

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: United States History II CP

Course Number: 00127

Course Prerequisites: United States History I

Course Description: United States History II CP covers the period of American history from the era of industrialization starting in the late 1800s through the United States entering the 21st century. 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 and evolving into the 21st century. The course will include an overview of the social, political, economic, cultural, technological, and historical developments. 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. College Preparatory (CP) US History II differs from US History II in that greater emphasis is placed on the skills required for success at the college level. Thus, CP students will do more supplemental readings (especially primary source documents) as well as more writing assignments and research. **It is recommended that students take this course only if they attained either a final average of 75 percent or higher in US History I CP or at least 80 percent in US History I.** District marking period assessments are required.

Suggested Grade Level: Grade 10

Length of Course: Two Semesters

Units of Credit: 1

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 59 Social Studies

CSPG 35 Citizenship Education

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☒ EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☒ NHS-National Honor Society

☒ UGPA-Non-Weighted Grade Point Average ☒ GPA-Weighted Grade Point Average

State Course Code: 04103

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: American History
Publisher: Houghton Mifflin Harcourt
ISBN #: 9780544454194
Copyright Date: 2018
WCSD Board Approval Date: 04/12/2021

Supplemental Materials: DBQ Project, Choices Program

Curriculum Document

WCSD Board Approval:

Date Finalized: 5/22/2023
Date Approved: 6/12/2023
Implementation Year: 2023/2024

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

Marking Period 1

Imperialism, Discontent & Reform, and World War – 1890-1919

- Imperialism
- The Progressive Era
- WWI

Marking Period 2

Prosperity, Depression & The New Deal, and WWII – 1920-1945

- The 1920s
- The Great Depression
- The New Deal
- WWII
 - o Isolationism
 - o The Holocaust
 - o The Home Front
 - o The European Theater
 - o The Pacific Theater

Marking Period 3

Start of The Cold War, Postwar America & An Era of Social Change – 1945-1970

- Start of The Cold War
- Postwar America
- An Era of Social Change
 - o New Frontier & The Great Society
 - o The Civil Rights Movement

Marking Period 4

Vietnam War and A New Conservatism – 1965-1990

- The Vietnam War
- Nixon through the G.H.W. Bush Administrations
 - o Watergate
 - o Conservatism
 - o End of The Cold War

Bridge to the 21st Century & Politics of Hope – 1990-2010

- The Clinton Years
- The War on Terror
- Election of Obama

The US in the 21st Century – 2010+

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Examine why the US attempted to reduce European influence in the Western Hemisphere	8.1.U.A,B 8.3.U.A-D 7.1.U.A 7.2.U.A,B 7.3.U.A 7.4.U.A,B 6.1.U.C 5.3.U.D	MP1
Interpret the causes and effects of the Spanish-American War	8.1.U.B 8.3.U.A-D 7.1.U.A 7.3.U.A 6.3.U.D 5.3.U.D	MP1
Assess the impact of the US conflicts in Puerto Rico, Cuba, and the Philippines	8.1.U.A,B 8.3.U.A-D 7.1.U.A 7.2.U.A,B 7.3.U.A 6.3.U.D 5.2.U.A,B,C	MP1
Explain the origins, significance, and consequences of the Open-Door Policy	8.1.U.A,B 8.3.U.A,B,D 7.1.U.A 7.3.U.A 6.2.U.D,F 6.3.U.D 5.4.U.A	MP1
Evaluate how the Roosevelt Corollary and construction of the Panama Canal enhanced America's military and economic power	8.1.U.A,B 8.3.U.A-D 7.1.U.A 7.2.U.A,B 7.3.U.A 7.4.U.A,B 6.1.U.C 6.4.U.D 5.3.U.D	MP1
Differentiate and explain how Big Stick, Dollar, and Moral Diplomacy spread US influence on other nations	8.1.U.A,B 8.3.U.A-D 7.3.U.A 6.3.U.B,D 5.1.U.C 5.4.U.A	MP1
Explain the causes and effects of how global competition motivated the US to become a world power	8.1.U.A,B 8.3.U.A-D 7.3.U.A 6.1.U.B 6.3.U.B,D 5.4.U.A	MP1
Evaluate the social, political, economic, and cultural changes that occurred in America as the US became an imperial power	8.1.U.A,B 8.3.U.B,C 7.3.U.A 6.3.U.B,D 5.2.U.C 5.4.U.A	MP1
Describe the social, political, cultural, and economic contributions of groups and individuals to US history in the events leading to, during, and after US imperialism	8.3.U.A,D 7.3.U.A 7.4.U.B 6.2.U.C 6.2.U.F 6.4.U.C 5.2.U.C	MP1
Analyze the cause and effects of events that led to major reform in working conditions in the US	8.1.U.A,B,C 8.2.U.A-D 8.3.U.A-D 7.3.U.A	MP1

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	6.5.U.B 5.2.U.B,C 5.3.U.D	
Analyze the issues brought forth by Progressives and evaluate the challenges faced by Progressives in reforming these issues	8.1.U.A-B 8.3.U.A-D 7.4.U.B 5.2.U.B-D 5.3.U.D,F	MP1
Examine and describe the Progressive platforms of Presidents Roosevelt, Taft, and Wilson and their impacts on US history	8.1.U.A,B 8.3.U.A-D 7.1.U.A 7.3.U.A 6.1.U.B 6.2.U.F 6.3.U.B 6.4.U.C 5.2.U.C 5.3.U.D,F	MP1
Evaluate how the Progressive Movement influenced government policy	8.1.U.A,B 8.2.U.A-D 8.3.U.A-D 7.3.U.A 6.3.U.B 6.5.U.B 5.1.U.C,D,F 5.2.U.B-D 5.3.U.D,F	MP1
Critique muckraking as an effective tool to reform American politics and society	8.1.U.A,B 8.3.U.A-D 7.3.U.A 6.2.U.C 6.5.U.B 5.3.U.D	MP1
Determine the effectiveness of the civil rights organizations and leaders fighting segregation and racial discrimination	8.1.U.A,B 8.3.U.A-D 7.3.U.A 6.4.U.C 6.5.U.B 5.1.U.A,C,D,F 5.3.U.D,F	MP1
Evaluate the extent in which progressive era social, political, economic and cultural reforms shaped American society	8.1.U.A,B 8.3.U.B,C 7.3.U.A 6.3.U.B 5.1.U.A,C,D,F 5.2.U.B 5.3.U.F	MP1
Describe the social, political, and cultural contributions of groups and individuals to US history in the events throughout the Progressive Era	8.1.U.B 8.2.U.A-D 8.3.U.A,D 7.4.U.B 6.3.U.B 6.4.U.C 6.5.U.B 5.2.U.A,C,D 5.3.U.D	MP1
Evaluate the evidence used by President Wilson to justify reasons the US entered WWI	8.1.U.B 8.3.U.A-D 6.1.U.B,C 6.3.U.D 5.2.U.C 5.3.U.D	MP1
Evaluate the impact of propaganda on the general public	8.1.U.B 8.3.U.A-D 5.1.U.C,F 5.2.U.B-D 5.3.U.D	MP1

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Examine what life was like on the home front for women and minorities	8.1.U.A,B 8.3.U.A-D 7.1.U.A 7.3.U.A 6.1.U.A-C 6.2.U.C,D 6.3.U.B,D 6.5.U.B 5.2.U.D	MP1
Determine if democratic government should tolerate dissent during times of war and other crises	8.1.U.A,B 8.3.U.A-D 5.1.U.A,C,D,F 5.3.U.D,F	MP1
Evaluate the political and cultural contributions of groups and individuals to US history during WWI	8.1.U.B 8.3.U.A-D 6.5.U.B	MP1
Critique the fairness of the Treaty of Versailles and evaluate the effectiveness of this settlement for lasting world peace	8.1.U.B 8.3.U.A,B 7.3.U.A 6.3.U.D 5.2.U.B,C 5.4.U.A	MP1
Evaluate the political, economic, and cultural changes that occurred in America during WWI	8.1.U.A,B 8.3.U.A-D 7.1.U.A 7.3.U.A 7.4.U.B 5.2.U.B 5.3.U.F	MP1
Explain how the Red Scare and attacks on labor activism and immigrant culture were a reaction of WWI	8.1.U.B 8.3.U.A-D 7.3.U.A 6.3.U.B 5.1.U.A,C,F 5.3.U.D,F	MP1
Analyze how American economic policy changed during the 1920s	8.1.U.A 8.3.U.A-D 7.4.U.B 6.2.U.A,C,D,E,F 6.5.U.B,F 5.2.U.C	MP2
Analyze how disillusionment with WWI impacted US foreign policy during the 1920s	8.1.U.B 8.3.U.A,C 6.3.U.D 5.2.U.C	MP2
Assess the decade of the 1920s as a decade of innovation or conservatism	8.1.U.A 8.3.U.A-D 7.3.U.A 6.2.U.F 5.1.U.C 5.3.U.F	MP2
Determine how the popular culture of the 1920s and the emergence of mass media affected American society	8.1.U.A 8.3.U.A-D 7.3.U.A 6.2.U.C,D 5.3.U.D	MP2
Analyze and conclude whether women experienced significant liberation during the 1920s	8.1.U.B 8.3.U.A-D 7.3.U.A 6.5.U.B 5.1.U.C 5.3.U.F	MP2
Determine whether the US should have enacted the Prohibition Amendment	8.1.U.B,C 8.3.U.A-D 7.3.U.A 6.3.U.B 6.4.U.C 5.3.U.B,D,F	MP2

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Describe the cause and effect of nativism on American society during this decade	8.1.U.A,B 8.3.U.A-D 7.3.U.A 6.5.U.B 5.1.U.C,F 5.3.U.D,F	MP2
Evaluate and explain the causes and results of the Harlem Renaissance	8.1.U.A,B 8.3.U.A-D 7.1.U.A 7.3.U.A 6.4.U.C 5.1.U.F 5.3.U.D	MP2
Describe the social, political, and cultural contributions of groups and individuals to US history during the 1920s	8.1.U.A 8.3.U.A,D 7.1.U.A 7.3.U.A 6.3.U.B 6.4.U.C 6.5.U.D,F 5.2.U.C,D 5.3.U.F	MP2
Evaluate the social, political, economic, and cultural changes that occurred in America in the 1920s	8.1.U.A,B 8.3.U.A-D 7.3.U.A 6.2.U.C,E,F 6.3.U.B 6.4.U.D 5.1.U.C 5.2.U.B,C 5.3.U.F 5.4.U.A	MP2
Evaluate the political, economic, social, and cultural changes that occurred in America in the 1930s	8.1.U.A,B 8.3.U.A-D 7.3.U.A 7.4.U.B 6.1.U.A,B,C 6.2.U.E,F 6.3.U.B 6.4.U.C 6.5.U.B,E 5.2.U.B,C,D 5.3.U.F	MP2
Describe the factors that led to the Great Depression	8.1.U.A-C 8.3.U.A-D 7.3.U.A 6.2.U.C,D,E 6.3.U.B,D 6.5.U.B,E 5.2.U.C	MP2
Analyze the criticism and social unrest that affected President Hoover and his handling of the Great Depression	8.1.U.B 8.3.U.A-D 7.1.U.A 7.3.U.A 7.4.U.B 6.1.U.C 6.2.U.E 6.3.U.B 6.4.U.C 5.1.U.F 5.2.U.B,C,D 5.3.U.D	MP2
Analyze how the Dust Bowl affected Americans	8.1.U.B 8.3.U.A-D 7.1.U.A 7.2.U.A,B 7.3.U.A 7.4.U.A,B 6.1.U.C	MP2

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	6.2.U.E,F	
Identify problems ordinary Americans faced during the Great Depression	8.1.U.B 8.3.U.A-D 7.3.U.A 6.1.U.A,C 6.4.U.C	MP2
Analyze and describe the various attempts of the government and citizens to solve the problems facing US citizens during the Great Depression	8.1.U.B,C 8.3.U.A-D 7.3.U.A 6.2.U.F 5.2.U.B,C,D	MP2
Describe the social, political, and cultural contributions of groups and individuals to US history during the 1930s	8.1.U.B 8.3.U.A,D 7.3.U.A 7.4.U.B 6.4.U.C 6.5.U.B 5.2.U.C 5.3.U.D	MP2
Evaluate New Deal programs and the experiences of Depression-era Americans	8.1.U.A,B 8.2.U.A-D 8.3.U.A-D 7.3.U.A 7.4.U.B 6.1.U.A,C 6.2.U.D,E 6.3.U.B 6.4.U.C 6.5.U.B 5.1.U.A 5.2.U.B,C,D 5.3.U.F	MP2
Analyze how art and entertainment affected Americans' lives during the Depression	8.1.U.B,C 8.3.U.A-D 7.3.U.A 6.2.U.C,F 6.3.U.B 6.5.U.B 5.2.U.B,C 5.3.U.D	MP2
Deduce if minorities and immigrants received a New Deal in the 1930s	8.1.U.A 8.3.U.A,D 6.3.U.B,D 5.1.U.C,D	MP2
Describe and explain the changing roles of women in politics in the 1930s and 1940s	8.1.U.A 8.3.U.A,C,D 7.3.U.A 6.3.U.B 5.2.U.C,D	MP2
Interpret the effects the New Deal legislation had on federal and state governments	8.1.U.A,B 8.3.U.A-D 7.3.U.A 6.3.U.B 6.5.U.B 5.1.U.A,C 5.2.U.B,C	MP2
Decide whether President Franklin Roosevelt's New weakened or saved capitalism	8.1.U.B 8.3.U.A-D 7.3.U.A 6.3.U.B 5.2.U.B,C	MP2
Determine if President Franklin Roosevelt's New Deal undermined the constitutional principles of separation of powers and checks and balances	8.1.U.B 8.3.U.A-D 5.1.U.D 5.2.U.C 5.3.U.F	MP2
Examine the legacy of the New Deal programs	8.1.U.A 8.3.U.C,D 7.1.U.A	MP2

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	7.2.U.B 7.3.U.B 7.4.U.A,B 6.1.U.B 6.2.U.E 6.3.U.B 6.5.U.B	
Summarize the causes and effects of totalitarian governments in Europe after WWI	8.1.U.A,B 8.4.C.A,C,D 7.1.U.A 7.3.U.A 6.1.U.A,C 6.2.U.A,E,F 6.2.U.G 5.2.U.A	MP2
Assess and explain the “isolationist” foreign policies used to promote US aid in the Allied cause	8.1.U.B 8.3.U.A-D 6.3.U.D 6.4.A,C,D 5.1.U.A 5.2.U.B,C 5.4.U.A	MP2
Examine how US policymakers failed to aid European Jewish people during WWII	8.1.U.B 8.3.U.A,D 7.1.U.A 5.2.U.C	MP2
Assess the atrocities of the Holocaust and the impact Genocide has had on society	8.1.U.B 8.3.U.A-D 7.1.U.A 7.3.U.A 6.3.U.D 6.4.U.C 5.1.U.A 5.2.U.C	MP2
Determine whether the US could have prevented the outbreak of WWII	8.1.U.A,B 8.3.U.A-D 7.3.U.A 6.3.U.D 5.1.U.A 5.2.U.A,B,C 5.3.U.D 5.4.U.A	MP2
Conclude if war between the US and Japan was inevitable	8.1.U.B 8.3.U.A-D 7.1.U.A 7.3.U.A 7.4.U.B 5.2.U.B,C	MP2
Analyze the major allied differences in wartime strategies and goals and explain how these differences were resolved	8.1.W.B 8.3.U.A 8.4.C.D	MP2
Identify ways in which the economic factors of the war impacted the home front	8.1.U.A 8.3.U.A-D 7.3.U.A 6.2.U.A,D,F 6.3.U.B 6.4.U.A,C,D 6.5.U.B 5.2.U.D	MP2
Evaluate how the efforts of Americans on the home front marked significant changes in the US socially, economically, politically, and militarily	8.1.U.B 8.3.U.A,D 7.1.U.A 7.3.U.A 7.4.U.B 6.2.U.A,D 6.4.U.A,C,D 6.5.U.B 5.2.U.D 5.3.U.D	MP2

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Analyze and explain the treatment of Japanese Americans during WWII	8.1.U.B 8.3.U.A,D 7.1.U.A 7.3.U.A 5.1.U.A,C,D 5.2.u.B,C 5.3.U.F	MP2
Judge the use of atomic weapons by the US to defend against enemies of war	8.1.U.B 8.3.U.A-D 7.1.U.A 7.2.U.A 7.4.U.B 6.1.U.C 6.3.U.D 5.1.U.A,C 5.2.U.B,C	MP2
Analyze the conferences held at the end of WWII and justify decisions made by the Allies	8.1.U.B 8.3.U.A-D 7.3.U.A 6.2.U.G 6.3.U.D 6.4.U.C 5.1.U.A 5.2.U.B,C 5.4.U.A	MP2
Evaluate how participation in WWII shaped the role of the US in the modern world	8.1.U.A 8.3.U.A-D 7.3.U.A 6.2.U.A,D 6.3.U.B,D 6.4.U.A 5.2.U.C	MP2
Analyze how participation in WWII affected the US economy and society	8.1.U.A 8.3.U.A-D 7.3.U.A 6.1.U.A,C 6.2.U.C 6.5.U.B 5.1.U.C,F 5.2.U.D	MP2
Explain the benefits given to veterans through the GI Bill and describe the impact these benefits had on the veterans	8.1.U.A 8.3.U,A-D 7.3.U.A 6.1.U.C 6.5.U.B 5.2.U.D	MP2
Evaluate the social, political, economic, and cultural changes that occurred in America prior to and during WWII	8.1.U.A 8.3.U.B,C,D 7.3.U.A 7.4.U.B 6.1.U.A 6.2.U.A,C,D 6.5.U.B 5.1.U.C,F	MP2
Describe the social, political, and cultural contributions of groups and individuals to US history in the events leading up to and during WWII	8.1.U.B 8.3.U.A,D 7.3.U.A 7.4.U.B 6.4.U.C 6.5.U.B 5.2.U.C 5.3.U.D	MP2
Evaluate the causes of the growth of suburbs and the effect the suburbs had on America in the post-WWII years	8.1.U.A 8.3.U.A-D 7.1.U.A 7.2.U.B 7.3.U.A 7.4.U.B 6.2.U.C,E,F	MP3

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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	6.5.U.B,E 5.2.U.D	
Summarize Truman's Fair Deal and determine the impact and effectiveness of this agenda	8.1.U.A,B 8.3.U.A-D 7.3.U.A 6.2.U.A,E,F 6.3.U.B 5.1.U.C,F 5.2.U.B,C,D 5.3.U.D,F	MP3
Assess the impact that the Eisenhower Administration had on social, economic, and political adjustments after WWII	8.1.U.A 8.3.U.A-D 7.3.U.A 6.2.U.E,F 6.5.U.B,E 5.1.U.C 5.2.U.B,C,D 5.3.U.D	MP3
Analyze how the Cold War shaped postwar international relations	8.1.U.A,B 8.3.U.A-D 7.1.U.A 7.3.U.A 6.2.U.C,G 6.3.U.D 5.2.U.A-D 5.3.U.D 5.4.U.A	MP3
Evaluate how Cold War tensions affected American society	8.1.U.B 8.3.U.A-D 7.3.U.A 5.1.U.A,C,F 5.2.U.B,C,D 5.3.U.D,F 6.2.U.C	MP3
Elaborate on the impact the Cold War had on American foreign and domestic policy	8.1.U.A 8.3.U.A-D 7.1.U.A 7.3.U.A 6.1.U.C 6.3.U.B,D 5.1.U.A,C 5.2.U.B,C 5.4.U.A	MP3
Evaluate the use of containment as an effective policy to thwart communist expansion	8.1.U.A 8.3.U.A-D 7.1.U.A 7.3.U.A 7.4.U.B 6.1.U.C 6.2.U.G 6.3.U.D 5.1.U.A,C 5.2.U.B,C 5.3.U.D 5.4.U.A	MP3
Rationalize the US fear of internal communist subversion in the 1950s	8.1.U.B 8.3.U.A-D 7.3.U.A 5.1.U.A,C 5.2.U.D 5.3.U.D	MP3
Assess the validity of the US in fighting "limited wars" to contain communism	8.1.U.B 8.3.U.A-D 7.1.U.A 7.3.U.A 6.2.U.C,G 6.3.U.B,D 5.1.U.A,C,F 5.2.U.A-D	MP3

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	5.3.U.D 5.4.U.A	
Evaluate the short and long-term effects of the Korean War on diplomacy and the peninsula	8.1.U.A 8.3.U.A-D 7.1.U.A 7.2.U.A 7.3.U.A 6.2.U.C,G 6.3.U.D 5.1.U.A,C 5.2.U.A-D 5.3.U.D 5.4.U.A	MP3
Evaluate the impact of nuclear proliferation in the 1950s	8.1.U.A 8.3.U.A-D 7.3.U.A 6.1.U.C 6.2.U.C,E,F,G 6.3.U.D 5.1.U.A,C 5.2.U.B,D 5.4.U.A	MP3
Summarize the causes and effects of the mass culture, consumerism, and conformity in the 1950s	8.1.U.A,B 8.3.U.A-D 7.3.U.A 6.2.U.C-F 6.4.U.C 6.5.U.B 5.1.U.F 5.2.U.D 5.3.U.D	MP3
Analyze and explain the emergence and impact of the pop culture movement in the 1950s	8.1.U.B 8.3.U.A-D 7.3.U.A 6.5.U.B,E 5.1.U.F 5.2.U.D 5.3.U.D	MP3
Analyze the causes and effects of the early Civil Rights Movement	8.1.U.A,B 8.3.U.A-D 7.3.U.A 6.4.U.C 6.5.U.E 5.1.U.A,C,D,F 5.2.U.B-D 5.3.U.D,F	MP3
Determine the effectiveness of the Civil Rights organizations and leaders in fighting segregation and racial discrimination at the start of the Civil Rights Movement	8.1.U.B 8.3.U.A-D 7.3.U.A 6.1.U.C 6.2.U.C 6.5.U.B 5.1.U.A,C,D,F 5.2.U.B-D 5.3.U.D,F	MP3
Determine and explain whether the 1950s were a time of peace, progress, and prosperity for all Americans	8.1.U.D 8.3.U.A-D 7.3.U.A 6.5.U.B,E 5.1.U.F 5.2.U.B-D 5.3.U.D	MP3
Describe the political, social, and cultural contributions of groups and individuals to US history during the 1950s	8.1.U.B 8.3.U.A,D 7.3.U.A 7.4.U.B 6.4.U.C 6.5.U.B 5.2.U.C	MP3

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	5.3.U.D	
Analyze the election of JFK and explain the significance of his New Frontier plan	8.1.U.B 8.1.U.A-D 7.3.U.A 6.2.U.C 6.3.U.B 6.5.U.E 5.1.U.C 5.2.U.B,C,D 5.3.U.D	MP3
Examine how foreign policy challenges during the Kennedy administration intensified the Cold War	8.1.U.A 8.3.U.A-D 7.1.U.A 7.3.U.A 6.2.U.G 6.3.U.B,D 5.2.U.A-D 5.3.U.D 5.4.U.A	MP3
Evaluate the causes, tactics, and consequences of civil rights activism during the early 1960s	8.1.U.A,B 8.3.U.A-D 7.3.U.A 7.1.U.A 6.1.U.C 6.4.U.C 6.5.U.E 5.1.U.A,C,D,F 5.2.U.B,C,D 5.3.U.D,F	MP3
Theorize why many Americans questioned the Warren Commission's official investigation of President Kennedy's assassination	8.1.U.B 8.3.U.A-D 5.2.U.C 5.3.U.D,F	MP3
Assess the reforms of the Warren Court and determine whether the Warren Court expanded or undermined the concept of civil liberties	8.1.U.B,C 8.3.U.A-B 5.1.U.A,C,D,F 5.2.U.B,C 5.3.U.D,F	MP3
Assess whether the "Great Society" programs fulfilled their promises	8.1.U.B 8.3.U.A-D 7.3.U.A 6.3.U.C 5.1.U.C 5.2.U.B-D 5.3.U.D,F	MP3
Evaluate the impact of affirmative action	8.1.U.A 8.3.U.A-D 6.5.U.B,E 5.1.U.A,C 5.2.U.B,C 5.3.U.D	MP3
Differentiate how JFK and LBJ changed American society	8.1.U.A 8.1.U.A-D 7.3.U.A 6.3.U.B 6.4.U.C 5.1.U.C 5.2.U.B-D 5.3.U.D,F 5.4.U.A	MP3
Analyze the causes and effects of legislation passed by Congress and other federal actions to protect the environment	8.1.U.A 8.3.U.A-D 7.2.U.A,B 7.3.U.A 7.4.U.A,B 6.2.U.C,F 6.3.U.B 6.4.U.B	MP3

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Analyze the extent in which the Civil Rights Movement shaped modern American society	8.1.U.A 8.3.U.A-D 7.3.U.A 6.4.U.C 6.5.U.E 5.1.U.A,C,D,F 5.2.U.B-D	MP3
Determine the effectiveness of the Civil Rights organizations and leaders in fighting segregation and racial discrimination	8.1.U.B 8.3.U.A-D 7.3.U.A 6.1.U.C 6.2.U.C 6.5.U.C 5.1.U.A,C,D,F 5.2.U.B-D 5.3.U.D,F	MP3
Evaluate what Native Americans and Latinos learned from the Civil Rights Movement and how this was applied to their fight for civil liberties	8.1.U.B 8.3.U.A-D 7.3.U.A 6.1.U.C 6.2.U.C 6.5.U.C 5.1.U.A,C,D,F 5.2.U.B-D 5.3.U.D,F	MP3
Describe the social, political, and cultural contributions of groups and individuals to US history during the 1960s	8.1.U.B 8.3.U.A,D 7.3.U.A 7.4.U.B 6.4.U.C 6.5.U.B 5.2.U.C 5.3.U.D	MP3
Compare and contrast the reasons American presidents felt the need to be involved in the Vietnam War and evaluate the impact of US involvement in this conflict	8.1.U.B 8.2.U.A-D 8.3.U.A-D 7.1.U.A 7.2.U.A 7.3.U.A 7.4.U.B 6.1.U.C 6.2.U.C 6.3.U.D 5.1.U.A,C,F 5.2.U.A-D 5.3.U.D 5.4.U.A	MP4
Summarize how military conflict divides people within cultures	8.1.U.A 8.3.U.A-D 7.3.U.A 6.5.U.E 5.1.U.A,C,F 5.2.U.B-D 5.3.U.D	MP4
Argue whether citizens should support the government during wartime	8.1.U.C 8.3.U.A-D 5.1.U.A,F 5.2.U.D 5.3.U.D	MP4
Assess if the president should be able to wage war without congressional authorization	8.1.U.B 8.3.U.A-D 6.3.U.B 5.1.U.A,C,D 5.2.U.B,C 5.3.U.D 5.4.U.A	MP4
Analyze the impact of the counterculture since the 1960s	8.1.U.A 8.3.U.A-D 7.3.U.A	MP4

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	6.2.U.F 6.5.U.B 5.2.U.D	
Explain how the roots of a new conservatism took hold amidst the height of liberalism in the 1960s	8.1.U.B 8.3.U.A-D 7.3.U.A 6.2.U.C,F 6.4.U.C 5.2.U.B,C,D 5.3.U.D	MP4
Explain the foreign policy approaches of Nixon and analyze the successes and failures of his policies	8.1.U.B 8.3.U.A-D 7.1.U.A 7.3.U.A 6.3.U.B,D 5.2.U.B,C 5.3.U.D 5.4.U.A	MP4
Critique the policy of détente with communist nations and analyze whether this policy effectively maintained world peace	8.1.U.A 8.3.U.A-D 7.1.U.A 7.3.U.A 7.4.U.B 6.1.U.C 6.2.U.G 6.3.U.B,D 5.1.U.C 5.2.U.A-C 5.4.U.A	MP4
Assess the reasons for America's failure in the Vietnam War	8.1.U.B 8.3.U.A-D 7.1.U.A 7.3.U.A 6.1.U.C 6.2.U.C 6.3.U.B 5.1.U.F 5.2.U.B,C 5.3.U.D 5.4.U.A	MP4
Determine if the Watergate scandal was a sign of strength or weakness in the US system of government	8.1.U.B 8.3.U.A-D 5.1.U.A,C,D 5.2.U.B,C 5.3.U.D,F	MP4
Summarize the causes and effects of the environmental movement	8.1.U.B 8.3.U.A-D 7.3.U.A 7.4.U.A,B 6.2.U.C 6.4.U.C 5.1.U.F 5.2.U.B-D 5.3.U.D,F	MP4
Evaluate what students and women learned from the Civil Rights Movement and how this was applied to their fight for civil liberties	8.1.U.B 8.3.U.A-D 7.3.U.A 6.1.U.C 6.2.U.C 6.5.U.B 5.1.U.A,C,D,F 5.2.U.B-D 5.3.U.D,F	MP4
Analyze how Ford and Carter responded to energy and economic challenges	8.1.U.B 8.3.U.A-D 7.3.U.A 7.4.U.A,B 6.1.U.A-C 6.2.U.A,C-F	MP4

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	6.3.U.B,D 6.4.U.A,C,D 5.2.U.B,C 5.3.U.D 5.4.U.A	
Compare the policies of Ford and Carter towards the Soviet Union and their efforts to stop the spread of communism	8.1.U.A 8.3.U.A-D 7.3.U.A 6.2.U.G 6.3.U.B,D 5.2.U.A-C 5.3.U.D 5.4.U.A	MP4
Explain the foreign policy approaches of Carter and analyze the success and failures of his policies	8.1.U.B 8.3.U.A-D 7.1.U.A 7.3.U.A 6.3.U.B,D 5.2.U.B,C 5.3.U.D 5.4.U.A	MP4
Assess how conservative views influenced both major political parties in the 1980s	8.1.U.B 8.3.U.A-D 7.3.U.A 6.2.U.C,F 6.5.U.B,E 5.2.U.C,D 5.3.U.D	MP4
Describe the innovation in policies through the “Reagan Revolution” and assess the impact of these changes	8.1.U.B 8.3.U.A-D 7.3.U.A 6.1.U.B,C 6.2.U.A,C-F 6.3.U.B,D 5.2.U.B,C 5.3.U.D 5.4.U.A	MP4
Examine how President Reagan’s approach to communism was different than previous presidents	8.1.U.A 8.3.U.A-D 7.3.U.A 6.2.U.G 6.3.U.B,D 5.2.U.A-C 5.3.U.D 5.4.U.A	MP4
Investigate the end of the Cold War and examine America’s role in the changing world	8.1.U.B 8.3.U.A-D 7.3.U.A 6.1.U.C 6.2.U.A,C-G 6.3.U.D 6.4.U.C 6.5.U.B 5.1.U.C,F 5.2.U.A-D 5.3.U.D 5.4.U.A	MP4
Explain how the end of the Cold War fostered new diplomatic decisions and debates about the role of the United States in the world	8.1.U.B 8.3.U.A-D 7.3.U.A 6.1.U.C 6.2.U.A,C-G 6.3.U.D 6.4.U.C 6.5.U.B 5.1.U.C,F 5.2.U.A-D 5.3.U.D 5.4.U.A	MP4

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Analyze how George H. W. Bush's efforts to manage international conflict affect his popularity at home	8.1.U.A 8.3.U.A-D 6.3.U.B-D 6.5.U.E 5.2.U.B,C 5.4.U.A	MP4
Explain how debates regarding free-trade, government programs, and the financial system shaped domestic policies during the closing years of the 20 th century	8.1.U.A 8.3.U.A-D 7.3.U.A 6.1.U.C 6.2.U.A,D-F 6.3.U.B,D 6.4.U.C 6.5.U.B,E 5.1.U.C 5.2.U.B,C 5.3.U.D	MP4
Examine how globalization affected living standards throughout the world during the last decades of the 20 th century	8.1.U.A 8.3.U.A-D 7.3.U.A 6.1.U.C 6.2.U.A,C-F 6.3.U.B,D 6.4.U.A,C,D 6.5.U.F 5.2.U.A-D 5.4.U.A	MP4
Assess how issues such as immigration, social diversity, gender roles, and family structure continued to shape cultural and political debates in America	8.1.U.A 8.3.U.A-D 7.3.U.A 6.3.U.B 6.5.U.B,E 5.1.U.A,C,D,F 5.2.U.B,D 5.3.U.D,F	MP4
Describe the successes and shortcomings of the Clinton administration	8.1.U.A 8.3.U.A-D 6.3.U.B 6.2.U.A,E 5.2.U.B,C 5.3.U.D,F 5.4.U.A	MP4
Analyze how the election of 2000 highlighted the strengths and weaknesses of America's election process	8.1.U.B 8.3.U.A-D 7.3.U.A 5.2.U.B-D 5.3.U.D	MP4
Analyze the impact of international terrorism on the United States	8.1.U.A 8.3.U.A-D 7.1.U.A 7.3.U.A 6.3.U.D 5.1.U.A,C,D 5.2.U.B-D 5.3.U.D 5.4.U.A	MP4
Analyze the factors that helped the Democratic party win the presidential election in 2008	8.1.U.B 8.3.U.A-D 7.3.U.A 6.4.U.C 6.5.U.B,E 5.2.U.C,D 5.3.U.D	MP4
Evaluate the causes and effects of partisan politics in the late 2000s	8.1.U.A 8.3.U.A-D 7.3.U.A 6.2.U.C,F 6.4.U.C 6.5.U.E	MP4

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	5.2.U.D 5.3.U.D	
Determine if human rights and morality should be the cornerstone of US foreign policy	8.1.U.A 8.3.U.A-D 7.3.U.A 6.3.U.D 5.1.U.C,D 5.2.U.A-D 5.3.U.D 5.4.U.A	MP4
Hypothesize whether peace and stability in the Middle East are vital to the United States' economy and national security	8.1.U.A 8.3.U.C,D 7.3.U.A 6.2.U.A,D-F 6.5.U.B,D 5.1.U.C 5.2.U.B,C 5.3.U.D 5.4.U.A	MP4
Analyze the extent in which the Civil Rights Movement shaped modern American society	8.1.U.A 8.3.U.A-D 7.3.U.A 6.4.U.C 6.5.U.E 5.1.U.A,C,D,F 5.2.U.B-D	MP4
Analyze how science and technology improvements have helped change society	8.1.U.A 8.3.U.A-D 7.3.U.A 6.2.U.F 6.4.U.A,D 6.5.U.B,F 5.2.U.C 5.3.U.D	MP4
Examine the demographics of the US population in the 21 st century	8.1.U.A 8.3.U.A,C,D 7.1.U.A 7.3.U.A 6.5.U.B	MP4
Decide if it is the responsibility of the US today to be the world's "policeman"	8.1.U.B 8.3.U.A,C 7.3.U.A 6.3.U.D 6.4.U.C 5.1.U.A 5.2.U.B-D 5.3.U.D 5.4.U.A	MP4
Determine if global terrorism can be stopped	8.1.U.A 8.3.U.C,D 7.3.U.A 6.3.U.D 6.4.U.C 6.5.U.B 5.2.U.B-D 5.3.U.D 5.4.U.A	MP4
Critique the US use of military force to support democracy in Eastern Europe and/or the Middle East	8.1.U.A 8.3.U.A-D 7.3.U.A 6.1.U.A-C 6.2.U.D 6.3.U.B,D 6.4.U.C 5.1.U.A,C 5.2.U.A-C 5.3.U.D 5.4.U.A	MP4

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Evaluate and explain whether the US has a fair and effective immigration policy	8.1.U.A,C 8.3.U.A-D 7.3.U.A 6.3.U.B 5.1.U.C 5.2.U.B,C 5.3.U.D,F 5.4.U.A	MP4
Determine if the US should still support the use of economic sanctions to further democracy and human rights	8.1.U.A 8.3.U.A-D 7.3.U.A 6.1.U.C 6.2.U.C,F 6.3.U.D 6.4.U.C 5.1.U.A,D 5.2.U.B,C 5.3.U.D 5.4.U.A	MP4
Assess whether racial equality and harmony have been achieved in the 21 st century	8.1.U.A,C 8.3.U.A-D 7.3.U.A 6.3.U.B 6.4.U.C 6.5.U.B,E 5.1.U.C,F 5.2.U.B-D 5.3.U.D	MP4
Decide if a president should be impeached for ethical lapses and moral improprieties	8.1.U.B 8.3.U.A-D 6.3.U.B 5.1.U.A 5.2.U.B,C 5.3.U.D	MP4
Evaluate affirmative action programs and recommend if they should be continued to overcome the effects of past injustices and discrimination	8.1.U.A 8.3.U.A-D 7.3.U.A 6.2.U.C,F 6.3.U.B 6.4.U.C 6.5.U.B,E 5.1.U.A,C,D,F 5.2.U.B-D 5.3.U.D,F	MP4
Hypothesize whether the US can maintain its unprecedented prosperity	8.1.U.A,C 8.3.U.A-D 7.3.U.A 6.1.U.A-C 6.2.U,C-F 6.3.U.B,D 6.4.U.C 6.5.U.B 5.2.U.C,D 5.3.U.D 5.4.U.A	MP4
Employ analytical skills to evaluate primary and secondary source documents	8.1.U.B	MP1 MP2 MP3 MP4
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole	CC.8.5.9-10.A	MP1 MP2 MP3 MP4

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and idea	CC.8.5.9-10.B	MP1 MP2 MP3 MP4
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain	CC.8.5.9-10.C	MP1 MP2 MP3 MP4
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)	CC.8.5.9-10.D	MP1 MP2 MP3 MP4
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole	CC.8.5.9-10.E	MP1 MP2 MP3 MP4
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence	CC.8.5.9-10.F	MP1 MP2 MP3 MP4
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem	CC.8.5.9-10.G	MP1 MP2 MP3 MP4
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information	CC.8.5.9-10.H	MP1 MP2 MP3 MP4
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources	CC.8.5.9-10.I	MP1 MP2 MP3 MP4
By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently	CC.8.5.9-10.J	MP1 MP2 MP3 MP4
Write arguments focused on discipline-specific content	8.1.9.C CC.8.6.9-10.A	MP1 MP2 MP3 MP4
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes	8.1.U.C CC.8.6.9-10.B	MP1 MP2 MP3 MP4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	8.1.U.C CC.8.6.9-10.C	MP1 MP2 MP3

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
		MP4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience	CC.8.6.9-10.D	MP1 MP2 MP3 MP4
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information	CC.8.6.9-10.E	MP1 MP2 MP3 MP4
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	CC.8.6.9-10.F	MP1 MP2 MP3 MP4
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation	CC.8.6.9-10.G	MP1 MP2 MP3 MP4
Draw evidence from informational texts to support analysis, reflection, and research	8.1.U.B CC.8.6.9-10.H	MP1 MP2 MP3 MP4
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	CC.8.6.9-10.I	MP1 MP2 MP3 MP4
Identify major geographic features important to the study of United States History and the world	7.1.U.A 7.2.U.A,B 7.3.U.A 7.4.U.A	MP1 MP2 MP3 MP4
Use maps, globes, and other geographic tools to analyze the physical and cultural landscapes and settlement patterns of areas in the United States and the world to interpret the past	7.1.U.A 7.2.U.A, B 7.3.U.A 7.4.U.A, B	MP1 MP2 MP3 MP4
Identify and compare political boundaries with the locations of civilizations, empires, nations, countries, states, and cities	7.1.U.A 7.3.U.A 7.4.U.B	MP1 MP2 MP3 MP4
Analyze the trends in human migration and cultural interaction and how these trends impacted regions in the United States and the world	7.1.U.A 7.2.U.A, B 7.3.U.A 7.4.U.A, B	MP1 MP2 MP3 MP4

ASSESSMENTS

PDE Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include but are not limited to:

- Journal Entry
- Entry/Exit Ticket
- Thinking Map
- Verbal Explanation
- Observation
- Artifacts
- Reflection/Summary
- Quiz

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include but are not limited to:

- Marking Period Assessment/Final Exam
- Writing a Paper/Essay
- Performance Tasks
- Project
- Tests
- Portfolio