

PLANNED COURSE
United States History II – 10th Grade
Wilkes-Barre Area School District

<p style="text-align: center;">Academic Standard(s) For United States History II (10th Grade)</p>		
<p>Unit 4 Title: Contemporary United States (1968 to Present) Unit Length: 9 Weeks Chapters: 23, 24, 25, 26 Textbook: McGraw-Hill US History (& Geography) Unit Length: 9 Weeks</p>		
<p>Conceptual Lens: Globalization and Complexity</p>		
Content Standards	Big Ideas	Critical Content/ Key Skills / Assessments
<p>Civics and Government 5.3 9E 5.4 9B 5.4 9C</p> <p>Economics 6.1 9D 6.1 12D 6.4 9D 6.4 12D</p> <p>Geography 7.1 9B 7.1 12B 7.3 9A 7.3 9B 7.3 12A 7.3 12D 7.3 12E</p> <p>History 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</p>	<p>CULTURE</p> <ul style="list-style-type: none"> ● New immigration and demographic shifts <ul style="list-style-type: none"> ○ Continuing population flow from cities to suburbs, internal migrations from north to south, and social and political effects of these changes ○ Aging of the “baby boomers” and the implications ● Religious diversity <ul style="list-style-type: none"> ○ Growth of the Christian evangelical movement ○ How religious organizations use modern telecommunications to promote their faiths ● Desegregation of education: role in the creation of private white academies ● Influence of the media on contemporary American culture ● Continuing grievances of racial 	<p>Students will know...</p> <ol style="list-style-type: none"> 1. Immigration, aging “baby boomers,” and demographic shift have had an effect on American culture and economy in contemporary times. 2. Religion continues to shape American culture and politics in a variety of ways. 3. The U.S. continues to struggle with issues of justice for all Americans. 4. New technology continues to affect American culture, economics, and government. 5. The U.S. continues to seek an appropriate role as the only remaining superpower. 6. The U.S. continues to adapt to changing economic realities in light of the global economy so that it will remain prosperous, but such adaptations leave some Americans behind. 7. Americans can hold the same values and goals, but disagree philosophically on the ways to achieve those goals. <p>Key Skills</p>

<p>8.2 12B 8.2 12C 8.2 12D 8.3 12A 8.3 12B 8.3 12C 8.3 12D</p> <p>Assessment Anchors/ Eligible Content</p> <p>R 11.A.2</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>R 11.B.3</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>M 11.E.1</p> <p>E.1.1.1 E.1.1.2 E.1.1.3</p>	<p>and ethnic minorities and recurrent reference to the nation’s charter documents</p> <ul style="list-style-type: none"> ● Growth and impact of technology on American lives ● Increased influence of sports and popular culture on American society <p>GOVERNMENT</p> <ul style="list-style-type: none"> ● Recent developments in foreign policy <ul style="list-style-type: none"> ○ Reasons for conservative reaction to liberalism ○ U.S. policies toward arms limitation and reasons for improved relations with the former Soviet Union ○ Nixon’s policy of détente with the USSR and the People’s Republic of China ● Reasons for the collapse of communist governments in eastern Europe and the USSR <p>ECONOMICS</p> <ul style="list-style-type: none"> ● Supply-side economic strategies of the Reagan and Bush administrations ● Economic patterns since 1968 <ul style="list-style-type: none"> ○ Consequences of the shift of the labor force from manufacturing to service industries ○ Increase in the labor force participation of women and new immigrants: Economic and social effects <p>GEOGRAPHY</p> <ul style="list-style-type: none"> ● How characteristics contribute 	<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"> • 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
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	<p>to regional changes</p> <ul style="list-style-type: none"> • How culture and experience influence perceptions of places and regions • How structures and alliances impact regions <p>HISTORY</p> <ul style="list-style-type: none"> • U.S. actions related to conflict in Vietnam • Watergate Corruption • Oil Embargo and the Energy Crisis • Iran Hostages • Reagan domestic policies • Terrorism (Persian Gulf, Lebanon) • Cold War ends • Clinton’s “Contract with America” • Year 2000 (election, census) • Terrorist attack of September 11, 2001 and the war with Iraq 	<p>manner that anticipates the audience’s knowledge level and concerns.</p> <ul style="list-style-type: none"> • 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>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> • 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
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		<p>appropriate to the discipline and context as well as to the expertise of likely readers.</p> <ul style="list-style-type: none">• 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). <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.</p> <p>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>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently CC.8.5.9-10.J.</p> <p>Write routinely over extended time frames(time for reflection and revision) and shorter time</p>
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CC.8.6.9-10.F.

CC.8.6.9-10.G.

CC.8.6.9-10.H.

Research Writing

*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.

*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

*Draw evidence from informational texts to support analysis, reflection, and research.

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

Assignments

- *Use APA Format.
- *Develop a clear & concise thesis statement and abstract paragraph
- *Construct a structured outline (Intro-Support Topics-Conclusion)
- *Compose an introduction with motivator, thesis, and preview of supporting topics
- *Collect a minimum number of valid electronic sources (avoid blogs and social media sites)
- *Format a References Page
- *Include a variety of effective citations (direct quotation, paraphrase, & summary)
- *Draw a reasonable conclusion

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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