

**PLANNED COURSE**  
**10th Grade Social Studies**  
**Wilkes-Barre Area School District**

Academic Standard(s) For U.S. History II		
Unit 1 Title: The Emergence of Modern America (1890 – 1930)		
Unit Length: 9 Weeks		
Conceptual Lens: Power and Reform		
Content Standards	Big Ideas	Critical Content/ Key Skills / Assessments
<p><b>Civics and Government</b>            5.3 9E            5.4 9B            5.4 9C</p> <p><b>Economics</b>            6.1 9D            6.1 12D            6.4 9D            6.4 12D</p> <p><b>Geography</b>            7.1 9B            7.1 12B            7.3 9A            7.3 9B            7.3 12A            7.3 12D            7.3 12E</p> <p><b>History</b>            8.1 9A            8.1 9B            8.1 9C            8.1 9D            8.1 12A            8.1 12B            8.1 12C            8.1 12D            8.2 12A            8.2 12B            8.2 12C            8.2 12D            8.3 12A            8.3 12B</p>	<p><b>GOVERNMENT</b></p> <ul style="list-style-type: none"> <li>• Impact of public opinion on the Wilson administration’s evolving foreign policy from 1914 to 1917               <ul style="list-style-type: none"> <li>- Wilson’s leadership during the period of neutrality</li> <li>- Reasons for intervention</li> </ul> </li> <li>• State and federal government reactions to the growth of radical political movements in the postwar era</li> <li>• Political and international affairs in the 1920’s: Waning of Progressivism and the “return to normalcy”</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• Social tensions following WWI: Rising racial tensions               <ul style="list-style-type: none"> <li>- Resurgence of the Ku Klux Klan</li> <li>- Emergence of Garveyism</li> </ul> </li> <li>• Rise of religious fundamentalism and the clash between traditional moral values and changing ideas as exemplified in the controversy over Prohibition and the Scopes trial</li> <li>• Culture movements as a reflection of changed American society: Growth of distinctively American art and literature from the social realist to the “Lost Generation”</li> <li>• Immigration and impact on American culture</li> </ul> <p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>• WWI               <ul style="list-style-type: none"> <li>- Causes; reasons for U.S. intervention</li> </ul> </li> </ul>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>1. There are always underlying causes and results of international conflicts.</li> <li>2. Labor unions rose to power in the 20<sup>th</sup> century.</li> <li>3. Deregulation had a significant effect on American businesses.</li> <li>4. Immigration has shaped urban development.</li> <li>6. The U.S. government’s role in world affairs is constantly evolving</li> </ol> <p><b>Key Skills</b></p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.A.</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.B.</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.C.</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.10.D.</p> <p>Compare and contrast treatments of the same topic in several primary and secondary sources CC.8.5.9-10.I.</p>

<p>8.3 12C 8.3 12D</p> <p><b>Assessment Anchors/ Eligible Content</b></p> <p>R 11.A.2 A.2.1.1 A.2.1.2 A.2.2.1 A.2.2.2 A.2.3.1 A.2.3.2 A.2.4.1 A.2.5.1</p> <p>R 11.B.3 B.3.1.1 B.3.2.1 B.3.3.1 B.3.3.2 B.3.3.3 B.3.3.4</p> <p>M 11.E.1 E.1.1.1 E.1.1.2 E.1.1.3</p>	<ul style="list-style-type: none"> <li>- Influence of scientific advances in chemical warfare and aviation on the outcome of the war</li> <li>• U.S. military and economic mobilization for war: Role of labor, including women and African-Americans</li> <li>• Russian Revolution <ul style="list-style-type: none"> <li>- Impact of WWI</li> <li>- Response by U.S. and Allied powers</li> </ul> </li> </ul> <p><b>ECONOMICS</b></p> <ul style="list-style-type: none"> <li>• Emergence of a modern capitalist economy in the 1920's: Changes in the modern corporation, including labor policies and the advent of mass advertising and sales techniques</li> <li>• Role of new technology and scientific research in the rise of agribusiness and agricultural productivity</li> <li>• Economic policies of the Harding and Coolidge administrations and their impact on the distribution of wealth, investment, and taxes</li> <li>• Impact of the development of the Federal Reserve System</li> </ul> <p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• Places and regions <ul style="list-style-type: none"> <li>- How characteristics contribute to regional changes</li> <li>- How culture and experience influence perceptions of places and regions</li> <li>- How structures and alliances impact regions</li> </ul> </li> </ul>	<p>Write arguments focused on discipline-specific content. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and Counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented. CC.8.6.9-10.A.</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from</p>
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and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). CC.8.6.9-10.B.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.C.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.8.6.9-10.D.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.E.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.8.6.9-10.F.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.8.6.9-10.G.

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

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences).

CC.8.6.9.10.1

Assessments

Teacher generated assignments

Map Skills

Teacher and/or text generated quizzes  
and tests

Reader/writer responses

Performance based worksheets

Small/large group discussions

Oral presentations

District wide assessments . . .

