

# Southern York County School District Instructional Plan

## American History Through Media

### Grade 10

Textbook(s)/Instructional Materials Used:

Dates: August/September (fall), January (spring)

Unit 1: What Is Media?

### Stage 1 – Desired Results

#### PA Standard(s)/Assessment Anchors Addressed:

##### *History*

- 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.  
8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

##### *US History*

- 8.3.12.A. Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.  
8.3.12.B. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present  
8.3.12.C. Evaluate how continuity and change has influenced United States history from 1890 to Present.  
8.3.12.D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the present.

##### *Civics and Government*

- 5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life.  
5.1.12.E. Analyze and assess the rights of people as written in the PA Constitution and US Constitution.  
5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life.

##### *World History*

- 8.4.12.C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.

##### *Economics*

- 6.2.12.C Predict and evaluate how media affects markets.

##### *Writing in History and Social Studies*

- CC.8.6.9-10.A. Write arguments focused on discipline-specific content.  
CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **(COURSE LONG FOR FINAL ASSESSMENT)**  
CC.8.6.9-10.D. 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. **(COURSE LONG FOR FINAL ASSESSMENT)**  
CC.8.6.9-10.E. 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. **(COURSE LONG FOR FINAL ASSESSMENT)**  
CC.8.6.9-10.F. 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. **(COURSE LONG FOR FINAL ASSESSMENT)**  
CC.8.6.9-10.G. 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. **(COURSE LONG FOR FINAL ASSESSMENT)**  
CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research. **(COURSE LONG FOR FINAL ASSESSMENT)**

<p>CC.8.6.9-10.I. 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. <b>(COURSE LONG FOR FINAL ASSESSMENT)</b></p> <p><i>Reading in History and Social Studies</i></p> <p>CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. <b>(COURSE LONG FOR FINAL ASSESSMENT)</b></p> <p>CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. <b>(COURSE LONG FOR FINAL ASSESSMENT)</b></p> <p>CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims. <b>(COURSE LONG FOR FINAL ASSESSMENT)</b></p> <p>CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources. <b>(COURSE LONG FOR FINAL ASSESSMENT)</b></p>	
<p><b>Understanding(s):</b> <b><i>Students will understand</i></b></p> <ol style="list-style-type: none"> <li>Media has influenced history and history has influenced the media.</li> <li>Media influences the perceptions of people from individuals to entire groups of people to the entire world.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>What is media?</li> <li>To what extent does the media influence people?</li> <li>To what extent has the media influenced culture and history?</li> </ul>
<p><b>Learning Objectives:</b> <b><i>Students will know...</i></b></p> <ul style="list-style-type: none"> <li>the definition of media.</li> <li>examples of media from the past to the present.</li> <li>evolution of the different types of media</li> <li>modern day examples of media and its influence.</li> <li>how media is created and content is determined.</li> </ul>	<p><b><i>Students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>correctly define media.</li> <li>correctly identify examples of media.</li> <li>assess the ways media is created and content is determined.</li> <li>evaluate the media's impact on our society.</li> <li>analyze and assess the media's influence on our own opinions.</li> <li>predict the influence of the media.</li> <li>cite modern day examples of media and its influence.</li> </ul>
<b>Dates: September (fall), February (spring)</b>	<b>Unit 2: Gender Roles Reflected In Media</b>
<b>Stage 1 – Desired Results</b>	
<p><b>PA Standard(s)/Assessment Anchors Addressed:</b> <i>History - Historical Analysis and Skill Development</i></p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p><b><i>US History</i></b></p> <p>8.3.12.A. Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.</p> <p>8.3.12.B. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present</p> <p>8.3.12.C. Evaluate how continuity and change has influenced United States history from 1890 to Present.</p> <p>8.3.12.D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the present.</p> <p><i>Civics and Government</i></p> <p>5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life.</p> <p><i>Writing in History and Social Studies</i></p> <p>CC.8.6.9-10.A. Write arguments focused on discipline-specific content.</p> <p>CC.8.6.9-10.C. 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.H. Draw evidence from informational texts to support analysis, reflection, and research</p>	

<p><i>Reading in History and Social Studies</i></p> <p>CC.8.5.9-10.B. 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.</p> <p>CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	
<p><b>Understanding(s):</b> <b><i>Students will understand...</i></b></p> <ol style="list-style-type: none"> <li>Media reflects peoples' beliefs and actions.</li> <li>Media influences peoples' beliefs and actions.</li> <li>Media has influenced the perception of gender roles throughout American history.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>To what extent has media shaped/influenced cultural attitudes toward gender roles?</li> </ul>
<p><b>Learning Objectives:</b> <b><i>Students will know...</i></b></p> <ul style="list-style-type: none"> <li>advertisements' influence on cultural perception of gender roles.</li> <li>television, movies, and music's influence on the cultural perception of gender roles.</li> </ul>	<p><b><i>Students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>identify examples of the media's influence on gender perceptions.</li> <li>compare and contrast different eras of media's influence on gender perceptions.</li> <li>analyze how media influences gender perceptions.</li> <li>evaluate contemporary media's impact on gender perceptions.</li> </ul>
<b>Dates: September/October (fall), March (spring)</b>	<b>Unit 3: Disenfranchised Groups Struggle via Media</b>
<b>Stage 1 – Desired Results</b>	
<p><b>PA Standard(s)/Assessment Anchors Addressed:</b></p> <p><i>History - Historical Analysis and Skill Development</i></p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p><i>US History</i></p> <p>8.3.12.A. Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.</p> <p>8.3.12.B. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present</p> <p>8.3.12.C. Evaluate how continuity and change has influenced United States history from 1890 to Present.</p> <p>8.3.12.D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the present.</p> <p><i>Writing in History and Social Studies</i></p> <p>CC.8.6.9-10.A. Write arguments focused on discipline-specific content.</p> <p>CC.8.6.9-10.C. 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.H. Draw evidence from informational texts to support analysis, reflection, and research</p> <p><i>Reading in History and Social Studies</i></p> <p>CC.8.5.9-10.B. 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.</p> <p>CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	
<p><b>Understanding(s):</b> <b><i>Students will understand...</i></b></p> <ol style="list-style-type: none"> <li>Media reflects peoples' beliefs.</li> <li>Media has the power to change opinions.</li> <li>Media exposes people to events, beliefs, and opinions that previously had not been exposed to them.</li> <li>Media has impacted/reflected the struggle of disenfranchised groups in American history.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>To what extent has the media shaped cultural attitudes toward race, sexuality, culture, and ethnicity?</li> <li>To what extent has the media expressed the uniqueness of race, sexuality, culture, and ethnicity?</li> <li>To what extent has the media changed society's impressions of a group of people?</li> </ul>
<b>Learning Objectives:</b>	

<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>the influence of various forms of media on how disenfranchised groups are perceived.</li> <li>the impact of the perceptions of disenfranchised groups on the behavior toward that group.</li> <li>the methods disenfranchised groups are using, through the media, to influence and change perceptions and behaviors toward them.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>identify examples of media's influence on race, sexuality, culture, and ethnic perceptions.</li> <li>compare and contrast different eras of media's influence on race, sexuality, culture, and ethnic perceptions.</li> <li>analyze how media influences race, sexuality, culture, and ethnic perceptions.</li> <li>evaluate contemporary media's impact on race, sexuality, culture, and ethnic perceptions.</li> </ul>
<p><b>Dates: October/November (fall), March/April (spring)</b></p>	<p><b>Unit 4: Media and Politics/Politics and Media</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Standard(s)/Assessment Anchors Addressed:</b></p> <p><i>History - Historical Analysis and Skill Development</i></p> <p>8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p><i>US History</i></p> <p>8.3.12.A. Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.</p> <p>8.3.12.B. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present</p> <p>8.3.12.C. Evaluate how continuity and change has influenced United States history from 1890 to Present.</p> <p>8.3.12.D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the present.</p> <p><i>Civics and Government</i></p> <p>5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life.</p> <p>5.1.12.E. Analyze and assess the rights of people as written in the PA Constitution and US Constitution.</p> <p>5.2.12.C Evaluate the political leadership and public service in a republican form of government.</p> <p>5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life.</p> <p><i>Writing in History and Social Studies</i></p> <p>CC.8.6.9-10.A. Write arguments focused on discipline-specific content.</p> <p>CC.8.6.9-10.C. 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.H. Draw evidence from informational texts to support analysis, reflection, and research</p> <p><i>Reading in History and Social Studies</i></p> <p>CC.8.5.9-10.B. 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.</p> <p>CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	
<p><b>Understanding(s):</b></p> <p><b>Students will understand...</b></p> <ol style="list-style-type: none"> <li>Media reflects peoples' beliefs.</li> <li>Media has the power to change opinions.</li> <li>Media exposes people to events, beliefs, and opinions that previously had not been exposed to them.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>To what extent has the media shaped a society's political belief?</li> <li>To what extent have the political establishment used the media to influence the electorate?</li> <li>To what extent has the media changed society's impressions of a group of people or idea?</li> </ul>
<p><b>Learning Objectives:</b></p> <p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>the impact of the media on the political attitudes and biases of citizens.</li> <li>political parties' use of media in attempting to influence constituents/potential voters.</li> <li>media's influence/impact on citizen's perceptions of other groups' political beliefs.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>identify examples of the media's influence on political events.</li> <li>compare and contrast different eras of media's influence political events (elections, policy, and perceptions of leadership and government)</li> </ul>

	<ul style="list-style-type: none"> <li>analyze how media influences a person's political belief.</li> <li>analyze how peoples' political beliefs impact the media.</li> <li>evaluate contemporary media's impact on political discourse in the United States and world.</li> </ul>
<b>Dates: November/December (fall), April (spring)</b>	<b>Unit 5: Media and American Foreign Policy</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b> <i>History - Historical Analysis and Skill Development</i> 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.  <i>US History</i> 8.3.12.A. Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present. 8.3.12.B. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present 8.3.12.C. Evaluate how continuity and change has influenced United States history from 1890 to Present. 8.3.12.D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the present.  <i>Civics and Government</i> 5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life. 5.1.12.E. Analyze and assess the rights of people as written in the PA Constitution and US Constitution. 5.1.12.F. Evaluate the role of nationalism in united and dividing citizens. 5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life.  <i>Writing in History and Social Studies</i> CC.8.6.9-10.A. Write arguments focused on discipline-specific content. CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research  <i>Reading in History and Social Studies</i> CC.8.5.9-10.B. 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.I. Compare and contrast treatments of the same topic in several primary and secondary sources.	
<b>Understanding(s):</b> <b><i>Students will understand...</i></b> 1. Media reflects peoples' beliefs. 2. Media has the power to change opinions. 3. Media exposes people to events, beliefs, and opinions that previously had not been exposed to them.	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>To what extent has the media shaped a society's opinion on foreign policy/events?</li> <li>To what extent has the government used the media to influence the electorate?</li> <li>To what extent has the media changed society's impressions of foreign policy?</li> </ul>
<b>Learning Objectives:</b> <b><i>Students will know...</i></b> <ul style="list-style-type: none"> <li>media's influence on what people know about the world around them.</li> <li>how the perceptions of foreign entanglements have changed due to the media.</li> <li>citizens rely on the media for their knowledge of the world.</li> <li>historical examples of how the media influenced the American public and how in turn the public influenced government action.</li> </ul>	<b><i>Students will be able to:</i></b> <ul style="list-style-type: none"> <li>identify examples of the media's influence on political events.</li> <li>compare and contrast different eras of media's influence political events (elections, policy, and perceptions of leadership and government)</li> <li>analyze how media influences a person's political belief.</li> <li>analyze how peoples' political beliefs impact the media.</li> </ul>



	<ul style="list-style-type: none"> <li>evaluate contemporary media's impact on political discourse in the United States and world.</li> </ul>
<b>Dates: December/January (fall), May (spring)</b>	<b>Unit 6: Media and American Beliefs, Morals, and Values</b>
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b> <i>History - Historical Analysis and Skill Development</i> 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events. 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.  <i>US History</i> 8.3.12.A. Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present. 8.3.12.B. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present 8.3.12.C. Evaluate how continuity and change has influenced United States history from 1890 to Present. 8.3.12.D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the present.  <i>Civics and Government</i> 5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life.  <i>Economics</i> 6.2.12.C Predict and evaluate how media affects markets.  <i>Writing in History and Social Studies</i> CC.8.6.9-10.A. Write arguments focused on discipline-specific content. CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research  <i>Reading in History and Social Studies</i> CC.8.5.9-10.B. 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.I. Compare and contrast treatments of the same topic in several primary and secondary sources.	
<b>Understanding(s):</b> <b><i>Students will understand...</i></b> 1. Media reflects peoples' beliefs. 2. Media has the power to change opinions. 3. Media exposes people to events, beliefs, and opinions that previously had not been exposed to them. 4. Media takes different forms.	<b>Essential Question(s)</b> <ul style="list-style-type: none"> <li>To what extent has the media shaped a society's morals and values?</li> <li>To what extent has American culture influenced the media?</li> <li>How will the media influence America in the future?</li> </ul>
<b>Learning Objectives:</b> <b><i>Students will know...</i></b> <ul style="list-style-type: none"> <li>examples of how the media influenced/changed the public's stance on certain societal norms and values.</li> <li>the influence of a society's culture on what is acceptable/not acceptable via the media.</li> <li>potential trends in media influence in the future.</li> </ul>	<b><i>Students will be able to:</i></b> <ul style="list-style-type: none"> <li>define morals, beliefs, and values.</li> <li>identify examples of the media's influence on American morals, values, and beliefs.</li> <li>compare and contrast different eras of media's influence values and the speed at which it impacts them.</li> <li>analyze the psychological and sociological ways media influences a person.</li> <li>analyze how peoples' beliefs, morals, and values impact media.</li> <li>evaluate contemporary media's impact on attitudes in the United States and world.</li> </ul>

