe the Civil Rights Movement's successes and failures. ▪ Analyze the impact of Martin Luther King on the Civil Rights Movement and America Society ▪ Discuss and debate the effectiveness of civil disobedience. ▪ Explain how the Civil Rights Movement continues to impact modern society. ▪ Debate the effectiveness of the movement. ▪ Analyze the leadership styles of past and present civil rights leaders. ▪ Identify and explain the social and economic barriers that continue to create disparity within the U.S. population. ▪ Compare and contrast 1950 America with America of the present and analyze whether race relations have improved. ▪ Analyze the growing impact of social media on race relations in America.
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<p>Dates: January</p>	<p>Unit Plan: Vietnam War</p>
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Stage 1 – Desired Results

<p>PA Standard(s)/Assessment Anchors Addressed:</p> <ul style="list-style-type: none"> ▪ 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events. ▪ 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. ▪ 8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. ▪ 8.3.12.B: Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history. ▪ 8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world. ▪ 8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. <p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ 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. ▪ 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. ▪ CC.8.5.9-10.E: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. ▪ 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. ▪ CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. ▪ CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author's claims. ▪ CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.

- **CC.8.6.9-10.A. Write arguments focused on discipline-specific content.**
- **CC.8.6.9-10.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes**
- **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.**
- **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.**
- **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.**
- **CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.**
- **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>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Vietnam's geography hindered the US greatly. 2. Vietnam was a conflict that deeply divided the American public. 3. America's paranoia regarding communism was a major force behind domestic and foreign policy. 4. Appearances are sometimes deceiving. 5. Seeing war makes people dislike it. 6. Home field advantage in war makes a huge difference. 7. A long war will be an unpopular war in America. 8. Americans did poorly in the Vietnam War due to poor planning, bad decision-making, and lack of support by the American people. 9. Political and societal unrest during 1968 greatly impacted the future course of America. 10. The children of the Fifties helped lead the beginnings of a counterculture. 11. Music impacts people moods and beliefs. 12. Vietnam made the American public skeptical about government. 13. The Vietnam War was unpopular. 14. War damages countries. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent do foreign entanglements influence America? ▪ To what extent does the media influence people? ▪ To what extent does the media mirror society? ▪ How does technology impact society? ▪ What makes an effective leader? ▪ To what extent does government influence your life? ▪ What is government's role in society? ▪ How do opposing beliefs cause conflict? ▪ What is the most effective way to bring about social change? ▪ To what extent does geography impact peoples' lives? ▪ Under what circumstances is war necessary? ▪ How does fighting on familiar ground have its advantages? ▪ What does it take to win a war? ▪ How did 1968 change America? ▪ How does one create change? ▪ How does music and art impact emotions and influence people? ▪ Why do people distrust government? ▪ How does war impact a person, state, world?
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Vietminh ▪ Domino theory ▪ Geneva Accords ▪ Vietcong ▪ Ho Chi Minh Trail ▪ Tonkin Gulf Resolution ▪ Napalm ▪ Agent Orange ▪ Draft ▪ Dove 	<p>Behavioral Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Identify key areas of South East Asia. ▪ Explain how Vietnam's geography is different than any other war that we have fought in before. ▪ Understand and empathize that Vietnam is one of the key events in US history in the last 50 years. ▪ Describe the impact of war? ▪ Identify factors that cause conflict. ▪ Describe the factors that led to conflict in Vietnam.

<ul style="list-style-type: none"> ▪ Hawk ▪ Tet Offensive ▪ Vietnamization ▪ Silent majority ▪ My Lai ▪ War Powers Act ▪ The geography of Vietnam is different than any other area the US had fought in ▪ The Vietnam War is one of the key events in the last 50 years in US History ▪ The factors that can lead to conflict, and ultimately war ▪ The causes and effects of the Vietnam War ▪ The reasons for the U.S.'s concern in Asia over communism ▪ That live television impacted the public perception of the war in a negative manner ▪ The impact that geography has on how one fights a war ▪ The reasons for the US doing poorly in Vietnam ▪ The events that lead to 1968 being a tumultuous year ▪ the economic, physical, and emotional toll of the Vietnam war ▪ How music and media influenced emotion, actions and knowledge of events during the Vietnam War. 	<ul style="list-style-type: none"> ▪ Analyze the efforts to support freedom in the US's past. ▪ Debate the cost of freedom. ▪ Identify the reasons for the US's concern over communism. ▪ Explain what was done to keep communism away from America. ▪ Define domino theory and apply it to the time. ▪ Compare America's paranoia over communism with its paranoia over terrorism. ▪ Explain the impact that live TV had on the perception of the Vietnam War. ▪ Debate Americans' ability to take difficult situations. ▪ Describe the impact of fighting in an area of familiarity. ▪ Analyze the advantages of the "home team". ▪ Explain why war is unpopular. ▪ Identify the reasons for failure in war. ▪ Describe the reasons for the US doing poorly in the Vietnam War. ▪ Identify the tumultuous events of 1968 and how they impacted America. ▪ Explain how peoples' reaction to events is sometimes as significant as the event itself. ▪ Analyze the coming of age of the "baby boomers". ▪ Explain how music, and media in general, influence emotion, actions, and knowledge of events/topics. ▪ Explain Vietnam's influence on American's opinion of government. ▪ Explain how an event in the past can impact the present. ▪ Describe how the "ghosts" Vietnam impact peoples' decisions. ▪ Analyze the economic, physical, and emotional toll of war (in this case Vietnam). ▪ Describe the war's impact on the men who fought there.
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Dates: February	Unit Plan: Social Movements
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Stage 1 – Desired Results

<p>PA Standard(s)/Assessment Anchors Addressed:</p> <ul style="list-style-type: none"> ▪ 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events. ▪ 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. ▪ 8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. ▪ 8.3.12.B: Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history. ▪ 8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world. <p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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.
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- **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.
- **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.
- **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.
- **CC.8.5.9-10.E:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **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.
- **CC.8.5.9-10.G:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **CC.8.5.9-10.H:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- **CC.8.5.9-10.I:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- **CC.8.6.9-10.A:** Write arguments focused on discipline-specific content.
- **CC.8.6.9-10.B.*** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- **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.
- **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>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Latinos began to overcome social injustices and challenge their traditional roles in society in the late 1960s and 1970s. 2. Native Americans began to challenge their lack of progress in society. 3. Women challenged their traditional roles concerning the workforce, place in society, and other freedoms. 4. Youth were the most significant group of the counterculture. 5. Trends in popular culture challenged society's traditional norms. 6. Conflict between mainstream culture and the counterculture divided many in America. 7. Environmental issues were in the forefront of people's thinking in the 1970s. 8. America became more concerned about consumer protection in the 1960s and 1970s. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent does the media influence people? ▪ To what extent does the media mirror society? ▪ How does technology impact society? ▪ To what extent have the oppressed in America been able to attain an equality of life? ▪ What makes an effective leader? ▪ To what extent does government influence your life? ▪ What is government's role in society? ▪ How do opposing beliefs cause conflict? ▪ What is the most effective way to bring about social change? ▪ What is the American Dream and is it worth achieving? ▪ To what degree did the "Brown Revolution" affect the future political power and civil rights of Latinos and Native Americans? ▪ How did significant social and economic inequalities that motivated women to challenge their roles in society compare to other oppressed groups in the past? ▪ To what degree did America's youth impact the 1960s and future generations of Americans? ▪ How do people change, as they get older? ▪ To what extent did the counterculture create both positive and negative changes for America? ▪ To what extent are we damaging the Earth? ▪ To what extent should government protect consumers?
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	<ul style="list-style-type: none"> ▪ To what extent is the US better off due to these movements?
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ “Brown Power” ▪ Feminism ▪ National Organization of Women ▪ Equal Rights Amendment ▪ Counterculture ▪ Environmentalism ▪ Environmental Protection Agency ▪ Three Mile Island <ul style="list-style-type: none"> ▪ Historical causes of various movements ▪ The impact of the Women’s Lib Movement ▪ The impact of the Native American Movement ▪ The impact of the Latino movement ▪ The challenges faced by Native Americans, Latinos and women before their respective movements ▪ the impact of Roe vs. Wade ▪ The philosophical positions that were at the core of the counterculture towards traditional society ▪ The positive and negative impacts of the counterculture ▪ The clash between counter culture’s beliefs/behaviors and mainstream culture’s beliefs/behaviors ▪ The impact of music and fashion on how people expressed themselves ▪ The impact of the counterculture on America ▪ The benefits and drawbacks of nuclear energy ▪ The impact of social movements on America ▪ The causes of energy costs increasing 	<p>Behavioral Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Describe the life of Latinos and Native Americans before their respective movements. ▪ Compare the Brown Power movements to previous and present movements. ▪ Analyze the place of Latinos and Native Americans in America today. ▪ Describe the life of an average American woman before the Women's Lib movement. ▪ Identify, explain, and apply the term feminism. ▪ Analyze the impact of female health advancements on the feminist movement. ▪ Identify the National Organization for Women (NOW) political agenda and determine its effectiveness. ▪ Explain why the conditions of the housewife's syndrome were never understood by traditional society. ▪ Summarize Gloria Steinem’s importance during the women’s movement and the effectiveness of her magazine Ms throughout the movement. ▪ Analyze and evaluate the early efforts of Betty Freidan and the women’s movement. ▪ Describe the impact of Roe v. Wade from 1973 and the present. ▪ Analyze the ERA, its components, and its eventual demise. ▪ Analyze the impact of Phyllis Schlafly and her belief system. ▪ Defend or contradict the women’s liberation movement’s legacy. ▪ Describe the philosophical positions that were at the core of the counterculture toward traditional society. ▪ Compare and contrast the positive and negative impacts of the counterculture. ▪ Identify and describe the term hippie. ▪ Compare and contrast the hippie lifestyle to that of mainstream America. ▪ Analyze the validity of the countercultures use of popular trends to express themselves. ▪ Analyze the argument of conservatives that challenged the moral decay of the counterculture. ▪ Debate the validity of the countercultures use of popular trends to express themselves. ▪ Explain how fashion gives people a sense of belonging and identity. ▪ Analyze the impact of music and how it allows people to express their feelings. ▪ Characterize the values associated with the growth and popularity of drugs used by the

	<p>counterculture and the public perception that accompanies it.</p> <ul style="list-style-type: none"> ▪ Compare the counterculture's beliefs and behaviors to various countercultures today. ▪ Describe the causes of energy costs increasing. ▪ Describe the benefits and drawbacks of nuclear energy ▪ Compare pre-1970s America, environmentally, to post-1970s America environmentally. ▪ Describe how the environment can be improved. ▪ Compare life for consumers/buyers before and after the consumer movement. ▪ Evaluate the social movements and their impact on America.
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Dates: February/March	Unit Plan: Nixon
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Stage 1 – Desired Results

<p>PA Standard(s)/Assessment Anchors Addressed:</p> <ul style="list-style-type: none"> ▪ 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events. ▪ 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. ▪ 8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. ▪ 8.3.12.B: Evaluate the impact of historical documents, artifacts, and places in U.S. history, which are critical to world history. ▪ 8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world. ▪ 8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. <p>PA Core Standards</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ 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. ▪ 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. ▪ CC.8.5.9-10.E: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. ▪ 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. ▪ CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. ▪ CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author's claims. ▪ CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources. ▪ CC.8.6.9-10.A. Write arguments focused on <i>discipline-specific content</i>. ▪ CC.8.6.9-10.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes ▪ 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.
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- **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.**
- **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.**
- **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.**
- **CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.**

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Richard Nixon attempted to instill a sense of order into a Nation divided over issues of the sixties. 2. Richard Nixon increased the role of the federal government. 3. Nixon improved social programs, aimed at helping Americans. 4. Nixon used any means necessary to remove roadblocks to his goals. Nixon, feeling he needed the south’s support, was slow to continue integration. 5. Nixon was influential in creating a more conservative Supreme Court. 6. America, in the early 1970s, battled an economic condition called stagflation (high inflation-high unemployment). 7. Nixon tried many tactics to solve stagflation, none of which solved the problem. 8. Richard Nixon, through his secretary of state Henry Kissinger, was successful in foreign affairs (Vietnam, China, and the Soviet Union). 9. Kissinger’s political philosophy was practical to some and immoral to other Americans. 10. The Watergate Scandal centered on Nixon’s attempt to cover up a burglary at the Democratic National Headquarters in 1972. 11. The Watergate Scandal showed the influence of the modern media. 12. Watergate showed that governmental checks and balances worked in America. 13. Watergate showed that the president was not above the law. 14. The Watergate Scandal created distaste for politics and politicians in America that has still not subsided. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent do foreign entanglements influence America? ▪ To what extent does the media influence people? ▪ To what extent does the media mirror society? ▪ What makes an effective leader? ▪ To what extent does government influence your life? ▪ What is government’s role in society? ▪ How do opposing beliefs cause conflict? ▪ How do you heal a divided country? ▪ To what extent should a leader protect her/his own interests and goals? ▪ What would you do to win? ▪ To what extent does the Supreme Court influence your life? ▪ What constitutes a good economy? ▪ How do you create an economy that is beneficial to all? ▪ How does power/political power influence one’s life? ▪ To what degree should the media be allowed access to or be allowed to investigate anything they want? ▪ To what extent should government be allowed to police itself? ▪ To what extent is the president above the law? ▪ Why should politicians be trusted? ▪ Why shouldn’t politicians be trusted?
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ OPEC ▪ Realpolitik ▪ Détente ▪ SALT I Treaty ▪ Stagflation 	<p>Behavioral Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Identify the steps Nixon took to reel in the US in the late 1960s. ▪ Explain why America was so out of control when Nixon took over. ▪ Analyze the Nixon programs and how they strayed from traditional Republican views.

<ul style="list-style-type: none"> ▪ Impeachment ▪ Watergate ▪ The steps Nixon took to quell chaos in the US in the late 1960s ▪ The success and failures of Nixon's presidency, particularly China and the Soviet Union. ▪ The causes of stagflation, and its impact on the economy ▪ The Presidents role in choosing Supreme Court Justices ▪ The importance of having good foreign policy ▪ The events leading up to the Watergate Scandal and its effects ▪ The role of the media in the US ▪ The methods by which the government can remove a president ▪ The impact of the Watergate scandal on American thoughts on government, politics, and the office of the president 	<ul style="list-style-type: none"> ▪ Identify Nixon's social program achievements. ▪ Identify the programs Nixon attempted to end. ▪ Analyze how Nixon retaliated against his enemies. ▪ Debate the power of the president and the extent of what they can do. ▪ Explain why Nixon drug his feet regarding integration. ▪ Explain the president's role in choosing Supreme Court justices. ▪ Describe the power and influence of the Supreme Court. ▪ Identify what causes stagflation. ▪ Explain the impact of stagflation. ▪ Explain how you can end stagflation. ▪ Explain the importance of having a good foreign policy. ▪ Identify and describe Nixon's achievements in establishing relationships with China and the Soviet Union. ▪ Identify and describe the events of the Watergate Scandal. ▪ Debate the following, to what extent is the president responsible for his/her actions? ▪ Explain the role of the media in America. ▪ Analyze how the Watergate scandal showed how powerful the media had become. ▪ Identify the methods by which the government can remove a president. ▪ Debate the following statement; the president is not above the law. ▪ Explain how the Watergate Scandal impacted Americans thoughts on government, politics, and the office of the president. ▪ Debate the effectiveness of Nixon as a president.
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Dates: March	Unit Plan: Seventies Malaise
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Stage 1 – Desired Results

<p>PA Standard(s)/Assessment Anchors Addressed:</p> <ul style="list-style-type: none"> ▪ 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events. ▪ 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. ▪ 8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. ▪ 8.3.12.B: Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history. ▪ 8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world. ▪ 8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. <p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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.
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- **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.
- **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.
- **CC.8.5.9-10.E:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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- **CC.8.5.9-10.I.** Compare and contrast treatments of the same topic in several primary and secondary sources.
- **CC.8.6.9-10.A.** Write arguments focused on discipline-specific content.
- **CC.8.6.9-10.B.*** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- **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.
- **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.
- **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.
- **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.
- **CC.8.6.9-10.H.** Draw evidence from informational texts to support analysis, reflection, and research.

Understanding(s):

Students will understand...

1. The end of the Vietnam War, a poor economy, and the Watergate Scandal left Americans feeling poorly about their country in the 1970s.
2. Gerald Ford had a difficult job succeeding Nixon as president.
3. Ford’s handling of domestic and foreign issues made him unpopular in his time
4. Jimmy Carter was elected to the presidency due to his outsider approach to Washington, soft-spoken attitude, and integrity.
5. The factors that got Jimmy Carter elected are also the same factors that lead to him failing as president.
6. Jimmy Carter failed to fix America’s energy and economic crises.
7. Inflation (through stagflation and high energy costs) hurt America greatly in the late 1970s.
8. Jimmy Carter’s successes in the realm of Civil and Human rights.
9. Carters perceived foreign policy failures included yielding the Panama Canal, failure to continue detente (via the Soviet Invasion of Afghanistan), and the Iranian hostage crisis.

Essential Question(s):

- To what extent do foreign entanglements influence America?
- To what extent does the media influence people?
- To what extent does the media mirror society?
- How does technology impact society?
- What makes an effective leader?
- To what extent does government influence your life?
- What is government’s role in society?
- How do opposing beliefs cause conflict?
- What is the most effective way to bring about social change?
- What is the American Dream and is it worth achieving?
- How can perception become reality?
- How do you follow someone who has done a bad job?
- What makes a person unpopular?
- To what extent is doing the right thing not always the best political move?
- What factors influence your voting?
- To what extent can a president impact his country?
- What causes bad economic times?

<p>10. Carter's sole foreign policy victory was the Camp David Accords between Israel and Egypt.</p>	<ul style="list-style-type: none"> ▪ To what extent should the US be involved with other areas of the world?
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ National Energy Act ▪ Human rights ▪ Camp David Accords ▪ Iranian Hostage Crisis ▪ The reasons why many believed that Ford was ineffective president ▪ The successes and failures of Ford as a president ▪ The reasons why Ford was an unpopular president among many Americans. ▪ The backlash against a "beltway insider" president ▪ The irony of Carter being done in by the same traits that got him elected ▪ The impact of higher energy costs on peoples' lives ▪ That inflation impacts peoples' lives and the nation's economy ▪ The successes and failures of Carter as a president 	<p>Behavioral Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Identify key reasons Ford was ineffective as president. ▪ Identify the items that made Ford unpopular president among many Americans. ▪ Debate whether a president can impact his country. ▪ Analyze the backlash against the standard politics as usual president. ▪ Explain the irony of Carter being done in by the same traits that got him elected. ▪ Explain the impact of higher energy costs on everyone's lives. ▪ Define inflation ▪ Explain how inflation impacts peoples' lives and the nation's economy. ▪ Identify and describe Carter's successes and failures. ▪ Explain what makes a president great. ▪ Explain what makes a president a failure. ▪ Compare the great and failure to see if Carter was either. ▪ Compare 1970s America to America today.
<p>Dates: April</p>	<p>Unit Plan: Conservative Revolution</p>

Stage 1 – Desired Results

<p>PA Standard(s)/Assessment Anchors Addressed:</p> <ul style="list-style-type: none"> ▪ 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events. ▪ 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. ▪ 8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. ▪ 8.3.12.B: Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history. ▪ 8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world. ▪ 8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. <p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ 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. ▪ 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. ▪ CC.8.5.9-10.E: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. ▪ 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.

- **CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.**
- **CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author’s claims.**
- **CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.**
- **CC.8.6.9-10.A. Write arguments focused on *discipline-specific content*.**
- **CC.8.6.9-10.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes**
- **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.**
- **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.**
- **CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.**

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Liberal and Conservative philosophies differ on key social, political, and moral levels. 2. Conservatism reached a high point with the election in 1980 of Ronald Reagan. 3. Ronald Reagan’s approach to the presidency inspired Americans. 4. America, even with Reagan, still had severe economic problems. 5. The Cold War heated up in the 1980s. 6. Reagan had many foreign policy successes and failures. 7. The 1980s changed America in terms of technology, disease, approach to social issues, economics, etc. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent do foreign entanglements influence America? ▪ To what extent does the media influence people? ▪ To what extent does the media mirror society? ▪ How does technology impact society? ▪ What makes an effective leader? ▪ To what extent does government influence your life? ▪ What is government’s role in society? ▪ How do opposing beliefs cause conflict? ▪ What is the most effective way to bring about social change? ▪ What is the American Dream and is it worth achieving? ▪ To what extent are conservatives and liberals different? ▪ What impact can a president have on his country? ▪ What makes a person popular/unpopular? ▪ To what extent is doing the right thing not always the best political move? ▪ What factors influence someone’s vote? ▪ What causes poor economic times? ▪ How do you bring a country out of a poor economic time? ▪ Why help others? ▪ What is the purpose of government in society?
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Liberal ▪ Conservative ▪ New Right ▪ Reverse discrimination ▪ Moral Majority ▪ Pay equity 	<p>Behavioral Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Define liberal and conservative ▪ Compare liberal and conservative thinking ▪ Evaluate why these political philosophies would in conflict at the end of the 1970s. ▪ Analyze why Ronald Reagan was the perfect president at the perfect time.

<ul style="list-style-type: none"> ▪ Reaganomics ▪ Glasnost ▪ Perestroika ▪ The differences between liberal thinking and conservative thinking ▪ The reasons why Reagan was the perfect president at the perfect time ▪ The positives and negatives of Reagan's presidency ▪ The way Reagan attacked major issues ▪ The results of Reagan's initiatives ▪ The reasons why Eastern Europe and the Soviet Union crumbled in the late 1980s ▪ That Gorbachev undid many of the Soviet policies that put the US and the USSR at odds for years ▪ The impact of technological advances in the 1980s ▪ The impact new contagious diseases had on peoples' lives and their attitudes ▪ That the late 1980s were a prosperous time 	<ul style="list-style-type: none"> ▪ Compare and evaluate Reagan, Ford, and Carter. ▪ Identify the positives and negatives of the Ronald Reagan presidency. ▪ Identify the way Reagan attacked the major issues that plagued the 1970s. ▪ Explain the results of the Reagan initiatives ▪ Describe Reagan's attitude toward the Soviets and how this was a good and bad thing. ▪ Analyze why Eastern Europe and the Soviet Union crumbled in the late 1980s. ▪ Explain how Gorbachev undid many of the Soviet policies that put the US and USSR at odds for years ▪ Analyze the impact of technological advances in the 1980s. ▪ Describe the impact new contagious diseases had on peoples' lifestyles and attitudes. ▪ Evaluate social issues of the 1980s and compare them to social issues today. ▪ Explain why the 1980s were a prosperous time for some.
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<p>Dates: May</p>	<p>Unit Plan: Modern America</p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪ 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events. ▪ 8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. ▪ 8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world. ▪ 8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. <p>PA Core Standards:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. ▪ CC.8.6.9-10.A. Write arguments focused on <i>discipline-specific content</i>. ▪ CC.8.6.9-10.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes ▪ 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. ▪ 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. ▪ 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. ▪ 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. ▪ 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
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research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- **CC.8.5.9-10.H:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- **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.

Understanding(s):

Students will understand...

1. While Bill Clinton's presidency was one of economic growth and prosperity, it may be remembered more for his personal life and impeachment.
2. George W. Bush's presidency was one that began controversially, divided America, and kept America safe in the aftermath of the 9/11 attacks.
3. America became more interconnected in the Global Economy and Culture in the post-Cold War Era.
4. The September 11, 2001 terrorist attacks on America impacted the country in profound ways.
5. America's on-going battle against terrorism and America's change in attitudes about "being safe" were some of the profound impacts of 9/11.
6. America under Barack Obama became more divided and liberalized.
7. Technology and its use became pervasive and essential in America.
8. The changing demographics of America (immigrants, an aging population, and an income slow down) have impacted America greatly and will continue to do so in the future.

Essential Question(s):

- To what extent do foreign entanglements influence America?
- To what extent does the media influence people?
- To what extent does the media mirror society?
- How does technology impact society?
- To what extent have the oppressed in America been able to attain an equality of life?
- What makes an effective leader?
- To what extent does government influence your life?
- What is government's role in society?
- How do opposing beliefs cause conflict?
- What is the most effective way to bring about social change?
- What is the American Dream and is it worth achieving?
- To what extent did 9/11 change America?
- How does technology impact people?
- How does globalization impact America?
- How have demographic changes impacted America?
- To what extent will America be a global leader in the future?

Learning Objectives:

Students will know...

Vocabulary:

- NAFTA
- Service sector
- Internet
- Information superhighway
- Genetic engineering
- Terrorism
- The reasons for Bill Clinton being elected
- The events and circumstances surrounding Bill Clinton's impeachment and how it impacted America
- The reasons for George W. Bush being elected
- The reasons for Americans liking and disliking Bush
- That the media began to create a divide among Americans
- The events and repercussions of the September 11, 2001 terrorist attacks
- The reasons for Barack Obama being elected

Students will be able to:

- Identify and explain how Bill Clinton became elected.
- Analyze the factors that made Bill Clinton well liked, and hated, among Americans.
- Evaluate the events and circumstances surrounding Bill Clinton's impeachment and how it impacted America.
- Identify and explain how George W. Bush became elected.
- Analyze the factors that made George Bush well liked, and hated, among Americans.
- Explain how the media began to create a divide among Americans.
- Identify, describe, and evaluate the events and repercussions of the September 11, 2001 terrorist attacks.
- Describe America's on-going battle with terrorism and evaluate how it changed America's role in the world.
- Explain how globalization has changed America.

<ul style="list-style-type: none">▪ The reasons for Americans liking and disliking Obama▪ The rise and impact of technology in America post-Cold War▪ Reasons why America is changing demographically in regards to age, ethnicity, culture, health and wealth	<ul style="list-style-type: none">▪ Identify and explain how Barack Obama became elected.▪ Analyze the factors that made Barack Obama well like, and hated, among Americans.▪ Evaluate the rise and impact of technology in America in the post-Cold War world.▪ Discuss and analyze how and why America is changing demographically in regards to age, ethnicity, culture, health, and wealth.
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