

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

<b>Academic Standard(s) For United States History II (10<sup>th</sup> Grade)</b>		
<b>Unit 3 Title: World War II and the Cold War (1931 to 1960) Chapters: 20, 21, 22 Textbook: McGraw-Hill US History (&amp; Geography) Unit Length: 9 Weeks</b>		
<b>Conceptual Lens: Social Change and Influence</b>		
<b>Content Standards</b>	<b>Big Ideas</b>	<b>Critical Content/ Key Skills / Assessments</b>
<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</p>	<p><b>GOVERNMENT</b></p> <ul style="list-style-type: none"> <li>• The rise and fall of McCarthyism: Effects on civil liberties and repercussions</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• Effects of WWII on gender roles of the American family</li> <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> </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</li> </ul>	<p><b>Students will know...</b></p> <ol style="list-style-type: none"> <li>1. There were many underlying causes of WWII.</li> <li>2. The United States entered WWII for several reasons.</li> <li>3. The outcome of WWII reshaped much of the world politically and economically. United States foreign policy changed dramatically after WWII to reflect new American interests as the nation emerged as a nuclear power</li> <li>4. 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>5. The postwar WWII ear 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>6. America finally confronted, in a serious manner, issues of race and injustice that had been unresolved since the</li> </ol>

<p>8.3 12C 8.3 12D</p> <p><b>Assessment Anchors/ Eligible Content</b></p> <p><b>R 11.A.2</b></p> <p>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></p> <p>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></p> <p>E.1.1.1 E.1.1.2 E.1.1.3</p>	<p>economy</p> <p><b>GOVERNMENT</b></p> <ul style="list-style-type: none"> <li>● The Marshall Plan</li> <li>● International Organizations <ul style="list-style-type: none"> <li>○ NATO</li> <li>○ United Nations</li> </ul> </li> </ul> <p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>● International background of WWII <ul style="list-style-type: none"> <li>○ Factors contributing to the rise of fascism, national socialism, and communism in the interwar period</li> <li>○ Breakdown of the Treaty of Versailles and the League of Nations in the 1930's</li> <li>○ Reasons for growing tensions with Japan in East Asia, culminating with the bombing of Pearl Harbor</li> </ul> </li> <li>● WWII <ul style="list-style-type: none"> <li>○ Hitler's "final solution" to the Jewish problem" and the Allies response to the Holocaust and war crimes</li> <li>○ Decision to use nuclear weapons against Japan; later controversies over the decision</li> <li>○ Military experiences and how they fostered the American identity and interactions among people of diverse backgrounds</li> <li>○ Cultural exchange and interaction fostered by war</li> </ul> </li> <li>● Minorities? Organized to gain access to wartime jobs, how they confronted discrimination</li> <li>● Cold War <ul style="list-style-type: none"> <li>○ Origins</li> <li>○ Advent of nuclear politics, Rosenberg's</li> </ul> </li> </ul>	<p>Reconstruction Era, discussions and accepted the challenge of leaders like Martin Luther King, Jr., to live up to the values that had been professed.</p> <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>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</li> </ul>
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	<ul style="list-style-type: none"> <li>○ U.S. response to the Chinese Revolution and its impact on the Cold War</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> </ul> <p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>● Divisions of Germany, Korea, and Vietnam</li> <li>● Communist Europe vs Non-communist Europe</li> </ul>	<p>evidence.</p> <ul style="list-style-type: none"> <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> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Use varied transitions and sentence structures to link the</li> </ul>
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	<p><b>Research Writing</b>  *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.</p>	<p>major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <ul style="list-style-type: none"> <li>• 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.</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 and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul> <p>CC.8.6.9-10.B.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Write routinely over extended time frames(time for reflection</p>
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