

Grade, Subject (Course): 10th, Social Studies (America & the World, 1940-present)	
Unit: World War II	
Big Idea: America’s role in the world changed as a result of its involvement in the Second World War.	Pacing: 3.5 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.1.9.B - Analyze the major arguments advanced for different systems of government. ● 5.1.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world ● 5.1.U.F - Analyze the role political symbols play in civil disobedience and patriotic activities ● 5.1.W.F - Evaluate the role of nationalism in uniting and dividing citizens ● 5.1.U.A/5.2.W.A - Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system ● 5.3.U.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy ● 5.3.U.F - Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments. ● 5.3.W.J - Compare and contrast various systems of government ● 5.4.U.A - Explain how United States foreign policy is developed ● 5.4.C.B - Explain why and how different foreign policy tools are used to advance a nation’s self interest ● 5.4.W.C - Identify the role of international organizations <p><i>Economics</i></p> <ul style="list-style-type: none"> ● 6.1.9-12.C - Analyze actions taken as a result of scarcity in decision-making ● 6.1.9-12.E - Evaluate the allocation of resources used to produce goods and services ● 6.3.9-12.C - Identify fiscal and monetary policies that address inflation, unemployment, or economic growth. 	<p>PA Common Core Standards (for History & Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. ● CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ● CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. ● CC.8.5.9-10.J - 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.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. ● CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research. ● CC.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<p><i>Geography</i></p> <ul style="list-style-type: none"> ● 7.1.U.A - Use geographic tools to analyze information about the interaction between people, places, and the environment ● 7.3.U.A - Analyze the human characteristics of places and regions <p><i>History</i></p> <ul style="list-style-type: none"> ● 8.1.U.A/8.1.W.A - Compare/evaluate patterns of continuity and change over time, applying context of events. ● 8.1.U.B/8.1.W.A - Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. ● 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. ● 8.3.C.A - Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy ● 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the US ● 8.3.U.C/8.4.W.C - Evaluate how continuity and change have impacted the United States: belief systems, commerce and industry, technology, politics and government, physical and human geography, social organizations. ● 8.3.U.D/8.4.W.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S./the world today, including its effects on Pennsylvania ● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history ● 8.4.C.A - Evaluate critical issues in various contemporary governments. ● 8.4.W.B - Evaluate the importance of historical documents, artifacts and sites which are critical to world history 	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How did the post-WWI global economic and political climate create the Axis powers and threaten democracy? ● How did the global pressures of the war lead America away from neutrality? 	<p><u>Concepts/Understandings (Students Will Know That...):</u></p> <ul style="list-style-type: none"> ● The Treaty of Versailles and the Great Depression created social, political, and economic conditions that led to the rise of dictatorships and territorial aggression.

<ul style="list-style-type: none"> • How did the war affect the lives of Americans? • How did the events of the war kickstart concern over human rights and international justice? 	<ul style="list-style-type: none"> • Key factors, goals, and applications of pre-war ideologies and political systems including Fascism, Nationalism, Militarism, Imperialism, and Communism. • Pre-Pearl Harbor foreign policy led the United States on a path to war with the Axis powers. • The arguments for and against using the atomic bombs. • The social, political and economic impacts of the war on the U.S. during the war and the years following the war. • Previously marginalized groups were essential to wartime efforts on the American Homefront • World War II created a new geopolitical order that led to the Cold War. • The causes and effects of the Holocaust.
<p><u>Vocabulary:</u> Politics: totalitarianism, fascism, Benito Mussolini, Nazism, Adolf Hitler, Hideki Tojo, Japanese imperialism, appeasement, Winston Churchill, Non Aggression Pact, Josef Stalin, Neutrality Acts, cash and carry, Lend-Lease Act, Yalta Conference, Potsdam Conference Battles/Events Europe & Pacific Theaters US Homefront: Selective Service, WAAC/WAVES, propaganda, wartime production and economic controls, rations, Japanese internment, post-war effects Holocaust: Nuremberg Laws, genocide, ghettos, concentration camps, the Final Solution, Nuremberg Trials, the United Nations, Israel</p>	<p><u>Competencies/Skills (Students Will Be Able To...):</u></p> <ul style="list-style-type: none"> • Analyze the factors that contributed to the outbreak of war. • Trace the United States’s reactions from isolationism to declaration of war. • Analyze the effects of battle strategies on the outcome of the war. • Assess the impacts of propaganda and racism on American attitudes towards the Axis powers. • Evaluate the motives for dropping the atomic bombs. • Trace the human rights violations that led to the creation of international justice organizations.
<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> • Compare, contrast, and assess Modern day appeasement 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • <i>The World Wars</i> docuseries • Ken Burns’ <i>The War</i> (film clips) • <i>Band of Brothers</i> (film clips) • <i>The Pacific</i> (film clips) • <i>America in Color</i> Series • <i>America the Story of Us</i> Series • “Crash Course US History” Series • “Crash Course World History” Series
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> • 13.1.11.C: Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> • Draw modern day propaganda about WWII issues • WWII Veteran cranial connection • Atomic Bomb Debate - Was it worth using?

Grade, Subject (Course): 10th, Social Studies (America & the World, 1940-present)	
Unit: The Cold War At Home and Abroad (1945-1960)	
Big Idea: America became increasingly involved in world events as the result of a conflict of ideology, economics, and security with the Soviet Union.	Pacing: 3 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.9.B - Analyze the major arguments advanced for different systems of government. 5.2.9.A - Contrast the rights and responsibilities of a citizen in an authoritarian system 5.3.9.J - Compare and contrast various systems of government. 5.4.9.A - Explain why and how different foreign policy tools are used to advance a nation’s self interest. 5.4.9.C - Identify the role of international organizations. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1.W.B - Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the world. 6.2.U.G - Compare and contrast various economic systems 6.3.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world: ethnicity and race, working conditions, immigration, military conflict, economic stability. 6.5.W.E - Compare distribution of wealth across nations. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.1.W.A - Use geographic tools to analyze information about the interaction between people, places, and the environment. 7.3.W.A - Analyze human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. <p><i>History</i></p> <ul style="list-style-type: none"> 8.1.U.A - Evaluate patterns of continuity and change over time, applying context of events. 	<p>PA Common Core Standards (for History & Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.J - 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.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.E -Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research.

<ul style="list-style-type: none"> ● 8.1.U.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. ● 8.1.W.C - Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. ● 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. ● 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S. ● 8.3.U.C - Evaluate how continuity and change have impacted the United States: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations. ● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. 	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How did the end of World War II create new global tensions, and why did the U.S. and the Soviet Union become rivals in the Cold War? ● How did the differences between communism and capitalism shape the alliances, conflicts, and foreign policies of the Cold War? ● What was the U.S. strategy of containment, and how was it applied in different regions of the world — from Europe to Asia to Latin America? ● How did the fear of nuclear war, espionage, and communist influence shape American life, culture, and government at home during the Cold War? ● In what ways did the Cold War push the world toward both danger and innovation — from the arms race to the space race? 	<p><u>Concepts/Understandings (Students Will Know That...):</u></p> <ul style="list-style-type: none"> ● The Cold War resulted from political differences and military events during and immediately following World War II. ● U.S. foreign policy during the Cold War evolved to address communist actions and avoid global war, while preventing the spread of communism to Western Europe. ● The fear of communist infiltration and war drove many negative social and political responses in American life.

<p><u>Vocabulary:</u> Cold War Politics: Harry S. Truman, Potsdam Conference, United Nations, Marshall Plan, communism, Truman Doctrine, Iron Curtain, NATO, containment, Cold War, Warsaw Pact, Chinese Civil War, Korean War, <i>Sputnik</i>, space race, hydrogen bomb, arms race, mutually-assured destruction, CIA, Nikita Khrushchev, U-2 incident Domestic Politics: Second Red Scare, HUAC, Loyalty Review Board, McCarthyism, Ethel & Julius Rosenberg, Alger Hiss, blacklists, fallout shelter, propaganda</p>	<p><u>Competencies/Skills (Students Will Be Able To...):</u></p> <ul style="list-style-type: none"> Analyze the events that contributed to the breakdown in relations between the U.S. and the Soviet Union. Evaluate the series of conflicts that the U.S. and the Soviet Union participated in throughout the 1950s and 1960s and assess the impacts of new weaponry on those conflicts. Evaluate governmental policies and analyze the changes in social norms as a response to Cold War conflicts.
<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> Plotting Cold War events on a map Analyzing Cold War Propaganda Eisenhower Doctrine, brinkmanship, Hungarian Uprising, Suez War 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> <i>America in Color</i> Series <i>America the Story of Us</i> Series “Crash Course US History” Series “Crash Course World History” Series Bert the Turtle “Duck and Cover” PSA
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> 13.1.11.C - Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> Create a Cold War Public Service Announcement

Grade, Subject (Course): 10th, Social Studies (America & the World, 1940-present)	
Unit: American Postwar Society & Politics (1945-1960)	
Big Idea: Post–World War II America saw prosperity and the rise of the “American Dream,” but also growing social tensions as cultural shifts challenged the nation’s identity and values.	Pacing: 1 week
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.W.F - Evaluate the role of nationalism in uniting and dividing citizens 5.3.U.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1.U.A: Analyze how choices are made because of scarcity 6.2.U.A: Analyze the flow of goods and services in the national economy 6.2.U.C: Analyze the impact of advertising and media on individual and group behavior throughout the United States 6.3.U.B: Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. 6.4.U.D: Explain how the level of development of transportation, communication networks, and technology affect economic interdependence. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.1.U.A: Use geographic tools to analyze information about the interaction between people, places, and the environment. 7.3.U.A: Analyze the human characteristics of places and regions. <p><i>History</i></p> <ul style="list-style-type: none"> 8.1.9.A - Compare patterns of continuity and change over time, applying context of event 8.1.9.B - Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.3.9.C.- Analyze how continuity and change have impacted the United States 	<p>PA Common Core Standards (for History & Social Studies):</p> <ul style="list-style-type: none"> CC.8.6.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.6.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.6.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.6.9-10.G - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. CC.8.6.9-10.H - Assess the extent to which the reasoning and evidence in a text support the author’s claims. CC.8.6.9-10.I - Compare and contrast treatments of the same topic in several primary and secondary sources. CC.8.5.9-10.A - Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

<ul style="list-style-type: none"> ● 8.3.9.D - Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. ● 8.3.C.A - Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy ● 8.3.U.C/8.4.W.C - Evaluate how continuity and change have impacted the United States: belief systems, commerce and industry, technology, politics and government, physical and human geography, social organizations. ● 8.3.U.D/8.4.W.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S./the world today, 	<ul style="list-style-type: none"> ○ Provide a concluding statement or section that follows from or supports the argument presented. ● CC.8.5.9-10.B - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> ○ Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ○ Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ○ Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. ○ Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ○ Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. ● CC.8.5.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● CC.8.5.9-10.D - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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	<ul style="list-style-type: none"> ● CC.8.5.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. ● CC.8.5.9-10.F - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How did America’s victory in World War II reshape the nation’s economy, politics, and society in the years that followed? ● In what ways did the pursuit of the “American Dream” in the 1950s promote both unity and conformity — and how did different groups push back against it? ● How did pop culture, technology, and youth rebellion reflect and challenge the values of 1950s American life? 	<p>Concepts/Understandings (Students Will Know That...):</p> <ul style="list-style-type: none"> ● American industries shifted from wartime production to consumer goods, producing a consumer-driven economy ● The postwar economic boom and population explosion created positive and negative effects for all Americans which manifested in mainstream America and created a division that resulted in counterculture movements.
<p>Vocabulary:</p> <p>Politics: Harry S. Truman, Dwight D. Eisenhower, GI Bill Economics & Culture: Interstate Highway System, consumerism, planned obsolescence, Levittown/suburbs, baby boom, television, beatniks, rock and roll & music, pop culture & fads</p>	<p>Competencies/Skills (Students Will Be Able To...):</p> <ul style="list-style-type: none"> ● Analyze the economic, political, and social effects of America’s victory in World War II and explain how these changes reshaped postwar American life. ● Evaluate the two-sided impact of the 1950s "American Dream" in promoting unity and conformity, while also identifying and interpreting how various groups resisted and redefined that dream. ● Interpret how pop culture, technological advancements, and youth rebellion of the 1950s reflected and challenged mainstream American values.
<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> ● Compare 1950s suburbia to today’s housing and urban sprawl ● Study how 1950s television, advertising, and branding shaped modern consumer identity. 	<p>Resources:</p> <ul style="list-style-type: none"> ● <i>America in Color</i> Series ● <i>America the Story of Us</i> Series ● “Crash Course US History” Series ● “Crash Course World History” Series ● Sitcoms such <i>Leave it to Beaver</i> or <i>Father Knows Best</i> ● <i>Eyes on the Prize</i> (film clips)

<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none">• 13.1.11.C. - Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none">• Reboot a 1950s Sitcom - What would the show look like/who would be cast in it?• Create an iPhone for a teen in the 1950s
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Grade, Subject (Course): 10th, Social Studies (America & the World, 1940-present)	
Unit: From Camelot to the Great Society	
Big Idea: The presidencies of JFK and LBJ were marked by ambitious domestic reforms and critical Cold War challenges, shaping both American society and its role in global politics.	Pacing: 1 week
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.1.U.A - Apply examples of the rule of law as related to individual rights and the common good. ● 5.1.U.C - Analyze the principles and ideals that shape United States government ● 5.3.U.F - Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments ● 5.4.9.B - Explain why and how different foreign policy tools are used to advance a nation’s self interest <p><i>Economics</i></p> <ul style="list-style-type: none"> ● 6.1.9-12.E - Evaluate the allocation of resources used to produce goods and services ● 6.3.9.A - Examine how and why the government acts to regulate and stabilize the state and national economy ● 6.4.U.C - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. ● 6.5.9-12.A - Define wages and explain how wages are determined by the supply of and demand for workers. <p><i>Geography</i></p> <ul style="list-style-type: none"> ● 7.2.U.A - Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth’s physical systems ● 7.4.U.B - Analyze the effects of human activity on the physical systems. <p><i>History</i></p> <ul style="list-style-type: none"> ● 8.1.U.A/8.1.W.A - Compare/evaluate patterns of continuity and change over time, applying context of events. ● 8.1.U.B/8.1.W.A - Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 	<p>PA Common Core Standards (for History & Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. ● CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ● CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. ● CC.8.5.9-10.J - 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.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. ● CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research.

<ul style="list-style-type: none"> ● 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. ● 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the US. ● 8.3.U.C/8.4.W.C - Evaluate how continuity and change have impacted the United States: belief systems, commerce and industry, technology, politics and government, physical and human geography, social organizations. ● 8.3.U.D/8.4.W.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S./the world today. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How did John F. Kennedy’s "New Frontier" impact domestic policies and global relations? ● In what ways did Lyndon B. Johnson’s "Great Society" seek to address poverty, civil rights, and social justice in America? ● What were the key events of the Cold War during the Kennedy and Johnson presidencies, and how did they shape U.S. foreign policy? ● How did the Warren Court expand the rights of the accused and impact American law and society? 	<p>Concepts/Understandings (Students Will Know That...):</p> <ul style="list-style-type: none"> ● The "New Frontier" aimed to address domestic issues like poverty, education, and space exploration while promoting U.S. leadership in the Cold War, focusing on peace, diplomacy, and global development. ● The "Great Society" introduced major social reforms, including civil rights legislation and poverty reduction programs, aiming to create a more just and equitable society for all Americans. ● Key Cold War events, such as the Cuban Missile Crisis and the Berlin Wall, led to changes in U.S. foreign policy, emphasizing containment, flexible response, and increasing involvement in global conflicts. ● The Warren Court expanded individual rights, particularly for those accused of crimes, through landmark decisions that strengthened protections in the criminal justice system and reinforced civil liberties.
<p>Vocabulary:</p> <p>Domestic Politics: John F. Kennedy, New Frontier, Kennedy assassination, Robert F. Kennedy, Lyndon B. Johnson, The Great Society, Silent Spring, Warren Court (rights of the accused), Richard M. Nixon</p> <p>Cold War Politics: flexible response, Peace Corps, Fidel Castro, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Space Race,</p>	<p>Competencies/Skills (Students Will Be Able To...):</p> <ul style="list-style-type: none"> ● Evaluate the successes and limitations of the "New Frontier" in addressing issues like poverty, space exploration, and civil rights. ● Identify key programs and policies of LBJ’s "Great Society" and describe their goals. ● analyze the significance of Cold War events in shaping U.S. foreign policy and global power dynamics.
<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> ● Connect LBJ’s programs (Medicare, Medicaid, Head Start, Civil Rights Act, War on Poverty) to present-day issues ● Debate the role of government in solving social problems 	<p>Resources:</p> <ul style="list-style-type: none"> ● <i>America in Color Series</i> ● <i>America the Story of Us Series</i> ● “Crash Course US History” Series

	<ul style="list-style-type: none"> ● “Crash Course World History” Series ● <i>The Sixties</i> (docuseries by CNN)
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 13.3.11.A - Evaluate personal attitudes and work habits that support career retention and advancement. ● 13.3.11.B - Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating, summarizing 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> ● Great Society Policy Brief: Students act as policy analysts in the 1960s, writing a brief to President Johnson recommending whether to expand, revise, or cancel a Great Society program (e.g., Medicare, War on Poverty, Head Start). ● Then & Now Comparative Infographic: Students create a digital or print infographic comparing a key domestic issue from the 1960s (healthcare, education, poverty) to the present day.

Grade, Subject (Course): 10th, Social Studies (America & the World, 1940-present)	
Unit: The Civil Rights Movement	
Big Idea: The Civil Rights Movement was not a single moment or event, but a decades-long struggle shaped by shifting strategies, evolving goals, and diverse voices.	Pacing: 2 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.U.A - Apply examples of the rule of law as related to individual rights and the common good 5.3.U.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy 5.3.U.F - Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments 5.3.9.H - Evaluate the importance of freedom of the press and the political influence of mass media <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1U.B - Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the United States. 6.3.U.D - Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.1.U.A - Use geographic tools to analyze information about the interaction between people, places, and the environment. 7.3.U.A - Analyze the human characteristics of places and regions. 7.3.U.A - Analyze the human characteristics of places and regions <p><i>History</i></p> <ul style="list-style-type: none"> 8.1.9.A - Compare patterns of continuity and change over time, applying context of event 8.1.9.B - Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 	<p>PA Common Core Standards (for History & Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.J - 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.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research.

<ul style="list-style-type: none"> ● 8.3.9.C.- Analyze how continuity and change have impacted the United States ● 8.3.9.D - Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How did the history of segregation and racism in America lead to a growing demand for equality and civil rights in the 1950s? ● How did key events of the 1950s, such as the <i>Brown v. Board of Education</i> decision, the Montgomery Bus Boycott, and the actions of leaders like Rosa Parks, spark the Civil Rights Movement? ● What were the major legislative victories of the Civil Rights Movement, such as the Civil Rights Act of 1964 and the Voting Rights Act of 1965, and how did they transform American society? ● How did the rise of Black Power and groups like the Black Panthers change the Civil Rights Movement in the 1970s? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● The long history of legal segregation, the effects of <i>Plessy v. Ferguson</i>, and de facto discrimination created widespread inequality, leading to a demand for civil rights reforms in the 1950s ● Landmark events like <i>Brown v. Board</i>, the Montgomery Bus Boycott, and Rosa Parks' act of defiance energized the Civil Rights Movement and focused national attention on the fight for racial equality. ● The Civil Rights Act of 1964 and the Voting Rights Act of 1965 were crucial legislative achievements that dismantled legal segregation and protected voting rights, significantly advancing racial equality in America. ● The rise of Black Power and groups like the Black Panthers shifted the focus of the Civil Rights Movement from integration and nonviolence to racial pride, self-defense, and empowerment for African Americans.
<p>Vocabulary:</p> <p>Origins: Reconstruction, <i>Plessy v. Ferguson</i>, de jure vs. de facto segregation, Executive Order 9981,</p> <p>1950s: Emmett Till lynching, <i>Brown v. Board of Education of Topeka</i>, Little Rock Crisis, Rosa Parks, Martin Luther King, Jr., civil disobedience, sit ins, SCLC</p> <p>1960s: SNCC, Freedom Riders, Malcolm X, Nation of Islam, Stokely Carmichael, Black Panthers, Black Power, Civil Rights Act of 1964/1968, Voting Rights Act of 1965</p> <p>Other social movements: American Indian Movement, Chicano, Environmentalism, Feminism, etc.</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Analyze the connection between segregation and the growing demand for civil rights reforms in the 1950s. ● Summarize key events like <i>Brown v. Board</i> and the Montgomery Bus Boycott and explain their significance in sparking the Civil Rights Movement. ● analyze the political, social, and economic effects of the Civil Rights Act of 1964 and Voting Rights Act of 1965 on American society. ● Compare the ideologies of leaders like Martin Luther King Jr. and Malcolm X in terms of their approaches to achieving racial equality.
<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> ● Media & the Movement - Analyze how TV, photography, and journalism shaped public perception and government response ● Investigate how civil rights gans faced resistance (e.g., rise of Southern Strategy, Nixon's law and order" rhetoric) 	<p>Resources:</p> <ul style="list-style-type: none"> ● <i>America in Color</i> Series ● <i>America the Story of Us</i> Series ● "Crash Course US History" Series ● "Crash Course World History" Series ● <i>Eyes on the Prize</i> (film clips) ● <i>The Sixties</i> docuseries

<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> • 13.3.11.A - Evaluate personal attitudes and work habits that support career retention and advancement. • 13.3.11.B - Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating, summarizing 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> • Create a Civil Rights Newspaper • Analyze Civil Rights Legislation

Grade, Subject (Course): 10th, Social Studies (America & the World, 1940-present)	
Unit: The Vietnam War & Counterculture Movement	
Big Idea: The Vietnam War and the counterculture movement of the 1960s and 1970s revealed deep divisions in American society, challenging traditional values, reshaping public trust in government, and redefining the role of the United States in global conflicts and domestic life.	Pacing: 1.5 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. 5.1.U.F - Analyze the role political symbols play in civil disobedience and patriotic activities 5.3.U.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy. 5.3.U.F - Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments. 5.3.9.H - Evaluate the importance of freedom of the press and the political influence of mass media 5.4.9.B - Explain why and how different foreign policy tools are used to advance a nation’s self interest. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.2.U.C - Evaluate the impact of advertising and media on individual and group behavior throughout the United States <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.1.U.A - Use geographic tools to analyze information about the interaction between people, places, and the environment. 7.3.U.A - Analyze the human characteristics of places and regions. 7.4.U.B - Analyze the effects of human activity on the physical systems <p><i>History</i></p> <ul style="list-style-type: none"> 8.1.U.A/8.1.W.A - Compare/evaluate patterns of continuity and change over time, applying context of events. 	<p>PA Common Core Standards (for History & Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.J - 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.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research.

<ul style="list-style-type: none"> ● 8.1.U.B/8.1.W.A - Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. ● 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. ● 8.3.C.A - Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy ● 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the US ● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. ● 8.3.U.C/8.4.W.C - Evaluate how continuity and change have impacted the United States: belief systems, commerce and industry, technology, politics and government, physical and human geography, social organizations. ● 8.3.U.D/8.4.W.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S./the world today, including its effects on Pennsylvania ● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history ● 8.4.C.A - Evaluate critical issues in various contemporary governments. ● 8.4.W.B - Evaluate the importance of historical documents, artifacts and sites which are critical to world history 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How did Cold War ideology and containment shape American policy toward Vietnam and lead to U.S. soldiers in Vietnam? ● How did the geography and nature of guerrilla warfare in Vietnam challenge U.S. military strategies? ● How did the Vietnam war change over time, from early involvement to eventual withdrawal? ● What were the major factors that contributed to the end of the Vietnam war? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● U.S. involvement in Vietnam was driven by the belief in containing communism to prevent its spread, rooted in Cold War fears and the Domino Theory. ● dense jungle terrain, unfamiliar environment, and guerrilla tactics of the Viet Cong challenged traditional U.S. military approaches and contributed to prolonged conflict. ● U.S. involvement escalated gradually from advisors to combat troops, but political pressures, public opinion, and battlefield challenges led to a policy of Vietnamization and eventual withdrawal.

<ul style="list-style-type: none"> ● How did the Vietnam War impact American society politically, culturally, and socially during and after the conflict? ● What role did media coverage play in shaping public perceptions of the Vietnam War? ● How did international reactions to the Vietnam War influence U.S. foreign relations and global perceptions? ● What factors led to the rise of the counterculture in the 1960s and in what ways did the Vietnam War influence the movement? ● How did the counterculture movement challenge traditional American values and institutions? 	<ul style="list-style-type: none"> ● military stalemate, public opposition, internal divisions, and diplomatic efforts such as the Paris Peace Accords led to the U.S. withdrawal and eventual fall of Saigon. ● the war created deep divisions in American society, led to widespread protest, eroded trust in government, and influenced later debates about U.S. foreign policy. ● uncensored media coverage, including graphic images and critical journalism, shifted public support and revealed a gap between official statements and battlefield realities. ● the war damaged America’s global image, strained alliances, and led to increased skepticism of U.S. interventionist policies abroad. ● disillusionment with war, civil rights struggles, and generational tensions fueled a youth-led counterculture that rejected authority and demanded social change. ● the counterculture movement questioned conformity, materialism, and militarism, promoting alternative lifestyles, artistic expression, and political activism.
<p><u>Vocabulary:</u> John F. Kennedy, Lyndon B. Johnson, The Vietnam War, Ho Chi Minh, Vietcong, Gulf of Tonkin Resolution, Domino theory, guerilla warfare, napalm & agent orange, the Draft, Doves, Hawks, Tet Offensive, Pentagon Papers, credibility gap, My Lai, Kent State, War Powers Act Counterculture movements</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● identify and explain the causes of U.S. involvement in Vietnam, including Cold War ideology and the Domino Theory. ● compare and contrast traditional U.S. military strategies with guerrilla tactics used by the Viet Cong. ● sequence key phases of U.S. involvement in Vietnam from advisory roles to withdrawal. ● evaluate how political and public pressures influenced decisions about Vietnamization and withdrawal. ● synthesize causes leading to the end of the Vietnam War, including diplomatic, military, and public opinion factors. ● construct an argument supported by evidence about the effectiveness of the Paris Peace Accords. ● describe how the Vietnam War reshaped American political culture and public trust. ● describe how the Vietnam War was shown in newspapers, television broadcasts, or photographs. ● explain how international responses to the Vietnam War influenced America's global reputation. ● explain how the Vietnam War and social unrest contributed to the rise of the counterculture movement.

	<ul style="list-style-type: none"> ● evaluate how the counterculture challenged mainstream American institutions and values.
<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> ● In what ways did the Vietnam War shape subsequent U.S. military and foreign policy? 	<p>Resources:</p> <ul style="list-style-type: none"> ● <i>America in Color</i> Series ● <i>America the Story of Us</i> Series ● “Crash Course US History” Series ● “Crash Course World History” Series ● <i>The Sixties</i> (docuseries by CNN) ● <i>Dear America: Letters from Vietnam</i> (film)
<p>PA Career Education and Work (CEW) Standards:</p> <ul style="list-style-type: none"> ● 13.3.11.A - Evaluate personal attitudes and work habits that support career retention and advancement. ● 13.3.11.B - Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating, summarizing 	<p>Authentic Assessments:</p> <ul style="list-style-type: none"> ● Interview a relative about the 1960s ● Vietnam Veterans Panel

Grade, Subject (Course): 10th, Social Studies (America & the World, 1940-present)	
Unit: American Society, Politics, & Economics, 1970-1980	
Big Idea: The period from 1970 to 1980 in American society, politics, and economics was marked by significant social change, economic challenges, and political realignments, shaping the nation's direction in the late 20th century.	Pacing: 1.5 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.2.U.C - Examine political leadership and public service in a republican form of government. 5.4.U.A - Explain how United States foreign policy is developed. 5.4.9.B - Explain why and how different foreign policy tools are used to advance a nation's self interest. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1.U.A - Analyze how choices are made because of scarcity 6.2.U.A - Analyze the flow of goods and services in the national economy 6.2.U.D - Examine how the laws of supply and demand impacted individuals and groups behavior over time 6.4.W.A - Explain how specialization contributes to economic interdependence on a national and international level 6.4.W.B - Explain how trade contributes to economic interdependence <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.1.U.A - Use geographic tools to analyze information about the interaction between people, places, and the environment. 7.4.U.A - Analyze the effects of changes in the physical systems <p><i>History</i></p> <ul style="list-style-type: none"> 8.1.U.A/8.1.W.A - Compare/evaluate patterns of continuity and change over time, applying context of events. 8.1.U.B/8.1.W.A - Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 	<p>PA Common Core Standards (for History & Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.J - 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.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research.

<ul style="list-style-type: none"> ● 8.3.9/U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. ● 8.3.9/U.B - Compare the impact of historical documents, artifacts, and places which are critical to the US. ● 8.3.9/U.C - Evaluate how continuity and change have impacted the United States: belief systems, commerce and industry, technology, politics and government, physical and human geography, social organizations. ● 8.3.U.D/8.4.W.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S./the world today. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How did the Watergate scandal impact American trust in government and the presidency? ● In what ways did Nixon, Ford, and Carter each attempt to address the nation’s growing economic instability, and how effective were their strategies? ● In what ways did the political landscape of the U.S. shift during the 1970s? ● How did economic issues like inflation, unemployment, and the energy crisis shape daily life for Americans in the 1970s? ● How did the environmental movement of the 1970s change public awareness and government policy regarding natural resource conservation and pollution? ● How did the social equality movements of the 1970s challenge social norms and influence American society? ● How did the Cold War influence U.S. foreign policy in the 1970s, including Nixon’s détente, Ford’s diplomacy, and Carter’s emphasis on human rights? ● How did the Iran Hostage Crisis symbolize broader tensions in U.S. foreign policy and influence perceptions of presidential leadership? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● the Watergate scandal exposed significant abuses of executive power, leading to the resignation of President Nixon and contributing to a lack of public trust in government institutions and leadership. ● Nixon, Ford, and Carter each proposed different approaches—such as wage and price controls, WIN (Whip Inflation Now), and energy conservation—but all struggled to fully stabilize the economy. ● the 1970s saw a shift in political alliances, including Nixon’s Southern Strategy, which attracted conservative white voters in the South and began a long-term realignment of party ideologies. ● inflation, fuel shortages, and unemployment directly affected American families’ quality of life, leading to public frustration, cultural pessimism, and calls for policy change. ● the 1970s environmental movement increased awareness of pollution and led to key laws and the creation of the EPA to protect natural resources. ● the social equality movements of the 1970s challenged long-standing social roles and unfair treatment, resulting in changes to laws and attitudes that expanded rights and opportunities for many Americans. ● Nixon’s policies of détente and diplomatic efforts with China and the Soviet Union marked a significant shift from earlier Cold War confrontations, reflecting a more pragmatic and strategic global approach. ● the 1979 Iran Hostage Crisis revealed the complexity of Middle East diplomacy, damaged Carter’s public image, and contributed to a broader skepticism of American power abroad.

<p><u>Vocabulary:</u> Watergate Scandal, Nixon Doctrine, Impeachment, Environmentalism, Environmental Protection Agency (EPA), Stagflation, Oil Crisis,, Jimmy Carter, Camp David Accords, Conservative Movement, Fordism, New Right, Iran Hostage Crisis, Rust Belt, Religious Right, American Indian Movement, Chicano movement, <i>The Feminine Mystique</i>, Feminism</p>	<p><u>Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● analyze how Watergate affected public trust in government institutions. ● compare and contrast the economic strategies of the Nixon, Ford, and Carter administrations and evaluate the effectiveness of these policies in addressing 1970s economic challenges. ● describe the political realignment in the 1970s and explain Nixon’s Southern Strategy. ● summarize how inflation, fuel shortages, and unemployment affected American families in the 1970s. ● explain the environmental movement’s role in raising public awareness about pollution and conservation. ● explain how social equality movements challenged traditional social roles and led to expanded rights and analyze the social and legal changes that resulted. ● describe Nixon’s policies of detente and diplomacy with China and the Soviet Union and evaluate how these policies represented a shift in Cold War Strategy. ● summarize the events and significance of the Iran Hostage Crisis.
<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> ● Class debate on the effectiveness and consequences of detente ● Public Opinion and the Presidency - analyze Gallup polls, political cartoons, or televised addresses to track changes in public trust in government before and after Watergate 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● <i>America in Color Series</i> ● <i>America the Story of Us Series</i> ● “Crash Course US History” Series ● “Crash Course World History” Series ● <i>The Seventies</i> (docuseries by CNN)
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 13.3.11.A - Evaluate personal attitudes and work habits that support career retention and advancement. ● 13.3.11.B - Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating, summarizing. ● 13.3.11.E - Evaluate time management strategies and their application to both personal and work situations. 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> ● Create a 1970s Survival Guide - Students produce a digital or physical “guidebook” on how to navigate life in the 1970s, including inflation tips, political scandals, gas shortages, and protest movements.

Grade, Subject (Course): 10th, Social Studies (America & the World, 1940-present)	
Unit: The Conservative Era & the Breakup of the Soviet Union	
Big Idea: The Conservative Era and the breakup of the Soviet Union reshaped global politics and economics, marking the end of the Cold War and a shift toward new challenges in American leadership and international relations.	Pacing: 2 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. 5.1.W.F - Evaluate the role of nationalism in uniting and dividing citizens. 5.2.U.C - Examine political leadership and public service in a republican form of government. 5.3.W.J - Compare and contrast various systems of government. 5.4.W.C - Identify the role of international organizations. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.2.U.A - Analyze the flow of goods and services in the national economy. 6.2.U.E - Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression. 6.2.U.F - Analyze the impact of private economic institutions on individuals and groups over time. 6.3.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history of the world: ethnicity and race, working conditions, immigration, military conflict, economic stability. 6.4.U.C - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 6.4.W.C - Compare the role groups and individuals played in the social, political, cultural, and economic development of the world. 	<p>PA Common Core Standards (for History & Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC.8.5.9-10.J - 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.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research.

- 6.5.U.E - Define wealth and describe its distribution within and among the political divisions of the United States.
- 6.5.W.E - Compare distribution of wealth across nations.

Geography

- 7.2.W.A - Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth’s physical systems.
- 7.3.W.A - Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities.

History

- 8.1.U.A/8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events.
- 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.
- 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.U.C - Evaluate how continuity and change have impacted the United States: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.
- 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.: ethnicity and race, working conditions, immigration, military conflict, economic stability.
- 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.W.B - Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.W.C - Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization.

<ul style="list-style-type: none"> 8.4.W.D - Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> How did conservative leaders like Ronald Reagan influence American politics, economics, and culture in the 1980s? What strategies did the U.S. use to challenge the Soviet Union during the final years of the Cold War? How did internal and external pressures contribute to the collapse of the Soviet Union? In what ways did Reagan’s domestic and foreign policies reflect broader conservative ideals of the era? How did the end of the Cold War change America’s role in global affairs? What were the economic and political consequences of the Soviet Union’s collapse for the U.S. and the world? How did the rise of conservatism in the U.S. reshape debates about government, taxes, and social programs? What new challenges did the U.S. face as the Cold War ended and a new world order emerged? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> Reagan promoted limited government, free-market policies, and traditional values, which reshaped political discourse and influenced long-term shifts in U.S. domestic and cultural life. the U.S. used military buildup, diplomatic pressure, economic competition, and ideological messaging to weaken Soviet influence and promote democratic values. economic stagnation, political unrest, national independence movements, and external Cold War pressure combined to destabilize and ultimately dissolve the Soviet Union. Reagan’s tax cuts, deregulation, and anti-communist stance embodied a broader conservative movement focused on reducing government and asserting American strength abroad. the U.S. emerged as the world’s sole superpower, taking on new international responsibilities and facing evolving challenges in a multipolar world. the collapse of the Soviet Union created economic instability in former Soviet states, expanded global capitalism, and shifted geopolitical alliances and power balances. the conservative movement promoted smaller government, tax cuts, and reductions in social welfare spending, sparking ongoing national debates about the role of government. post–Cold War challenges included regional conflicts, terrorism, economic globalization, and defining America’s new role in a rapidly changing international landscape.
<p>Vocabulary: Reaganomics, Supply-side economics, Moral Majority, George H.W. Bush, Strategic Defense Initiative (SDI), Conservatism, Deregulation, Iran-Contra Affair, War on Drugs, Cultural Conservatism, Mikhail Gorbachev, Glasnost, Perestroika, Fall of the Berlin Wall, Détente, Coup of August 1991, Commonwealth of Independent States, Operation Desert Storm, INF Treaty, Tiananmen Square</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> Inspect the causal relationship between the liberal social, economic, and political movements of the 1960s and 1970s and their conservative effects in the 1980s. Discuss how conservative beliefs about the federal government’s role in U.S. social and economic life affected political and economic policies. Defend/criticize the use of supply-side economics and its effects on the US economy. Examine new diplomatic relationships that developed due to the end of the Cold War. Trace and evaluate the US’s motivations for involvement in foreign conflicts and the appropriate use of American power in the world.

	<ul style="list-style-type: none"> ● Describe the continuation of varying social concerns Americans had following the previous decades of social upheaval. ● Critique changes to the Civil Rights Movement in the 1980s.
<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> ● Cold War Propaganda Comparison: Compare U.S. and Soviet propaganda from the 1980s to examine how each nation framed the other and shaped public perception. ● Map Analysis: Post-Soviet Nations: Create or analyze maps showing the USSR’s breakup and examine how newly independent countries navigated political and economic transitions. ● Pop Culture in the Cold War’s Final Days: Analyze 1980s media (TV, film, music) for cultural reflections of Cold War tensions and conservative values (e.g., <i>Red Dawn</i>, <i>Rocky IV</i>, or anti-Soviet themes in music). 	<p>Resources:</p> <ul style="list-style-type: none"> ● <i>America in Color</i> Series ● <i>America the Story of Us</i> Series ● “Crash Course US History” Series ● “Crash Course World History” Series ● <i>The Eighties</i> (docuseries by CNN)
<p>PA Career Education and Work (CEW) Standards:</p> <ul style="list-style-type: none"> ● 13.3.11.A - Evaluate personal attitudes and work habits that support career retention and advancement. ● 13.3.11.B - Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating, summarizing. ● 13.3.11.E - Evaluate time management strategies and their application to both personal and work situations. 	<p>Authentic Assessments:</p> <ul style="list-style-type: none"> ● Conservative vs. Liberal Debate Snapshot- In pairs, students take opposing roles to debate one 1980s issue (e.g., welfare policy, tax cuts) and submit a summary of their arguments.

Grade, Subject (Course): 10th, Social Studies (America & the World, 1940-present)	
Unit: A Modernizing World (1990-present)	
Big Idea: The end of the Cold War in the 1990s redefined American foreign policy and global leadership, while rapid advances in technology and communication transformed American life and deepened the nation's role in an increasingly interconnected world.	Pacing: 1.5 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.1.W.B - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. ● 5.2.U.D - Evaluate and demonstrate what makes competent and responsible citizens. ● 5.3.U.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy. ● 5.4.U.A - Explain how United States foreign policy is developed. ● 5.4.W.C - Identify the role of international organizations. <p><i>Economics</i></p> <ul style="list-style-type: none"> ● 6.1.W.B - Analyze how conflict and cooperation among groups and organizations have impacted the control of limited resources in the world. ● 6.1.W.C - Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations. ● 6.2.W.A - Evaluate the flow of goods and services in an international economy. ● 6.2.W.C - Evaluate the impact of advertising and media on individual and group behavior throughout world history. ● 6.2.W.D - Explain how the laws of supply and demand impacted individuals' and groups' behavior over time. ● 6.2.U.E - Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression. ● 6.2.U.F - Analyze the impact of private economic institutions on individuals and groups over time. 	<p>PA Common Core Standards (for History & Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. ● CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ● CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. ● CC.8.5.9-10.J - 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.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. ● CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research.

<ul style="list-style-type: none"> 6.3.W.D - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world: ethnicity and race, working conditions, immigration, military conflict, economic stability. 6.4.W.D - Explain how the level of development of transportation, communication networks, and technology affect economic interdependence. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.1.W.A - Use geographic tools to analyze information about the interaction between people, places, and the environment. 7.3.W.A - Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. <p><i>History</i></p> <ul style="list-style-type: none"> 8.1.U.A/8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events. 8.3.U.D - Compare the role groups and individuals played in the social, political, cultural and economic development of the U.S. 8.3.U.C - Evaluate how continuity and change have impacted the United States: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations. 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.: ethnicity and race, working conditions, immigration, military conflict, economic stability. 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. 	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How did American involvement in international conflicts such as those in the Balkans and the Middle East reflect changing global responsibilities? How did advances in technology and the rise of the internet transform daily life, the economy, and the workforce in the United States during the 1990s? 	<p><u>Concepts/Understandings (SWKT...):</u></p> <ul style="list-style-type: none"> U.S. involvement in conflicts marked a shift from Cold War containment to using American power to address humanitarian crises and promote global stability, reflecting a new role as the world's leading peacekeeper. Advances in digital technology and the internet revolutionized how Americans lived and worked by connecting people in new ways, creating new industries, increasing economic productivity, and changing the types of jobs available.

<ul style="list-style-type: none"> • What were the major political, economic, and cultural debates of the 1990s, and how do they continue to shape the United States today? 	<ul style="list-style-type: none"> • The 1990s saw debates over government spending, social programs, crime, and morality, with lasting impacts on American politics and society that continue to influence national conversations today.
<p><u>Vocabulary:</u> Bill Clinton, H.Ross Perot, Hillary Rodham Clinton, NAFTA, Newt Gingrich, Contract with America, Al Gore, Service Sector, Bill Gates, NASDAQ, dotcom, General Agreement on Tariffs and Trade (GATT), Information Superhighway, Internet, Telecommute, Telecommunications Act of 1996, Genetic Engineering, Globalization</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> • Analyze the causes and outcomes of U.S. involvement in 1990s conflicts (e.g., Bosnia, Kosovo, Iraq) to determine how foreign policy goals shifted after the Cold War. • Explain how the rise of the internet changed communication, business, and employment in 1990s America. • Identify and summarize major political and cultural debates of the 1990s, including welfare reform, crime policy, and moral values.
<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> • US China relations in a post Cold War era 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • “Crash Course US History” Series • “Crash Course World History” Series • <i>The Nineties</i> (docuseries by CNN)
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> • 13.3.11.A - Evaluate personal attitudes and work habits that support career retention and advancement. • 13.3.11.B - Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating, summarizing. • 13.3.11.E - Evaluate time management strategies and their application to both personal and work situations. 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> • Comparative Case Study: Compare two major moments—e.g., the Gulf War vs. the Iraq War, or 1990s vs. today’s tech revolution—to evaluate how U.S. foreign policy or digital life evolved.

Grade, Subject (Course): 10th, Social Studies (America & the World, 1940-present)	
Unit: The Global War on Terrorism	
Big Idea: The global war on terrorism demonstrates how the interplay of ideology, geopolitics, and technology reshapes international relations, challenges national security, and raises questions about the balance between freedom and security in a connected world.	Pacing: 1 week
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.1.U.A - Apply examples of the rule of law as related to individual rights and common good. ● 5.1.U.C - Analyze the principles and ideals that shape United States government: liberty/freedom, democracy, justice, equality. ● 5.1.U.D - Compare and contrast the basic principles and ideals found in documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution. ● 5.3.U.F - Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments. ● 5.4.U.A - Explain how United States foreign policy is developed. <p><i>Economics</i></p> <ul style="list-style-type: none"> ● 6.2.U.E - Analyze the impact of the business cycle on individual and group behavior over time. Analyze the characteristics of economic expansion, recession, and depression. ● 6.3.U.B - Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: ethnicity and race, working conditions, immigration, military conflict, economic stability. ● 6.4.U.C - Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. <p><i>Geography</i></p> <ul style="list-style-type: none"> ● 7.1.U.A - Use geographic tools to analyze information about the interaction between people, places, and the environment. 	<p>PA Common Core Standards (for History & Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.9-10.A - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● CC.8.5.9-10.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. ● CC.8.5.9-10.C - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● CC.8.5.9-10.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ● CC.8.5.9-10.E - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. ● CC.8.5.9-10.J - 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.8.6.9-10.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● CC.8.6.9-10.E - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. ● CC.8.6.9-10.H - Draw evidence from informational texts to support analysis, reflection, and research.

<ul style="list-style-type: none"> ● 7.2.U.A - Analyze the physical characteristics of places and regions, including the interrelationships among components of Earth’s systems. ● 7.3.U.A - Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities. <p><i>History</i></p> <ul style="list-style-type: none"> ● 8.1.W.A - Evaluate patterns of continuity and change over time, applying context of events. ● 8.3.U.A - Compare the role groups and individuals played in the social, political, cultural, and the economic development of the U.S. ● 8.3.U.B - Compare the impact of historical documents, artifacts, and places which are critical to the U.S. ● 8.3.U.D - Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.: ethnicity and race, working conditions, immigration, military conflict, economic stability. ● 8.4.W.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. ● 8.4.W.C - Evaluate how continuity and change have impacted the world today: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organization. ● 8.4.W.D - Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the roots of terrorism, and how have political, religious, and social factors contributed to its rise in the modern era? ● How did the US react to terrorism at home and abroad? ● How did America’s foreign policy affect our relations with the rest of the world? ● What role does technology, including cyberattacks and surveillance, play in modern terrorism and counterterrorism? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● Terrorism often emerges from a combination of political grievances, religious extremism, historical conflicts, and social instability; understanding its roots helps explain why certain groups resort to violence as a tool for influence and visibility. ● The U.S. response to terrorism has included military interventions, new domestic security policies, and international partnerships, reflecting shifting priorities between protecting citizens and preserving democratic values. ● U.S. foreign policy decisions, especially post-9/11 military actions, have both strengthened alliances and provoked criticism, revealing the complex global consequences of American leadership and intervention.

<ul style="list-style-type: none"> • What are the economic, social, and political consequences of the Global War on Terror for the United States and the world? 	<ul style="list-style-type: none"> • Technology has transformed both terrorism and counterterrorism, enabling new threats like cyberattacks and mass communication of extremist ideologies, while also providing governments with powerful tools for intelligence gathering and surveillance, often raising ethical concerns. • The Global War on Terror has led to significant global consequences, including economic costs, changes in civil liberties, refugee crises, and shifts in political dynamics, demonstrating how prolonged conflict impacts both domestic and international stability.
<p><u>Vocabulary:</u> Terrorism, Al- Qaeda, 9/11 Attacks, War on Terror, Insurgency, Jihad, Homeland Security, Patriot Act, Guantanamo Bay, Radicalization, ISIS, Weapons of Mass Destruction, Counterterrorism, Preemptive Strike, Surveillance, Coalition forces, Islamophobia, Asymmetric Warfare, Cyberterrorism, Arab Spring, Middle East, Taliban, Iraq War</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> • Compare and contrast the roots of different terrorist organizations. • Summarize key U.S. responses to terrorism since 9/11 and argue for or against the trade-offs between liberty and security. • Locate and describe regions impacted by U.S. foreign policy during the War on Terror. • Describe how terrorists use modern technologies for recruitment and propaganda and assess the pros and cons of surveillance tools used by governments. • Argue whether the benefits of the Global War on Terror outweigh its costs.
<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> • Compare and contrast domestic and international terrorism • Ethical implications of security and the war on terror • Responses of Middle Eastern nations to U.S. policy 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • <i>America in Color</i> Series • <i>America the Story of Us</i> Series • “Crash Course US History” Series • “Crash Course World History” Series
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> • 13.3.11.A - Evaluate personal attitudes and work habits that support career retention and advancement. • 13.3.11.B - Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating, summarizing. • 13.3.11.E - Evaluate time management strategies and their application to both personal and work situations. 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> • Comparative Conflict Case Study: Analyze and compare two terrorism-related conflicts or responses (e.g., Afghanistan War vs. Iraq War, or U.S. vs. European surveillance policies).