

American History (1850-1945)

Social Studies Department
East Stroudsburg Area School District

District and Department Mission Statements, Course Goals, Textbooks, Course Outline, Recommended Instructional Time by Unit, Pennsylvania Standards for Civics and Government, History, and Economics Covered by *American History* Course, Sample Enrichment Resources and Course Curriculum

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East Stroudsburg Area School District Mission Statement:

East Stroudsburg Area School District, a diverse and rapidly growing community, nurtures within all students a commitment to excellence and life-long learning which prepares them to become creative, productive, and responsible citizens in a continually changing and challenging world.

Department Mission Statement:

The goals of the East Stroudsburg Area School District's Social Studies Department are to prepare students to be reasonable and productive citizens of the United States and of our continually changing and challenging global community. Through an integrated study of the social studies disciplines, students will acquire the necessary knowledge, skills, and attitudes to become lifelong learners. Social Studies provides content that students will use to understand political, social, historical, and economic issues and apply this knowledge and skill to make effective personal and public decisions. A standards-based Social Studies curriculum builds knowledge of specific discipline content, thinking skills, and fosters within students a commitment to democratic values and civic participation, which are all essential to becoming effective citizens of the United States and global community.

Rationale:

In order to prepare and educate our students to become active citizens of our United States democracy and to foster within these students an understanding of the history, people, and events, which shaped our government and society, an American History curriculum has been written to be implemented beginning in the Fall of the 2013-2014 Academic School Year. Through the successful implementation of American History, students will develop the necessary skills, acquire the essential knowledge, and actively participate as citizens of our United States democracy. This course will prepare students to be life-long learners and productive citizens. They will be able to apply their knowledge and skills to make effective personal and public decisions.

Course Goals:

American History is a course that will encourage students to explore, study and understand the political, social and economic developments in the United States 1850-1950. Students will identify, evaluate and analyze social and cultural relations, economic developments, geographic influences and political and governmental actions in the growth of the American Republic from 1850-1950.

Textbooks:

Cayton, A. R., Perry, E. I., & Winkler, A. M. (1998). *America: Pathways to the present*. Needham, MA: Prentice Hall.

Course Outline and Recommended Instructional Time:

American History Units

Unit I Pre-Civil War

Time: 7-9 Blocks

Students will identify, evaluate, and analyze social and cultural relations, economic developments, geographic influences, and political and governmental actions in the expansion and growth of the slavery in the south and the crisis which led to Civil War from 1820-1861.

Unit II The American Civil War

Time: 9-11 Blocks

Students will identify, evaluate, and analyze social and cultural relations, economic developments, geographic influences, and political and governmental actions during the Civil War from 1861-1865.

Unit III Reconstruction

Time: 7-9 Blocks

Students will identify, evaluate, and analyze social and cultural relations, economic developments, geographic influences, and political and governmental actions during the Reconstruction Period of the Civil War from 1865-1877.

Unit IV A Changing America: Urbanization, Industrialization, and Immigration

Time: 7-9 Blocks

Students will identify, evaluate, and analyze the changing social, political, economic, technological, and geographic atmosphere of the United States at the advent of the 20th century.

Unit V Imperialism**Time:** 7-9 Blocks

Students will identify, evaluate and analyze social and cultural relations, economic developments and geographic influences to develop a working understanding of how these factors led to political and governmental actions in the United States which led to American expansionism during the late 19th and early 20th centuries.

Unit VI Progressive Era**Time:** 7-9 Blocks

Students will identify, evaluate, and analyze social and cultural relations, and economic conditions that lead to developments in the Era. Historians have applied the term "Progressive" both to the period from roughly 1890 to 1914 and the reform movements that emerged during these years. During this period, the United States experienced a fundamental change in the way workers earned a living and in the way people and institutions interacted. Relationships changed between government and industry, industry and workers, government and its citizens, and even between family members.

Unit VII World War I**Time:** 9-11 Blocks

Students will identify, evaluate, and analyze social and cultural relations, economic developments and geographic influences to develop a working understanding of how these factors led to political and governmental actions in the United States and abroad as the world entered into the First World War Era from 1914-1920.

Unit VIII The Twenties**Time:** 7-9 Blocks

Students will identify, evaluate, and analyze the changing social, political, economic, and technological dynamics during the 1920's. Students will assess the decade as a transition from the war years to the Great Depression.

Unit IX The Great Depression**Time:** 9-11 Blocks

Students will identify, evaluate, and analyze the changing social, political, economic, and technological dynamics during the 1930's. Students will examine the causes of the Great Depression and the shift to increased federal involvement.

Unit X World War II

Time: 9-11 Blocks

Students will identify, evaluate and analyze social and cultural relations, economic developments and geographic influences to develop a working understanding of how these factors led to political and governmental actions in the United States and abroad as the world plunged into the Second World War Era from 1931-1945.

Unit: I. Pre-Civil War	Course Time Prior to Keystone/PSSA: 0% of time
<p>Overview: Students will identify, evaluate, and analyze social and cultural relations, economic developments, geographic influences, and political and governmental actions in the expansion and growth of the slavery in the south and the crisis which led to Civil War from 1820-1861.</p>	<p>ELL Differentiation: Math & LA specific found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA Grades 3-5 Can Do</p>
<p>Unit Essential Questions :</p> <ol style="list-style-type: none"> 1. What are the social, political, and economic causes of the Civil War? 2. What was it like to be a slave in the South during this period? 3. What forces explain the rise of Northern reform and anti-slavery movements? 4. How did advocates and opponents of slavery each use religious and republican arguments to support their pro-slavery or anti-slavery positions? 5. What events led to growing sectional tensions and the creation of the new Republican Party? 6. What were the long-term and short-term causes of the Civil War? 	<p>Enrichment: 1. Ask students to write two book reviews of <i>Uncle Tom's cabin</i>, one by a northern reader and one by southern reader. 2. Have students write an essay summarizing the two main views held by historians on the issue of whether the Civil War could have been avoided. 3. Organize students into pairs or small groups to create poems that that apply the principal of manifest destiny in the 1840s to the annexation of Texas, to desire California, or to going into war with Mexico. 4. Pair students to use the text and graphic information in the section to create a time line with drawings that highlight specific events. 5. Have students write a paragraph summarizing how the failure of politicians to solve the important issues of the day led to the rise of new political parties in the 1850s. 6. Have students write an essay entitled "Growing Tension" in which they attempt to capture and convey the spirit of the 1850. 7. Have the students assume the roles of associate Justices of the Supreme Court and write concurring or dissenting opinions to Chief Justice Taney's majority opinion in the Dred Scott decision. 8. Read select excerpts from Alex Haley's <i>Roots</i>. Compare primary accounts with the depiction of slave conditions in <i>Roots</i>. Research and create a family genealogy.</p>

<p>PA & National Content Standard(s): <i>State found at www.pdesas.org/standard/standardsdownloads:</i> Pa 5.1.12.A: Pa 5.1.12.B: Pa 5.1.12.C: Pa 5.1.12.D: Pa 5.1.12.F: Pa 5.2.12.A: Pa 5.2.12.B: Pa 5.2.12.C: Pa 5.2.12.D: Pa 5.3.12.A: Pa 5.3.12.C: Pa 5.3.12.E: Pa 5.3.12.F: Pa 6.1.12.B: Pa 6.1.12.C: Pa 6.2.9.A: Pa 6.2.12.E: Pa 7.1.12.A: Pa 7.1.9.B: Pa 7.3.12.A: Pa 8.1.12.A: Pa 8.1.12.B: Pa 8.1.12.C: Pa 8.3.9.A: Pa 8.3.9.B: Pa 8.3.9.C: Pa 8.3.9.D.</p>	<p>Remediation:</p> <ol style="list-style-type: none"> 1. Select information from text will be reinforced as a remediation tool. 2. Refer to student IEP where relevant
<p>Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org/:</i> Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.5.11-12.A: CC.8.5.11-12.B: CC.8.5.11-12.C: CC.8.5.11-12.D: CC.8.5.11-12.E: CC.8.5.11-12.F: CC.8.5.11-12.G: CC.8.5.11-12.H: CC.8.5.11-12.I: CC.8.5.11-12.J: CC.8.6.11-12.A: CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I</p>	<p>IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.</p>

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
Pa 5.1.12.A Pa 5.1.12.B Pa 5.1.12.C Pa 5.1.12.D Pa 5.1.12.F Pa 5.2.12.A Pa 5.2.12.B Pa 5.2.12.C Pa 5.2.12.D	<ul style="list-style-type: none"> Two Nations <ul style="list-style-type: none"> Regional differences Abolitionism Arguments for Slavery Uncle Tom's Cabin Frederick Douglass Harriet Tubman and the Underground Railroad The Mexican War and Slavery 	<ul style="list-style-type: none"> Take notes from a variety of instructional presentations Participate constructively in class discussion Thoughtfully view and evaluate all visual presentations in both oral and written form Complete carefully all assigned readings such as excerpts from <i>Uncle</i> 	<ul style="list-style-type: none"> abolitionism regionalism secession Union Prejudice Manifest Destiny Annex Mexican War 	America: Pathways to the Present - Chapter 10 Textbook supplementary materials	Varied formative, summative, diagnostic, and/or benchmark assessments Shared assessments from collegial sharing

Pa 5.3.12.A Pa 5.3.12.C Pa 5.3.12.E Pa 5.3.12.F Pa 6.1.12.B Pa 6.1.12.C Pa 6.2.9.A Pa 6.2.12.E Pa 7.1.12.A Pa 7.1.9.B Pa 7.3.12.A Pa 8.1.12.A Pa 8.1.12.B Pa 8.1.12.C Pa 8.3.9.A Pa 8.3.9.B Pa 8.3.9.C Pa 8.3.9.D	<p>Extension</p> <ul style="list-style-type: none"> ○ Annexation of Texas ○ War with Mexico ○ Wilmot Proviso <ul style="list-style-type: none"> • New Political Parties <ul style="list-style-type: none"> ○ The Missouri Compromise ○ The Compromise of 1850 ○ Political Parties ○ Kansas-Nebraska Act ○ Popular Sovereignty ○ Fugitive Slave Act • The System Fails <ul style="list-style-type: none"> ○ Bleeding Kansas/Bleeding Sumner ○ The Dred Scott Decision ○ Lecompton Constitution ○ Lincoln-Douglass Debates ○ John Brown's Raid • A Nation Divided Against Itself <ul style="list-style-type: none"> ○ The Election of 1860 ○ Relevant court cases ○ Succession • Other emergent content that supports unit essential questions 	<p><i>Tom's Cabin</i></p> <ul style="list-style-type: none"> • Analyze primary and secondary source documents; such as, • The Frederick Douglass Papers • Papers of William Lloyd Garrison • Abraham's Lincoln's House Divided Speech. <ul style="list-style-type: none"> • Develop and write insightful and meaningful essays; such as, <ul style="list-style-type: none"> • <i>"A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free"</i> Examine the significance of this statement by Abraham Lincoln in light of the growing sectionalism in the pre-Civil War United States. • Write a brief editorial in which you explain why the United States should or should not go to war with Mexico in 1846. • Describe why the Missouri Compromise satisfied neither Northerners nor Southerners. Did the Compromise of 1850 satisfy them? Explain • Have the students assume the roles of associate Justices of the Supreme Court and write concurring or dissenting opinions to Chief Justice Taney's majority opinion in the Dred Scott 	<ul style="list-style-type: none"> • Treaty of Guadalupe Hidalgo • Gasden Purchase • Wilmot Proviso • Compromise of 1850 • Fugitive Slave Act • Nativism • Kansas-Nebraska Act • Popular sovereignty • Free Soiler • Dred Scott v. Sanford • Lincoln Douglas Debates • Border States • Lower South • Confederate States of America • Upper South 	<p>Teacher developed notes</p> <p>DVD support</p> <p>Primary and secondary source readings</p> <p>Maps, charts, graphs</p> <p>Resources available on departmental page</p>	<p>Projects</p> <p>Formal and creative writings</p> <p>Demonstration of critical thinking through oral and written proficiency</p>
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		<p>decision.</p> <ul style="list-style-type: none">• Explain how the events that occurred in congress in 1856 support the message “The System Fails.”• Why did the southern states secede from the Union. Why did southerners feel it was impossible to trust any Republican President? Why were Southerners so outraged by the election of Lincoln? Why did secessionists feel that it was legitimate right to withdraw from the Union?			
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Unit: II. The American Civil War	Course Time Prior to Keystone/PSSA: 0% of time
Overview: Students will identify, evaluate, and analyze social and cultural relations, economic developments, geographic influences, and political and governmental actions during the Civil War from 1861-1865.	ELL Differentiation: Math & LA specific found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx . Generic found at http://www.esasd.net/esl/ : WIDA Grades 3-5 Can Do
Unit Essential Questions: <ol style="list-style-type: none"> 1. What is a Civil War? 2. How can regional differences lead to conflict and violence? 3. How does war affect the economies of the various regions of the United States? 4. In what ways did the American Civil War shape the political, social, economic values of America? 5. What is the impact of new technology on warfare for all citizens involved? 6. Was the American Civil War avoidable? 7. Was slavery the primary cause of The American Civil War? 8. Does Abraham Lincoln deserve to be called “The Great Emancipator”? 9. Was the Civil War worth its cost? 10. Was it possible to have a peace of reconciliation after the Civil War? 11. Is the suppression of public opinion during times of crisis ever justified? 	Enrichment: 1 - Research evidence to support the view that the differences between the North and South were so great at these two regions were distinct nations within the United States. 2- Have students copy the following statement: “The Civil War forever changed the relationship between Americans and their government and gave new meaning to American citizenship.” Analyze reasons to support this statement. 3- Which do you think was a more significant turning point: Vicksburg or Gettysburg? Have students write a persuasive essay supporting their choice. 4 - Research the development of Railroads in the United States draw a map showing the routes of the major railroads in both the North and the South during in 1850s. 5- Review the terms of surrender. Were they fair or too generous? Have Students write an editorial stating their opinion. 6- Compare the Revolutionary War to the American Civil War, or contrast the social position and quality of life of that of the revolutionary era to that of the American Civil War era.

PA & National Content Standard(s): <i>State found at</i> www.pdesas.org/standard/standardsdownloads : Pa 5.1.12.A:Pa 5.1.12.B: Pa 5.1.12.C: Pa 5.1.12.D: Pa 5.1.12.E: Pa 5.1.12.F: Pa 5.2.12.B: Pa 5.2.12.D: Pa 5.3.12.H: Pa 5.4.9.A: Pa 5.4.9.B: Pa 5.4.9.C: Pa 6.1.12.A: Pa 6.1.12.B: Pa 6.2.12.A: Pa 6.2.12.D: Pa 6.2.12.E: Pa 6.3.12.B: Pa 6.3.12.C: Pa 6.3.12.D: Pa 6.4.12.B: Pa 6.5.12.A: Pa 7.3.12.A: Pa 8.1.12.A: Pa 8.1.12.B: Pa 8.1.12C	Remediation: 1. Select information from text will be reinforced as a remediation tool. 2. Refer to student IEP where relevant
Connecting to Common Core and Other Standards: <i>Common Core found at</i> www.corestandards.org/ Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.5.11-12.A: CC.8.5.11-12.B: CC.8.5.11-12.C: CC.8.5.11-12.D: CC.8.5.11-12.E: CC.8.5.11-12.F: CC.8.5.11-12.G: CC.8.5.11-12.H: CC.8.5.11-12.I: CC.8.5.11-12J: CC.8.6.11-12.A: CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I	IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
Pa 5.1.12.A Pa 5.1.12.B Pa 5.1.12.C Pa 5.1.12.D Pa 5.1.12.E Pa 5.1.12.F Pa 5.2.12.B Pa 5.2.12.D Pa 5.3.12.H Pa 5.4.9.A Pa 5.4.9.B Pa 5.4.9.C	<ul style="list-style-type: none"> Regionalism/Sectionalism <ul style="list-style-type: none"> Secession Fort Sumter A Nation goes to War <ul style="list-style-type: none"> First Bull Run Preparation/Mobilization <ul style="list-style-type: none"> North South Western Battlefront Eastern Battlefront 	<ul style="list-style-type: none"> Take notes from a variety of instructional presentations Participate constructively in class discussion Thoughtfully view and evaluate all visual presentations in both oral and written form Complete carefully all assigned readings Analyze primary and secondary source documents; such as, 	<ul style="list-style-type: none"> Regionalism Economy Civil war Casualty War of attrition Shell Canister Draft Recognition Greenback Copperhead Martial law 	America: Pathways to the Present-Chapter 11 Textbook supplementary materials Teacher	Varied formative, summative, diagnostic, and/or benchmark assessments Shared assessments from collegial

Pa 6.1.12.A Pa 6.1.12.B Pa 6.2.12.A Pa 6.2.12.D Pa 6.2.12.E Pa 6.3.12.B Pa 6.3.12.C Pa 6.3.12.D Pa 6.4.12.B Pa 6.5.12.A Pa 7.3.12.A Pa 8.1.12.A Pa 8.1.12.B Pa 8.1.12C	<ul style="list-style-type: none"> Life Behind the Lines <ul style="list-style-type: none"> Wartime politics Emancipation Proclamation African Americans in the military Hardship at home Economic Affects <ul style="list-style-type: none"> North South The Tide of War Turns <ul style="list-style-type: none"> Fredericksburg and Chancellorsville Battles of Gettysburg and Vicksburg. Gettysburg Address Devastation and New Freedom <ul style="list-style-type: none"> Union military strategy Election of 1864 <ul style="list-style-type: none"> Results Issues Southern Defeat/Surrender Assassination <ul style="list-style-type: none"> John Wilkes Booth Other emergent content that supports unit essential questions 	<ul style="list-style-type: none"> The Gettysburg Address Civil War letters from the Battle Field Evaluate how a nation mobilizes for war, include the changes the government asks of its citizens in relation to daily life Develop and write insightful and meaningful essays; such as, <ul style="list-style-type: none"> Which do you think was a more significant turning point: Vicksburg or Gettysburg? Have students write a persuasive essay supporting their choice Compare the Revolutionary War to the American Civil War, or contrast the social position and quality of life of that of the revolutionary era to that of the American Civil War era. Research data comparing and contrasting the economy of the south and north Demonstrate critical thinking skills in both oral and written formats; such as group discussion of the pros and cons of preserving the Union. 	<ul style="list-style-type: none"> Writ of habeas corpus Emancipation Proclamation Contraband Siege Guerrilla Antebellum Blockade Brigade Cavalry Confederacy Conscript Ironclad Rebel Union Secession Yankee 	developed notes DVD support Primary and secondary source readings Maps, charts, graphs Resources available on departmental page	sharing Projects Formal and creative writings Demonstration of critical thinking through oral and written proficiency
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		<ul style="list-style-type: none">• Participate constructively in a group setting by examining various individual roles that people take on during a war• Examine the Constitution for the illegality or legality of declaring martial law and suspending the writ of habeas corpus			
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Unit: III. Reconstruction	Course Time Prior to Keystone/PSSA: 0% of time
Overview: Students will identify, evaluate, and analyze social and cultural relations, economic developments, geographic influences, and political and governmental actions during the Reconstruction Period of the Civil War from 1865-1877.	ELL Differentiation: Math & LA specific found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx . Generic found at http://www.esasd.net/esl : Click here to enter text.

Unit Essential Questions :

1. How did “Presidential Reconstruction” differ from “Congressional Reconstruction”?
2. Why did the Supreme Court interpret pivotal Reconstruction legislation and constitutional amendments in a narrow fashion?
3. How did Reconstruction change life for African Americans?
4. What lasting social and economic changes occurred in the South during and as a result of Reconstruction?
5. How did Reconstruction alter the U.S. Constitution and its interpretation?
6. How did the Reconstruction era change land ownership and use?
7. What results of the Reconstruction era are evident in later U.S. history and in modern-day America?

Enrichment:

1. Analyze the statement in the text that Reconstruction was “an extension of the Civil War.” Discuss how the issues involved in punishing or pardoning the South could continue to divide the North and South. Why would the reunion of the North and South after the war be especially difficult to accomplish?
2. Frederick Douglass was the most famous African American leader in the years following the Civil War. Each student will evaluate the impact of this great reform leader and to write and perform a one person skit about his accomplishments.
3. The Phrases “due process” and “equal protection of the laws” in the Fourteenth Amendment are the foundations upon which many civil right cases are argued today. Students will trace the historical development of the civil rights movement in the 19th century by supposing they are going to defend someone who has been discriminated against in employment, housing, education, or health care. Students will draw up the case to present to a court based on the 14th Amendment. They should outline the case, explain the evidence, and lay out arguments based on due process and equal protection clauses.
4. Divide students into groups representing Radical Republicans, Democrats, and moderate Republicans. Students will debate the issue of President Johnson’s impeachment, defending or opposing the action. They should look at the issues involved and also consider the motivations behind the impeachment.
5. Students will take the roles of the following: sharecropper, tenant farmer, merchant. Students will tell one another about their situation and compare their lives. How are they similar? How are they different? How would they like to improve their situations.

<p>PA & National Content Standard(s): <i>State found at www.pdesas.org/standard/standardsdownloads:</i> Pa 5.1.12.A: Pa 5.1.12.B: Pa 5.1.12.C: Pa 5.1.12.D: Pa 5.1.12.F: Pa 5.2.12.A: Pa 5.2.12.B: Pa 5.2.12.C: Pa 5.2.12.D: Pa 5.3.12.A: Pa 5.3.12.C: Pa 5.3.12.E: Pa 5.3.12.F: Pa 6.1.12.B: Pa 6.1.12.C: Pa 6.2.9.A: Pa 6.2.12.E: Pa 7.1.12.A: Pa 7.1.9.B: Pa 7.3.12.A: Pa 8.1.12.A: Pa 8.1.12.B: Pa 8.1.12.C: Pa 8.3.9.A: Pa 8.3.9.B: Pa 8.3.9.C: Pa 8.3.9.D.</p>	<p>Remediation:</p> <ol style="list-style-type: none"> 1. Select information from text will be reinforced as a remediation tool. 2. Refer to student IEP where relevant
<p>Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org/:</i> Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.6.11-12.A: CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I</p>	<p>IEP/GIEP: Refer to individual student's educational plan under specially designed instruction..</p>

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
Pa 5.1.12.A Pa 5.1.12.B Pa 5.1.12.C Pa 5.1.12.D Pa 5.1.12.F Pa 5.2.12.A Pa 5.2.12.B Pa 5.2.12.C Pa 5.2.12.D Pa 5.3.12.A Pa 5.3.12.C	<ul style="list-style-type: none"> • Presidential Reconstruction <ul style="list-style-type: none"> ○ The War's Aftermath ○ Lincoln's Reconstruction Plan ○ Johnson's Reconstruction Plan ○ African American's new freedom • Congressional Reconstruction <ul style="list-style-type: none"> ○ Black Codes ○ The 14th Amendment 	<ul style="list-style-type: none"> • Analyze primary and sources such as Lincoln's Second Inaugural Address. • Compare the use of fact versus opinion in a primary source document from the post-civil war South and the post-civil war North • Students will be able to research priorities that the United States faced as the country worked to reunite the south and the North. • Evaluate how Radical Republicans' 	<ul style="list-style-type: none"> • Reconstruction • Pardon • Radical Reconstruction • Pocket Veto • Freedmen's Bureau • Black codes • Fourteenth Amendment • Civil rights 	America: Pathways to the Present – Chapter 12 Textbook supplementary materials Teacher developed	Varied formative, summative, diagnostic, and/or benchmark assessments Shared assessments from collegial sharing Projects

Pa 5.3.12.E Pa 5.3.12.F Pa 6.1.12.B Pa 6.1.12.C Pa 6.2.9.A Pa 6.2.12.E Pa 7.1.12.A Pa 7.1.9.B Pa 7.3.12.A Pa 8.1.12.A Pa 8.1.12.B Pa 8.1.12.C Pa 8.3.9.A Pa 8.3.9.B Pa 8.3.9.C Pa 8.3.9.D	<ul style="list-style-type: none"> ○ Radical Reconstruction ○ The 15th Amendment ○ The Republican South • The New South <ul style="list-style-type: none"> ○ Changes in Farming ○ Cities and Industry ○ Funding Reconstruction • The End of Reconstruction <ul style="list-style-type: none"> ○ Spreading Terror ○ Reconstruction Ends • Other emergent content that supports unit essential questions 	plan for reconstruction differed from Lincoln and Johnson's plan <ul style="list-style-type: none"> • Develop and write insightful and meaningful essays; such as, students argue in favor or against the redistribution of land from whites to blacks during Reconstruction. • Take notes from a variety of instructional presentations • Participate constructively in a group setting by evaluating the role of compromise in the post-war years and applying compromise to a contemporary social conflict. • Participate constructively in class discussion of the modern compromise proposals • Demonstrate evaluative and critical thinking skills in both oral and written formats; such as a debate over states' rights versus a federalist approach • Complete carefully all assigned readings • Thoughtfully view and evaluate all visual presentations from either Ken Burns Civil War series or The History Channel's America: The Story of Us • Examine the Constitution for the importance of the Amendments added to the constitution during Reconstruction period. 	<ul style="list-style-type: none"> • Fifteenth Amendment • Carpetbagger • Scalawag • Sharecropping • Tenant farming • Infrastructure • Enforcement Act of 1870 • Solid south • Compromise of 1877 	notes DVD support Primary and secondary source readings Maps, charts, graphs New & updated resources available on departmental page	Formal and creative writings Demonstration of critical thinking through oral and written proficiency
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Unit: IV. A Changing America: Urbanization, Industrialization, and Immigration	Course Time Prior to Keystone/PSSA: 0% of time
Overview: Students will identify, evaluate, and analyze the changing social, political, economic, technological, and geographic atmosphere of the United States at the advent of the 20 th century.	ELL Differentiation: Math & LA specific found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx . Generic found at http://www.esasd.net/esl : Click here to enter text.
Unit Essential Questions : 1. What are the factors that led to tremendous industrial growth at the turn of the century? 2. What led to the growth of cities and what problems did this create? 3. In what way did immigration change at the turn of the century and what impact did this have on the country? 4. How are urbanization, industrialization, and immigration linked and in what way does this change American society, economics, and politics?	Enrichment: 1. Read select excerpts from muckraker books such as; a. The Jungle, b. The Bitter Cry of the Children, or the Shame of the Cities. 2. Compare to modern day muckrakers such as Jonathan Kozol's Savage Inequalities
PA & National Content Standard(s): <i>State found at www.pdesas.org/standard/standardsdownloads:</i> Pa 5.1.12.A: Pa 5.1.12.E: Pa 5.2.12.A: Pa 5.2.12.B: Pa 5.2.12.C: Pa 5.2.12.D: Pa 5.3.12.C: Pa 5.3.12.E: Pa 5.3.12.F: Pa 6.1.12.A: Pa 6.1.12.B: Pa 6.1.12.C: Pa 6.2.9.A: Pa 6.2.9.C: Pa 6.2.9.E: Pa 6.2.12.E: Pa 6.2.12.F: Pa 7.3.12.A: Pa 7.4.9.B: Pa 8.1.12.B: Pa 8.1.12.C: Pa 8.3.9.A: Pa 8.3.9.B: Pa 8.3.9.C: Pa 8.3.9.D.	Remediation: 1. Select information from text will be reinforced as a remediation tool. 2. Refer to student IEP where relevant
Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org/:</i> Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.5.11-12.A: CC.8.5.11-12.B: CC.8.5.11-12.C: CC.8.5.11-12.D: CC.8.5.11-12.E: CC.8.5.11-12.F: CC.8.5.11-12.G: CC.8.5.11-12.H: CC.8.5.11-12.I: CC.8.5.11-12.J: CC.8.6.11-12.A: CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I	IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
Pa 5.1.12.A Pa 5.1.12.E Pa 5.2.12.A Pa 5.2.12.B Pa 5.2.12.C Pa 5.2.12.D Pa 5.3.12.C Pa 5.3.12.E Pa 5.3.12.F Pa 5.1.12.A Pa 6.1.12.B Pa 6.1.12.C Pa 6.2.9.A Pa 6.2.9.C Pa 6.2.9.E Pa 6.2.12.E Pa 6.2.12.F Pa 7.3.12.A Pa 7.4.9.B Pa 8.1.12.B Pa 8.1.12.C Pa 8.3.9.A Pa 8.3.9.B Pa 8.3.9.C Pa 8.3.9.D	<ul style="list-style-type: none"> Industrialization <ul style="list-style-type: none"> Changes from rural to urban and industrialized Reasons for industrial growth Robber Barons Sweatshops /labor Early unions Immigration <ul style="list-style-type: none"> The “new” immigrant Ellis Island Nativist resentment Assimilation models Laws that regulate immigration Urbanization <ul style="list-style-type: none"> Rapid growth of cities Ghettoes Problems of disease, overcrowding, crime, pollution Impact on farmers Political corruption Social changes with entertainment, department stores, sports, mass circulation newspapers Other emergent content that 	<ul style="list-style-type: none"> Analyze primary and secondary source documents such as excerpt’s from any muckraker (Riis, Steffens, Sinclair, Tarbell) Evaluate the shift from a rural to a primarily urban nation Evaluate the reasons for business success at the turn of the century and compare to existing structures today Discuss the human cost of Social Darwinism and laissez-faire policies through abuses like the Triangle Shirtwaist Fire. Compare the use of fact versus opinion in a primary source document; such as any reading from an immigrant perspective. Research data supporting the growth of ghettoes and Northeastern cities post Ellis Island Evaluate assimilation models Evaluate the role the Robber Barons played in the development of the industrial power of the U.S. Develop and write insightful and meaningful essays; such as, a persuasive essay supporting or opposing concepts such as laissez- 	<ul style="list-style-type: none"> Assimilate Boycott Capital Conservationism Consumer Corporation Depression Recession Discrimination Entrepreneur Ghetto Inflation Injunction Interstate Intrastate Laissez-faire Minority Monopoly Muckraker Prejudice Preservation Primary election Quota Rural Urban Scapegoat Stereotype Strike 	America: Pathways to the Present – Chapter 13 & 15 Textbook supplementary materials Teacher developed notes DVD support Primary and secondary source readings Maps, charts, graphs New & updated resources available on departmental page	Varied formative, summative, diagnostic, and/or benchmark assessments Shared assessments from collegial sharing Projects Formal and creative writings Demonstration of critical thinking through oral and written proficiency

	supports unit essential questions	<p>faire, Social Darwinism, or the Gospel of Wealth.</p> <ul style="list-style-type: none">• Take notes from a variety of instructional presentations• Participate constructively in a group setting by evaluating the role of sweatshops and child labor on the economic vitality of the decade.• Examine the rise in nativist sentiment with the flood of immigration at the turn of the century.• Participate constructively in class discussion of immigration reform today in the United States.• Demonstrate evaluative and critical thinking skills in both oral and written formats; such as a discussion about American economic growth today.• Thoughtfully view and evaluate all visual presentations.• Evaluate the nature and extent of political corruption	<ul style="list-style-type: none">• Suffrage• Tariff• Trust		
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Unit: V. Imperialism	Course Time Prior to Keystone/PSSA: 0% of time
Overview: Students will identify, evaluate and analyze social and cultural relations, economic developments and geographic influences to develop a working understanding of how these factors led to political and governmental actions in the United States which led to American expansionism during the late 19 th and early 20 th centuries.	ELL Differentiation: Math & LA specific found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx . Generic found at http://www.esasd.net/esl :
Unit Essential Questions: <ol style="list-style-type: none"> 1. Why did America feel the need to expand into the oceans? 2. What is the difference between an empire and a country? 3. What are the positive aspects of imperialism? 4. How does expansion negatively affect the encroaching country? 5. Is world power status something that America should have been striving for? 6. How are gunboat, dollar and moral diplomacies used in modern day America? 	Enrichment: <ol style="list-style-type: none"> 1. Compare and Contrast American imperialism to European colonialism in the 16th, 17th and 18th centuries. <ol style="list-style-type: none"> a. How were the motivations for Imperialism and Colonialism similar or different? b. Was the impact of Imperialism and Colonialism similar or different?
PA & National Content Standard(s): <i>State found at www.pdesas.org/standard/standardsdownloads:</i> Pa 5.1.12.A: Pa 5.1.12.C: Pa 5.1.12.D: Pa 5.1.12.F: Pa 5.2.12.B: Pa 5.2.12.C: Pa 5.3.12.A: Pa 5.3.12.B: Pa 5.4.12.A: Pa 5.4.12.B: Pa 5.4.12.D: Pa 6.3.12.D: Pa 6.4.12.B: Pa 6.4.12.D: Pa 7.2.12.B: Pa 7.3.12.A: Pa 8.1.12.A: Pa 8.1.12.B: Pa 8.3.12.A: Pa 8.3.12.B: Pa 8.3.12.C: Pa 8.3.12.D: Pa 8.4.12.A: Pa 8.4.12.B: Pa 8.4.12.C.	Remediation: <ol style="list-style-type: none"> 1. Select information from text will be reinforced as a remediation tool. 2. Refer to student IEP where relevant
Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org/:</i> Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.5.11-12.A: CC.8.5.11-12.B: CC.8.5.11-12.C: CC.8.5.11-12.D: CC.8.5.11-12.E: CC.8.5.11-12.F: CC.8.5.11-12.G: CC.8.5.11-12.H: CC.8.5.11-12.I: CC.8.5.11-12.J: CC.8.6.11-12.A: CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I	IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<u>Pa 5.1.12.A:</u> <u>Pa 5.1.12.C:</u> <u>Pa 5.1.12.D:</u> <u>Pa 5.1.12.F:</u> <u>Pa 5.2.12.B:</u> <u>Pa 5.2.12.C:</u> <u>Pa 5.3.12.A:</u> <u>Pa 5.3.12.B:</u> <u>Pa 5.4.12.A:</u> <u>Pa 5.4.12.B:</u> <u>Pa 5.4.12.D:</u> <u>Pa 6.3.12.D:</u> <u>Pa 6.4.12.B:</u> <u>Pa 6.4.12.D:</u> <u>Pa 7.2.12.B:</u> <u>Pa 7.3.12.A:</u> <u>Pa 8.1.12.A:</u> <u>Pa 8.1.12.B:</u> <u>Pa 8.3.12.A:</u> <u>Pa 8.3.12.B:</u> <u>Pa 8.3.12.C:</u> <u>Pa 8.3.12.D:</u> <u>Pa 8.4.12.A:</u> <u>Pa 8.4.12.B:</u> <u>Pa 8.4.12.C:</u>	<ul style="list-style-type: none"> Imperialism <ul style="list-style-type: none"> Why? Types of Imperialism <ul style="list-style-type: none"> Colonial Political Economic Cultural Arguments Against Types of Diplomacy <ul style="list-style-type: none"> Gunboat/Roosevelt Corollary Dollar Moral Ways to Acquire Land Initial Expansion <ul style="list-style-type: none"> Alaska Hawaii Spanish-American War <ul style="list-style-type: none"> Causes Fighting Treaty of Paris Significance Panama Canal Central America <ul style="list-style-type: none"> Rebellion Mexico Dominican Republic, Nicaragua, Haiti China – Open Door 	<ul style="list-style-type: none"> Take notes from a variety of instructional presentations Participate constructively in class discussion Thoughtfully view and evaluate all visual presentations in both oral and written form Complete carefully all assigned readings Analyze primary and secondary source documents Evaluate how and why a nation stretches its influence beyond its natural borders Develop and write insightful and meaningful essays; such as, <ul style="list-style-type: none"> an informative essay explaining why the United States was attempting to spread its influence to other areas of the world a persuasive essay supporting either expanding the U.S. or remaining contained within its natural borders Demonstrate evaluative and critical 	<ul style="list-style-type: none"> Assimilate Imperialism Diplomacy Territory Protectorate Nationalism Manifest Destiny Colony Economy Social Darwinism Sphere of Influence Yellow Journalism Banana Republic Isolationism Expansionism Monroe Doctrine Roosevelt Corollary Rebellion Empire 	<p>America: Pathways to the Present - Chapter 17</p> <p>Textbook supplementary materials</p> <p>Teacher developed notes</p> <p>DVD support</p> <p>Primary and secondary source readings</p> <p>Maps, charts, graphs</p> <p>New & updated resources available on departmental page</p>	<p>Varied formative, summative, diagnostic, and/or benchmark assessments</p> <p>Shared assessments from collegial sharing</p> <p>Projects</p> <p>Formal and creative writings</p> <p>Demonstration of critical thinking through oral and written proficiency</p>

	<ul style="list-style-type: none"> ○ Spheres of Influence ○ Open Door Note ○ Boxer Rebellion ○ 2nd Open Door Note ○ Significance • Other emergent content that supports unit essential questions 	<p>thinking skills in both oral and written formats; such as:</p> <ul style="list-style-type: none"> ○ A debate over President Roosevelt's use of Gunboat Diplomacy throughout the world <ul style="list-style-type: none"> ▪ Should the U.S. use the threat of military force to influence decisions in other nations? ○ Can President Wilson's Moral Diplomacy work in a modern setting? <ul style="list-style-type: none"> • Participate constructively in a group setting by examining American expansion from the viewpoint of the culture that is being taken over • Examine the Constitution for the illegality or legality of the President of the United States using military intervention to promote American interests abroad • Examine the relationship between the branches of government outlined in the US Constitution during the Imperialism time period, focusing on the use and limitations of Executive powers. 			
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Unit: VI. Progressive Era	Course Time Prior to Keystone/PSSA: 0% of time
<p>Overview: Historians have applied the term "Progressive" both to the period from roughly 1890 to 1914 and the reform movements that emerged during these years. During this period, the United States experienced a fundamental change in the way workers earned a living and in the way people and institutions interacted. Relationships changed between government and industry, industry and workers, government and its citizens, and even between family members. Students will identify, evaluate, and analyze social and cultural relations, and economic conditions that lead to developments in the Era.</p>	<p>ELL Differentiation: Math & LA specific found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA Grades 3-5 Can Do</p>
<p>Unit Essential Questions:</p> <ol style="list-style-type: none"> 1. Does society cause government to change or does government cause society to change? 2. Do citizens of a nation have a responsibility to influence change? 3. Should government be more accountable to its citizens? 4. Why is social reform necessary? 5. In what ways did the government abandon the idea of laissez-faire during this time period? 	<p>Enrichment:</p> <ol style="list-style-type: none"> 1. Research and write a comprehensive essay explaining the differences in Progressive agendas
<p>PA & National Content Standard(s): <i>State found at www.pdesas.org/standard/standardsdownloads: Pa 5.1.12.A: Pa 5.1.12.c.:Pa 5.1.12.D: Pa 5.1.12.E: Pa 5.1.12.F: Pa 5.2.12.B: Pa 5.2.12.D:Pa 5.3.12H: Pa 5.4.9.B: Pa 6.3.12.C:Pa 6.3.12.D: Pa 6.4.12.B: Pa 6.5.12.A: Pa 7.3.12.A: Pa 8.1.12.A:Pa 8.1.12.B: Pa 8.3.9.C: Pa 8.3.9.D: Pa 8.3.23.: Pa 8.3.12.B.</i></p>	<p>Remediation:</p> <ol style="list-style-type: none"> 1. Select information from text will be reinforced as a remediation tool. 2. Refer to student IEP where relevant
<p>Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org/:Common Core for Literacy in History and Social Studies/CCR Anchor Standards focus numbers 1-10 for grades 9-12.Common Core History and Social Studies CC.8.6.11-12.A: CC. 8.6.11-12.B: CC.8.6.11-12 C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12. G: CC.8.6.11-12.H: cc.8.6.11-12.i.</i></p>	<p>IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.</p>

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
	<ul style="list-style-type: none"> Progressive Movement <ul style="list-style-type: none"> Why it takes place Who are the Progressives Goals/Beliefs Reform <ul style="list-style-type: none"> Process <ul style="list-style-type: none"> Cause People Tragedy/Reaction Types <ul style="list-style-type: none"> Social Political Economic Inspiration <ul style="list-style-type: none"> Muckraker Labor Political Religious Women African-American Government Levels <ul style="list-style-type: none"> Local State Federal Presidents <ul style="list-style-type: none"> T. Roosevelt W. Taft W. Wilson Social Changes <ul style="list-style-type: none"> Women 	<ul style="list-style-type: none"> Take notes from a variety of instructional presentations Participate constructively in class discussion Thoughtfully view and evaluate all visual presentations in both oral and written form Complete carefully all assigned readings Analyze primary and secondary source documents (refer to materials) Explain the conditions that led to the rise of Progressivism Analyze how different groups of Americans made economic and political gains in the Progressive Era Evaluate the effects of racial segregation on different regions and segments of the U.S. 	<ul style="list-style-type: none"> Direct Primary suffrage referendum initiative recall Trust Anti-Trust Tariff Home Rule Muckraker The Jungle Injunction Social Welfare Holding Company Conservation Bull Moose Party Square Deal Child Labor Federal Trade Commission Federal Reserve System National American Woman Suffrage Association 	<p>America: Pathways to the Present-Chapter 18</p> <p>ESASD Library Database Portal</p> <p>Textbook supplementary materials</p> <p>Teacher developed notes</p> <p>DVD support</p> <p>Primary and secondary source readings</p> <p>Maps, charts, graphs</p> <p>Resources available on departmental page</p>	<p>Varied formative, summative, diagnostic, and/or benchmark assessments</p> <p>Shared assessments from collegial sharing</p> <p>Projects</p> <p>Formal and creative writings</p> <p>Demonstration of critical thinking through oral and written proficiency</p>

	<ul style="list-style-type: none">▪ Education▪ Temperance▪ Suffrage○ Civil Rights<ul style="list-style-type: none">▪ Booker T. Washington▪ W.E.B. Du Bois▪ NAACP• Other emergent content that supports unit essential questions	<p>society</p> <ul style="list-style-type: none">• Examine the impact of technological changes on economic, social, and cultural life in the U.S.• Examine the responsibilities of the government to its citizens using primary and secondary resources	<ul style="list-style-type: none">• NAACP• Amendment 16• Amendment 17• Amendment 18• Amendment 19		
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Unit: VII World War I	Course Time Prior to Keystone/PSSA: 0% of time
Overview: Students will identify, evaluate, and analyze social and cultural relations, economic developments and geographic influences to develop a working understanding of how these factors led to political and governmental actions in the United States and abroad as the world entered into the First World War Era from 1914-1920.	ELL Differentiation: Math & LA specific found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx . Generic found at http://www.esasd.net/esl/ : WIDA Grades 3-5 Can Do
Unit Essential Questions: <ol style="list-style-type: none"> 1. Why do nations go to war? 2. In what ways does World War I change the political, social, economic values of Americans? 3. How does a person's individual role affect their opinion on war? 4. How does a nation's foreign policy affect their decision making in warfare? 5. How does a nation prepare its people and resources for war? 6. What is the impact of new technology on warfare for all citizen involved? 7. What elements need to be found in a successful treaty to end a war? 8. How do earlier events in American History influence our involvement in World War I? 	Enrichment: <ol style="list-style-type: none"> 1. Research and evaluate conflicting opinions on the United States joining the League of Nations. Create a graphic organizer explaining each side. Write a speech to the American people defending joining, or not participating, in the League of Nations. 2. Explore the changing involvement of African-Americans in the US military. Use information from the American Civil War, the Spanish-American War and World War I to show progression of their standing within the American military. Compare and contrast this to their role in society during the same time period.
PA & National Content Standard(s): <i>State found at www.pdesas.org/standard/standardsdownloads:</i> Pa 5.1.12.A: Pa 5.1.12.C: Pa 5.1.12.D: Pa 5.1.12.E: Pa 5.1.12.F: Pa 5.2.12.B: Pa 5.2.12.D: Pa 5.3.12.H: Pa 5.4.9.A: Pa 5.4.9.B: Pa 5.4.9.C: Pa 6.1.12.A: Pa 6.1.12.B: Pa 6.2.12.A: Pa 6.2.12.D: Pa 6.2.12.E: Pa 6.3.12.B: Pa 6.3.12.C: Pa 6.3.12.D: Pa 6.4.12.B: Pa 6.5.12.A: Pa 7.3.12.A: Pa 8.1.12.A: Pa 8.1.12.B: Pa 8.3.9.C: Pa 8.3.9.D: Pa 8.3.12.A: Pa 8.3.12.B.	Remediation: <ol style="list-style-type: none"> 1. Select information from text will be reinforced as a remediation tool. 2. Refer to student IEP where relevant

Connecting to Common Core and Other Standards:

Common Core found at www.corestandards.org/: Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.5.11-12.A: CC.8.5.11-12.B: CC.8.5.11-12.C: CC.8.5.11-12.D: CC.8.5.11-12.E: CC.8.5.11-12.F: CC.8.5.11-12.G: CC.8.5.11-12.H: CC.8.5.11-12.I: CC.8.5.11-12.J: CC.8.6.11-12.A: CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I

IEP/GIEP:

Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<u>Pa 5.1.12.A</u> <u>Pa 5.1.12.C</u> <u>Pa 5.1.12.D</u> <u>Pa 5.1.12.E</u> <u>Pa 5.1.12.F</u> <u>Pa 5.2.12.B</u> <u>Pa 5.2.12.D</u> <u>Pa 5.3.12.H</u> <u>Pa 5.4.9.A</u> <u>Pa 5.4.9.B</u> <u>Pa 5.4.9.C</u> <u>Pa 6.1.12.A</u> <u>Pa 6.1.12.B</u> <u>Pa 6.2.12.A</u> <u>Pa 6.2.12.D</u> <u>Pa 6.2.12.E</u> <u>Pa 6.3.12.B</u> <u>Pa 6.3.12.C</u> <u>Pa 6.3.12.D</u> <u>Pa 6.4.12.B</u>	<ul style="list-style-type: none"> • Concept of War <ul style="list-style-type: none"> ○ War is ○ Necessary ○ Individual Roles in War • Causes of War <ul style="list-style-type: none"> ○ Assassination ○ Underlying Issues ○ Alliances • American Neutrality <ul style="list-style-type: none"> ○ Concept/Why ○ European Challenges to American Neutrality ○ Push towards war • Mobilization <ul style="list-style-type: none"> ○ Economic Impact-Paying for War ○ Military- Recruit/Draft ○ Labor/Industry ○ Opinion <ul style="list-style-type: none"> ▪ Promoting War ▪ Enforcing Loyalty 	<ul style="list-style-type: none"> • Take notes from a variety of instructional presentations • Participate constructively in class discussion • Thoughtfully view and evaluate all visual presentations in both oral and written form • Complete carefully all assigned readings • Analyze primary and secondary source documents; such as, <ul style="list-style-type: none"> ○ The Zimmerman Telegram ○ President Wilson's address to Congress asking for a declaration of war • Evaluate how a nation mobilizes for war, include the changes the government asks of its citizens in relation to daily life • Develop and write insightful and meaningful essays; such as, 	<ul style="list-style-type: none"> • Alliance • American Expeditionary Force • Militarism • Nationalism • Imperialism • Neutrality • Mobilization • Bonds • Selective Service Act • Rationing • Propaganda • Sedition • Armistice • Reparations • Self-Determination 	<p>America: Pathways to the Present-Chapter 19</p> <p>ESASD Library Database Portal</p> <p>Textbook supplementary materials</p> <p>Teacher developed notes</p> <p>DVD support</p>	<p>Varied formative, summative, diagnostic, and/or benchmark assessments</p> <p>Shared assessments from collegial sharing</p> <p>Projects</p> <p>Formal and creative writings</p>

<u>Pa 6.5.12.A</u> <u>Pa 7.3.12.A</u> <u>Pa 8.1.12.A</u> <u>Pa 8.1.12.B</u> <u>Pa 8.3.9.C</u> <u>Pa 8.3.9.D</u> <u>Pa 8.3.12.A</u> <u>Pa 8.3.12.B</u>	<ul style="list-style-type: none"> • Battlefield <ul style="list-style-type: none"> ○ Strategy <ul style="list-style-type: none"> ▪ Trench Warfare ○ Evolving Technology ○ Weaponry • Diplomacy <ul style="list-style-type: none"> ○ Peace Alternatives ○ 14 Points ○ Treaty of Versailles ○ League of Nations <ul style="list-style-type: none"> ▪ Ratification • Results <ul style="list-style-type: none"> ○ Economic Impact ○ Human Cost • Other emergent content that supports unit essential questions 	<ul style="list-style-type: none"> ○ an informative essay explaining the role technology has on changing battlefield strategy ○ a persuasive essay supporting either Wilson's 14 points or the Treaty of Versailles as a possible peace option <ul style="list-style-type: none"> • Research data supporting the United States economic dependence on European trade prior to World War I • Demonstrate evaluative and critical thinking skills in both oral and written formats; such as a debate over American neutrality • Participate constructively in a group setting by examining various individual roles that people take on during a war • Examine the Constitution for the illegality or legality of the Sedition Act and defend a position • Examine the developing relationship between the President and Senate of the United States as it relates to the Treaty of Versailles 	<ul style="list-style-type: none"> • Espionage 	<p>Primary and secondary source readings</p> <p>Maps, charts, graphs</p> <p>Resources available on departmental page</p>	<p>Demonstration of critical thinking through oral and written proficiency</p>
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Unit: VII. The Twenties: The Social, Political, and Economic changes and impact of the decade.	Course Time Prior to Keystone/PSSA: 0% of time
Overview: Students will identify, evaluate, and analyze the changing social, political, economic, and technological dynamics during the 1920's. Students will assess the decade as a transition from the war years to the Great Depression.	ELL Differentiation: Math & LA specific found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx . Generic found at http://www.esasd.net/esl : Click here to enter text.
Unit Essential Questions : 1. What major social and popular culture changes took place in the years after WW I? 2. In what way did the political atmosphere of the decade impact the problems of the Thirties? 3. What impact did nativist sentiment have on social problems in the decade? 4. In what way does economic prosperity mask social, political, and economic problems? 5. What role does technology and innovation play in the decade's boom economy?	Enrichment: 1. Read select excerpts from Lost generation authors such as; a. T.S. Eliot's The Hollow Men, b. Inherit the Wind, or c. F. Scott Fitzgerald's Great Gatsby 2. Evaluate the works as reflective of the era. 3. Compare and contrast the style of select Jazz artists of the era.
PA & National Content Standard(s): <i>State found at www.pdesas.org/standard/standardsdownloads:</i> Pa 5.1.12.A: Pa 5.1.12.C: Pa 5.1.12.D: Pa 5.1.12.E: Pa 5.2.12.A: Pa 5.2.12.B: Pa 5.2.12.C: Pa 5.2.12.D: Pa 5.3.12.A: Pa 5.3.12.F: Pa 6.1.12.B: Pa 6.1.12.C: Pa 6.2.12.C: Pa 6.3.12.B: Pa 6.3.12.C: Pa 6.5.9.B: Pa 8.1.12.A: Pa 8.1.12.B: Pa 8.1.12.C: Pa 8.3.9.A: Pa 8.3.9.B: Pa 8.3.9.C: Pa 8.3.9.D.	Remediation: 1. Select information from text will be reinforced as a remediation tool. 2. Refer to student IEP where relevant
Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org/:</i> Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.6.11-12.A: CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I	IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
Pa 5.1.12.A Pa 5.1.12.C Pa 5.1.12.D Pa 5.1.12.E Pa 5.2.12.A Pa 5.2.12.B Pa 5.2.12.C Pa 5.2.12.D Pa 5.3.12.A Pa 5.3.12.F Pa 6.1.12.B Pa 6.1.12.C Pa 6.2.12.C Pa 6.3.12.B Pa 6.3.12.C Pa 6.5.9.B Pa 8.1.12.A Pa 8.1.12.B Pa 8.1.12.C Pa 8.3.9.A Pa 8.3.9.B Pa 8.3.9.C Pa 8.3.9.D	<ul style="list-style-type: none"> Post war changes <ul style="list-style-type: none"> Conversion from wartime economy Labor problems Isolationism Materialistic decade Consumer economy Stock Market Rapid social changes and entertainment <ul style="list-style-type: none"> New consumer products Production and purchase changes (credit, assembly line, advertising) Growing auto industry Entertainment <ul style="list-style-type: none"> Jazz and jazz artists, Speakeasies Hollywood Sports greats Lost Generation authors Mass media <ul style="list-style-type: none"> Radio National publications Social problems beneath the surface <ul style="list-style-type: none"> Nativism Labor strikes Red Scare Palmer Raids Sacco and Vanzetti Race riots Immigration quotas 	<ul style="list-style-type: none"> Examine the conversion from a wartime economy to a peacetime economy Analyze primary and secondary source documents such as Flight of the Lone Eagle about Charles Lindbergh Evaluate the materialism and isolationism of the decade Demonstrate evaluative and critical thinking skills by interpreting Harlem Renaissance poetry or shorts by Langston Hughes. Examine marketing strategies employed in the decade and create an advertisement Evaluate the role of nativism in dictating social and political policy as it relates to intolerance of race, labor issues, and immigration during the decade. Compare the use of fact versus opinion in a primary source document. Sources <u>may</u> include but are not limited to; <ul style="list-style-type: none"> Sacco vs. Vanzetti case material Research data supporting the 	<ul style="list-style-type: none"> Laissez-faire Materialism Evolution Isolationism Consumer Stockbroker Credit Lynch Anarchist Durable Recession Depression Tariff Deport Coalition Corporation Speculator 	America: Pathways to the Present – Chapter 20 & 21 Textbook supplementary materials Teacher developed notes DVD support Primary and secondary source readings Maps, charts, graphs New & updated resources available on departmental page	Varied formative, summative, diagnostic, and/or benchmark assessments Shared assessments from collegial sharing Projects Formal and creative writings Demonstration of critical thinking through oral and written proficiency

	<ul style="list-style-type: none"> ○ KKK ○ Prohibition ○ Scopes Trial • Organized Crime <ul style="list-style-type: none"> ○ Weakened law enforcement • Politics <ul style="list-style-type: none"> ○ Republican Decade <ul style="list-style-type: none"> ▪ Harding ▪ Coolidge ▪ Hoover ▪ Supreme Court ○ Republican approach; <ul style="list-style-type: none"> ▪ Tax and tariff ▪ Deregulation ○ Laissez-faire or state/local approach • Other emergent content that supports unit essential questions 	<p>changes in immigration quotas during the twenties</p> <ul style="list-style-type: none"> • Examine the Scopes Trial and participate constructively in a discussion or other activity of the inclusion of evolution or intelligent design in public school. • Develop and write insightful and meaningful essays; such as an informative or persuasive essay on laws like Prohibition that violate personal liberty. • Take notes from a variety of instructional presentations • Examine the political climate and a supply side approach to the economy. • Thoughtfully view and evaluate all visual presentations. 			
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Unit: IX. The Great Depression: The Social, Political, and Economic changes and impact of the decade.	Course Time Prior to Keystone/PSSA: 0% of time
Overview: Students will identify, evaluate, and analyze the changing social, political, economic, and technological dynamics during the 1930's. Students will examine the causes of the Great Depression and the shift to increased federal involvement.	ELL Differentiation: Math & LA specific found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx . Generic found at http://www.esasd.net/esl :
Unit Essential Questions : <ol style="list-style-type: none"> 1. What are the causes of the Great Depression? 2. What is the effect of individual fear on the economy and lifestyles nationwide? 3. What changes took place in the quality of life for the average citizen? 4. What quantitative and qualitative change took place in the influence of federal government in the economy? 5. What impact did New Deal legislation have on current economic issues and philosophies? 	Enrichment: <ol style="list-style-type: none"> 1. Read Grapes of Wrath and /or watch movie Grapes of Wrath <ol style="list-style-type: none"> a. Analyze its relevance as a historic piece. 2. Purchase fictitious stock and follow the success or failure of stock in the Stock Market Game. 3. Examine and interpret American Gothic. 4. View The Great Debate for labor, race, and economic issues.
PA & National Content Standard(s): <i>State found at www.pdesas.org/standard/standardsdownloads:</i> Pa 5.1.12.D: Pa 5.2.12.B: Pa 5.2.12.C: Pa 5.2.12.D: Pa 5.3.12.A: Pa 5.3.12.C: Pa 5.3.12.D: Pa 5.3.12.F: Pa 5.3.12.H: Pa 5.3.9.I: Pa 6.1.12.A: Pa 6.1.12.B: Pa 6.1.12.C: Pa 6.1.12.D: Pa 6.2.9.D: Pa 6.2.9.E: Pa 6.2.12.E: Pa 6.3.12.A: Pa 6.3.12.B: Pa 6.3.12.C: Pa 6.5.9.B: Pa 6.5.9.E: Pa 6.5.12.H: Pa 8.1.12.A: Pa 8.1.12.B: Pa 8.1.12.C: Pa 8.3.9.A: Pa 8.3.9.B: Pa 8.3.9.C: Pa 8.3.9.D: Pa 8.3.12.C: Pa 8.3.12.D	Remediation: <ol style="list-style-type: none"> 1. Select information from text will be reinforced as a remediation tool. 2. Refer to student IEP where relevant .
Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org/:</i> Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.6.11-12.A: CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I	IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
Pa 5.1.12.D Pa 5.2.12.B Pa 5.2.12.C Pa 5.2.12.D Pa 5.3.12.A Pa. 5.3.12.C Pa. 5.3.12.D Pa 5.3.12.F Pa. 5.3.12.H Pa. 5.3.9.I Pa. 6.1.12.A Pa 6.1.12.B Pa 6.1.12.C Pa. 6.1.12.D Pa 6.2.9.D Pa. 6.2.9.E Pa. 6.2.12.E Pa. 6.3.12.A Pa 6.3.12.B Pa 6.3.12.C Pa 6.5.9.B Pa. 6.5.9.E Pa. 6.5.12.H Pa 8.1.12.A Pa 8.1.12.B Pa 8.1.12.C Pa 8.3.9.A Pa 8.3.9.B Pa 8.3.9.C	<ul style="list-style-type: none"> Causes of the Great Depression <ul style="list-style-type: none"> Tariffs and worldwide depression Banking problems Durable goods Wall Street Get rich quick schemes Laissez-faire Politics <ul style="list-style-type: none"> FDR and a New Deal Inaugural address The New Deal <ul style="list-style-type: none"> Goals Advantages Disadvantages Agencies and Programs <ul style="list-style-type: none"> Bank holiday AAA NRA CCC TVA Social Security Fair Labor Standards FDIC Struggles of the New Deal <ul style="list-style-type: none"> Failures Critics Supreme Court issues Life during the Depression 	<ul style="list-style-type: none"> Examine the causes of the Great Depression Examine the workings of Wall Street and examine a stock market table Analyze primary and secondary source documents such as the 1932 Inaugural Address Examine primary source letters sent to FDR in the first eight months and participate constructively in a discussion of problems facing the nation Compare the use of fact versus opinion in some form For example: <ul style="list-style-type: none"> examining FDR's life and accomplishments. Examine New Deal legislation and programs and the impact on current economic programs and philosophy Demonstrate evaluative and critical thinking skills in both oral and written formats by analyzing critics and criticism of FDR and the New Deal Research data reviewing Dow Jones activity during the decade Develop and write insightful and meaningful essays; such as an 	<ul style="list-style-type: none"> Laissez-faire Stockbroker Dow Jones Credit Durable Recession Depression Tariff Speculator Pump priming Interstate Intrastate Deficit spending 	America: Pathways to the Present – Chapter 22 & 23 Textbook supplementary materials Teacher developed notes DVD support Primary and secondary source readings Maps, charts, graphs New & updated resources available on departmental page	Varied formative, summative, diagnostic, and/or benchmark assessments Shared assessments from collegial sharing Projects Formal and creative writings Demonstration of critical thinking through oral and written proficiency

Pa 8.3.9.D Pa. 8.3.12.C Pa. 8.3.12.D	<ul style="list-style-type: none">○ Everyday Issues○ Minorities• Impact of the New Deal<ul style="list-style-type: none">○ Citizens Reliance on Government○ Size/Power of Government• Other emergent content that supports unit essential questions	<p>informative or persuasive essay on Schechter vs. US or FDR's attempt to pack the Supreme Court.</p> <ul style="list-style-type: none">• Take notes from a variety of instructional presentations.• Thoughtfully view and evaluate all visual presentations.			
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Unit: X. World War II	Course Time Prior to Keystone/PSSA: 0% of time
<p>Overview: Students will identify, evaluate and analyze social and cultural relations, economic developments and geographic influences to develop a working understanding of how these factors led to political and governmental actions in the United States and abroad as the world plunged into the Second World War Era from 1931-1945.</p>	<p>ELL Differentiation: Math & LA specific found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at http://www.esasd.net/esl: WIDA Grades 3-5 Can Do</p>
<p>Unit Essential Questions:</p> <ol style="list-style-type: none"> 1. How does isolationist foreign policy affect the United States international relations prior to World War II? 2. How did dictators gain power and world influence in the immediate time periods prior to World War II? 3. How are minority groups affected by the Second World War? 4. How does modern technology necessitate a shift in battlefield strategy? 5. How does WWII mark the beginning of the modern civil rights movement within the United States? 6. How does using the atomic bomb lead to a new era of diplomacy? 	<p>Enrichment:</p> <ol style="list-style-type: none"> 1- Starting in 1933 research, evaluate, compare and contrast the rise to power of Adolph Hitler in Germany and Franklin D. Roosevelt in the United States. 2. Create a timeline outlining the careers of these two men throughout the 1930's. Compare/contrast the amount of power each held and how each used their substantial power to effect change. 2- Research the United States from 1900-1945 and prove the following: "Extreme times call for extreme measures". Provide examples and explanations from each significant time period of the 1st half of America's 20th century
<p>PA & National Content Standard(s): <i>State found at www.pdesas.org/standard/standardsdownloads:</i> Pa 5.1.12.C: Pa 5.1.12.F: Pa 5.2.12.A: Pa 5.2.12.B: Pa 5.2.12.C: Pa 5.2.12.D: Pa 5.3.12.B: Pa 5.3.12.H: Pa 5.4.9.A: Pa 5.4.12.B: Pa 5.4.12.C: Pa 6.1.12.A: Pa 6.2.12.C: Pa 6.3.12.A: Pa 6.3.12.D: Pa 6.5.12.A: Pa 7.1.12.A: Pa 7.2.12.B: Pa 7.3.12.A: Pa 8.1.12.A: Pa 8.1.12.B: Pa 8.3.12.A: Pa 8.3.12.B: Pa 8.3.12.C: Pa 8.3.12.D.</p>	<p>Remediation:</p> <ol style="list-style-type: none"> 1. Select information from text will be reinforced as a remediation tool. 2. Refer to student IEP where relevant.

Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org/:</i> Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.5.11-12.A: CC.8.5.11-12.B: CC.8.5.11-12.C: CC.8.5.11-12.D: CC.8.5.11-12.E: CC.8.5.11-12.F: CC.8.5.11-12.G: CC.8.5.11-12.H: CC.8.5.11-12.I: CC.8.5.11-12.J: CC.8.6.11-12.A: CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I	IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.
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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
Click here to enter text. Pa 5.1.12.C: Pa 5.1.12.F: Pa 5.2.12.A: Pa 5.2.12.B: Pa 5.2.12.C: Pa 5.2.12.D: Pa 5.3.12.B: Pa 5.3.12.H: Pa 5.4.9.A: Pa 5.4.12.B: Pa 5.4.12.C: Pa 6.1.12.A: Pa 6.2.12.C: Pa 6.3.12.A: Pa 6.3.12.D: Pa 6.5.12.A: Pa 7.1.12.A:	<ul style="list-style-type: none"> Rise of the Dictators <ul style="list-style-type: none"> Japan, Germany, Italy, USSR Worldwide Economic Depression Pre-War Aggression Causes <ul style="list-style-type: none"> Failed Diplomacy Treaty of Versailles League of Nations American Neutrality <ul style="list-style-type: none"> Why Neutrality Neutrality Acts Cash and Carry Lend-Lease American Involvement <ul style="list-style-type: none"> Pearl Harbor European Theatre <ul style="list-style-type: none"> North Africa D-Day Battle of the Bulge 	<ul style="list-style-type: none"> Take notes from a variety of instructional presentations Participate constructively in class discussion Thoughtfully view and evaluate all visual presentations in both oral and written form Complete carefully all assigned readings Analyze primary and secondary source documents; such as, <ul style="list-style-type: none"> The Einstein-Szilard Letter to FDR imploring the US steps up its study in nuclear physics FDR's address to Congress asking for a declaration of war The Lend-Lease Act 	<ul style="list-style-type: none"> Fascism Dictatorship Nazism Alliance Neutrality Island Hopping Kamikaze Manhattan Project Internment Relocation Nisei Segregation Intolerance Discrimination 	America: Pathways to the Present-Chapter 24-25 ESASD Library Database Portal Textbook supplementary materials Teacher developed notes DVD support Primary and	Varied formative, summative, diagnostic, and/or benchmark assessments Shared assessments from collegial sharing Projects Formal and creative writings

<p>Pa 7.2.12.B:</p> <p>Pa 7.3.12.A:</p> <p>Pa 8.1.12.A:</p> <p>Pa 8.1.12.B:</p> <p>Pa 8.3.12.A:</p> <p>Pa 8.3.12.B:</p> <p>Pa 8.3.12.C:</p> <p>Pa 8.3.12.D:</p>	<ul style="list-style-type: none"> ▪ German Surrender ○ Pacific Theatre <ul style="list-style-type: none"> ▪ Battle of Coral Sea ▪ Battle of Midway ▪ Island Hopping ▪ Atomic Bomb • The war at home <ul style="list-style-type: none"> ○ Social Impact <ul style="list-style-type: none"> ▪ Japanese Internment ▪ Minority Advancement and Discrimination ○ Economic Impact <ul style="list-style-type: none"> ▪ Funding the war ▪ Women in the Workforce ▪ Lasting change • Other emergent content that supports unit essential questions 	<ul style="list-style-type: none"> • Evaluate how a nation mobilizes for war, include the changes the government asks of its citizens in relation to daily life • Develop and write insightful and meaningful essays; such as, <ul style="list-style-type: none"> ○ an informative essay explaining why the United States was attempting neutrality in relation to this world conflict ○ a persuasive essay supporting either using the atomic bomb or resorting to other methods to bring about the end of the war • Demonstrate evaluative and critical thinking skills in both oral and written formats; such as: <ul style="list-style-type: none"> ○ A debate over President Truman's decision to use the atomic bomb to end WWII <ul style="list-style-type: none"> ▪ Was it a question of morality? ▪ Did the use of the atomic bomb weaken America's claim to moral leadership in the world • Participate constructively in a group 		<p>secondary source readings</p> <p>Maps, charts, graphs</p> <p>Resources available on departmental page</p>	<p>Demonstration of critical thinking through oral and written proficiency</p>
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		<p>setting by examining minority advancements which come about as a direct result of WWII</p> <ul style="list-style-type: none">• Examine the Constitution for the illegality or legality of ordering the relocation of persons of Japanese ancestry<ul style="list-style-type: none">○ Executive Order 9066○ Korematsu v. United States (1945)• Examine the developing relationship between the branches of government outlined in the US Constitution during a world crisis			
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Appendix A: PA State Social Studies Standards

Civics and Government

5.1.9.A: Apply examples of the rule of law as related to individual rights and the common good.

5.1.9.B: Analyze the major arguments advanced for different systems of government.

5.1.9.C: Analyze the principles and ideals that shape United States government.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.9.D: Compare and contrast the basic principles and ideals found in significant documents:

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

5.1.9.E: Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist.

5.1.9.F: Analyze the role political symbols play in civil disobedience and patriotic activities.

5.1.12.A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

5.1.12.B: Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

5.1.12.C: Evaluate the application of the principles and ideals in contemporary civic life.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.1.12.D: Evaluate state and federal powers based on significant documents and other critical sources.

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

5.1.12.E: Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

- 5.1.12.F: Evaluate the role of nationalism in uniting and dividing citizens.
- 5.2.9.A: Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.
- 5.2.9.B: Analyze strategies used to resolve conflicts in society and government.
- 5.2.9.C: Examine political leadership and public service in a republican form of government.
- 5.2.9.D: Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.
- 5.2.12.A: Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
- 5.2.12.B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- 5.2.12.C: Evaluate political leadership and public service in a republican form of government.
- 5.2.12.D: Evaluate and demonstrate what makes competent and responsible citizens.
- 5.3.9.A: Examine the process of checks and balances among the three branches of government, including the creation of law.
- 5.3.9.B: Analyze the roles of local, state, and national governments in policy-making.
- 5.3.9.C: Explain how government agencies create, amend and enforce policies in local, state, and national governments.
- 5.3.9.D: Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
- 5.3.9.E: Compare and contrast the different election processes for local, state, and national offices.
- 5.3.9.F: Explain the Supreme Court's role in interpreting the U.S. Constitution.
 - Individual rights
 - States' rights
 - Civil rights
- 5.3.9.G: Analyze the influence of interest groups in the political process.
- 5.3.9.H: Evaluate the importance of freedom of the press and the political influence of mass media.
- 5.3.9.I: Explain various types of taxes and their purposes.
- 5.3.9.J: Compare and contrast various systems of government.
- 5.3.12.A: Analyze the changes in power and authority among the three branches of government over time.
- 5.3.12.B: Compare and contrast policy-making in various contemporary world governments.
- 5.3.12.C: Evaluate how government agencies create, amend, and enforce regulations.
- 5.3.12.D: Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
- 5.3.12.E: Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.
- 5.3.12.F: Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
- 5.3.12.G: Evaluate the impact of interest groups in developing public policy.
- 5.3.12.H: Evaluate the role of mass media in setting public agenda and influencing political life.
- 5.3.12.I: Evaluate tax policies of various states and countries.
- 5.3.12.J: Evaluate critical issues in various contemporary governments.
- 5.4.9.A: Explain how United States foreign policy is developed.

- 5.4.9.B: Explain why and how different foreign policy tools are used to advance a nation's self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
- 5.4.9.C: Identify the role of international organizations.
- 5.4.9.D: Analyze the various mass media outlets and their influence on global issues.
- 5.4.9.E: Identify the politics of interest groups (e.g. business and labor organizations, ethnic and religious organizations) on foreign policy.
- 5.4.12.A: Examine foreign policy perspectives, including realism, idealism, and liberalism.
- 5.4.12.B: Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
- 5.4.12.C: Evaluate the effectiveness of international organizations, both governmental and non-governmental.
- 5.4.12.D: Evaluate the role of mass media in world politics.
- 5.4.12.E: Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.

Economics

- 6.1.9.A: Analyze how choices are made because of scarcity.
- 6.1.9.B: Identify the origin of resources and analyze the impact on the production of goods and services.
Analyze how unlimited wants and limited resources affect decision making.
- 6.1.9.C: Explain the opportunity cost associated with government policies.
- 6.1.9.D: Explain how incentives cause people to change their behavior in predictable ways.
- 6.1.12.A: Predict the long-term consequences of decisions made because of scarcity.
- 6.1.12.B: Evaluate the economic reasoning behind a choice.
Evaluate effective allocation of resources for the production of goods and services.
- 6.1.12.C: Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.
- 6.1.12.D: Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.
- 6.2.9.A: Analyze the flow of goods and services in the national economy.
- 6.2.9.B: Explain how competition between buyers and sellers affects price.
- 6.2.9.C: Analyze how media affects economic decisions.
- 6.2.9.D: Explain the laws of supply and demand and how these affect the prices of goods and services.
- 6.2.9.E: Analyze the characteristics of economic expansion, recession, and depression.
- 6.2.9.F: Analyze the functions of private economic functions the national economy.
- 6.2.9.G: Compare and contrast various economic systems.
- 6.2.12.A: Evaluate the flow of goods and services in an international economy.
- 6.2.12.B: Analyze the effect of changes in the level of competition in different markets.
- 6.2.12.C: Predict and evaluate how media affects markets.
- 6.2.12.D: Predict how changes in supply and demand affect equilibrium price and quantity sold.
- 6.2.12.E: Evaluate the health of an economy (local, regional, national, global) using economic indicators.
- 6.2.12.F: Evaluate the impact of private economic institutions on the individual, the national and the international economy.
- 6.2.12.G: Evaluate various economic systems.
- 6.3.9.A: Analyze the process through which government provides public goods and services.
- 6.3.9.B: Examine how and why the government acts to regulate and stabilize the state and national economy.
- 6.3.9.C: Compare and contrast the taxation policies of the local, state, and national governments.
- 6.3.9.D: Explain why governments limit or promote international trade.
- 6.3.12.A: Evaluate the costs and benefits of government decisions to provide public goods and services.
- 6.3.12.B: Assess the government's role in regulating and stabilizing the state and national economy.
- 6.3.12.C: Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.
- 6.3.12.D: Evaluate the role that governments play in international trade.

- 6.4.9.A: Explain how specialization contributes to economic interdependence on a national and international level.
- 6.4.9.B: Explain how trade contributes to economic interdependence.
- 6.4.9.C: Explain the scope and influence of multinational corporations and other non-government organizations.
- 6.4.9.D: Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.
- 6.4.12.A: Evaluate the comparative advantage of nations in the production of goods and services.
- 6.4.12.B: Assess the growth and impact of international trade around the world.
- 6.4.12.C: Evaluate the impact of multinational corporations and other non-government organizations.
- 6.4.12.D: Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.
- 6.5.9.A: Define wages and explain how wages are determined in terms of supply and demand.
- 6.5.9.B: Describe how productivity is measured and identify ways in which a person can improve his or her productivity.
- 6.5.9.C: Identify and explain the characteristics of sole proprietorship, partnership, and corporation.
- 6.5.9.D: Analyze how risks influence business decision-making.
- 6.5.9.E: Define wealth and describe its distribution within and among the political divisions of the United States.
- 6.5.9.F: Examine leading entrepreneurs in Pennsylvania and the United States in terms of the risks they took and the rewards they received.
- 6.5.9.G: Compare and contrast the various financial tools available to savers.
- 6.5.9.H: Explain the impact of higher or lower interest rates for savers, borrowers, consumers, and producers.
- 6.5.12.A: Analyze the factors influencing wages.
- 6.5.12.B: Evaluate how changes in education, incentives, technology, and capital investment alter productivity.
- 6.5.12.C: Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.
- 6.5.12.D: Analyze the role of profits and losses in the allocation of resources in a market economy.
- 6.5.12.E: Compare distribution of wealth across nations.
- 6.5.12.F: Assess the impact of entrepreneurs on the economy.
- 6.5.12.G: Analyze the risks and returns of various investments.
- 6.5.12.H: Evaluate benefits and costs of changes in interest rates for individuals and society.

Geography

7.1.9.A: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.

7.1.9.B:

Explain and locate regions and their shared connections as defined by physical and human features.

7.1.12.A:

Use geographic tools to analyze information about the interaction between people, places, and the environment.

7.1.12.B: Assess how physical changes to a region may have global impact.

7.2.9.A: Explain the physical characteristics of places and regions, including spatial patterns of Earth's physical systems.

7.2.9.B: Explain the dynamics of the fundamental processes that underlie the operation of Earth's physical systems.

7.2.12.A: Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.

7.2.12.B: Analyze the significance of physical processes in shaping the character of places and regions.

7.3.9.A: Explain the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

7.3.12.A: Analyze the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

7.4.9.A: Compare and contrast the effect of the physical systems on people across regions of the United States.

7.4.9.B: Compare and contrast the effect of people on the physical region across regions of the United States.

7.4.12.A: Analyze the global effects of changes in the physical systems.

7.4.12.B: Analyze the global effects of human activity on the physical systems.

History

8.1.9.A: Compare patterns of continuity and change over time, applying context of events.

8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.1.9.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)

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.

8.1.12.C: Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)

8.2.9.A: Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.

8.2.9.B: Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history.

8.2.9.C: Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.2.9.D:

Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.2.12.A: Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the US and the world.

8.2.12.B: Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history and the world.

8.2.12.C: Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.

- Belief systems and religions
- Commerce and industry

- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.2.12.D: Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

8.3.9.C: Analyze how continuity and change have impacted the United States.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

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.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government

- Physical and human geography
- Social organizations

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.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.9.C: Analyze how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organization

8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.12.B: Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.12.C: Evaluate how continuity and change have impacted the world today.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organization

8.4.12.D: Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.