

Southern York County School District Instructional Plan

US Military History

Grade 10

Textbook(s)/Instructional Materials Used:

Dates: August (fall), January (spring)

Unit 1: Spanish American War

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

PA Academic/Core Standard(s)

5.1.12 How Government Works

F. Evaluate the role of nationalism in uniting and dividing citizens.

5.4.12 How International Relations Function

D. Evaluate the role of mass media in world politics.

6.5.12. Income Profit and Wealth

E. Compare distribution of wealth across nations.

7.3.12 Human Characteristics of Places and Regions

A. Analyze the human characteristics of places and regions using the following criteria...population, culture, economic activities, and political activities.

8.1.12 Historical Analysis and Skill Development

B. Evaluate the historical events and sources considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions done from research.

8.3.12 US History

A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

B. Evaluate the impact of historical documents, artifacts, and places which are critical to the U.S.

C. Evaluate how continuity and change are interrelated with the world.

D. Interpret how conflict and cooperation among groups and organizations in the U.S. have impacted the growth and development of the world.

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)**

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. **(COURSE LONG FOR FINAL ASSESSMENT)**

Reading in History and Social Studies

<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. (COURSE LONG FOR FINAL ASSESSMENT)</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. (COURSE LONG FOR FINAL ASSESSMENT)</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. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources. (COURSE LONG FOR FINAL ASSESSMENT)</p>	
<p>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> 1. Background and causes of the Spanish-American War. 2. Impact of yellow journalism that led to U.S. entry into the war.. 3. Impact of war on the American people. 4. Impact of war on the American economy. 5. How the U.S. policy of Imperialism led to U.S. involvement in the war. 6. Impact of major battles that occurred throughout the war. 7. Impact of political/military leaders' decisions during the war. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Why do countries go to war? • How does the media influence Americans' views of war? • How has conflict abroad influenced American military actions? • What impact did the Spanish- American War have on American domestic policy? • How does war impact the American soldier? • How has the Spanish-American War impacted modern America and the world? • What qualities make an effective leader?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Definition of: <ul style="list-style-type: none"> ○ Yellow Journalism ○ Rough Riders ○ The U.S.S. Maine ○ Propaganda ○ Imperialism ○ Treaty of Paris ○ Monroe Doctrine ○ Platt Amendment ○ Roosevelt Corollary ○ Teller Amendment • Causes of U.S. entry into the Spanish-American War. • Examples of Propaganda (specifically yellow journalism) from the Spanish-American War and its influence. • Support Americans showed towards the war efforts. • Impact of war on women in the United States and minority groups. • Rise of U.S. Imperialism • Impact of Spanish colonial rule in Cuba and the Philippines • How the outcome of WWII changed the worldview of the United States • Impact of major battles on the outcome of the war. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Correctly define each vocabulary term. • Summarize the causes of the Spanish-American War and reasons for U.S. entry into the war. • Identify and analyze pieces of propaganda from the Spanish-American War and modern day. • Summarize the rise of Imperialism in the U.S. • Examine the effectiveness of world leaders during the war. • Evaluate the impact of the Spanish-American War on developments in technology on modern day US military technology. • Determine how the Spanish-American War made the United States an imperial power. • Examine the impact (physical and psychological) of war on the American soldier. • Describe the role women played during the Spanish-American War . • Identify and describe the role of African Americans during the Spanish-American War, both at home and on the battlefield. • Summarize the major battles in both the Eastern and Western Hemisphere during the Spanish-American War.
Dates: September (fall), January (spring)	Unit 2: World War I
Stage 1 – Desired Results	
<p>PA Standard(s)/Assessment Anchors Addressed: <i>PA Academic/Core Standard(s)</i> 5.1.12 How Government Works F. Evaluate the role of nationalism in uniting and dividing citizens. 5.3.12 How Government Works H. Evaluate the role of mass media in settling public agenda and influencing political life.</p>	

5.4.12 How International Relationships Function

C. Evaluate the effectiveness of international organizations both non-governmental and governmental.

8.1.12 Historical Analysis and Skill Development

B. Evaluate the historical events and sources considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions done from research.

8.3.12 US History

A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

B. Evaluate the impact of historical documents, artifacts, and places which are critical to the U.S.

C. Evaluate how continuity and change are interrelated with the world.

D. Interpret how conflict and cooperation among groups and organizations in the U.S. have impacted the growth and development of the world.

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)**

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. **(COURSE LONG FOR FINAL ASSESSMENT)**

Reading in History and Social Studies

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. **(COURSE LONG FOR FINAL ASSESSMENT)**

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. **(COURSE LONG FOR FINAL ASSESSMENT)**

CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims. **(COURSE LONG FOR FINAL ASSESSMENT)**

CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources. **(COURSE LONG FOR FINAL ASSESSMENT)**

Understanding(s):

Students will understand

1. Background and MAIN causes of WWI.
2. Role of propaganda during WWI.
3. Impact of war on the American people.
4. Impact of war on the American economy.
5. How the outcomes of World War I will become causes of World War II.
6. Advancements in technology resulted in mass casualties

Essential Question(s):

- Why do countries go to war?
- How have developments in U.S. military science impact technology used in World War I?
- How does the media influence Americans' views of war?
- How has conflict abroad influenced American military actions?
- What impact did World War I have on American domestic policy?
- How does war impact the American soldier?

	<ul style="list-style-type: none"> How has World War I impacted modern America and the world?
Learning Objectives: Students will know... <ul style="list-style-type: none"> Definitions of: <ul style="list-style-type: none"> Militarism Alliances Imperialism Nationalism Propaganda Selective Service Act Trench Warfare League of Nations Treaty of Versailles Sedition and Espionage Acts Causes of World War I (M.A.I.N.) and the spark that started the war Examples of propaganda and its influence during WWI Support Americans showed towards the war efforts Impact/influence of war on women in the United States and minority groups New technologies introduced in WWI; strategies and tactics did not keep up with new technology (trench warfare) Impact on major battles on the outcome of the war. 	Students will be able to: <ul style="list-style-type: none"> Correctly define each vocabulary term. Identify and explain the M.A.I.N. causes of World War I. Evaluate the role the assassination of Archduke Franz Ferdinand played in starting WWI. Describe the role women played in World War I. Identify and analyze pieces of propaganda from WWI. Identify and describe the role of African Americans during WWI, both at home and on the battlefield. Examine the impact (physical and psychological) of war on the American soldier. Understand that the rapid advancement of technology during WWI impacted the way wars are fought. Determine why the draft was created and compare it to the modern-day selective service system. Explain how the Treaty of Versailles led to World War II.

Dates: October (fall), February (spring)	Unit 3: World War II
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Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed: <i>PA Academic/Core Standard(s)</i> 5.1.12 Principles and Documents of Government B. Evaluate the application of the principles and ideals in contemporary civic life. 5.2.12 Rights and Responsibilities C. Evaluate political leadership and public service in a republican form of government. 5.3.12 How Government Works D. Evaluate the roles of political parties, interest groups and mass media in politics and public policy. 5.4.12 How International Relationships Function A. Examine foreign policy perspectives, including realism, idealism, and liberalism. C. Evaluate the effectiveness of international organizations, both governmental and non-governmental. 6.2.12 Markets and Economic Systems E. Evaluate the health of an economy (local, national, global) using economic indicators. G. Evaluate various economic systems. 6.4.12 Economic Interdependence B. Assess the growth and impact of international trade around the world. 7.2.12 Physical Characteristics of Places and Regions A. Analyze the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems. B. Analyze the significance of physical processes in shaping the character of places and regions. 7.3.12 Human Characteristics of Places and Regions A. Analyze the human characteristics of places and regions using the following criteria...population, culture, economic activities, and political activities. 7.4.12 Interactions Between People and the Environment A. Analyze the global effects of human activity on the physical systems. 8.1.12 Historical Analysis and Skill Development B. Evaluate the historical events and sources considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

- C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions done from research.

8.3.12 US History

- A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
 B. Evaluate the impact of historical documents, artifacts, and places which are critical to the U.S.
 C. Evaluate how continuity and change are interrelated with the world.
 D. Interpret how conflict and cooperation among groups and organizations in the U.S. have impacted the growth and development of the world.

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)**
 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. **(COURSE LONG FOR FINAL ASSESSMENT)**

Reading in History and Social Studies

- 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. **(COURSE LONG FOR FINAL ASSESSMENT)**
 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. **(COURSE LONG FOR FINAL ASSESSMENT)**
 CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims. **(COURSE LONG FOR FINAL ASSESSMENT)**
 CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources. **(COURSE LONG FOR FINAL ASSESSMENT)**

<p>Understanding(s): Students will understand</p> <ol style="list-style-type: none"> 1. Background and causes of WWII. 2. Advancements in technology revolutionized the strategy and tactics to carry out war. 3. Role of propaganda during WWII. 4. United States protection of democracy in other parts of the world. 5. Impact of war on the American people. 6. Impact of war on the American economy. 7. Outcome of WWII led to the U.S. becoming a world superpower. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Why do countries go to war? • How have developments in U.S. military science impact technology used in World War II? • How does the media influence Americans' views of war? • How has conflict abroad influenced American military actions? • What impact did World War II have on American domestic policy? • How does war impact the American soldier? • How has World War II impacted modern America?
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> • Definition of: <ul style="list-style-type: none"> ○ War ○ Warfare 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Correctly define each vocabulary term. • Summarize the causes of WWII and reasons for U.S. entry into the war.

<ul style="list-style-type: none"> ○ Genocide ○ Appeasement ○ Propaganda ○ Fascism ○ Blitzkrieg ○ Lend-Lease Act ○ War Bonds ○ Island Hopping ○ Relocation Camps ○ Internment ○ D-Day • Causes of U.S. entry into WWII • Examples of Propaganda from WWII and its influence • Support Americans showed towards the war efforts • Impact of war on women in the United States and minority groups. • Rise of Nazi Germany/Fascism in Europe • Development of modern-day weapons including the atom bomb • Leaders of the Axis and Allied Powers • How the outcome of WWII changed the worldview of the United States. • Impact of major battles on the outcome of the war. • Physical and psychological impact on the soldiers involved in the conflict. 	<ul style="list-style-type: none"> • Identify and analyze pieces of propaganda from WWII and modern day. • Compare the rise of fascism in Germany and Italy. • Examine the effectiveness of world leaders during the war. • Summarize reasons that led to Japanese internment in the United States during WWII. • Evaluate the impact of WWII developments in technology on modern day US military technology. • Determine how WWII made the United States a global superpower. • Examine the impact (physical and psychological) of war on the American soldier. • Describe the role women played during WWII. • Identify and describe the role of African Americans during WWII, both at home and on the battlefield. • Summarize the major battles in both the European and Pacific theaters. • Identify the major turning points of World War II. • Evaluate the impact that dropping the nuclear bombs on Japan had on the world in the past and today.
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Dates: November (fall), March (spring)	Unit 4: Cold War/Korean War
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Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

PA Academic/Core Standard(s)

5.1.12 How Government Works

F. Evaluate the role of nationalism in uniting and dividing citizens.

5.4.12 How International Relationships Function

A. Examine foreign policy perspectives, including realism, idealism, and liberalism.

C. Evaluate the effectiveness of international organizations, both governmental and non-governmental.

D. Evaluate the role of mass media in world politics.

6.2.12 Markets and Economic Systems

E. Evaluate the health of an economy (local, national, global) using economic indicators.

6.4.12 Economic Interdependence

B. Assess the growth and impact of international trade around the world.

G. Evaluate various economic systems.

6.5.12. Income Profit and Wealth

E. Compare distribution of wealth across nations.

7.3.12 Human Characteristics of Places and Regions

A. Analyze the human characteristics of places and regions using the following criteria...population, culture, economic activities, and political activities.

7.4.12 Interactions Between People and the Environment

A. Analyze the global effects of human activity on the physical systems.

8.1.12 Historical Analysis and Skill Development

B. Evaluate the historical events and sources considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions done from research.

8.3.12 US History

A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

B. Evaluate the impact of historical documents, artifacts, and places which are critical to the U.S.

C. Evaluate how continuity and change are interrelated with the world. .

<p>D. Interpret how conflict and cooperation among groups and organizations in the U.S. have impacted the growth and development of the world.</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. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>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)</p> <p>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)</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. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>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)</p> <p>CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research. (COURSE LONG FOR FINAL ASSESSMENT)</p> <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. (COURSE LONG FOR FINAL ASSESSMENT)</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. (COURSE LONG FOR FINAL ASSESSMENT)</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. (COURSE LONG FOR FINAL ASSESSMENT)</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. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources. (COURSE LONG FOR FINAL ASSESSMENT)</p>	
<p>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> 1. Background and causes of the Korean War. 2. The Korean War was an extension of the Cold War. 3. Advancements in technology revolutionized the strategy and tactics to carry out war. 4. Role of propaganda during the Korean War. 5. United States protection of democracy in other parts of the world through containment. 6. Impact of war on the American people. 7. Impact of war on the American economy. 8. Outcome of the Korean War and how it impacted future Cold War conflicts. 9. The 4 distinct phases of the Korean War. 10. Major battles during the Korean War. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Why do countries go to war? • How have developments in U.S. military science impact technology used in the Korean War? • How does the media influence Americans views of war? • How has conflict abroad influenced American military actions? • What impact did World War II have on American domestic policy? • How does war impact the American soldier? • How has the Korean War impacted society in the past and today?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Definition of: <ul style="list-style-type: none"> ○ War ○ Warfare ○ Cold War ○ Containment ○ Truman Doctrine ○ 38th Parallel 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Correctly define each vocabulary term. • Summarize the causes of the Korean War and reasons for U.S. entry into the war. • Identify and analyze pieces of propaganda from the Korean War and modern day.

<ul style="list-style-type: none"> ○ Demilitarized Zone (DMZ) ○ Communism ○ United Nations ○ Police Action ○ Fidel Castro ○ Domino Theory ○ Brinkmanship • Causes of U.S. entry into the Korean War. • Examples of Propaganda from the Korean War and its influence. • Support Americans showed towards the war efforts. • Impact of war on women in the United States and minority groups. • The impact of the Truman Doctrine on U.S. policy regarding the struggle to stop the spread of communism throughout the world. • Development of modern-day weapons and their impact on the war. • New technologies help to aid soldiers involved in the war. • Military and political leaders involved in the conflict. • How the outcome of the Korean War changed the worldview of the United States. • Physical and psychological impact on the soldiers involved in the conflict. • The Korean War was a United Nations “police action.” • Impact of major battles on the outcome of the war. • The Korean War was an extension of the Cold War between the U.S. and USSR. • Impact of the communist takeover of Cuba had on U.S./Soviet relations. • Impact of the Bay of Pigs Invasion and Cuban Missile Crisis on U.S./Soviet relations. 	<ul style="list-style-type: none"> • Summarize how the Korean War was an extension of the Cold War between the U.S. and USSR. • Summarize the justification of U.S. involvement in the war related to containment and the Truman Doctrine. • Examine the effectiveness of world leaders during the war. • Evaluate the impact of Korean War developments in technology on modern day US military technology. • Determine how the Korean war made the United States a global superpower. • Examine the impact (physical and psychological) of war on the American soldier. • Describe the role women played during the Korean War. • Identify and describe the role of African Americans during the Korean War, both at home and on the battlefield. • Summarize the major battles of the Korean War. • Examine the contributions made by other United Nations allies during the war. • Evaluate the impact the Korean War had on world viewpoints of the U.S. both in the past and today? • Determine the impact the Korean War had on U.S. relationships with North and South Korea today. • Evaluate the impact of the Bay of Pigs invasion on the presidency of John F. Kennedy. • Summarize the significance of the Cuban Missile Crisis and its peaceful resolution.
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Dates: December (fall), April (spring)	Unit 5: Vietnam War
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Stage 1 – Desired Results

<p>PA Standard(s)/Assessment Anchors Addressed: <i>PA Academic/Core Standard(s)</i> 5.4.12 How International Relationships Function A. Examine foreign policy perspectives, including realism, idealism, and liberalism. C. Evaluate the effectiveness of international organizations, both governmental and non-governmental. D. Evaluate the role of mass media in world politics. 6.4.12 Economic Interdependence B. Assess the growth and impact of international trade around the world. G. Evaluate various economic systems. 6.5.12. Income Profit and Wealth E. Compare distribution of wealth across nations. 7.3.12 Human Characteristics of Places and Regions A. Analyze the human characteristics of places and regions using the following criteria...population, culture, economic activities, and political activities. 7.4.12 Interactions Between People and the Environment A. Analyze the global effects of human activity on the physical systems. 8.1.12 Historical Analysis and Skill Development B. Evaluate the historical events and sources considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions done from research. 8.3.12 US History</p>

<p>A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p>B. Evaluate the impact of historical documents, artifacts, and places which are critical to the U.S.</p> <p>C. Evaluate how continuity and change are interrelated with the world. .</p> <p>D. Interpret how conflict and cooperation among groups and organizations in the U.S. have impacted the growth and development of the world.</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. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>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)</p> <p>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)</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. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>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)</p> <p>CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research. (COURSE LONG FOR FINAL ASSESSMENT)</p> <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. (COURSE LONG FOR FINAL ASSESSMENT)</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. (COURSE LONG FOR FINAL ASSESSMENT)</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. (COURSE LONG FOR FINAL ASSESSMENT)</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. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources. (COURSE LONG FOR FINAL ASSESSMENT)</p>	
<p>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> 1. Background and causes of the Vietnam War. 2. The Vietnam War was an extension of the Cold War. 3. The impact of propaganda during the Vietnam War. 4. Advancements in technology revolutionized the strategy and tactics to carry out war. 5. Role of propaganda during the Vietnam War. 6. United States protection of democracy in other parts of the world through containment. 7. Impact of war on the American people. 8. Impact of war on the American economy. 9. Outcome of the Vietnam War and how it impacted future Cold War conflicts. 10. The phases of the Vietnam War. 11. Major battles that happened during the war. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Why do countries go to war? • How have developments in U.S. military science impact technology used in the war in Vietnam? • How does the media influence Americans views of war? • How has conflict abroad influenced American military actions? • What impact did World War II have on American domestic policy? • How does war impact the American soldier? • How has the Vietnam War impacted society in the past and today?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Definition of: 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Correctly define each vocabulary term.

<ul style="list-style-type: none"> ○ War ○ Warfare ○ Cold War ○ Containment ○ Truman Doctrine ○ 17th Parallel ○ ARVN ○ Vietcong ○ NVA ○ Communism ○ Guerilla Warfare ○ Search and Destroy Missions ○ Police Action ○ Vietnamization ○ Peace with Honor ○ Dominoe Theory ○ Selective Service System ○ Tet Offensive <ul style="list-style-type: none"> • Causes of U.S. entry into the Vietnam War. • Examples of Propaganda from the Vietnam War and its influence. • Support Americans showed towards the war efforts. • Impact of war on women in the United States and minority groups. • The impact of the Truman Doctrine on U.S. policy regarding the struggle to stop the spread of communism throughout the world. • Development of modern-day weapons and their impact on the war. • New technologies help to aid soldiers involved in the war. • Military and political leaders involved in the conflict. • How the outcome of the Vietnam War changed the worldview of the United States. • Physical and psychological impact on the soldiers involved in the conflict in the past and today • Impact of major battles on the outcome of the war. • The Vietnam War was an extension of the Cold War between the U.S. and USSR. • American protests regarding the war in Vietnam made a significant impact on political decisions that were made on the future of the war. 	<ul style="list-style-type: none"> • Summarize the causes of the Vietnam War and reasons for U.S. entry into the war. • Identify and analyze pieces of propaganda from the Vietnam War and modern day. • Summarize how the Vietnam War was an extension of the Cold War between the U.S. and USSR. • Summarize the justification of U.S. involvement in the war related to containment and the Truman Doctrine. • Examine the effectiveness of world leaders during the war. • Evaluate the impact of the Vietnam War developments in technology on modern day US military technology. • Determine how the Vietnam War made the United States a global superpower. • Examine the impact (physical and psychological) of war on the American soldier. • Summarize the effectiveness of guerrilla warfare during the war. • Describe the role women played during the Vietnam War. • Identify and describe the role of African Americans during the Vietnam War, both at home and on the battlefield. • Summarize the major battles of the Vietnam War. • Examine the contributions made by other United Nations allies during the war. • Evaluate the impact the Vietnam War had on world viewpoints of the U.S. both in the past and today? • Determine the impact the Vietnam War had on U.S. relationships with other countries in the past and today. • Summarize the impact of war protests in the United States on political decisions that were made during the time period.
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Dates: January (fall), May (spring)	Unit 6: Middle East and the War on Terror
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Stage 1 – Desired Results

<p>PA Standard(s)/Assessment Anchors Addressed:</p> <p><i>PA Academic/Core Standard(s)</i></p> <p>5.4.12 How International Relationships Function</p> <p>A. Examine foreign policy perspectives, including realism, idealism, and liberalism.</p> <p>C. Evaluate the effectiveness of international organizations, both governmental and non-governmental.</p> <p>D. Evaluate the role of mass media in world politics.</p> <p>6.4.12 Economic Interdependence</p> <p>B. Assess the growth and impact of international trade around the world.</p> <p>6.5.12. Income Profit and Wealth</p> <p>E. Compare distribution of wealth across nations.</p> <p>7.3.12 Human Characteristics of Places and Regions</p> <p>A. Analyze the human characteristics of places and regions using the following criteria...population, culture, economic activities, and political activities.</p> <p>7.4.12 Interactions Between People and the Environment</p>
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<p>A. Analyze the global effects of human activity on the physical systems.</p> <p>8.1.12 Historical Analysis and Skill Development</p> <p>B. Evaluate the historical events and sources considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions done from research.</p> <p>8.3.12 US History</p> <p>A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p>B. Evaluate the impact of historical documents, artifacts, and places which are critical to the U.S.</p> <p>C. Evaluate how continuity and change are interrelated with the world.</p> <p>D. Interpret how conflict and cooperation among groups and organizations in the U.S. have impacted the growth and development of the world.</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. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>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)</p> <p>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)</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. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>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)</p> <p>CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research. (COURSE LONG FOR FINAL ASSESSMENT)</p> <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. (COURSE LONG FOR FINAL ASSESSMENT)</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. (COURSE LONG FOR FINAL ASSESSMENT)</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. (COURSE LONG FOR FINAL ASSESSMENT)</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. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources. (COURSE LONG FOR FINAL ASSESSMENT)</p>	
<p>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> 1. Background and causes of the War on Terror. 2. The War on Terror includes both foreign and domestic terror. 3. The impact of propaganda and religious beliefs related to the War on Terror. 4. Advancements in technology revolutionized the strategy and tactics to carry out war. 5. The steps the U.S. government has taken to protect the American people from terroristic threats/events. 6. Impact of war on the American people. 7. Impact of war on the American economy. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Why do countries go to war? • How have developments in U.S. military science impact technology used in the War on Terror? • How does the media influence Americans' views of war? • How has conflict abroad influenced American military actions? • What impact has the War on Terror had on American domestic policy? • How does war impact the American soldier? • How has the War on Terror impacted society in the past and today?

<p>8. Past and recent events related to the War on Terror at home and abroad.</p> <p>9. The War on Terror has been a sequence of multi-faceted events with varied leaders and causes.</p> <p>10. The major terror groups that exist in the world today.</p>	
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> • Definition of: <ul style="list-style-type: none"> ○ War ○ Warfare ○ Al Qaeda ○ ISIS ○ Taliban ○ Radical Islam ○ 9/11 ○ Operation Desert Storm ○ Operation Desert Shield ○ Weapons of Mass Destruction ○ Iraq War • Causes of the War on Terror and U.S. involvement in the conflict. • Support Americans showed towards the war efforts. • Impact of war on women in the United States and minority groups. • Development of modern-day weapons and their impact on the war. • New technologies help to aid soldiers involved in the war. • Military and political leaders involved in the conflict. • How the outcome of the War on Terror changed the worldview of the United States. • Physical and psychological impact on the soldiers involved in the conflict in the past and today. • Impact of major battles on the outcome of the war. • Changes of American domestic policy as a result of events related to the conflict. • The War on Terror is being fought on both domestic and foreign soil. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Correctly define each vocabulary term. • Summarize the causes of the War on Terror and reasons for U.S. entry into the war. • Summarize the justification of U.S. involvement in the war. • Examine the effectiveness of world leaders during the war. • Evaluate the impact of the War on Terror in regard to developments in technology on modern day US military technology. • Examine the impact (physical and psychological) of war on the American soldier. • Describe the role women played during the War on Terror. • Identify and describe the role of African Americans and the War on Terror, both at home and on the battlefield. • Summarize the major battles of the War on Terror. • Examine the involvement of the United Nations related to the War on Terror. • Evaluate the impact the War on Terror has on world viewpoints of the U.S. both in the past and today?