

<b>Grade, Subject:</b> 10-12, National Socialism, the Holocaust, and World War II	
<b>Unit:</b> The Rise of National Socialism in Germany	
<b>Big Idea:</b> Hitler and the Nazis' ascent to power exploited economic, political, and social weaknesses in Germany's post-WWI democracy.	<b>Pacing:</b> 10 days
<p><b>PA Content Standards:</b></p> <ul style="list-style-type: none"> <li>● 5.1.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.</li> <li>● 5.1.W.F - Evaluate the role of nationalism in uniting and dividing citizens.</li> <li>● 6.2.W.G - Compare and contrast various economic systems.</li> <li>● 6.3.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.             <ul style="list-style-type: none"> <li>○ Ethnicity and Race</li> <li>○ Working conditions</li> <li>○ Immigration</li> <li>○ Military conflict</li> <li>○ Economic Stability</li> </ul> </li> <li>● 8.1.W.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</li> <li>● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</li> <li>● 8.4.12.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</li> </ul>	<p><b>PA Common Core Standards:</b></p> <ul style="list-style-type: none"> <li>● CC.8.5.11-12.A - 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.</li> <li>● CC.8.5.11-12.B - 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 ideas.</li> <li>● CC.8.5.11-12.G - 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.</li> <li>● CC.8.5.11-12.I - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> </ul>
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Could another Adolf Hitler ever happen again?</li> <li>2. Why did Germany find the message of National Socialism so captivating after World War I?</li> <li>3. How were the Nazis able to create an autocratic state in Germany?</li> <li>4. How were the Nazis able to transform Germany and maintain power?</li> </ol>	<p><b>Understandings (Students Will Know That...):</b></p> <ol style="list-style-type: none"> <li>1. Numerous would-be dictators have followed Hitler's rhetoric and methods, but few nations have provided the social, cultural, political, and economic climates that would allow an extremist, racist, and warmonger to take power</li> <li>2. The peace terms forced by the Allies on post-WWI Germany led to economic collapse, political chaos, and social upheaval</li> <li>3. The Nazis were able to utilize constitutional processes, capitalize on crises, and create political pressure to force the German government to grant them</li> </ol>

<p>5. How did some Germans oppose the Nazi regime?</p>	<p>dictatorial powers</p> <ol style="list-style-type: none"> <li>4. The Nazis jailed/murdered political opponents, squashed civil liberties, and forced German society to adopt their values</li> <li>5. Various groups in Germany attempted to speak out against or even overthrow the Nazis through force</li> </ol>
<p><b><u>Vocabulary:</u></b>  fascism, Adolf Hitler, National Socialism, nationalism, socialism, pan-Germanism, NSDAP, Weimar Republic, Hermann Göring, Dr. P. Josef Goebbels, Munich Beer Hall Putsch, Paul von Hindenburg, Treaty of Versailles, Dolchstoßlegende, reparations, war-guilt clause, anti-Semitism, Übermensch, Sturmabteilung, Ernst Röhm, Reichstag Fire Decree, Enabling Act, Night of the Long Knives, political purge, der Führer, Schutzstaffel, Heinrich Himmler, Hermann Göring, concentration camp, Hans and Sophie Scholl, Dietrich Bonhoeffer, Claus von Stauffenberg, Geheime Staatspolizei, Luftwaffe, Wehrmacht, Kriegsmarine, Hitler Youth, Lebensborn, Sondergerichte, Reichsarbeitsdienst, Deutsche Arbeitsfront, Führerprinzip, Gleichschaltung, die Schwarze Kapelle</p>	<p><b><u>Skills (Students Will Be Able To...):</u></b></p> <ol style="list-style-type: none"> <li>1. Compare modern and more recent autocrats with Hitler and his methods</li> <li>2. Identify how the Treaty of Versailles impacted German society, politicals, and economics</li> <li>3. Analyze how the National Socialists were able to legally seize absolute power in Germany</li> <li>4. Analyze how the Nazis consolidated their power by force and legislation, while also reforming German society and culture.</li> <li>5. Describe why German resistance to the Nazis was largely ineffective at disrupting the government or war effort.</li> </ol>
<p><b><u>Possible Content Extensions:</u></b></p> <ul style="list-style-type: none"> <li>• Nationalist parallelism in history</li> <li>• Comparing political revolutions in history: Russian Revolution, English Protectorate, Franco’s Spain, Mussolini’s Italy</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#"><i>Hitler: The Rise of Evil</i></a></li> <li>• <a href="#"><i>The Third Reich: The Rise</i></a></li> <li>• </li> </ul>
<p><b><u>Career Ready Standards:</u></b></p>	<p><b><u>Authentic Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Analysis of <i>Mein Kampf</i> - categorizing the political and racial narratives of Hitler</li> <li>• Cause-and-Effect Timeline of the Fall of the Weimar Republic</li> </ul>

<p><b>Grade, Subject:</b> 10-12, National Socialism, the Holocaust, and World War II</p>	
<p><b>Unit:</b> Jewish Persecution and the Holocaust</p>	
<p><b>Big Idea:</b> Victims experienced the Holocaust differently depending on who, where, and when they were.</p>	<p><b>Pacing:</b> 10 days</p>
<p><b>PA Content Standards:</b></p> <ul style="list-style-type: none"> <li>● 8.1.W.A - Evaluate patterns of continuity and rates of change over time, applying context of events.</li> <li>● 8.1.W.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</li> <li>● 8.1.W.C - Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.</li> <li>● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</li> <li>● 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</li> </ul>	<p><b>PA Common Core Standards:</b></p> <ul style="list-style-type: none"> <li>● CC.8.6.11-12.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.</li> <li>● CC.8.6.11-12.G - 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.</li> <li>● CC.8.6.11-12.H - Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why was anti-Semitism common in Europe long before the Nazis?</li> <li>2. Why didn't the Nazis begin their persecution of Jews with mass extermination?</li> <li>3. How did the Nazis carry out their plans for a "racially-purified" Germanic Europe?</li> <li>4. How successful were efforts to address or resist the Holocaust?</li> </ol>	<p><b>Understandings (Students Will Know That...):</b></p> <ol style="list-style-type: none"> <li>1. Anti-Semitism and violence against Jews existed in Europe and the Americas were largely the result of racism and ethnocentrism</li> <li>2. The Nazis' policies towards Jews evolved during and were heavily influenced by the progress of the war</li> <li>3. The Nazis carried out various programs of persecution and extermination directed at undesirable groups in addition to the Jews</li> <li>4. Individuals and groups made different attempts to rescue Jews or resist mass extermination</li> </ol>

<p><b><u>Vocabulary:</u></b>  eugenics, genocide, Protocols of the Elders of Zion, anti-Semitism, Julius Streicher, Nuremberg Race Laws, Mischlinge, Kristallnacht, pogrom, Wannsee Protocol, Reinhard Heydrich, Adolf Eichmann, The Final Solution to the Jewish Question, ghetto, Kindertransport, Einsatzgruppen, T-4 Euthanasia Program, Aktion 14f13, Auschwitz-Birkenau, Aktion Reinhard, Organisation Todt, Sonderkommando, Warsaw Ghetto Uprising, Oskar Schindler, Raoul Wallenberg</p>	<p><b><u>Skills (Students Will Be Able To...):</u></b></p> <ol style="list-style-type: none"> <li>1. Identify why Nazi anti-Semitism was able take root in post-WWI Germany</li> <li>2. Analyze how the process of Jewish persecution and mass extermination evolved</li> <li>3. Describe how the Nazis attempted to eliminate undesirable groups in occupied Europe</li> <li>4. Compare how various efforts successfully or unsuccessfully resisted the Holocaust</li> </ol>
<p><b><u>Possible Content Extensions:</u></b></p> <ul style="list-style-type: none"> <li>• Comparisons to other historical genocides/democides: Armenians, Khmer Rouge, Belgian Congo</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Yad Vashem</a></li> <li>• <a href="#">United States Holocaust Memorial Museum</a></li> <li>• <a href="#">Jewish Virtual Library</a></li> <li>• <a href="#">Americans and the Holocaust: The Refugee Crisis</a></li> <li>• <a href="#">Memory of the Camps</a></li> <li>• <i>A Convenient Hatred: The History of Antisemitism</i> - Phyllis Goldstein</li> </ul>
<p><b><u>Career Ready Standards:</u></b></p> <ul style="list-style-type: none"> <li>• 13.3.11.B - Evaluate team member roles to describe and illustrate active listening techniques: <ul style="list-style-type: none"> <li>○ Clarifying</li> <li>○ Encouraging</li> <li>○ Reflecting</li> <li>○ Restating</li> <li>○ Summarizing</li> </ul> </li> </ul>	<p><b><u>Authentic Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Anti-Semitic Propaganda Analysis</li> <li>• Holocaust Topic Research Project</li> </ul>

<b>Grade, Subject:</b> 10-12, National Socialism, the Holocaust, and World War II	
<b>Unit:</b> Disarmament, Rearmament, and Appeasement	
<b>Big Idea:</b> The post-WWI movement towards securing global peace actually helped fascists remilitarize and expand their territory.	<b>Pacing:</b> 7 days
<p><b>PA Content Standards:</b></p> <ul style="list-style-type: none"> <li>● 8.1.W.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</li> <li>● 8.1.W.C - Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.</li> <li>● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</li> <li>● 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</li> </ul>	<p><b>PA Common Core Standards:</b></p> <ul style="list-style-type: none"> <li>● CC.8.5.11-12.A - 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.</li> <li>● CC.8.5.11-12.B - 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 ideas.</li> </ul>
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why were the efforts to create a lasting international peace after WWI so naïve and disastrous?</li> <li>2. How did recent German history influence Hitler’s territorial ambitions?</li> <li>3. How did international diplomacy help Germany prepare for its early successes in WWII?</li> <li>4. Why was the Allies’ policy of appeasement a failure?</li> </ol>	<p><b>Understandings (SWKT...):</b></p> <ol style="list-style-type: none"> <li>1. Disarmament prevented Allies from being able to prevent or address German territorial aggression in the late-1930s.</li> <li>2. Much of Hitler’s designs for German expansion focused on territories lost in previous conflicts and were not necessarily influenced by racial ideology.</li> <li>3. Alliances forged prior to WWII helped to form future alliances and permitted Germany to create a sphere of influence in Europe.</li> <li>4. Appeasement was a flawed policy in that the Allies’ could not enforce their agreements with Germany without going to war.</li> </ol>
<p><b>Vocabulary:</b></p> <p>Treaty of Versailles, collective security, League of Nations, Locarno treaties, Kellogg-Briand Pact, Geneva Disarmament Conference, Washington Naval Treaty, Posen-West Prussia, Pact of Steel, Non-Aggression Pact, Neville Chamberlain, appeasement, Sudeten Crisis, Munich Pact, Spanish Civil War, Abyssinia Crisis, Hoare-Laval Pact, Herrenvolk, Grossdeutsches Reich, Tripartite Pact, Anschluss, Danzig Crisis, Winston Churchill</p>	<p><b>Skills (SWBAT...):</b></p> <ol style="list-style-type: none"> <li>1. Analyze the successes and failures of the efforts to disarm and create international peace after WWI.</li> <li>2. Describe how German history factored into Hitler’s early territorial ambitions.</li> <li>3. Describe how the Nazis attempted to eliminate undesirable groups in occupied Europe.</li> <li>4. Evaluate appeasement as a means of avoiding armed conflict.</li> </ol>

<p><b><u>Possible Content Extensions:</u></b></p> <ul style="list-style-type: none"> <li>● Anti-communism in the post-WWI world</li> <li>● Rise of Fascism in Italy</li> <li>● Pre-WWII alliance-formation</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● Bubble Gum Wars</li> <li>● <a href="#"><i>The Historical Atlas of World War II</i> - John Pimlott</a></li> <li>● “The Hossbach Memorandum”</li> <li>● <a href="#">Library of Congress - Political Cartoons on Appeasement</a></li> <li>● <a href="#"><i>The Second World War</i> - John Keegan</a></li> <li>● <a href="#"><i>World War II: A New History</i> - Evan Mawdsley</a></li> </ul>
<p><b><u>Career Ready Standards:</u></b></p>	<p><b><u>Authentic Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Disarmament/Appeasement Political Cartoon</li> </ul>

<p><b><u>Grade, Subject:</u></b> 10-12, National Socialism, the Holocaust, and World War II</p>	
<p><b><u>Unit:</u></b> German Aggression, 1939-1941</p>	

<p><b>Big Idea:</b> German conquests early in the war were the result of surprise, superior strategy, and excellent equipment, but those weren't always a guarantee of success.</p>	<p><b>Pacing:</b> 9 days</p>
<p><b>PA Content Standards:</b></p> <ul style="list-style-type: none"> <li>● 8.1.W.A - Evaluate patterns of continuity and rates of change over time, applying context of events.</li> <li>● 8.1.W.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</li> <li>● 8.1.W.C - Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.</li> </ul>	<p><b>PA Common Core Standards:</b></p> <ul style="list-style-type: none"> <li>● CC.8.5.11-12.I - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>● CC.8.5.11-12.J- By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</li> </ul>
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why was Germany able to conquer Poland so rapidly?</li> <li>2. Why couldn't the Allies stop the German advance in the West?</li> <li>3. Why were the British able to stop the German war machine for the first time?</li> <li>4. Why did the war extend to North Africa in 1940?</li> <li>5. How did Hitler's decision to invade the Soviet Union impact the course of the war?</li> </ol>	<p><b>Understandings (SWKT...):</b></p> <ol style="list-style-type: none"> <li>1. Superior German equipment and strategies, along with the Soviets' entry into the war, led to the Polish collapse.</li> <li>2. The Allies outnumbered the Germans in the West, waited idly so as not to appear as aggressors.</li> <li>3. The Germans' military strengths were unable to overcome the geographic and military advantages that the British possessed during the Battle of Britain.</li> <li>4. Oil, the Suez Canal, and control of the Mediterranean became strategically important to the Germans as the war turned into a stalemate in Europe.</li> <li>5. The German invasion of the Soviet Union had catastrophic consequences for Germany's chances of winning the war.</li> </ol>
<p><b>Vocabulary:</b> Gleiwitz incident, Poland, Heinz Guderian, Blitzkrieg, the Winter War, Finland, Moscow Peace Treaty, Operation Weserübung, Denmark, Norway, Vidkun Quisling, Winston Churchill, the Phoney War, Maginot Line, Dyle Plan, Manstein Plan, Mechelen incident, Operation Dynamo, Dunkirk, Vichy, Operation Sea Lion, Battle of Britain, Eagle Day, RAF, Luftwaffe, RADAR, the Blitz, Erwin Rommel, Tobruk, Crete, Malta, Taranto raid, Operation Barbarossa, Leningrad, Operation Typhoon, Rostov</p>	<p><b>Skills (SWBAT...):</b></p> <ol style="list-style-type: none"> <li>1. Identify reasons why the German war machine was so effective in Poland.</li> <li>2. Describe how the Allied defense of France and the Low Countries collapsed.</li> <li>3. Evaluate German decisions that led to their failure to defeat and conquer Great Britain.</li> <li>4. Identify the significance of the North African campaign in determining the outcome of World War II.</li> <li>5. Evaluate the German execution of Operation Barbarossa and if it was indeed Hitler's greatest blunder.</li> </ol>
<p><b>Possible Content Extensions:</b></p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">The Historical Atlas of World War II - John Pimlott</a></li> <li>● <a href="#">The Second World War - John Keegan</a></li> <li>● <a href="#">World War II: A New History - Evan Mawdsley</a></li> </ul>

<b><u>Career Ready Standards:</u></b>	<b><u>Authentic Assessments:</u></b> <ul style="list-style-type: none"> <li>• Disarmament/Appeasement Political Cartoon</li> </ul>

<b><u>Grade, Subject:</u></b> 10-12, National Socialism, the Holocaust, and World War II	
<b><u>Unit:</u></b> Japanese Militarism and Imperialism	
<b><u>Big Idea:</u></b> Japanese territorial expansion was fueled by a fusion of traditional cultural values and rapid modernization.	<b><u>Pacing:</u></b> 5 days
<b><u>PA Content Standards:</u></b> <ul style="list-style-type: none"> <li>• 5.1.W.F - Evaluate the role of nationalism in uniting and dividing citizens.</li> <li>• 6.3.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. <ul style="list-style-type: none"> <li>○ Ethnicity and Race</li> <li>○ Working conditions</li> <li>○ Immigration</li> <li>○ Military conflict</li> <li>○ Economic Stability</li> </ul> </li> <li>• 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events.</li> <li>• 8.1.W.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</li> </ul>	<b><u>PA Common Core Standards:</u></b> <ul style="list-style-type: none"> <li>• CC.8.5.11-12.A - 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.</li> <li>• CC.8.5.11-12.I - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> </ul>

<ul style="list-style-type: none"> <li>● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</li> <li>● 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</li> </ul>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why did Japanese cultural values clash with the West?</li> <li>2. How did Japan move from feudalism to being a global military power in less than 50 years' time?</li> <li>3. How did Japan attempt to justify an Asian/Pacific empire?</li> <li>4. How did the United States respond to Japan's militarism and territorial expansion?</li> </ol>	<p><b>Understandings (SWKT...):</b></p> <ol style="list-style-type: none"> <li>1. Japanese views on masculinity, race, and collectivity contributed to conflict and misunderstanding with the West.</li> <li>2. Western Europe and the United States played a key role in forcing Japan to become a modern political and economic state.</li> <li>3. Japan saw itself as equals with Western imperial powers but resented their economic gains from colonial possessions in Japan's regional proximity.</li> <li>4. The United States attempted to limit and control Japanese aggression which ultimately led to direct armed conflict.</li> </ol>
<p><b>Vocabulary:</b> shogunate, isolationism, gunboat diplomacy, Meiji Restoration, Russo-Japanese War, Open Door Policy, Twenty-One Demands, Lansing-Ishii Agreement, Nine-Power Treaty, Bushido, Shintoism, Yamato-damashii, "<i>The Way of the Subject</i>", Tanaka Memorial, "<i>Global Policy with the Yamato Race as Nucleus</i>", AAA Movement, Greater East Asia Co-Prosperity Sphere</p>	<p><b>Skills (SWBAT...):</b></p> <ol style="list-style-type: none"> <li>1. Compare Japanese and Western cultural values and analyze how their difference foster deeper conflict</li> <li>2. Analyze how imperialism and industrialization rapidly made Japan into a modern nation-state</li> <li>3. Connect modern Japanese history with their imperial diplomacy and territorial aggression.</li> <li>4. Assess the effectiveness of American diplomatic efforts to stem Japanese expansion.</li> </ol>
<p><b>Possible Content Extensions</b></p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#"><i>The Historical Atlas of World War II</i> - John Pimlott</a></li> <li>● <a href="#"><i>The Second World War</i> - John Keegan</a></li> <li>● <a href="#"><i>World War II: A New History</i> - Evan Mawdsley</a></li> </ul>
<p><b>Career Ready Standards:</b></p>	<p><b>Authentic Assessments</b></p> <ul style="list-style-type: none"> <li>● Japanese Cultural Values Propaganda Storyboard</li> </ul>

<p><b>Grade, Subject:</b> 10-12, National Socialism, the Holocaust, and World War II</p>	
<p><b>Unit:</b> Japanese Expansion in Asia and the Pacific</p>	
<p><b>Big Idea:</b> The Japanese Empire grew rapidly because of the United States' isolationism and lack of preparation for war.</p>	<p><b>Pacing:</b> 7 days</p>
<p><b>PA Content Standards:</b></p> <ul style="list-style-type: none"> <li>● 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events.</li> <li>● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</li> <li>● 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</li> </ul>	<p><b>PA Common Core Standards:</b></p> <ul style="list-style-type: none"> <li>● CC.8.5.11-12.C - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> <li>● CC.8.6.11-12.H - Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How did diplomatic failures contribute to war between Japan and the United States?</li> <li>2. Why was the United States largely unable to prevent Japanese expansion at the outset of war?</li> <li>3. How did the United States manage to stem the Japanese advance in the Pacific in 1942?</li> </ol>	<p><b>Understandings (SWKT...):</b></p> <ol style="list-style-type: none"> <li>1. American economic sanctions and military posturing only further encouraged the Japanese Empire's military expansion</li> <li>2. American neutrality and the War in Europe allowed Japan to conquer much of the Western Pacific in 1941</li> <li>3. Japanese expansion in the Pacific was halted in 1942 because of American intelligence and the Japanese response to American counteroffensives</li> </ol>
<p><b>Vocabulary:</b> Japan-Korean Annexation Treaty, Mukden Incident, Manchukuo, Marco Polo Bridge Incident, Second Sino-Japanese War, Rape of Nanjing, U.S.S. <i>Panay</i> sinking, French Indochina, embargo, "frozen assets", Isoroku Yamamoto, Kido Butai, Pearl Harbor, battleship row, "Purple", Guam, Wake Island, Malaya, Singapore, Battle of Java Sea, Doolittle Raid, Battle of the Coral Sea, Battle of Midway</p>	<p><b>Skills (SWBAT...):</b></p> <ol style="list-style-type: none"> <li>1. Evaluate the relationship between American efforts to discourage Japanese aggression and their impact on war with Japan.</li> <li>2. Analyze the impacts of American neutrality and disarmament on Japanese territorial aggression.</li> <li>3. Identify the importance of American code breaking efforts and Japanese caution/arrogance at the outset of the Pacific War.</li> </ol>
<p><b>Possible Content Extensions</b></p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">The Historical Atlas of World War II - John Pimlott</a></li> <li>● <a href="#">The Second World War - John Keegan</a></li> <li>● <a href="#">World War II: A New History - Evan Mawdsley</a></li> <li>● <a href="#">Tora! Tora! Tora!</a></li> <li>● <a href="#">The Rape of Nanking - Iris Chang</a></li> <li>● <a href="#">The Battle of the Coral Sea</a></li> <li>● <a href="#">Attack on Pearl Harbor</a></li> <li>● <a href="#">The Battle of Midway - Tactical Overview</a></li> <li>● <a href="#">The Historical Atlas of World War II - John Pimlott</a></li> <li>● <a href="#">The Second World War - John Keegan</a></li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">World War II: A New History - Evan Mawdsley</a></li> </ul>
<b><u>Career Ready Standards:</u></b>	<b><u>Authentic Assessments:</u></b> <ul style="list-style-type: none"> <li>● Japanese History Textbook Analysis</li> <li>● <i>Tora! Tora! Tora!</i> History in Film Evaluation</li> </ul>

<b><u>Grade, Subject:</u></b> 10-12, National Socialism, the Holocaust, and World War II	
<b><u>Unit:</u></b> The Allies Turn the Tide in Europe	
<b><u>Big Idea:</u></b> The productive might of the United States helped the Allies to turn the tide of war against the Axis powers.	<b><u>Pacing:</u></b> 10 days
<b><u>PA Content Standards:</u></b> <ul style="list-style-type: none"> <li>● 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events.</li> <li>● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</li> <li>● 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</li> </ul>	<b><u>PA Common Core Standards:</u></b> <ul style="list-style-type: none"> <li>● CC.8.5.11-12.A - 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.</li> <li>● CC.8.5.11-12.B - 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 ideas.</li> </ul>
<b><u>Essential Questions:</u></b> <ol style="list-style-type: none"> <li>1. After American entry in the war, why did the Western Allies only attack the Germans in the “periphery” of Europe?</li> <li>2. Why was the Battle of the Atlantic so important in determining the outcome of the War in Europe?</li> <li>3. Did the air war over Europe help to hasten the end of the war?</li> <li>4. What did “total war” mean for Americans not fighting overseas?</li> <li>5. How were the Soviets able to turn the tide against the Germans in the East?</li> <li>6. How did Allied wartime diplomacy shape the course of the war and the postwar world?</li> </ol>	<b><u>Understandings (SWKT...):</u></b> <ol style="list-style-type: none"> <li>1. The US/UK were not materially or militarily prepared to liberate Western Europe in 1943.</li> <li>2. It was vital for the Allies to neutralize the U-boat threat because of the UK’s material dependence on American industrial production and the military buildup for an invasion of Western Europe.</li> <li>3. While establishing Allied air superiority over Europe was critical for the success of Operation Overlord, historians still debate the effectiveness of the strategic bombing campaign.</li> <li>4. The federal government greatly expanded its social and economic powers in order to position the military for its best chance of success in combat.</li> <li>5. German errors, the Russian winter, and American Lend-Lease aid helped the Soviets end the German offensives in the East.</li> <li>6. Allied agreements on their political aims in the war and strategy indicated that the Soviet/Anglo/American alliance would not survive.</li> </ol>

<p><b><u>Vocabulary:</u></b> strategic bombing, 8th Air Force, air superiority, Home Front, Office of Price Administration, Office of War Information, Executive Order 9066, War Production Board, Civil Defense, Afrika Korps, Battle of El Alamein, Operation Torch, Battle of Kasserine Pass, Battle of El Guettar, Casablanca conference, Quebec conference, Cairo conference, Tehran Conference, Operation Husky, Operation Avalanche, Operation Shingle, Gustav/Gothic lines, Ljubljana Gap, U-boat, convoy system, war of attrition, pocket battleships, ENIGMA, Mid-Atlantic gap, Big Three, Operation Citadel, Operation Bagration, T-34, Georgy Zhukov</p>	<p><b><u>Skills (SWBAT...):</u></b></p> <ol style="list-style-type: none"> <li>1. Evaluate the Allied decision to expend men, material, and time in campaigns that did not directly affect the defeat of Nazi Germany.</li> <li>2. Identify the significance of the Battle of the Atlantic in the Allied plan to invade Fortress Europe.</li> <li>3. Evaluate the Allied strategic bombing campaign as it contributed to the defeat of Nazi Germany.</li> <li>4. Assess the morality and legality of the federal government's seizure of power in order to reshape industry, limit consumption, and protect national security.</li> <li>5. Describe the factors and decisions that enabled the Red Army to reconquer territory lost to the Germans in the first two years of the war.</li> <li>6. Compare and contrast Allied strategy for victory and the Allies' respective visions for the postwar world.</li> </ol>
<p><b><u>Possible Content Extensions</u></b></p>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#"><i>The Historical Atlas of World War II</i> - John Pimlott</a></li> <li>• <a href="#"><i>The Second World War</i> - John Keegan</a></li> <li>• <a href="#"><i>World War II: A New History</i> - Evan Mawdsley</a></li> </ul>
<p><b><u>Career Ready Standards:</u></b></p>	<p><b><u>Authentic Assessments</u></b></p>

<p><b><u>Grade, Subject:</u></b> 10-12, National Socialism, the Holocaust, and World War II</p>	
<p><b><u>Unit:</u></b> The Allies Take Back the Pacific</p>	
<p><b><u>Big Idea:</u></b> Geography and unyielding Japanese resistance made American advances across the Pacific increasingly more costly as the war progressed.</p>	<p><b><u>Pacing:</u></b> 8 days</p>
<p><b><u>PA Content Standards:</u></b></p>	<p><b><u>PA Common Core Standards:</u></b></p> <ul style="list-style-type: none"> <li>• CC.8.5.11-12.B - Determine the central ideas or information of a primary or</li> </ul>

<ul style="list-style-type: none"> <li>● 7.2.W.A - Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth’s physical systems.</li> <li>● 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events.</li> <li>● 8.1.W.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</li> <li>● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</li> <li>● 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</li> </ul>	<p>secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <ul style="list-style-type: none"> <li>● CC.8.5.11-12.G - 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.</li> <li>● CC.8.5.11-12.I - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> </ul>
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why did the Americans capture only certain Pacific islands while pursuing Japan’s defeat?</li> <li>2. How did American strategy evolve with changes in geography and Japanese resistance?</li> <li>3. How was the Japanese navy effectively neutralized as a military force in the Pacific by 1945?</li> </ol>	<p><b>Understandings (SWKT...):</b></p> <ol style="list-style-type: none"> <li>1. The American island-hopping campaign in the Pacific was intended to minimize casualties and hasten the end of the war.</li> <li>2. Atolls, jungles, rugged landscapes, Japanese fanaticism, and civilian populations created difficulties for American forces, leading to lengthier campaigns and greater casualties.</li> <li>3. The Imperial Japanese Navy ceased to be a viable military threat by the end of 1944 due to American naval primacy and attrition.</li> </ol>
<p><b>Vocabulary:</b>  Chester W. Nimitz, leapfrogging/island-hopping, Tarawa (Betio), Gilbert Islands, northern prong, Battle of the Philippine Sea, Saipan, the Marianas, Peleliu, southern prong, Solomons, Guadalcanal, “unsinkable aircraft carrier”, Rabaul, Cape Gloucester, Truk, Caroline Islands, Marshall Islands, Battle of Leyte Gulf</p>	<p><b>Skills (SWBAT...):</b></p> <ol style="list-style-type: none"> <li>1. Explain the rationale behind American island-hopping stratagem in the Pacific.</li> <li>2. Identify the various conditions and factors that contributed to the brutality and human cost of the Pacific War.</li> <li>3. Analyze how Japan’s military advantages at the outset of war largely evaporated by late 1944.</li> </ol>
<p><b>Possible Content Extensions</b></p> <ul style="list-style-type: none"> <li>- Profiles/comparisons of major island campaigns: Makin, Majuro, Eniwetok, Kwajelein,</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">The Historical Atlas of World War II - John Pimlott</a></li> <li>● <a href="#">The Second World War - John Keegan</a></li> <li>● <a href="#">World War II: A New History - Evan Mawdsley</a></li> </ul>

<b><u>Career Ready Standards:</u></b>	<b><u>Authentic Assessments</u></b>
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<b><u>Grade, Subject:</u></b> 10-12, National Socialism, the Holocaust, and World War II	
<b><u>Unit:</u></b> The Western Front	
<b><u>Big Idea:</u></b> The Anglo-American campaign in Western Europe helped to hasten the collapse of the Third Reich.	<b><u>Pacing:</u></b> 8 days
<b><u>PA Content Standards:</u></b> <ul style="list-style-type: none"> <li>● 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events.</li> <li>● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</li> <li>● 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</li> <li>● 8.4.W.C - Evaluate how continuity and change have impacted the world today. <ul style="list-style-type: none"> <li>○ Belief systems and religions</li> <li>○ Commerce and industry</li> <li>○ Technology</li> <li>○ Politics and government</li> <li>○ Physical and human geography</li> <li>○ Social organization</li> </ul> </li> </ul>	<b><u>PA Core Standards:</u></b> <ul style="list-style-type: none"> <li>● CC.8.5.11-12.B - 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 ideas.</li> <li>● CC.8.5.11-12.F - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</li> <li>● CC.8.5.11-12.I - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> </ul>
<b><u>Essential Questions:</u></b> <ol style="list-style-type: none"> <li>1. Why was Operation Overlord necessary to Germany's defeat?</li> <li>2. How did the Allies and Germans both fail at attempting to win the war by Christmas 1944?</li> <li>3. How did the Allies force the unconditional surrender of Germany?</li> </ol>	<b><u>Understandings (SWKT...):</u></b> <ol style="list-style-type: none"> <li>1. The Allied invasion of Normandy was critical to wearing down the German war machine and bringing about the defeat of Nazi Germany.</li> <li>2. The stalemate in the Hürtgen Forest and the counteroffensive in the Ardennes slowed the Allied advance into Germany, but also destroyed much of the German army in the West.</li> <li>3. Destruction of the Wehrmacht on three fronts, the near-elimination of the Luftwaffe, and Allied material superiority resulted in the German military collapse from sheer attrition.</li> </ol>

<p><b><u>Vocabulary:</u></b>  Dwight D. Eisenhower, Operation Fortitude, Operation Overlord, D-Day, Atlantic Wall, Caen, bocage, Operation Cobra, Red Ball Express, Wunderwaffen, Operation Market Garden, Siegfried Line, Battle of the Hürtgen Forest, Battle of the Bulge, Ardennes, Volksgrenadier, counteroffensive, Bastogne, Ludendorff Bridge, Operation Varsity, Battle of Berlin, V-E Day</p>	<p><b><u>Skills (SWBAT...):</u></b></p> <ol style="list-style-type: none"> <li>1. Evaluate the Allied strategy of attacking Europe’s periphery prior to Operation Overlord as it related to Overlord’s success and German military might.</li> <li>2. Describe why the Allies’ struggled in trying to end the war by Christmas and identify the reasons for some German successes in fall/winter 1944.</li> <li>3. Explain how the closing actions of the war and the culmination of Allied stratagem finally convinced the German government to accept the Allies’ unconditional surrender demands.</li> </ol>
<p><b><u>Possible Content Extensions</u></b></p>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>The American Experience: “The Battle of the Bulge”</i> (1996)</li> <li>● <a href="#"><i>The Historical Atlas of World War II - John Pimlott</i></a></li> <li>● <a href="#"><i>The Second World War - John Keegan</i></a></li> <li>● <a href="#"><i>World War II: A New History - Evan Mawdsley</i></a></li> </ul>
<p><b><u>Career Ready Standards:</u></b></p>	<p><b><u>Authentic Assessments</u></b></p>

<p><b><u>Grade, Subject:</u></b> 10-12, National Socialism, the Holocaust, and World War II</p>	
<p><b><u>Unit:</u></b> The Downfall of the Japanese Empire</p>	
<p><b><u>Big Idea:</u></b> Japanese fanaticism and increasing American brutality towards the end of the Pacific War, led both sides to a controversial and cataclysmic end.</p>	<p><b><u>Pacing:</u></b> 8 days</p>
<p><b><u>PA Content Standards:</u></b></p> <ul style="list-style-type: none"> <li>● 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events.</li> <li>● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</li> </ul>	<p><b><u>PA Common Core Standards:</u></b></p> <ul style="list-style-type: none"> <li>● CC.8.5.11-12.G - 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.</li> <li>● CC.8.5.11-12.I - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> </ul>

<ul style="list-style-type: none"> <li>● 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</li> <li>● 8.4.W.C - Evaluate how continuity and change have impacted the world today. <ul style="list-style-type: none"> <li>○ Belief systems and religions</li> <li>○ Commerce and industry</li> <li>○ Technology</li> <li>○ Politics and government</li> <li>○ Physical and human geography</li> <li>○ Social organization</li> </ul> </li> </ul>	
<p><b><u>Essential Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. Why was American airpower alone not effective at compelling the Japanese to surrender?</li> <li>2. What were the lessons of the American invasions of Iwo Jima and Okinawa?</li> <li>3. Were the atomic bombings of Japan the best way to bring about Japan’s surrender?</li> </ol>	<p><b><u>Understandings (SWKT...):</u></b></p> <ol style="list-style-type: none"> <li>1. The Japanese were willing to suffer tremendous loss of life and their national identity was predicated on the belief in their invincibility.</li> <li>2. The Japanese military adapted their defensive tactics to affect maximum casualties on U.S. forces as a means of preventing their own unconditional surrender.</li> <li>3. The atomic bombs compelled the Japanese government to recognize the potentiality of Japan’s complete destruction rather than foreign occupation as a resolution to the Pacific War.</li> </ol>
<p><b><u>Vocabulary:</u></b>  B-29 Superfortress, Operation Meetinghouse, firebombing, Iwo Jima, Mount Suribachi, Okinawa, kamikaze, banzai charge, Kaiten, Potsdam Declaration, Operation Downfall, Operation Ketsugo, Manhattan Project, Hiroshima, Nagasaki, uni-conditional surrender, Jewel Voice radio broadcast, V-J Day, MacArthur Constitution</p>	<p><b><u>Skills (SWBAT...):</u></b></p> <ol style="list-style-type: none"> <li>1. Contrast Japanese nationalism and culture with American strategy at the end of the Pacific War.</li> <li>2. Evaluate the desperation and extremism in Japan’s attempt to prevent national catastrophe as the Americans approached the home islands.</li> <li>3. Evaluate the arguments for or against the use of atomic bombs as the means by which to affect the most favorable outcome in the Pacific War.</li> </ol>
<p><b><u>Possible Content Extensions</u></b></p>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>Grave of the Fireflies</i></li> <li>● <i>White Light, Black Rain</i></li> <li>● <i>Shin’s Tricycle</i></li> <li>● <a href="#"><i>The Historical Atlas of World War II - John Pimlott</i></a></li> <li>● <a href="#"><i>The Second World War - John Keegan</i></a></li> <li>● <a href="#"><i>World War II: A New History - Evan Mawdsley</i></a></li> </ul>

<b><u>Career Ready Standards:</u></b>	<b><u>Authentic Assessments</u></b>
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<b><u>Grade, Subject:</u></b> 10-12, National Socialism, the Holocaust, and World War II	
<b><u>Unit:</u></b> The Aftermath of War	
<b><u>Big Idea:</u></b> While the Allies were able to help prevent a third world war, the United	<b><u>Pacing:</u></b> 4 days
<b><u>PA Content Standards:</u></b> <ul style="list-style-type: none"> <li>● 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events.</li> <li>● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</li> <li>● 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</li> <li>● 8.4.W.C - Evaluate how continuity and change have impacted the world today. <ul style="list-style-type: none"> <li>○ Belief systems and religions</li> <li>○ Commerce and industry</li> <li>○ Technology</li> <li>○ Politics and government</li> <li>○ Physical and human geography</li> <li>○ Social organization</li> </ul> </li> </ul>	<b><u>PA Common Core Standards:</u></b> <ul style="list-style-type: none"> <li>● CC.8.5.11-12.G - 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.</li> <li>● CC.8.5.11-12.I - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> </ul>
<b><u>Essential Questions:</u></b> <ol style="list-style-type: none"> <li>1. How did the Allies work to create the “Long Peace” after World War II?</li> <li>2. How did postwar conditions create long-lasting, lesser conflicts around the world?</li> </ol>	<b><u>Understandings (SWKT...):</u></b> <ol style="list-style-type: none"> <li>1. By establishing a</li> </ol>

<p><b><u>Vocabulary:</u></b>  tribunal, war crime, crime against humanity, crime against peace, Nuremberg Trials, International Military Tribunal for the Far East, Zionism, 1948 Arab-Israeli War,</p>	<p><b><u>Skills (SWBAT...):</u></b></p> <ol style="list-style-type: none"> <li>4. Contrast Japanese nationalism and culture with American strategy at the end of the Pacific War.</li> <li>5. Evaluate the desperation and extremism in Japan’s attempt to prevent national catastrophe as the Americans approached the home islands.</li> <li>6. Evaluate the arguments for or against the use of atomic bombs as the means by which to affect the most favorable outcome in the Pacific War.</li> </ol>
<p><b><u>Possible Content Extensions</u></b></p>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#"><i>The Historical Atlas of World War II</i> - John Pimlott</a></li> <li>● <a href="#"><i>The Second World War</i> - John Keegan</a></li> <li>● <a href="#"><i>World War II: A New History</i> - Evan Mawdsley</a></li> </ul>
<p><b><u>Career Ready Standards:</u></b></p>	<p><b><u>Authentic Assessments</u></b></p>