

# ***Global Citizenship***

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 *Global Citizenship* 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, a *Global Citizenship* curriculum has been written to be implemented beginning in the Fall of the 2014-2015 Academic School Year. Through the successful implementation of *Global Citizenship*, students will develop the necessary skills, acquire the essential knowledge, and actively participate as citizens of our United States democracy and World Community.

**Course Goals:**

The Global Citizenship course helps to prepare students for engaged living in a culturally diverse and rapidly changing world. This course will emphasize critical analysis and value reflection, through which students learn and develop their own sense of personal and social responsibility to the United States and global community.

**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:****Global Citizenship Units****Unit I            Post WWII: Setting the Stage****Time:** 5-6 Blocks

Students will be able to identify, evaluate, and analyze the post war world and the role the United States plays in Rebuilding Europe, War Crimes, United Nations/World Bank, World Economic Conditions and Political Systems.

**Unit II            The 1950s: Conformity, Communism, and Cultural Clashes****Time:** 12 to 15 Blocks

Students will identify, evaluate, and analyze the changing social, political, economic, technological, and foreign policy dynamics during the 1950's. Special attention will be placed on the increasing role of the United States in a complex ideological struggle for world acceptance.

**Unit III           The 1960s: Turbulence****Time:** 12 to 15 Blocks

Students will identify, evaluate, and analyze the changing social, political, economic, technological, and foreign policy dynamics during the 1960's.

**Unit IV           The 1970s: Disconnect****Time:** 8 to 10 Blocks

Students will identify, analyze, evaluate and interpret government actions and policies and international events throughout the 1970s. Students will identify and interpret the shift in the way citizens in the United States and around the world, view the United States government. Students will be encouraged to evaluate the many social changes taking place in this turbulent decade.

**Unit V            The 1980s: The Big 80s****Time:** 12-15 Blocks

Students will examine the resurgence of the Conservative Movement under Ronald Reagan. The students will develop an understanding of "Trickle Down" economics, gain a deeper understanding of cold war tensions during the 1980's, examine the effects of the arms race under Reagan, identify changing economics and political policies that resulted in the collapse of the Soviet

Empire and the Soviet Union and examine policies put forth by the United States that contributed to the opening up of Eastern Europe and The Soviet Union.

**Unit VI            Quickly Changing World/ Shifting Power Center 1989-2001**

**Time:** 10 to 12 Blocks

This Unit will focus on the Post-Cold War Era as the United States struggles to find a new identity as the lone superpower in an ever changing and dangerous world. First Students will focus on power shifts the political power and paradigms have on the international world. Next they will analyze the motivations among world players as the crisis between Iraq and Kuwait emerges. Students will focus on the cultural and psychological implications of the Gulf War and what it means in a Post Cold War reality. They will examine the growth of domestic and international terror. The students will then examine Clinton's domestic agenda as well as his tumultuous relationship with congress.

**Unit VIII            Internal and External Threats 1990 to present**

**Time:** 8-10 blocks

This unit will focus on the Post-Cold War Era as the United States struggles to find a new identity as the lone superpower in an ever changing and dangerous world. First, students will focus on power shifts the political power and paradigms have on the international world. They will examine the growth of domestic and international terror. The students will then examine Clinton's domestic agenda as well as his tumultuous relationship with congress.

**Unit VII            Global Civil Rights and Humanitarian Issues**

**Time:** 8-10 blocks

Students will identify, evaluate, and analyze global problems created by social stratification and economic inequality, global health issues, and intolerance created by race, ethnicity, gender, religion, and sexual orientation.

**Unit IX            21<sup>st</sup> Century Technology**

**Time:** 7 to 9 Blocks

This unit will examine the historical impact of selected technologies on the regional economy, citizenry, and environment. Students will examine the relationship between technology and society. Themes include: the intended and unintended consequences of new technologies; the relationship between technology and the environment; the science-technology relationship; the social shaping of technology debate; production and consumption; and technology's role in forming divisions along lines of race, class, and gender.

Unit I Post WWII: Setting the Stage	Course Time Prior to Keystone/PSSA: % of time
<p><b>Overview:</b> Students will examine the immediate after effects of World War II in Europe and United States. Students will examine how the aftermath of the World War II shapes economic, political and social relationships around the world. Students will gain a greater understanding of the economic philosophies that will shape the relationship between first, second and third world nations The students will interpret the foreign policy of the United States and Soviet Union in the post war climate.</p>	<p><b>ELL Differentiation:</b> Math &amp; LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx</a>. Generic found at <a href="http://www.esasd.net/esl">http://www.esasd.net/esl</a>: WIDA Grades 3-5 Can Do</p>
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What does it mean to be a Superpower? <ul style="list-style-type: none"> <li>○ What is the responsibility of the world to protect citizens during times of challenge?</li> <li>○ Why did the United States assume responsibility for the rebuilding of Europe after WWII?</li> <li>○ What was the essential purpose for creating The United Nations?</li> </ul> </li> <li>• How are the three economic systems allocating resources differently?</li> <li>• How does the end of the World War II set up 40 years for global Cold War?</li> </ul>	<p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>• Students will conduct independent internet research on several individuals placed on trial at Nuremburg.</li> <li>• Students will debate the relevancy of Communism in the 21<sup>st</sup> century</li> </ul>
<p><b>PA &amp; National Content Standard(s):</b> <u>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.</u></p>	<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>• Teacher highlighted remediation text resources</li> <li>• Teacher assisted specific internet resources to reteach</li> </ul>
<p><b>Connecting to Common Core and Other Standards:</b> 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 Click here to enter text.</p>	<p><b>IEP/GIEP:</b> Refer to individual student's educational plan under specially designed instruction.</p>

<b>Assessment Anchors &amp; Eligible Content</b>	<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills)	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Instructional Activities</b>	<b>Assessments</b>
<u>Pa 5.1.12.C:</u> <u>Pa 5.1.12.F:</u> <u>Pa 5.2.12.A:</u> <u>Pa 5.2.12.B:</u> <u>Pa 5.2.12.C:</u> <u>Pa 5.2.12.D:</u> <u>Pa 5.3.12.B:</u> <u>Pa 5.3.12.H:</u> <u>Pa 5.4.9.A:</u> <u>Pa 5.4.12.B:</u> <u>Pa 5.4.12.C:</u> <u>Pa 6.1.12.A:</u> <u>Pa 6.2.12.C:</u> <u>Pa 6.3.12.A:</u> <u>Pa 6.3.12.D:</u> <u>Pa 6.5.12.A:</u> <u>Pa 7.1.12.A:</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>	<ul style="list-style-type: none"> <li>Modern Economic Systems               <ul style="list-style-type: none"> <li>Communism</li> <li>Socialism</li> <li>Capitalism</li> </ul> </li> <li>The Rebuilding of Europe               <ul style="list-style-type: none"> <li>The Marshall Plan</li> <li>Japanese Occupation/ Rebuilding</li> </ul> </li> <li>The Nuremburg Trials               <ul style="list-style-type: none"> <li>War Criminals</li> <li>The Holocaust</li> </ul> </li> <li>The Creation of the United Nations               <ul style="list-style-type: none"> <li>Reasons for and Against The UN</li> <li>Creation of Israel</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Take accurate notes from teacher lead discussions</li> <li>Actively participate in various classroom activities</li> <li>Create visual presentations to present to the class.               <ul style="list-style-type: none"> <li>Thoughtfully view and evaluate all visual presentations in both oral and written form</li> </ul> </li> <li>Complete carefully all assigned readings</li> <li>Analyze primary and secondary source documents; such as,               <ul style="list-style-type: none"> <li>Nuremburg Trials transcripts</li> <li>United Nations' Charter</li> </ul> </li> <li>Evaluate how the world begins the recovery process.               <ul style="list-style-type: none"> <li>Why nations choose an economic system</li> </ul> </li> <li>Develop and write insightful and meaningful essays; such as,               <ul style="list-style-type: none"> <li>An informative essay explaining why the United</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>World Bank</li> <li>United Nations</li> <li>Cold War</li> <li>Marshall Plan</li> <li>War Crimes</li> <li>Economic Systems</li> <li>Marshall Plan</li> <li>Israel</li> </ul>	<p>America: Pathways to the Present- Chapter 26</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><u>Resources available on departmental page</u></p>	<ul style="list-style-type: none"> <li>Varied formative, summative, diagnostic, and/or benchmark assessments</li> <li>Shared assessments from collegial sharing</li> <li>Projects</li> <li>Formal and creative writing               <ul style="list-style-type: none"> <li>Use of writing rubric designed by English and Social Studies Departments for 12 grade students.</li> </ul> </li> </ul>

		<p>States was at odds with the Soviet Union after being allies during WWII</p> <ul style="list-style-type: none"><li>• Demonstrate evaluative and critical thinking skills in both oral and written formats; such as:<ul style="list-style-type: none"><li>○ How does the role of the United States change in the world politics?</li><li>○ What is the responsibility of the United States in keeping peace around the world?</li></ul></li><li>• Participate constructively in a group setting by examining how the Second World War impacts World affairs</li></ul>			
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Unit II      The 1950s: Conformity, Communism, and Cultural Clashes	Course Time Prior to Keystone/PSSA: % of time
<p><b>Unit Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does the expansion of global communism affect American foreign policy?</li> <li>2. What foreign policy approaches were used during the decade?</li> <li>3. In what ways does the competition between the 1<sup>st</sup> and 2<sup>nd</sup> World nations affect the World community at large?</li> <li>4. How does the relationship with the Soviet Union impact American culture?</li> <li>5. How do social innovations and trends that occur during the Fifties affect American and World communities?</li> <li>6. What precipitating events occur in the civil rights movement during the decade?</li> </ol>	<p><b>Enrichment:</b></p> <ol style="list-style-type: none"> <li>1. Read excerpts from decade relevant works such as               <ol style="list-style-type: none"> <li>a. The Invisible Man</li> <li>b. American Caesar</li> <li>c. The Feminine Mystique as supporting evidence for Essential Questions.</li> </ol> </li> </ol>
<p><b>PA &amp; National Content Standard(s):</b> <i>State found at <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a>:</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</p>	<p><b>Remediation:</b></p> <ol style="list-style-type: none"> <li>1. Select information from text and outside sources will be reinforced as a remediation tool.</li> <li>2. Teacher tutoring and homework club</li> <li>3. Refer to student IEP where relevant</li> </ol>
<p><b>Connecting to Common Core and Other Standards:</b>  <i>Common Core found at <a href="http://www.corestandards.org/">www.corestandards.org/</a>:</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><b>IEP/GIEP:</b></p> <ol style="list-style-type: none"> <li>1. Refer to individual student's educational plan under specially designed instruction.</li> </ol>

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 & Activities	Assessment
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	<ul style="list-style-type: none"> <li>The postwar years               <ul style="list-style-type: none"> <li>Iron Curtain</li> <li>Changing balance of power</li> <li>Start of cold war</li> <li>United Nations</li> <li>Israel</li> <li>Division of Korea</li> <li>Occupation of Japan</li> <li>Chinese civil war</li> </ul> </li> <li>Cold War 1945-1950               <ul style="list-style-type: none"> <li>Competition in space, weapons, propaganda, Olympics, trade, Third World</li> <li>Truman doctrine</li> <li>Marshall plan</li> <li>A divided Germany and the Berlin Airlift</li> <li>Mutual defense alliances                   <ul style="list-style-type: none"> <li>NATO</li> <li>Warsaw pact</li> </ul> </li> <li>China falls to communism</li> <li>Russia gets A-Bomb</li> </ul> </li> <li>Cold War 1950-1960               <ul style="list-style-type: none"> <li>Korean War</li> <li>Hydrogen bomb</li> <li>Nationalist trends in Third World</li> <li>Eisenhower doctrine</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the origins of the Cold War and Cold War policies</li> <li>Examine Security Council powers within the United Nations</li> <li>Analyze and / or debate the formation of Israel</li> <li>Demonstrate evaluative and critical thinking skills in both oral and written formats by analyzing American foreign policy decisions</li> <li>Compare the effectiveness of dollar diplomacy to gunboat diplomacy during the decade</li> <li>Demonstrate evaluative and critical thinking skills in both oral and written formats by analyzing American foreign policy decisions in Korea</li> <li>Demonstrate evaluative</li> </ul>	<ul style="list-style-type: none"> <li>Beatniks</li> <li>De facto segregation</li> <li>De jure segregation</li> <li>Cold War</li> <li>First world</li> <li>Second world</li> <li>Third world</li> <li>Dollar diplomacy</li> <li>Limited war</li> <li>Domino theory</li> <li>Veto</li> <li>Demilitarization</li> <li>Containment</li> <li>Mutual defense alliance</li> <li>Collective security</li> <li>Balance of power</li> <li>Brinkmanship</li> <li>Insubordination</li> <li>Civil disobedience</li> </ul>	<u>America: Pathways to the Present</u>  <u>Textbook supplementary materials</u>  <u>Teacher developed notes</u>  <u>DVD support</u>  <u>Primary and secondary source readings</u>  <u>Maps, charts, graphs</u>  <u>New &amp; updated resources available on departmenta</u>	Varied formative, summative, diagnostic, and/or benchmark assessments  Shared assessments from collegial sharing  Projects  Formal and creative writings

Pa 8.3.9.C Pa 8.3.9.D Pa. 8.3.12.C Pa. 8.3.12.D	<ul style="list-style-type: none"> <li>○ Early involvement in Vietnam</li> <li>○ SEATO</li> <li>○ Cuba and Castro</li> <li>○ U-2 incident</li> <li>● Cold War at Home <ul style="list-style-type: none"> <li>○ Los Alamos Spy Ring and the Rosenbergs</li> <li>○ HUAC</li> <li>○ Joseph McCarthy</li> <li>○ Space race <ul style="list-style-type: none"> <li>▪ Sputnik and Explorer</li> <li>▪ NASA</li> </ul> </li> </ul> </li> <li>● Economy <ul style="list-style-type: none"> <li>○ Pro-business political stance</li> <li>○ GDP</li> <li>○ Energy changes <ul style="list-style-type: none"> <li>▪ Nuclear</li> <li>▪ Import oil</li> </ul> </li> </ul> </li> <li>● Political <ul style="list-style-type: none"> <li>○ Truman 1948</li> <li>○ Ike and Nixon</li> <li>○ 22<sup>nd</sup> amendment</li> </ul> </li> <li>● Social <ul style="list-style-type: none"> <li>○ Traditional and conforming</li> <li>○ Baby boom</li> <li>○ Interstate highway network</li> <li>○ Suburbs and Levittown</li> <li>○ Television</li> <li>○ Fast food</li> <li>○ Rock N Roll</li> <li>○ Beatniks</li> </ul> </li> </ul>	and critical thinking skills in both oral and written formats by analyzing the firing of MacArthur <ul style="list-style-type: none"> <li>● Evaluate early American involvement in Vietnam</li> <li>● Examine the impact of the Los Alamos Spy Ring on domestic policy</li> <li>● Compare the use of fact versus opinion in examining the evidence surrounding the execution of the Rosenbergs</li> <li>● Evaluate the role that media played in the Senate-McCarthy hearings</li> <li>● Examine supply side economic policy and American economic might</li> <li>● Evaluate the power of the Supreme Court through the analysis of select primary source rulings such as Brown v.</li> </ul>		<u>page</u>	
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	<ul style="list-style-type: none"> <li>• Early Civil Rights             <ul style="list-style-type: none"> <li>○ History of Jim Crow</li> <li>○ Jackie Robinson</li> <li>○ Integration of military</li> <li>○ Brown v. Board</li> <li>○ Emmitt Till</li> <li>○ Martin Luther King and civil disobedience</li> <li>○ Montgomery Bus Boycott and Rosa Parks</li> <li>○ Central High School</li> </ul> </li> </ul>	<p>Board</p> <ul style="list-style-type: none"> <li>• Evaluate the tenets and strategies of civil disobedience</li> <li>• Thoughtfully view and evaluate all visual presentations of the early civil rights movement such as Emmitt Till, Jet magazine</li> <li>• Analyze primary source documents such as the writings of Elizabeth Eckford from Little Rock Nine</li> <li>• Analyze the phenomenon of social change amid the tradition and conformity of the decade</li> <li>• Analyze the role of music as a force for social and political change in the Fifties</li> <li>• Take notes from a variety of instructional presentations.</li> </ul>			
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Unit III      The 1960s: Turbulence	Course Time Prior to Keystone/PSSA: % of time
<b>Overview:</b> Students will identify, evaluate, and analyze the changing social, political, economic, technological, and foreign policy dynamics during the 1960's.	<b>ELL Differentiation:</b> Math & LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx</a> . Generic found at <a href="http://www.esasd.net/esl">http://www.esasd.net/esl</a> :

<p><b>Unit Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What strategies did Civil Rights organizers use to make significant gains in the 1960s?</li> <li>2. What are the causes of social turmoil in the decade and how are they manifested?</li> <li>3. What is the cause and nature of American involvement in Vietnam?</li> <li>4. What is the cause and impact of American withdrawal from Vietnam?</li> <li>5. In what way and to what extent does television affect change and influence opinion in the decade?</li> <li>6. What are the changes in normed behavior for teens in the Counter Culture?</li> </ol>	<p><b>Enrichment:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate diverse accounts of the Kennedy shooting from books like <i>Six Seconds in Dallas</i> and <i>Case Closed</i>.</li> <li>2. Examine the role of folk music/protest rock in the social and political movements of the decade.</li> <li>3. Read select Vietnam books such as <i>A Rumor of War</i>, <i>The Things We Carried</i>, <i>Fields of Fire</i>, <i>Born on the 4<sup>th</sup> of July</i> and compare the varied perspectives on the Vietnam War.</li> </ol>
<p><b>PA &amp; National Content Standard(s):</b> <i>State found at</i>  <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a>: 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</p>	<p><b>Remediation:</b></p> <ol style="list-style-type: none"> <li>1. Select information from text will be reinforced as a remediation tool.</li> <li>2. Teacher tutoring and homework club</li> <li>3. Refer to student IEP where relevant</li> </ol>
<p><b>Connecting to Common Core and Other Standards:</b>  <i>Common Core found at <a href="http://www.corestandards.org/">www.corestandards.org/</a>:</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><b>IEP/GIEP:</b> Refer to individual student's educational plan under specially designed instruction.</p>

Assessment Global Citizenship 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 15
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	<ul style="list-style-type: none"> <li>• The Kennedy Years               <ul style="list-style-type: none"> <li>○ Election of 1960</li> <li>○ Foreign policy                   <ul style="list-style-type: none"> <li>▪ Cold War continues</li> <li>▪ Dollar Diplomacy</li> <li>▪ Bay of Pigs</li> <li>▪ Berlin Wall</li> <li>▪ Cuban Missile Crisis</li> <li>▪ Early Vietnam involvement</li> </ul> </li> <li>○ Domestic Policy                   <ul style="list-style-type: none"> <li>▪ Economic development</li> <li>▪ Civil Rights</li> <li>▪ Space exploration</li> </ul> </li> <li>○ Warren Court and landmark cases                   <ul style="list-style-type: none"> <li>▪ Mapp v. Ohio</li> <li>▪ Abington School District v. Schempp</li> <li>▪ Tinker v. Des Moines School District</li> <li>▪ Miranda v. Arizona</li> <li>▪ Gideon v.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the 1960 election and the role that media through the first political debates played in the election</li> <li>• Evaluate the continuation of the Cold War and Cold War policies</li> <li>• Complete activities to demonstrate understanding of the impact the Berlin Wall had on people living in Berlin. Activities may include but are not limited to:               <ul style="list-style-type: none"> <li>○ Creating a map of your home town and important personal locations and draw a “Berlin Wall” through it</li> </ul> </li> <li>• Analyze the potential responses to missiles in Cuba by taking part in teacher created activities.</li> <li>• Evaluate the power of the Supreme Court and the expansion of the Bill of Rights through the analysis of select primary source</li> </ul>	<ul style="list-style-type: none"> <li>• Counterculture</li> <li>• Interposition</li> <li>• De facto segregation</li> <li>• Integration</li> <li>• Resolution</li> <li>• Escalation</li> <li>• Refugee</li> <li>• Relocation</li> <li>• Guerrilla warfare</li> <li>• Limited war</li> <li>• Domino theory</li> <li>• Defoliant</li> <li>• Materialism</li> <li>• Feminism</li> <li>• Affirmative action</li> </ul>	<u>America: Pathways to the Present</u>  <u>Textbook supplementary materials</u>  <u>Teacher developed notes</u>  <u>DVD support</u>  <u>Primary and secondary source readings</u>  <u>Maps, charts, graphs</u>  <u>New &amp; updated resources available on departmental page</u>  <u>Role Playing</u>  Teacher/Computer generated maps	Varied formative, summative, diagnostic, and/or benchmark assessments  Shared assessments from collegial sharing  Projects  Formal and creative writings  Develop and write insightful and meaningful essays; such as an informative or persuasive essay on the effectiveness of civil disobedience strategies and current

	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Kennedy Assassination               <ul style="list-style-type: none"> <li>▪ Circumstance</li> <li>▪ Theories</li> <li>▪ Warren Commission</li> </ul> </li> </ul> </li> <li>• Johnson administration           <ul style="list-style-type: none"> <li>○ Domestic policy – The Great Society</li> <li>○ 1964 election</li> </ul> </li> <li>• Civil Rights           <ul style="list-style-type: none"> <li>○ Origins in Fifties</li> <li>○ Organizations</li> <li>○ Martin Luther King, Jr. and civil disobedience</li> <li>○ Strategies and campaigns like Selma and Birmingham</li> <li>○ Impact of television on movement</li> <li>○ Black Power               <ul style="list-style-type: none"> <li>▪ Leadership</li> <li>▪ Strategies</li> </ul> </li> <li>○ Impact on other minorities               <ul style="list-style-type: none"> <li>▪ Native American</li> <li>▪ Latino</li> <li>▪ Women</li> </ul> </li> </ul> </li> <li>• Vietnam           <ul style="list-style-type: none"> <li>○ 1946-1964</li> </ul> </li> </ul>	<p>rulings.</p> <ul style="list-style-type: none"> <li>• Compare the use of fact versus opinion in examining the evidence surrounding the Kennedy assassination and the theories advanced by the Warren Commission</li> <li>• Thoughtfully view and evaluate all visual presentations of the Kennedy shooting with emphasis on the Zapruder film.</li> <li>• Demonstrate evaluative and critical thinking skills by analyzing the evidence from the Warren Commission</li> <li>• Demonstrate evaluative and critical thinking skills that reflect the domestic policies of a great society and compare to LBJ's Great Society.</li> <li>• Evaluate the Civil Rights movement for continuity and change from the fifties to the sixties.</li> <li>• Analyze the shift in the movement from civil disobedience to black power.</li> <li>• Examine select primary source documents that may include but are not limited to</li> </ul>		Zapruder film	applications of these strategies.
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	<ul style="list-style-type: none"> <li>▪ Origins in WW II</li> <li>▪ French war</li> <li>▪ Division into North and South</li> <li>▪ Vietminh and Vietcong</li> <li>○ Tonkin Gulf Resolution</li> <li>○ Open American involvement <ul style="list-style-type: none"> <li>▪ Reasons for involvement</li> <li>▪ Leadership</li> <li>▪ Strategies</li> </ul> </li> <li>○ Opposition at home and Tet Offensive <ul style="list-style-type: none"> <li>▪ Military victory but political and public opinion loss</li> <li>▪ Shift in media presentation</li> </ul> </li> <li>○ 1968 election <ul style="list-style-type: none"> <li>▪ LBJ declines</li> <li>▪ Robert Kennedy assassinated</li> <li>▪ Nixon victory</li> <li>▪ Vietnamization</li> </ul> </li> </ul>	<p>sources such as;</p> <ul style="list-style-type: none"> <li>○ DuBois' The Talented Tenth,</li> <li>○ Gandhi on Satyagraha,</li> <li>○ King in <i>Letters From A Birmingham Jail</i>,</li> <li>○ Malcolm X or Stokely Carmichael.</li> </ul> <ul style="list-style-type: none"> <li>• Examine the impact of civil disobedience strategies on other minority demographics.</li> <li>• Thoughtfully view and evaluate all visual presentations on civil rights such as <i>Eyes On The Prize</i>.</li> <li>• Evaluate the role of media in the success of the Civil Rights Movement from Emmitt Till in <i>Jet magazine</i> to news images of Birmingham.</li> <li>• Evaluate the path to American involvement in Vietnam and the strategies employed.</li> <li>• Analyze the Tet Offensive and the role of media in shifting public support for the war</li> <li>• Examine Vietnamization and the withdrawal from Vietnam</li> </ul>			
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	<ul style="list-style-type: none"> <li>○ Legacy of the War           <ul style="list-style-type: none"> <li>▪ Division of nation and distrust of government</li> <li>▪ War Powers Act</li> <li>▪ Medical side effects</li> <li>▪ Power of television</li> <li>▪ 26<sup>th</sup> amendment</li> <li>▪ Reluctance to act overseas</li> <li>▪ Treatment of veterans</li> </ul> </li> <li>● Social Changes           <ul style="list-style-type: none"> <li>○ Mass culture as the Establishment</li> <li>○ Counterculture / Hippie movement</li> <li>○ Festivals and concerts</li> <li>○ Music as a force in social protest</li> <li>○ Pop culture changes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the impact of Vietnam on military strategies, foreign policy, and domestic issues.</li> <li>● Analyze primary source documents such as <i>Letters From The Wall and What Should We Tell Our Children About Vietnam</i></li> <li>● Thoughtfully view and evaluate all visual presentations about Vietnam such as <i>Letters Home From Vietnam</i></li> <li>● Research data reviewing shifts in public opinion about the war in Vietnam.</li> <li>● Compare Mass Culture and Counterculture beliefs</li> <li>● Analyze the role of music as a force for social and political change in sixties</li> <li>● Take notes from a variety of instructional presentations.</li> </ul>			
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Unit IV      The 1970s: Disconnect	Course Time Prior to Keystone/PSSA: % of time
<p><b>Overview:</b> Students will identify, analyze, evaluate and interpret government actions and policies and international events throughout the 1970s. From Détente in the beginning of the decade, to sanctions against Russia at the end; from Kent State and Watergate to the fall of Saigon and the taking of American Hostages in Tehran; the progress through legislation of the Civil Rights movement and the passage of Environmental Protection Laws, to Wounded Knee and the struggle for Women's Rights, to Love Canal and Three Mile Island, students will develop a deeper understanding of the challenges, triumphs and setbacks our nation has faced and will continue to face in the future. Click here to enter text.</p>	<p><b>ELL Differentiation:</b> Math &amp; LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx</a>. Generic found at <a href="http://www.esasd.net/esl">http://www.esasd.net/esl</a>: WIDA Grades 3-5 Can Do</p>
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does a nation's foreign and domestic policy reflect the values of a nation?</li> <li>• What elements can contribute to dissatisfaction/cynicism of a people toward its government?</li> <li>• How are economics manipulated through the actions of trading partners?</li> <li>• How can organized protests impact government policy?</li> <li>• What role does government play in protecting the environment?</li> </ul>	<p><b>Enrichment:</b> (adam put into numbers)</p> <ol style="list-style-type: none"> <li>1. Students will research specific events in depth, citing sources in order to develop presentations, projects, or in preparation for debates and Socratic seminars to further knowledge and understanding of those events in relation to current events.</li> <li>2. Events could include but are not limited to specific Supreme Court decisions, the investigation of Watergate, or negotiations that led to the Camp David Accords.</li> </ol>
<p><b>PA &amp; National Content Standard(s):</b> <i>State found at</i> <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a>: 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><b>Remediation:</b> (adam put in numbers)</p> <ol style="list-style-type: none"> <li>1. A variety of graphic organizers will be provided (<a href="http://www.netrover.com/~kingskid/graphic/graphics.htm">www.netrover.com/~kingskid/graphic/graphics.htm</a>) to aid in the improvement of note taking skills, organization of materiel being taught and as aids in the writing process.</li> </ol>

**Connecting to Common Core and Other Standards:**

Common Core found at [www.corestandards.org/](http://www.corestandards.org/): 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.

<b>Assessment Anchors &amp; Eligible Content</b>	<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills)	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Instructional Activities</b>	<b>Assessments</b>
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:	<ul style="list-style-type: none"> <li>Foreign Relations impact on world economics.               <ul style="list-style-type: none"> <li>Nixon: normalizing relations with China: Détente with Russia.</li> <li>OPEC oil embargo.</li> <li>Ford: continuation of détente with Russia, improved relations with China and continued support for the government of South Vietnam.</li> <li>Carter: OPEC and the oil crisis. Camp David Accords. Sanctions against Soviet Union as a result of their invasion of Afghanistan.</li> </ul> </li> <li>Crisis in confidence of</li> </ul>	<ul style="list-style-type: none"> <li>Take notes from a variety of instructional presentations</li> <li>Participate constructively in class discussions</li> <li>Thoughtfully view and evaluate all visual presentations in both oral and written form</li> <li>Carefully complete all assigned readings</li> <li>Analyze primary and secondary sources; such as               <ul style="list-style-type: none"> <li>Richard Nixon's speech to Congress, June 1, 1972 on agreements reached with the Soviet Union.</li> <li>U.S. Supreme Court decision, U.S. v. Nixon.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Détente</li> <li>Amnesty</li> <li>Stagflation</li> <li>Inflation</li> <li>Migrant</li> <li>Impeachment</li> <li>Sanctions</li> <li>Embargo</li> <li>Vietnamization</li> <li>deficit</li> </ul>	<ul style="list-style-type: none"> <li>Text book</li> <li>DVD's</li> </ul> <i>Apollo 13</i> <i>All the Presidents Men;</i> <ul style="list-style-type: none"> <li>Fiction could include but not limited to:</li> </ul> <i>Watership Down</i> by Richard Adams; <i>Jailbird</i> by Kurt Vonnegut; <i>The Final Days</i> by Bob Woodward and Carl Bernstein; <i>The Woman Warrior</i> by Maxine Hong	Varied formative, summative, diagnostic, and/or benchmark assessments  Shared assessments from collegial sharing  Projects  Formal and creative writings  Develop and write insightful and meaningful essays; such as an informative or

<p>Pa 8.3.12.A: Pa 8.3.12.B: Pa 8.3.12.C: Pa 8.3.12.D.</p>	<p>government.</p> <ul style="list-style-type: none"> <li>○ Anti-war protests, Kent State and the counter-culture.</li> <li>○ Watergate and its repercussions.</li> <li>○ The fall of Saigon and evacuation of last group of Americans.</li> <li>○ Taking of U.S. embassy in Tehran and holding American hostages.</li> </ul> <ul style="list-style-type: none"> <li>● Cultural/Societal challenges and change <ul style="list-style-type: none"> <li>○ Civil Rights progress, expansion, challenges and triumphs: Legislation: 1975 - The Voting Rights Act extension; Equal Opportunity employment Act.</li> <li>○ Native American occupation of Wounded Knee and Subcommittee on Indian Affairs hearing on causes and aftermath of Wounded Knee takeover.</li> </ul> </li> <li>● The Women's Movement: Betty Friedan and the National Women's Political Caucus. <ul style="list-style-type: none"> <li>○ Roe v. Wade,</li> <li>○ Gloria Steinem, Ms.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Skills in evaluation, such as; to evaluate factors contributing to dissatisfaction with government actions and policies, describing in detail those individuals, groups, and organizations that formed and led the Counter Culture to bring about social change.</li> <li>● Skills in interpretation, such as; interpreting the response to Carter's failed rescue attempt of the hostages being held in Tehran, both here in the United States and among the international groups that would look to cause harm to America, specifically terroristic organizations.</li> </ul>	<p>Kingston <i>Meridian</i> by Alice Walker</p> <ul style="list-style-type: none"> <li>● Instructional Activities could include:</li> </ul> <p>(1) Production of a newspaper in which students write articles on the important events of the decade, write movie reviews, book reviews and letters to the editor on a range of controversial topics, and create advertisements.</p> <p>(2) Debates on controversial events, policies, and social issues of the decade.</p> <p>(3) Socratic seminars</p> <p>(4) Create</p>	<p>persuasive essay on the effectiveness of civil disobedience strategies and current applications of these strategies.</p>
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	<p>Magazine.</p> <ul style="list-style-type: none"><li>• Environmental progress and setbacks</li><li>○ Legislation: Environmental Policy Act (1970); Clean Air Act (1970); Clean Water Act (1973); Endangered Species Act (1973) Publication of the Whole Earth Catalogue and Earth Day (1970) *Setbacks: Love Canal (1978) and the Three Mile Island Nuclear incident (1979)</li></ul>			<p>timelines</p> <p><u>New &amp; updated resources available on departmental page</u></p>	
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Unit V The 1980s: The Big 80s	Course Time Prior to Keystone/PSSA: % of time
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did Ronald Reagan change the Republican Party?</li> <li>• What was the mood in the nation during the early 1980's that produced a Ronald Reagan Presidency</li> <li>• In what ways did "New Conservatism" win over the American public?</li> <li>• What is "Trickle Down" Economics?</li> <li>• How did the United States Space Program evolve and fade?</li> <li>• How did quickly changing modern technology affect American Society?</li> <li>• What effects did a buildup of American Military Forces have on the late Cold War?</li> <li>• What problems were created by America's deployment of strategic nuclear weapons in Eastern Europe?</li> </ul>	<p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>• Students will research and compare Keynesian Economics and Supply Side economics</li> <li>• Students will read several of Reagan's speeches on the Soviet Union and identify Reagan's foreign policy objectives</li> <li>• Students will create a presentation highlighting the most important events during the Reagan Presidency</li> <li>• Students will create a biography of Mikhail Gorbachev</li> <li>• Students will research the role of Ronald Reagan and the Catholic Church in the fall of the Iron Curtain</li> </ul>
<p><b>PA &amp; National Content Standard(s):</b> <i>State found at <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a>: For example: PA: 3.1.B.A2, 3.1.B.A5, 3.1.B.A7, 3.1.B.A8, 3.1.B.A9, 3.1.C.</i> Please add national content standards from your content area where applicable. Include a link to the website that hosts the standards.</p>	<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>• Teacher highlighted remediation texts</li> <li>• Teacher assisted specific internet resources</li> </ul>
<p><b>Connecting to Common Core and Other Standards:</b> 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><b>IEP/GIEP:</b> Refer to individual student's educational plan under specially designed instruction.</p>

<b>Assessment Anchors &amp; Eligible Content</b>	<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Instructional Activities</b>	<b>Assessments</b>
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.	<ul style="list-style-type: none"> <li>Political Setting early 1980's               <ul style="list-style-type: none"> <li>Economic Recession</li> <li>Tarnished American Image</li> <li>The end of the Iranian Hostage Crisis</li> </ul> </li> <li>The Rise of Modern Conservatism               <ul style="list-style-type: none"> <li>Religious participation increases</li> <li>Desire for a smaller government</li> <li>Ronald Reagan and the Election of 1980</li> <li>The theory of Supply Side Economics</li> <li>Limiting the role of government</li> <li>Conservative court</li> </ul> </li> <li>Popular Culture in the United States               <ul style="list-style-type: none"> <li>Clothing</li> <li>Music</li> <li>Media shift</li> <li>24 hour news, music and programing</li> <li>Computer revolution</li> </ul> </li> <li>Reagan's Presidency               <ul style="list-style-type: none"> <li>Charismatic leader</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Take notes from a variety of instructional presentations</li> <li>Participate constructively in class discussions</li> <li>Thoughtfully view and evaluate all visual presentations in both oral and written form</li> <li>Carefully complete all assigned readings</li> <li>Compare the use of fact versus opinion in examining the evidence surrounding the rise of conservatism in the United States</li> <li>Thoughtfully view and evaluate all evidence presented that shows Reagan as a charismatic leader of the United States</li> <li>Demonstrate evaluative and critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Trickle Down Economics</li> <li>Supply Side Economics</li> <li>Conservatism</li> <li>SALT I&amp;II</li> <li>Arms Race</li> <li>Iron Curtain</li> <li>Iran Contra</li> <li>Mikhail Gorbachev</li> <li>Perestroika</li> <li>Glasnost</li> <li>Space Shuttle</li> <li>Challenger</li> <li>SDI – Strategic Defense Initiative</li> </ul>	<ul style="list-style-type: none"> <li>“America: Pathways to the Present” Chapters 33</li> <li>Textbook supplemental materials</li> <li>Teacher notes and presentations</li> <li>DVD Support</li> <li>Primary and Secondary source readings</li> <li>Maps, Charts, Graphs</li> <li>Resources available on departmental page</li> </ul>	Varied formative, summative, diagnostic, and/or benchmark assessments  Shared assessments from collegial sharing  Projects  Formal and creative writings



	<ul style="list-style-type: none"> <li>○ Use of the media</li> <li>○ Economy under Reagan</li> <li>○ Assassination attempt of Reagan <ul style="list-style-type: none"> <li>▪ Who's in charge?</li> </ul> </li> <li>• Space travel <ul style="list-style-type: none"> <li>○ Maiden voyage</li> <li>○ Image of the Space Program</li> <li>○ Challenger disaster</li> </ul> </li> <li>• International Affairs <ul style="list-style-type: none"> <li>○ Olympic boycotts <ul style="list-style-type: none"> <li>▪ Struggle on all fronts</li> </ul> </li> <li>○ Regaining influence on the World Stage</li> <li>○ American military build up</li> <li>○ The Arms Race</li> <li>○ Reagan on the foreign stage</li> <li>○ Nuclear Disaster</li> <li>○ "The Evil Empire"</li> <li>○ Militarization and interventions abroad</li> </ul> </li> <li>• The Iran Contra Affair <ul style="list-style-type: none"> <li>○ Oliver North</li> <li>○ Arms for Hostages</li> <li>○ What does Reagan know?</li> </ul> </li> <li>• The End of the Cold War <ul style="list-style-type: none"> <li>○ <i>Perestroika</i> and <i>glasnost</i></li> <li>○ Fall of the Berlin Wall</li> <li>○ Dismantling of the Soviet Union</li> </ul> </li> </ul>	<p>skills by analyzing Iran Contra Hearings</p> <ul style="list-style-type: none"> <li>• Demonstrate evaluative and critical thinking skills that reflect the domestic policies of the Reagan Administration</li> <li>• Evaluate the changes in the Civil Rights movement for continuity and change from the traditional to modern sense</li> <li>• Analyze and describe changes to the geopolitical map of Europe and Asia</li> <li>• Demonstrate evaluative and critical thinking skills in both oral and written formats; such as: <ul style="list-style-type: none"> <li>○ <i>Perestroika</i> and <i>Glasnost</i></li> <li>○ Fall of the Berlin Wall</li> <li>○ Dismantling of the Soviet Union</li> <li>○ New Russian Federation</li> </ul> </li> </ul>			
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	<ul style="list-style-type: none"><li>○ New Russian Federation</li><li>• 1988 Election</li><li>• AIDS</li><li>• Defining American interests at the end of the Cold War</li></ul>				
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Unit VI Quickly Changing World/ Shifting Power Center 1989-2001	Course Time Prior to Keystone/PSSA: % of time
<p><b>Overview:</b> This unit will focus on the Post-Cold War era as the United States struggles to find a new identity as the lone superpower in an ever changing and dangerous world. Students will focus on power shifts the political power and paradigms have on the international world. Students will analyze the motivations among world players as the crisis between Iraq and Kuwait emerges. Students will focus on the cultural and psychological implications of the Gulf War and what it means in a Post-Cold War reality. Students will examine the growth of domestic and international terror. The students will examine Clinton's domestic agenda as well as his tumultuous relationship with Congress.</p>	<p><b>ELL Differentiation:</b> Math &amp; LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx</a>. Generic found at <a href="http://www.esasd.net/esl">http://www.esasd.net/esl</a>: WIDA Grades 3-5 Can Do</p>
<p><b>Unit Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What new struggles does the United State face in the Post-Cold War World?</li> <li>2. Why do many Americans still consider the Gulf War a “just” war?</li> <li>3. How do political differences in Washington impact how people perceive the Government?</li> </ol>	<p><b>Enrichment: (number ell and enrichment)</b></p> <ol style="list-style-type: none"> <li>1. Students will do internet research on topics assigned by the teacher to provide a more in depth discovery of content related to the unit.</li> <li>2. Students will read: <i>Spin Cycle: Inside the Clinton Propaganda Machine</i> by Howard Kuntz</li> </ol>
<p><b>PA &amp; National Content Standard(s):</b>  <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a>: 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.</p>	<p><b>Remediation:</b> Select information from text will be reinforced as a remediation tool. Online support will be provided where necessary.</p>
<p><b>Connecting to Common Core and Other Standards:</b>  <i>Common Core found at <a href="http://www.corestandards.org/">www.corestandards.org/</a>:</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. Click here to enter text.</p>	<p><b>IEP/GIEP:</b> Refer to individual student's educational plan under specially designed instruction.</p>

<b>Assessment Anchors &amp; Eligible Content</b>	<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Instructional Activities</b>	<b>Assessments</b>
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.	<ul style="list-style-type: none"> <li>• The Changing World Paradigm               <ul style="list-style-type: none"> <li>○ The new map of Eastern Europe and Asia due to dismantling of the Soviet Union</li> <li>○ The Rise of Asia as an Economic Superpower.</li> <li>○ The rise of China as an economic and political power</li> </ul> </li> <li>• The First Gulf War               <ul style="list-style-type: none"> <li>○ How the United States and the World come together</li> <li>○ Background causes of the First Gulf War</li> <li>○ Formation of an international response</li> <li>○ US involvement in the international coalition</li> <li>○ Long term impact of the First Gulf War including relations with the people and governments of the Mideast</li> </ul> </li> <li>• Post-Cold War Changes at Home</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate understanding through a variety of writing and projects</li> <li>• Take notes from a variety of instructional presentations</li> <li>• Participate constructively in class discussion</li> <li>• Thoughtfully view and evaluate all visual presentations in both oral and written form</li> <li>• Complete carefully all assigned readings and discuss with the class.</li> <li>• Analyze and describe changes to the geopolitical map of Europe and Asia</li> <li>• Analyze Primary and Secondary source documents, such as,               <ul style="list-style-type: none"> <li>○ Transcripts (excerpts) of the Clinton Impeachment Hearing</li> <li>○ News stories from the BBC and other sources concerning the First Gulf War</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Post Cold War</li> <li>• Desert Shield</li> <li>• Desert Storm</li> <li>• Terrorism</li> <li>• Genocide</li> <li>• Gulf War</li> <li>• Impeachment</li> <li>• NAFTA</li> <li>• New Civil Rights</li> <li>• FMLA</li> <li>• Alternative Rock</li> <li>• Domestic Terror</li> </ul>	<ul style="list-style-type: none"> <li>• “America: Pathways to the Present” Chapters 33</li> <li>• Textbook supplemental materials</li> <li>• Teacher notes and presentations</li> <li>• DVD support</li> <li>• Primary and Secondary source readings</li> <li>• Maps, charts, graphs</li> <li>• Resources available on departmental page</li> </ul>	Varied formative, summative, diagnostic, and/or benchmark assessments  Shared assessments  Projects  Formal and creative writings

	<ul style="list-style-type: none"> <li>• Rise of internal and external challenges including Oklahoma City, First attack on the World Trade Center, The Balkans and Somalia</li> <li>• William Jefferson Clinton and the World             <ul style="list-style-type: none"> <li>○ Europe</li> <li>○ Middle East</li> <li>○ Military changes</li> </ul> </li> <li>• Clinton at the Helm             <ul style="list-style-type: none"> <li>○ Economic conditions and the US Budget</li> <li>○ Civil Rights Including new ADA, Family Leave Act, Don't Ask Don't Tell</li> <li>○ Early Clinton administration and actions that caused stress between the president and congress</li> <li>○ Return of divided government</li> <li>○ Impeachment trial and long term impact</li> <li>○ Election of George W. Bush</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Excerpts from The ADA and FMLA</li> <li>• Review and evaluate how the United States builds an international coalition to respond to Iraq</li> <li>• Demonstrate evaluative and critical thinking skills in both oral and written formats, such as:             <ul style="list-style-type: none"> <li>○ Was the International Community correct in using military force in Kuwait?                 <ul style="list-style-type: none"> <li>▪ Was it a question of morality?</li> <li>▪ Did the use of force weaken the United States in the eyes of the international community?</li> <li>▪ Should we have anticipated the reaction of the people?</li> </ul> </li> </ul> </li> <li>• Participate constructively in a group setting by examining the next generation of Civil Rights Legislation including the ADA,</li> </ul>			
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		<p>FMLA, Don't Ask Don't Tell and the failed reform of the health care</p> <ul style="list-style-type: none"><li>• Understand and explain the new economic realities of the Post Cold War Era</li><li>• Examine the straining relationship between the branches of the federal government particularly the president and congress. Explain how this has impacted future relations between these branches.</li></ul>			
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Unit VII Internal and External Threats 1990 to present	Course Time Prior to Keystone/PSSA: % of time
<p><b>Overview:</b> The word terrorism has always had a sinister feel. Recent history has redefined that fear for many Americans. Students will examine the changes in the nature of terror. They will study the ways the United States and world community deal with terrorists around the world to make a safer place to live. Students will come away with a broader understanding of the way terror impacts the world.</p>	<p><b>ELL Differentiation:</b> Math &amp; LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx</a>. Generic found at <a href="http://www.esasd.net/esl">http://www.esasd.net/esl</a>: WIDA Grades 3-5 Can Do</p>
<p><b>Unit Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How has terrorism changed in recent years?</li> <li>2. What are the current methods used by terrorists?</li> <li>3. What Steps has the United States and the World community taken in response to recent terrorist attacks, particularly the September 11, 2001 attack?</li> <li>4. What have been the results of the War on Terror and have the benefits been worth the expense?</li> </ol>	<p><b>Enrichment:</b></p> <ol style="list-style-type: none"> <li>3. Students will do Internet research on topics assigned by the teacher to provide a more in depth discovery of content related to the unit.</li> <li>4. Topics for discovery may include but are not limited to: <ul style="list-style-type: none"> <li>○ Supreme Court Decisions</li> <li>○ Increase executive authority</li> <li>○ Modern military advances to deal with terrorist organizations</li> </ul> </li> </ol>
<p><b>PA &amp; National Content Standard(s):</b> <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a>:  <u>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.</u></p>	<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>• Teacher will paraphrase as requested</li> <li>• Grading may be adjusted to meet student need and ability.</li> <li>• May receive assistance from aide and teacher when aide is available</li> <li>• Students may be allowed to discuss project and ideas with each other</li> <li>• Other accommodations as needed and appropriate.</li> </ul>

**Connecting to Common Core and Other Standards:**

Common Core found at [www.corestandards.org/](http://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.Click here to enter text.

**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts	Unit Competencies	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
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:	1. The Rise of Domestic and International terrorism. <ol style="list-style-type: none"> <li>Define Modern Terrorism. Include organizational methods and cyber-terrorism and homegrown terrorism.</li> <li>Homegrown incidents of terrorism and terror groups.</li> <li>September 11, 2001</li> <li>Causes of the proliferation of terror groups</li> <li>US and its allies changes in response</li> </ol>	What students need to be able to do (skills) <ul style="list-style-type: none"> <li>Take notes from a variety of instructional presentations</li> <li>Participate constructively in class discussion</li> <li>Thoughtfully view and evaluate all visual presentations in both oral and written form</li> <li>Complete carefully all assigned readings and discuss with the class.</li> <li>Analyze and describe political response of the United States and its allies to the new realities</li> <li>Analyze primary and secondary source documents, such as;               <ul style="list-style-type: none"> <li>Materials and excerpts from the 9-11 commission</li> <li>News stories from the BBC and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>NATO</li> <li>European Union</li> <li>United Nations</li> <li>al-Qaeda</li> <li>WMD</li> <li>Cyber-terrorism</li> <li>Department of Homeland Security</li> <li>Domestic terror</li> </ul>	<ul style="list-style-type: none"> <li>Internet</li> <li>Teacher created notes</li> <li>Other materials on course website</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Writing assessment designed by teacher</li> <li>Objective test</li> <li>Short answer and essay questions</li> <li>Completing of multimedia project assigned by the classroom</li> </ul>



<p>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.</p>	<p>to terrorism.</p> <ul style="list-style-type: none"> <li>• Creation of Department of Homeland Security,</li> <li>• Revisions in NATO charter</li> <li>• Greater reliance on international organizations such as the UN, EU etc.</li> </ul> <p>2. Restrictions on Human Rights or necessary protections</p> <ol style="list-style-type: none"> <li>a. United States limits Civil Rights with the Patriot Act.</li> <li>b. US open prison camps for suspected terrorists outside of the United States and the protections of the Constitution. <ul style="list-style-type: none"> <li>• Guantanamo Bay</li> </ul> </li> </ol>	<p>other sources concerning the Gulf War, 9-11, Afghanistan</p> <ul style="list-style-type: none"> <li>○ Firsthand information by returning veterans</li> <li>• Review and Evaluate how the United States builds an international coalition to respond to al-Qaeda, Afghanistan and Iraq</li> <li>• Demonstrate evaluative and critical thinking skills in both oral and written formats, such as; <ul style="list-style-type: none"> <li>○ Was the International Community correct in using military force on these nations? <ul style="list-style-type: none"> <li>▪ Was it a question of morality?</li> <li>▪ Did the use of force weaken the United States in the eyes of the international community?</li> <li>▪ Should we have anticipated the reaction of the people?</li> <li>▪ Has the limitations to civil liberties been</li> </ul> </li> </ul> </li> </ul>			<p>teacher that reinforces on of the essential questions of the unit.</p> <ul style="list-style-type: none"> <li>• Class participation</li> </ul>
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	<ul style="list-style-type: none"> <li>• CIA Prison</li> </ul> <p>c. European Response</p> <ul style="list-style-type: none"> <li>• England increases restrictions on foreigners.</li> <li>• France Increases Secularism and the response of her people.</li> </ul> <p>3. The US war on terror</p> <p>A. Search for weapons of mass destruction.</p> <p>B. The War In Iraq</p> <ul style="list-style-type: none"> <li>• Causes</li> <li>• Long term issues</li> </ul> <p>C. The War in Afghanistan</p> <ul style="list-style-type: none"> <li>• Causes</li> <li>• Long term issues</li> </ul> <p>4. US expands her deficit to pay for “War on Terrorism”</p>	<p>justified by the threats?</p> <ul style="list-style-type: none"> <li>• Participate constructively in a group setting by examining the limitations on of Civil Rights Legislation and the causes of the wars</li> </ul>			
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<b>Unit Title/Skill Set:</b> Global Civil Rights and Humanitarian Issues	<b>Course Time Prior to Keystone/PSSA:</b> 0% of time
<p><b>Overview:</b> Students will identify, evaluate, and analyze global problems created by social stratification. Special consideration will be given to the following areas of economic inequality, global health issues, and intolerance created by race, ethnicity, gender, religion, and sexual orientation.</p>	<p><b>ELL Differentiation:</b> Math &amp; LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx</a>. Generic found at <a href="http://www.esasd.net/esl">http://www.esasd.net/esl</a>. Click here to enter text.</p>
<p><b>Unit Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What current national and global trends are occurring within economic inequality and social stratification?</li> <li>2. What current national and global problems are occurring with global health issues?</li> <li>3. What current national and global problems are occurring due to racial intolerance?</li> <li>4. What current national and global problems are occurring due to bigotry related to ethnicity?</li> <li>5. What current national and global problems are occurring because of sexism?</li> <li>6. What current national and global problems are occurring due to intolerance created by religious differences?</li> <li>7. What current national and global problems are occurring due to intolerance created by differences in sexual orientation?</li> </ol>	<p><b>Enrichment:</b></p> <ol style="list-style-type: none"> <li>1. Read and summarize <i>Half the Sky</i> (NUMBERED)</li> <li>2. Students will do internet research on topics assigned by the teacher to provide a more in depth discovery of content related to the unit.</li> </ol>
<p><b>PA &amp; National Content Standard(s):</b> <i>State found at</i> <a href="http://www.pdesas.org/standard/standardsdownloads">www.pdesas.org/standard/standardsdownloads</a>: 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</p>	<p><b>Remediation:</b></p> <ol style="list-style-type: none"> <li>1. Select information from text will be reinforced as a remediation tool.</li> <li>2. Teacher tutoring and homework club</li> <li>3. Refer to student IEP where relevant</li> </ol>

**Connecting to Common Core and Other Standards:**

*Common Core found at [www.corestandards.org/](http://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*

**IEP/GIEP:** Refer to individual student's educational plan under specially designed instruction.

<b>Assessment Anchors &amp; Eligible Content</b>	<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills)	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Instructional Activities</b>	<b>Assessments</b>
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	<ul style="list-style-type: none"> <li>Overview               <ul style="list-style-type: none"> <li>Concepts</li> <li>Terms</li> <li>History</li> </ul> </li> <li>Social stratification               <ul style="list-style-type: none"> <li>Trends in the distribution of wealth in the United States</li> <li>Global trends in the distribution of wealth</li> </ul> </li> <li>Health issues               <ul style="list-style-type: none"> <li>National                   <ul style="list-style-type: none"> <li>Health issues among the poor</li> <li>Infant mortality</li> <li>Obesity</li> <li>Smoking</li> <li>Drug addiction</li> <li>Health care</li> </ul> </li> <li>Global</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the concepts and history of civil rights</li> <li>Examine minority status as a lack of political and economic power</li> <li>Evaluate social stratification trends nationally and globally</li> <li>Analyze and/or debate poverty as a minority demographic</li> <li>Compare the use of fact versus opinion in evaluating the cause and psychological impact of poverty</li> <li>Demonstrate evaluative</li> </ul>	<ul style="list-style-type: none"> <li>Closed systems</li> <li>Open Systems</li> <li>Ascribed Status</li> <li>Achieved Status</li> <li>Race</li> <li>Ethnicity</li> <li>Gender</li> <li>Prejudice</li> <li>Discrimination</li> <li>Stereotype</li> <li>Scapegoat</li> <li>Assimilation</li> <li>Cultural Pluralism</li> <li>Affirmative</li> </ul>	<u>America: Pathways to the Present</u>  <u>Textbook supplementary materials</u>  <u>Teacher developed notes</u>  <u>DVD support</u>  <u>Primary and Secondary source readings</u>	Varied formative, summative, diagnostic, and/or benchmark assessments  Shared assessments  Projects  Formal and creative writings

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	<ul style="list-style-type: none"> <li>▪ AIDS in Africa</li> <li>▪ Clean air and water in China</li> <li>• Racial and ethnic intolerance <ul style="list-style-type: none"> <li>○ Racial trends <ul style="list-style-type: none"> <li>▪ Political power</li> <li>▪ Economic power</li> <li>▪ Representation in the media</li> <li>▪ Standard of living</li> <li>▪ Growth in the middle class</li> </ul> </li> <li>○ Trends among ethnic groups <ul style="list-style-type: none"> <li>▪ New immigrants</li> <li>▪ Latinos</li> </ul> </li> <li>○ Global case studies <ul style="list-style-type: none"> <li>▪ Rwanda</li> <li>▪ Kurds</li> </ul> </li> </ul> </li> </ul>	and critical thinking skills in both oral and written formats by evaluating theories of socio-economic leveling <ul style="list-style-type: none"> <li>• Compare national health standards to global health standards</li> <li>• Examine current plans for health care</li> <li>• Demonstrate evaluative and critical thinking skills in both oral and written format to identify ongoing bigotry in the United States towards different races and cultures.</li> <li>• Compare the use of fact versus opinion in examining the evidence surrounding racism and ethnic bigotry</li> <li>• Evaluate the power of racism, ethnic bias, and sexism through the analysis of select primary source readings.</li> <li>• Evaluate the power of racism, ethnic bias, and sexism through the</li> </ul>	Action <ul style="list-style-type: none"> <li>• Population Transfer</li> <li>• Subjugation</li> <li>• Segregation</li> <li>• Genocide</li> </ul>	<u>Maps, charts, graphs</u>  <u>New &amp; updated resources available on departmental page</u>	
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		<p>analysis of select primary source court rulings.</p> <ul style="list-style-type: none"><li>• Thoughtfully view and evaluate all visual presentations related to the content; changes subject to case studies.</li><li>• Analyze Primary source documents.</li><li>• Take notes from a variety of instructional presentations.</li></ul>			
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Unit IX 21 <sup>st</sup> Century Technology and Skills	Course Time Prior to Keystone/PSSA:N/A
<p><b>Overview:</b> This unit will examine the historical impact of selected technologies on the regional economy, citizenry, and environment. Students will examine the relationship between technology and society. Themes include: the intended and unintended consequences of new technologies; the science-technology relationship; the psychological and social shaping of technology debate; and production and consumption. Students will also demonstrate skills required to be successful in the 21<sup>st</sup> century. Students will be encouraged to see the increased role of Information Technology (IT) in day-to-day activities of computer/human interactions.</p>	<p><b>ELL Differentiation:</b> Math &amp; LA specific found at <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx">www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx</a>. Generic found at <a href="http://www.esasd.net/esl">http://www.esasd.net/esl</a>: WIDA Grades 3-5 Can Do</p>
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does technology change thinking?</li> <li>• What role does ICT play in the World today?</li> <li>• How will ICT impact the world of tomorrow?</li> <li>• What are some of the new technology terms, tools and concerns about integrating such tools into the global marketplace?</li> <li>• How can innovations, including technology, be sustained?</li> <li>• What benefits and problems are being realized in economics, health, education, and government as a result of ICT?</li> <li>• In what ways has the world become dependent on ICT?</li> </ul>	<p><b>Enrichment:</b></p> <ol style="list-style-type: none"> <li>1. Students will read <i>The Global Achievement Gap</i> and write a summary showing how the survival skills of successful people has changed in the 21<sup>st</sup> century.</li> <li>2. Students will access the site. <a href="http://www.ct4me.net/technology_integr.htm">http://www.ct4me.net/technology_integr.htm</a> to read and present information found to the class.</li> <li>3. Students will design a plan for technology integration into the professional environment they aspire to.</li> <li>4. Read “The World is Flat” and write an essay on the “flattening of the world”</li> </ol>
<p><b>PA &amp; National Content Standard(s):</b> <u>S11.A.1.2.1; S11.A.1.2.2, S11.A.1.3.1; S11.A.1.3.2; S11.A.1.3.3; S11.A.1.1.4, S11.A.1.1.3, 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</u></p>	<p><b>Remediation:</b></p> <ol style="list-style-type: none"> <li>1. Students will review the basic concepts covered with the teacher.</li> <li>2. Specific accommodations will be made to meet the requirements of Students’ IEPs.</li> </ol>

<b>Connecting to Common Core and Other Standards:</b> CC8.5.9-10.A, CC8.5.9-10.B, CC8.5.9-10.C, CC8.5.9.D, CC8.5.9-10.E, CC8.5.9-10.F, CC8.5.9-10.G, CC8.5.9-10.H, CC8.5.9-10.I, CC8.5.9-10.J, CC.8.6.9-10.A, CC8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.F, CC.8.6.9-10.G, CC.8.6.9-10.H, CC.8.6.9-10.1	<b>IEP/GIEP:</b> Varied and specific to their GIEP and IEP
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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
<b><u>S11.A.1.2.1;</u></b> <b><u>S11.A.1.2.2;</u></b> <b><u>S11.A.1.3.1;</u></b> <b><u>S11.A.1.3.2;</u></b> <b><u>S11.A.1.3.3;</u></b> <b><u>S11.A.1.1.4;</u></b> <b><u>S11.A.1.1.3;</u></b> 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	<ul style="list-style-type: none"> <li>The role of IT in the modern world</li> <li>Understanding terms and current technology innovations.</li> <li>Technological literacy</li> <li><i>Framework for 21st Century Learning</i></li> <li>Bloom's Digital Taxonomy Map <ul style="list-style-type: none"> <li><a href="http://www.techlearning.com/studies-in-ed-tech/0020/blooms-taxonomy-blooms-digitally/44988">http://www.techlearning.com/studies-in-ed-tech/0020/blooms-taxonomy-blooms-digitally/44988</a></li> </ul> </li> <li>The pace of change <ul style="list-style-type: none"> <li>Moore's law</li> <li>Law of storage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students can recognize the increased role of IT in day-to-day activities and human interactions.</li> <li>Students can evaluate the benefits of IT in the areas of health, education, and government.</li> <li>Students can define the phrase "digital divide" and examine its impact on the global community.</li> <li>Students can identify and consider the process of building a national IT infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li>Information Technology</li> <li>21<sup>st</sup> century technology</li> <li>E-learning technology</li> <li>Moore's law</li> <li>Law of Storage</li> <li>Metcalf's law</li> <li>Emergent Technology</li> <li><i>collaborative environments</i></li> <li>Digital Divide</li> <li>Web 2.0</li> <li>The Cloud</li> <li>Multi-media</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.techlearning.com/studies-in-ed-tech/0020/blooms-taxonomy-blooms-digitally/44988">http://www.techlearning.com/studies-in-ed-tech/0020/blooms-taxonomy-blooms-digitally/44988</a></li> <li><a href="http://www.iste.org/standards">http://www.iste.org/standards</a></li> <li><a href="http://www.citejournal.org/vol2/iss4/socialstudies/art">http://www.citejournal.org/vol2/iss4/socialstudies/art</a></li> </ul>	<ul style="list-style-type: none"> <li>Varied formative, summative, diagnostic, and/or benchmark assessments</li> <li>Shared assessments</li> <li>Projects</li> <li>Formal and creative writings</li> <li>Students created assessments</li> </ul>



<p>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</p>	<ul style="list-style-type: none"> <li>• Metcalfe's law</li> <li>• <i>The World is Flat</i></li> <li>• Rise of Informal Learning and New Learning Theory             <ul style="list-style-type: none"> <li>• Emerging Technologies Impact Teaching and Learning</li> <li>• <i>collaborative environments and online communication tools</i></li> </ul> </li> <li>• Technology in             <ul style="list-style-type: none"> <li>• Health</li> <li>• Education</li> <li>• Government</li> <li>• Communities</li> <li>• Professional environments</li> </ul> </li> <li>• The Digital Divide             <ul style="list-style-type: none"> <li>• Generational gap</li> <li>• 1<sup>st</sup> vs. 3<sup>rd</sup> world</li> <li>• Digitization of the world</li> </ul> </li> <li>• Use of technology related skills             <ul style="list-style-type: none"> <li>• Potential determining factors</li> </ul> </li> <li>• Web 1.0 and Web 2.0</li> <li>• Impact of world economy</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating the programs and the process used to create it.</li> <li>• Revise the design of the program using feedback.</li> <li>• Create a class presentation using modern software to showcase topics in Health, education, government, communities and professional environments.</li> <li>• Evaluate the role of mass media in world politics, education, global awareness, and professional environments.</li> <li>• Evaluate how continuity and change in U.S. history are interrelated with the world.</li> <li>• Evaluate or create a game-based learning tool.</li> <li>• Evaluate sources on the internet to discover tool for the next 5-10 years to make predictions about the direction of technology.</li> <li>• Creating a timeline/rubric for the completion of the project they</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="http://www.pdesas.org/standard/views#14,115,116,117 793 0 0">http://www.pdesas.org/standard/views#14,115,116,117 793 0 0</a></li> </ul>	
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	<ul style="list-style-type: none"> <li>Technologies of Tomorrow           <ul style="list-style-type: none"> <li>Mobiles and cloud computing.</li> <li>Smart objects and the personal web</li> <li>Game-based learning and personal learning environments</li> <li>Personalized learning environments and learning analytics</li> <li>Augmented reality and natural user interfaces</li> </ul> </li> <li><u>Technology Integration Resources</u> <ul style="list-style-type: none"> <li>General Resources</li> <li>Building Internet, Search and Citation Skills, including some Web 2.0 resources that make conducting research easier.</li> <li>Online Student and Computer Safety</li> </ul> </li> <li>Multimedia           <ul style="list-style-type: none"> <li>Project Management Skills</li> </ul> </li> </ul>	<p>establish</p> <ul style="list-style-type: none"> <li>Creating a timeline for the completion of the project</li> <li>Allocating resources and time to different parts of the project</li> <li>Assigning roles to team members to complete assigned tasks</li> <li>Students will create and complete a research project based on a rubric of their own design.</li> </ul>			
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|  | <ul style="list-style-type: none"><li>• Research Skills<ul style="list-style-type: none"><li>• determining the nature of the problem and how research should be organized</li><li>• posing thoughtful questions about structure, models, cases, values, and roles</li><li>• searching for information using text, electronic, and pictorial information sources</li><li>• developing new information with interviews, questionnaires and other survey methods</li></ul></li><li>• Analyzing and interpreting all the information collected to identify and interpret patterns.</li><li>• Reflection Skills</li></ul> |  |  |  |  |
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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.

**Appendix B: National Educational Technology Standards and Performance Indicators for Teachers****1. Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

**2. Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

**3. Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

- b.** collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c.** communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d.** model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

#### **4. Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a.** advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b.** address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c.** promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d.** develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

#### **5. Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a.** participate in local and global learning communities to explore creative applications of technology to improve student learning
- b.** exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c.** evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d.** contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

