

WARREN COUNTY SCHOOL DISTRICT
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: U. S. History II

Course Number: 00126

Course Prerequisites: US History I

Course Description:

United States History II covers the period of American history from the era of industrialization starting in the late 1800s to the present day. Major themes of the course include the United States emerging as a world power and the American government adapting to meet the challenges of the 20th century. The course will include an overview of the social, economic, cultural, technological and historical developments of the last 130 years or so. Upon completion of the course, students will be able to demonstrate knowledge and understanding of the people and the forces that have shaped the modern United States.
A final exam is required.

Suggested Grade Level: 11

Length of Course: One Semester X Two Semesters Other (Describe)

Units of Credit: 1 (Insert *NONE* if appropriate.)

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s) (Insert certificate title and CSPG#) Social Studies 7-12

Certification verified by WCSD Human Resources Department:

 X Yes No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: October 2010

Date Approved:

Implementation Year: 2011-2012

Technology: Suggested but not limited to Smart Board, LCD projector, computers, district-approved websites and software.

Suggested Supplemental Materials:

Materials: suggested but not limited to books, magazines and other printed materials, videos and DVDs relevant to the curriculum.

Course Standards

PA Academic Standards and Anchors: (List by Number and Description)

8.1.12 Historical Analysis and Skills Development

8.3.12 United States History

8.2.12 Pennsylvania History

7.1.12 Basic Geographic Literacy

7.2.12 Physical Characteristics of Places and Regions

7.3.12 Human Characteristics of Places and Regions

7.4.12 Interactions among People and the Environment

6.1.12: Scarcity and Choice

6.2.12 Markets and Economic Systems

6.3.12 Functions of Government

6.4.12 Economic Interdependence

6.5.12 Income, Profit, and Wealth

5.1.12 Principles and Documents of Government

5.2.12 Rights and Responsibilities of Citizenship

5.3.12 How Government Works

5.4.12 How International Relationships Function

1.1.12 Reading Independently

1.2.12 Reading, Analyzing, and Interpreting Text

1.4.12 Types of Writing

1.5.12 Quality of Writing

1.6.12 Speaking and Listening

1.9.12 Information, Communication, and Technology Literacy

R11.A.2 Understand nonfiction appropriate to grade level

R11.B.3 Understand concepts and organization of nonfictional text

M11.A.3 Compute accurately and fluently and make reasonable estimates.

M11.D.3 Analyze change in various contexts

M11.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data

M11.E.3 Understand and/or apply basic concepts of probability or outcomes

M11.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.

WCSD Academic Standards: (List or None)

NONE

Industry or Other Standards: (List, Identify Source or None)

NONE

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher will make appropriate adaptations to instruction and assessment based upon a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

(List Objectives, PA Standards #'s, Other Standards (see samples at end))

PA Standard: 8.1.12 Historical Analysis and Skills Development

X – performance assessed during that semester

	Performance Indicators	1	2	
A.	Evaluate patterns of continuity and rates of change over time, applying context of events .	x	x	
B.	Evaluate the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships.	x	x	
C.	Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.	x	x	

PA Standard: 8.3.12 United States History

	Performance Indicators	1	2	
A.	Evaluate the role groups and individuals from the U.S. played in the social, political , cultural, and economic development of the world.	x	xx	
B.	Evaluate the impact of historical documents, artifacts , and places in U.S. history which are critical to world history	x	x	
C.	Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	x	x	
D.	Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability	x	x	

PA Standard: **8.2.12 Pennsylvania History**

	Performance Indicators	1	2	
A.	Evaluate the role groups and individuals from Pennsylvania played in the social , political, cultural, and economic development of the US and the world.	x	x	
B.	Evaluate the impact of historical documents, artifacts , and places in Pennsylvania which are critical to U.S. history and the world.	x	x	

PA Standard: **7.1.12 Basic Geographic Literacy**

	Performance Indicators	1	2	
A.	Use geographic tools to analyze information about the interaction between people, places , and the environment .	x	x	
B.	Assess how physical changes to a region may have global impact	x	x	

PA Standard: **7.2.12 Physical Characteristics of Places and Regions**

	Performance Indicators	1	2	
A.	Analyze the physical characteristics of places and regions , including the interrelationships among the components of Earth's physical systems.	x	x	
B.	Analyze the significance of physical processes in shaping the character of places and regions .	x	x	

PA Standard: **7.3.12 Human Characteristics of Places and Regions**

	Performance Indicators	1	2	
A.	Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities x Political activities	x	x	

PA Standard: **7.4.12 Interactions Between People and the Environment**

	Performance Indicators	1	2	
A.	Analyze the global effects of changes in the physical systems.	x	x	
B.	Analyze the global effects of human activity on the physical systems.	x	x	

PA Standard: 6.1.12: Scarcity and Choice

	Performance Indicators	1	2	
A.	Predict the long-term consequences of decisions made because of scarcity .	x	x	
B.	Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services .	x	x	
C.	Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.	x	x	
D.	Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.	x	x	

PA Standard: 6.2.12 Markets and Economic Systems

	Performance Indicators	1	2	
A.	Evaluate the flow of goods and services in an international economy.	x	x	
B.	Analyze the effect of changes in the level of competition in different markets	x	x	
C.	Predict and evaluate how media affects markets	x	x	
D.	Predict how changes in supply and demand affect equilibrium price and quantity sold.	x	x	
E.	Evaluate the health of an economy (local, regional, national, global) using economic indicators.	x	x	
F.	Evaluate the impact of private economic institutions on the individual, the national and the international economy.	x	x	
G.	Evaluate various economic systems .	x	x	

PA Standard: 6.3.12 Functions of Government

	Performance Indicators	1	2	
A.	Evaluate the costs and benefits of government decisions to provide public goods and services .	x	x	
B.	Assess the government's role in regulating and stabilizing the state and national economy.	x	x	
C.	Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.	x	x	
D.	Evaluate the role that governments play in international trade .	x	x	

PA Standard: 6.4.12 Economic Interdependence

	Performance Indicators	1	2	
B.	Assess the growth and impact of international trade around the world.	x	x	
D.	Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.	x	x	

PA Standard: 6.5.12 Income, Profit, and Wealth

	Performance Indicators	1	2	
A.	Analyze the factors influencing wages.	x	x	
B.	Evaluate how changes in education, incentives, technology, and capital investment alter productivity.	x	x	
F.	Assess the impact of entrepreneurs on the economy.	x	x	
G.	Analyze the risks and returns of various investments.	x	x	
H.	Evaluate benefits and costs of changes in interest rates for individuals and society.	x	x	

PA Standard: 5.1.12 Principles and Documents of Government

	Performance Indicators	1	2	
A.	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good .	x	x	x
B.	Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government .	x	x	
C.	Evaluate the application of the principles and ideals in contemporary civic life . Liberty / Freedom Democracy Justice Equality	x	x	
D.	Evaluate state and federal powers based on significant documents and other critical sources. Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution	x	x	
E.	Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.	x	x	

F.	Evaluate the role of nationalism in uniting and dividing citizens .	x	x	
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PA Standard: 5.2.12 Rights and Responsibilities of Citizenship

	Performance Indicators	1	2	
A.	Evaluate an individual's civil rights , responsibilities and obligations in various contemporary governments .	x	x	
B.	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.	x	x	
C.	Evaluate political leadership and public service in a republican form of government .	x	x	
D.	Evaluate and demonstrate what makes competent and responsible citizens .	x	x	

PA Standard: 5.3.12 How Government Works

	Performance Indicators	1	2	
A.	Analyze the changes in power and authority among the three branches of government over time.	x	x	
B.	Compare and contrast policy-making in various contemporary world governments .	x	x	
C.	Evaluate how government agencies create, amend, and enforce regulations.	x	x	
D.	Evaluate the roles of political parties, interest groups , and mass media in politics and public policy.	x	x	
E.	Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college .	x	x	
F.	Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.	x	x	
G.	Evaluate the impact of interest groups in developing public policy.	x	x	
H.	Evaluate the role of mass media in setting public agenda and influencing political life.	x	x	
I.	Evaluate tax policies of various states and countries.	x	x	
J.	Evaluate critical issues in various contemporary governments .	x	x	

PA Standard: 5.4.12 How International Relationships Function

	Performance Indicators	1	2	
A.	Examine foreign policy perspectives, including realism , idealism , and liberalism .	x	x	
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).	x	x	
C.	Evaluate the effectiveness of international organizations, both governmental and non-governmental .	x	x	
D.	Evaluate the role of mass media in world politics.	x	x	
E.	Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy .	x	x	

PA Standard: 1.1.12 Reading Independently

	Performance Indicators	1	2	
B.	Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words	x	x	
C.	Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words	x	x	

PA Standard: 1.2.12 Reading, Analyzing and Interpreting Text

	Performance Indicators	1	2	
A.	Evaluate and critique text organization and content to determine the author's purpose and effectiveness according to the theses , accuracy, thoroughness, logic, and reasoning	x	x	
B.	Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view	x	x	
C.	Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.	x	x	
D.	Evaluate textual evidence to make subtle inferences and draw complex conclusions based on and related to an author's implicit and explicit assumptions and beliefs about a subject.	x	x	

PA Standard: 1.4.12 Types of Writing

	Performance Indicators	1	2	
C.	<p>Write persuasive pieces.</p> <p>Use rhetorical strategies (e.g., exposition, narration, description, argumentation, or some combination thereof) to support the main argument or position.</p> <p>Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</p>	x	x	

PA Standard: 1.5.12 Quality of Writing

	Performance Indicators	1	2	
A.	Write with a clear focus , identifying topic, task, and audience.	x	x	
B.	<p>Develop content appropriate for the topic.</p> <p>Gather, organize, and determine validity and reliability of information.</p> <p>Employ the most effective format for purpose and audience.</p> <p>Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.</p>	x	x	
C.	<p>Write with controlled and/or subtle organization.</p> <p>Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p>	x	x	
D.	Write with an understanding of style using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language.	x	x	
E.	Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and genre have addressed.	x	x	
F.	<p>Use grade appropriate conventions of language when writing and editing.</p> <p>Spell all words correctly.</p> <p>Use capital letters correctly.</p> <p>Punctuate correctly</p> <p>Use correct grammar and sentence formation.</p>	x	x	

PA Standard: 1.6.12 Speaking and Listening

	Performance Indicators	1	2	
A.	Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information or opinions.	x	x	
B.	Demonstrate awareness of audience using appropriate volume and clarity in formal presentations.	x	x	

PA Standard: 1.9.12 Information, Communication, and Technology Literacy

	Performance Indicators	1	2	
A.	Use media and technology resources for research, information, analysis, problem solving, and decision making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.	x	x	
B.	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.	x	x	

Anchor: R11.A.2 Understand nonfiction appropriate to grade level

	Performance Indicators	1	2	
1.	Identify and apply the meaning of vocabulary in nonfiction.	x		
2.	Identify and apply word recognition skills.	x	x	
3.	Make inferences, draw conclusions, and make generalizations based on text.	x	x	
4.	Identify and explain main ideas and relevant details.	x	x	
5.	Summarize a nonfictional text as a whole	x	x	

Anchor: R11.B.3 Understand concepts and organization of nonfictional text

	Performance Indicators	1	2	
1.	Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text.	x	x	
2.	Distinguish between essential and nonessential information within or between texts.	x	x	
3.	Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.	x	x	

Anchor: M11.A.3 Compute accurately and fluently and make reasonable estimates.

X – performance assessed during that semester

	Performance Indicators			
1.	Apply the order of operations in computation and in problem-solving situations.	x	x	
2.	Use estimation strategies in problem solving situations.	x	x	

Anchor: M11.D.3 Analyze change in various contexts

	Performance Indicators	1	2	
1.	Describe and/or determine change.	x	x	

Anchor: M11.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data

	Performance Indicators	1	2	
1.	Appropriately display and/or use data in problem-solving settings.	x	x	

Anchor: M11.E.3 Understand and/or apply basic concepts of probability or outcomes

	Performance Indicators	1	2	
1.	Apply probability and/or odds to practical situations.	x	x	
2.	Apply counting techniques in problem-solving settings.	x	x	

Anchor: M11.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.

	Performance Indicators	1	2	
1.	Make predictions using data displays and probability.	x	x	

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Suggested Formative Assessments:

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Discussions
- Projects
- Teacher observation
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Debate

- Writing prompts
- Note taking
- Problem-based learning modules
- Open-ended written response
 - Quizzes /tests
- Essays

Suggested Summative Assessments:

- Student presentations/projects
- Essays
- Quizzes/tests

Portfolio Assessment: _____ Yes x No

District-wide Final Examination Required: x Yes _____ No

Course Challenge Assessment (Describe):

Course challenges will be administered according to district policy.

ESSENTIAL QUESTIONS, COURSE SEQUENCE AND TIMELINE

Essential Questions

1. Why is understanding context important to the study of American history?
2. Why is it important when considering a historical event to look at multiple perspectives?
3. How does what we learn from historical events influence us today?
4. How has conflict affected American society, both for good and bad?
5. How has the United States' emergence as a superpower affected world affairs?

Sequence and Timeline

- I. Industrial Growth and its Consequences (1-2 weeks)
- II .Imperialism, Expansion and Agrarian Discontent (2-3 weeks)
- III. World War I and its aftermath (1-2 weeks)
- IV. The 1920s (2-3 weeks)
- V. The Great Depression, FDR and the New Deal (2-3 weeks)
- VI. World War II (2-3 weeks)
- VII. Korean War (1-2 weeks)
- VIII. Communist Threat (1-2 weeks)
- IX. Space Race, Consumerism and Baby Boom (1-2 weeks)
- X. Civil Rights – 1950s (1-2 weeks)
- XI. JFK (1-2 weeks)
- XII. Vietnam (1-2 weeks)
- XIII. LBJ and the Great Society (1-2 weeks)
- XIV. Civil Rights and the Turbulent 1960s (1-2 weeks)
- XV. Nixon Presidency and Watergate (1-2 weeks)
- XVI. Gerald Ford Presidency (1-2 weeks)
- XVII. Jimmy Carter Presidency (1-2 weeks)
- XVIII. Reagan and 1980s American Conservatism (1-2 weeks)
- XIX. The 1990s: Post Cold War America (1-2 weeks)

XX. The 2000s: America in the 21st Century (1-2 weeks)

Objectives:

- 1. Students demonstrate understanding of the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution up to 1898.
- 2. Students demonstrate understanding of the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution from 1899 to 1918.
- 3. Students demonstrate understanding of the changing American society and the role of the United States in world affairs through World War I.
- 4. Students analyze the major political, social, economic, technological and cultural developments of the period from 1919-1945.
- 5. Students demonstrate understanding of the causes, course, and consequences of World War II, including the character of the war at home.
- 6. Students demonstrate understanding of how the Cold War and related conflicts influenced domestic politics and foreign policy from 1946 to 1963.
- 7. Students demonstrate understanding of domestic policies and politics from 1946 to 1963.
- 8. Students demonstrate understanding of how the Cold War and related conflicts influenced domestic politics and foreign policy from 1964 to 1980.
- 9. Students demonstrate understanding of the political, economic, social, and cultural developments from 1964 to 1980.
- 10. Students demonstrate understanding of how the Cold War and related conflicts influenced domestic politics and foreign policy from 1981 to the present.
- 11. Students demonstrate understanding of the political, economic, social, and cultural developments from 1981 to the present.

WRITING TEAM: Monica Linkerhof, Todd Heffern, Jeff Lindquist, Jason Kisselbach, Jim Morrison

WCSD STUDENT DATA SYSTEM INFORMATION

- | | | |
|---|------------------------------|------------------|
| 1. Is there a required final examination? | <u> x </u> Yes | <u> </u> No |
| 2. Does this course issue a mark/grade for the report card? | <u> x </u> Yes | <u> </u> No |
| 3. Does this course issue a Pass/Fail mark? | <u> </u> Yes | <u> x </u> No |
| 4. Is the course mark/grade part of the GPA calculation? | <u> x </u> Yes | <u> </u> No |
| 5. Is the course eligible for Honor Roll calculation? | <u> x </u> Yes | <u> </u> No |
| 6. What is the academic weight of the course? | | |
| <u> </u> No weight/Non credit | <u> x </u> Standard weight | |

_____ Enhanced weight