

Southern York County School District Instructional Plan

Contemporary America Grade 10	
Textbook(s)/Instructional Materials Used:	
Dates: August/September (fall), January/February (spring)	Unit 1: The American Identity
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: <i>Civics Standards</i> 5.1.12.A Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good. 5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life. <i>Reading/Writing in History and Social Studies Standards</i> CC.8.6.9-10.C 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.D 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.8.5.9-10.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. CC.8.5.9-10.I Compare and contrast treatments of the same topic in several primary and secondary sources.	
Understanding(s): <i>Students will understand</i> 1. American identities have expanded over time. 2. The American Dream goes hand in hand with the foundational ideal of natural rights.	Essential Question(s): <ul style="list-style-type: none"> What does it mean to be an American? What is the American Dream and is it attainable for all Americans?
Learning Objectives: <i>Students will know...</i> <ul style="list-style-type: none"> The definition of demographics Identity is influenced by a combination of race, gender, ideology, regionalism and a variety of other factors Natural Rights = right to life, liberty and the pursuit of happiness <ul style="list-style-type: none"> All Americans seek the protection of their natural rights. Conflict results when Americans compete to protect their natural rights Actualizing the American dream occurs at varying rates for individuals, as well as communities. 	<i>Students will be able to:</i> <ul style="list-style-type: none"> Compare demographic shifts in America over time. Connect American demographic changes to conflict in American society. Evaluate solutions to demographic changes in American society. Identify and explain the perspectives of Americans relating to an issue or event. Investigate how various Americans seek to protect their natural rights differently. Analyze key factors required to reach the American dream Assess the validity of the American dream Compare and contrast different perspectives of the American dream
Dates: September (fall), February (spring)	Unit 2: Media and Technology
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: <i>Civics Standards</i> 6.2.12.C Predict and evaluate how media affects markets. 6.3.12.A Evaluate the costs and benefits of government decisions to provide public goods and services. <i>Writing in History and Social Studies Standards</i> CC.8.6.9-10.H Draw evidence from informational texts to support analysis, reflection, and research.	

<p><i>Reading in History and Social Studies Standards</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>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> Advances in technology allow information to reach more people Increases in media outlets expand the diversity of perspectives shared with the public 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> How does media influence perceptions? How can technology influence media?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> Media allows ideas to spread. The different mediums of media: radio, video, publications, social, messaging, digital communities, games, applications, graphics, public speaking, performances, art & music Media outlets compete with each other to reach their target audience. Media outlets compete with each other to expand their target audience. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Use media literacy to identify trends in media outlets. Identify and explain the different mediums of media. Explain how the media has changed over time. Evaluate how social media can influence Americans' beliefs, morals and values. Assess the role of technology and media in their life Compare and contrast media outlets Evaluate how technology and media outlets vary among different generations How competition between media outlets challenge the balance between professionalism and sensationalism
Dates: October (fall), March (spring)	Unit 3: Economic Challenges
Stage 1 – Desired Results	
<p>PA Standard(s)/Assessment Anchors Addressed: <i>Economics Standards</i></p> <p>6.1.12.A Predict the long-term consequences of decisions made because of scarcity.</p> <p>6.2.12.D Predict how changes in supply and demand affect equilibrium price and quantity sold.</p> <p>6.3.12.B Assess the government's role in regulating and stabilizing the state and national economy.</p> <p>6.3.12.B Assess the government's role in regulating and stabilizing the state and national economy.</p> <p>6.4.12.D Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.</p> <p>6.5.12.B Evaluate how changes in education, incentives, technology, and capital investment alter productivity.</p> <p>6.5.12.G Analyze the risks and returns of various investments.</p> <p>6.5.12.H Evaluate benefits and costs of changes in interest rates for individuals and society.</p> <p><i>Writing in History and Social Studies Standards</i></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 Standards</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>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> The needs of America change and reflect the needs of American citizens. The supply of goods and services to fulfill the American dream change over time. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> Evaluate factors that influence the American economy To what extent is college required to fulfill the American dream? Explain how demographic shifts influence America's economy.
<p>Learning Objectives: <i>Students will know...</i></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Evaluate the influence that current events have on the stock market, employment rates or GDP

<ul style="list-style-type: none"> • The stock market, employment rates and gross domestic product are used to generally measure the strength of the US economy. • Define 4 influences on supply and demand <ul style="list-style-type: none"> ○ Decrease in supply ○ Increase in supply ○ Decrease in demand ○ Increase in demand • If someone doesn't have enough money in the present, loans are used to pay for large long term investments like college and housing. <ul style="list-style-type: none"> ○ Loans must be paid back with interest which accrues exponentially • Government programs are funded by taxes • Growth or shrinkage of a generation, social group, or other trends influence the supply and demand of various goods and services. • Define capitalism: an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state. • Define socialism: a political and economic theory of social organization which advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole. 	<ul style="list-style-type: none"> • Evaluate how the economy can influence politics • Apply the law of supply and demand to the price of popular goods and services • Apply the law of supply and demand to long term investments, like college or future job markets. • Compare and contrast invest of time and money required to achieve the American dream • Explain how loans function. • Analyze the economic impact of aging Americans. • Analyze the economic impact of immigration. • Analyze the economic impact of various social, ethnic, religious or quantifiably impactful communities. • Compare demographic shifts in America over time. • Discuss and consider the role government programs have in pursuing the American Dream. • Compare and contrast the role of capitalism and socialism in America. • Discuss and consider to what extent the government should play in the lives of citizens.
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Dates: November (fall), April (spring)	Unit 4: Foreign Policy
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Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed: <i>Civics Standards</i> 5.3.12.J Evaluate critical issues in various contemporary governments. 5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties). 6.3.12.D Evaluate the role that governments play in international trade. <i>Reading and Writing Standards 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.H Assess the extent to which the reasoning and evidence in a text support the author's claims. 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. <i>History Standards</i> 8.1.U.A Evaluate patterns of continuity and change over time, applying context of events. 8.1.U.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	
Understanding(s): <i>Students will understand</i> 1. How to analyze America's relationships with the different countries and cultural regions of the world 2. How to develop reasoned and informed arguments about events in U.S. foreign policy and critically evaluate them	Essential Question(s): <ul style="list-style-type: none"> • What role should the United States play in the world? • Is national security more important than the public's right to privacy and to know in implementing foreign policy?
Learning Objectives: <i>Students will know...</i>	<i>Students will be able to:</i> <ul style="list-style-type: none"> • Identify and explain current examples of tension in US foreign affairs

<ul style="list-style-type: none"> Sources of conflict and cooperation between the United States and foreign countries (ex. Brexit, Russia, North Korea, etc.) The main debates that animate U.S. foreign policy in the post-9/11 world Interconnections between U.S. politics and foreign policy The effects of public opinion, demographic trends, geopolitical pressures, the media, and political campaigns on U.S. foreign policy. 	<ul style="list-style-type: none"> Analyze the impact of 9/11 on U.S. foreign policy (War on Terrorism and conflicts in Iraq and Afghanistan) Compare and contrast foreign policy approaches under different presidential administrations Discuss modern controversies in foreign policy such as torture and drone warfare
Dates: December (fall), April (spring)	Unit 5: Public Health and Safety
Stage 1 – Desired Results	
<p>PA Standard(s)/Assessment Anchors Addressed: <i>Reading and Writing Standards 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.H Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>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.</p> <p><i>History Standards</i></p> <p>8.1.U.A Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.U.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>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> How the American government, economy, and society responds to public health emergencies (ex. epidemics and pandemics) How to develop reasoned and informed arguments about issues surrounding public health and safety in the United States 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> What role should the United States government play in the lives of Americans? What is the most effective way to respond to public health and safety issues in American society? What are the rights and responsibilities of American citizens?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> The difference between an epidemic and pandemic The main debates that animate the issue of mass violence in American society Interconnections between socioeconomic inequality and U.S. response to natural disasters (ex. Hurricane Katrina and Sandy) 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Identify and explain current examples of crises in public health and safety (ex. Opioid epidemic) Analyze and evaluate the impact of citizen-led movements and government response to public health and safety concerns Compare and contrast public health and safety approaches under different presidential administrations
Dates: January (fall), May (spring)	Unit 6: Civil Rights Movement in Modern America
Stage 1 – Desired Results	
<p>PA Core Standard(s)/Assessment Anchors Addressed: <i>Reading and Writing Standards 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.H Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>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.</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>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> 1. How the United States' diverse demographics have enriched and benefitted the growth of the nation. 2. How conflict and cooperation among groups and organizations in the United States have influenced the growth and continued development of the nation. 3. The American Dream is experienced and interpreted differently by individuals based on their own personal experiences. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do social movements, groups, and individuals bring about change? • What are the rights and responsibilities of American citizens? • What is the most effective way that Americans can reconcile their differences? • How can America improve civility amongst its citizens?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Turning points in the United States Civil Rights movement. • The evolution of the Civil Rights movement in United States history as it pertains to various demographic populations within the nation. • How changes within modern day American political, economic, and social institutions and organizations influence changes within American society. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Identify key figures, groups, and events that cause conflict and cooperation in the United States • Recognize stereotypes and relate to people as individuals rather than representatives of groups • Demonstrate empathy for fellow citizens • Discuss and listen to perspectives in a respectful manner