

**PLANNED COURSE**  
**Unites States History II – 10<sup>th</sup> Grade**  
**Wilkes-Barre Area School District**

<p style="text-align: center;"><b>Academic Standard(s) For United States History II (10<sup>th</sup> Grade)</b></p>		
<p><b>Unit 2 Title:</b> WWI, the 1920's and the Great Depression (1917–1932)  <b>Chapters:</b> 17, 18, 19  <b>Textbook:</b> McGraw-Hill US History (&amp; Geography)  <b>Unit Length:</b> 9 Weeks</p>		
<p><b>Conceptual Lens:</b>  <b>Nationalism, Conflict, and Change</b></p>		
<b>Content Standards</b>	<b>Big Ideas</b>	<b>Critical Content/ Key Skills / Assessments</b>
<p><b>Civics and Government</b>  5.3 9E  5.4 9A  5.4 9B  5.4 9C</p> <p><b>Economics</b>  6.1 9D  6.1 12D  6.2 9E  6.2 9I  6.4 9D</p> <p><b>Geography</b>  7.1 9B  7.3 9B  7.3 9E  7.3 12B  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</p>	<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>● Rising racial tensions</li> <li>● Resurgence of the Ku Klux Klan</li> <li>● Emergence of Garveyism</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>● Harlem Renaissance</li> <li>● Great Depression <ul style="list-style-type: none"> <li>○ Reasons for the deepening crisis of the Great Depression and the Hoover Administration responses</li> <li>○ Impact on the American family and on ethnic and racial minorities</li> </ul> </li> <li>● Impact of the New Deal on workers and the labor movement <ul style="list-style-type: none"> <li>○ Re-emergence of labor militancy and the struggle between craft and</li> </ul> </li> </ul>	<p><b>Students will know...</b></p> <ol style="list-style-type: none"> <li>1. There were varied causes and effects of the Great Depression.</li> <li>2. The Great Depression in the U.S. had a global impact.</li> <li>3. The New Deal had both successful and unsuccessful outcomes.</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>8.2 12D 8.3 12A 8.3 12B 8.3 12C 8.3 12D</p> <p><b>Assessment Anchors/ Eligible Content</b></p> <p><b>R 11.A.2</b> 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><b>R 11.B.3</b> 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><b>M 11.E.1</b> E.1.1.1 E.1.1.2 E.1.1.3</p>	<p>industrial unions</p> <ul style="list-style-type: none"> <li>○ Labor union positions on minority and women workers</li> <li>○ Leading opponents of New Deal policies and assessment of the arguments</li> </ul> <p><b>ECONOMICS</b></p> <ul style="list-style-type: none"> <li>● Impact of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers</li> <li>● Supply-side economics</li> </ul> <p><b>GOVERNMENT</b></p> <ul style="list-style-type: none"> <li>● Political and international affairs in the 1920's: Waning of Progressivism and the "return to normalcy"</li> <li>● 18th Amendment - Prohibition</li> <li>● New Deal and the Roosevelt administration: Links between the early New Deal and Progressivism</li> <li>● Factors contributing to the Roosevelt coalition in 1936 and subsequent electoral significance</li> </ul> <p><b>GEOGRAPHY</b></p> <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> <p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>● Henry Ford and the assembly line</li> <li>● Birth of the airline industry</li> </ul>	<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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• Provide a concluding statement or section that follows from or supports the argument presented. CC.8.6.9-10.A.</li> </ul>
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<p><b>CC.8.6.9-10.H.</b></p>	<p>question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation</p> <p>*Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>Assessments</b></p> <ul style="list-style-type: none"><li>● Teacher generated assignments</li><li>● Map Skills</li><li>● Teacher and/or text generated quizzes and tests</li><li>● Reader/writer responses</li><li>● Performance based worksheets</li><li>● Small/large group discussions</li><li>● Oral presentations</li><li>● District wide assessments</li></ul>
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