

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

Academic Standard(s) For U.S. History II		
Unit 3 Title: Postwar United States (1945 to Early 1970's)		Unit Length: 9 Weeks
Conceptual Lens: Social Change and Influence		
Content Standards	Big Ideas	Critical Content/ Key Skills / Assessments
<p><b>Civics and Government</b>            5.1 9L            5.3 9E            5.3 9G            5.4 9A            5.4 9B            5.4 9C</p> <p><b>Economics</b>            6.1 9D            6.1 12D</p> <p><b>Geography</b>            7.1 9B            7.1 12B            7.3 9A            7.3 9B            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            8.3 12A            8.3 12A            8.3 12B            8.3 12C            8.3 12D</p>	<p><b>GOVERNMENT</b></p> <ul style="list-style-type: none"> <li>• U.S. postwar-WWII foreign policy               <ul style="list-style-type: none"> <li>- Changing foreign policy toward Latin America</li> <li>- Vietnam policy of the Kennedy, Johnson, and Nixon administrations: Shifts in public opinion about the war</li> <li>- Provisions of the Paris Peace Accord of 1973: Role of the Nixon administration</li> <li>- Post-war Soviet espionage and the emergence of internal security and loyalty programs under Truman and Eisenhower.</li> </ul> </li> <li>• The rise and fall of McCarthyism: Effects on civil liberties and repercussions</li> <li>• Warren Court's role in addressing civil liberties and equal rights</li> <li>• Civil Rights Act of 1964</li> <li>• Voting Rights Act of 1965</li> <li>• <i>Brown vs. Board of Education</i>, 1964</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• Post WWII               <ul style="list-style-type: none"> <li>- Growth of service, white collar, and professional jobs; growing middle class</li> <li>- "Return to domesticity" and the effect on family life and women's careers</li> </ul> </li> <li>• President Eisenhower's "modern Republicanism" in relation to the economy and other domestic issues</li> <li>• Effectiveness of the "Great Society" programs</li> <li>• Role of the media in the 1960 election</li> <li>• First and second environmental movements in the 20<sup>th</sup> century: Comparisons</li> <li>• Struggles for civil liberties and racial and gender equality               <ul style="list-style-type: none"> <li>- Reasons for and effectiveness of the escalation from civil disobedience to more radical protest in the Civil Rights Movement</li> <li>- Origins of the postwar Civil Rights Movement</li> <li>- Role of the NAACP in the legal assault on</li> </ul> </li> </ul>	<p><b>Students will know...</b></p> <ol style="list-style-type: none"> <li>1. United States foreign policy changed dramatically after WWII to reflect new American interests as the nation emerged as a nuclear</li> <li>2. American society underwent dramatic economic, social, and political changes that created turmoil, but also refocused America on its founding principles of social equality, civil liberties, and economic development.</li> <li>3. The postwar WWII era resulted in a decades-long period of tension and brinkmanship with the USSR as American democratic values were challenged globally by communism and its anti-democratic values.</li> <li>4. America finally confronted, in a serious manner, issues of race and injustice that had been unresolved since the Reconstruction Era, discussions and accepted the challenge of leaders like Martin Luther King, Jr., to live up to the values that had been professed.</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><b>Assessment Anchors/ Eligible Content</b></p> <p><b>R 11.A.2</b></p> <p>A.2.1.1</p> <p>A.2.1.2</p> <p>A.2.2.1</p> <p>A.2.2.2</p> <p>A.2.3.1</p> <p>A.2.3.2</p> <p>A.2.4.1</p> <p>A.2.5.1</p> <p><b>R 11.B.3</b></p> <p>B.3.1.1</p> <p>B.3.2.1</p> <p>B.3.3.1</p> <p>B.3.3.2</p> <p>B.3.3.3</p> <p>B.3.3.4</p> <p><b>M 11.E.1</b></p> <p>E.1.1.1</p> <p>E.1.1.2</p> <p>E.1.1.3</p>	<p>segregation</p> <ul style="list-style-type: none"> <li>- Leadership and ideology of Martin Luther King, Jr. and Malcolm X: legacies</li> <li>• Women’s Movement <ul style="list-style-type: none"> <li>- Factors contributing to modern feminism</li> <li>- Counter-feminist movements</li> </ul> </li> </ul> <p><b>ECONOMICS</b></p> <ul style="list-style-type: none"> <li>• Debate over demobilization and economic reconversion; effects on the economy post WWII</li> <li>• Postwar innovation and consolidation of agriculture; impact on the world economy</li> <li>• Impact of the Cold War on the economy</li> <li>• Continued gap between poverty and the rising affluence of the middle class in the postwar period</li> <li>• Soviet grain sales in détente</li> <li>• East-west conflict over trade issues</li> </ul> <p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>• Cold War <ul style="list-style-type: none"> <li>- Origins</li> <li>- Advent of nuclear politics</li> <li>- U.S. response to the Chinese Revolution and its impact on the Cold War</li> </ul> </li> <li>• Korean Conflict <ul style="list-style-type: none"> <li>- Causes</li> <li>- A divided Korea was a continuing source of international tension</li> </ul> </li> <li>• Rationale, implementation, and effectiveness of the U.S. containment policy in the Cold War era</li> <li>• Change from confrontation to coexistence between the Soviet Union and the United States</li> <li>• Space Race</li> <li>• Vietnam Conflict</li> <li>• International Organizations <ul style="list-style-type: none"> <li>-NATO</li> <li>-United Nations</li> </ul> </li> </ul> <p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• Population shifts resulting from war</li> <li>• Concept of east-west as political and geographic indicators</li> </ul>	<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>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>
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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 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

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