

Wallenpaupack Area School District

Planned Course Curriculum Guide

Department
Social Studies

Name of Course
US History III

Course Description:

United States History III begins in 1914 and progresses through modern day, as the United States emerges as a world power. This course will focus on the role of American government in domestic and international conflict and diplomacy. Specifically, we study World War 1, The Great Depression, WWII, the Cold War, Civil Rights movement, Post WWII conflicts, post-Cold War era, and US involvement in global affairs.

Initial Creation Date (if applicable) and Revision Dates:

Created Spring 2014

Revised Fall 2024

Wallenpaupack Area School District Curriculum	
COURSE: US History III	GRADE/S: 10 th
UNIT 1: World War 1	TIMEFRAME: 1 – 1.5 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.1.9.A: Analyze and interpret historical documents and artifacts related to World War I, including treaties, propaganda, and personal accounts.

8.1.12.A: Evaluate the impact of World War I on American society, including changes in social structures, politics, and economics.

CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources about World War I.

CC.8.5.11-12.B: Analyze how authors use evidence to support their claims regarding the causes and consequences of the war.

CC.8.6.9-10.A: Write arguments focused on discipline-specific content, such as the justification for U.S. involvement in World War I.

CC.8.6.11-12.B: Conduct research projects to answer questions about significant events or figures from World War I.

UNIT OBJECTIVES (SWBATS):

Interpret European Imperialism

Understand Militarism and its impact on global affairs

Analyze the divide between Nationalism vs. American Isolationism

Evaluate America's Entry into WWI

Understand The impact on America's participation in WWI

Analyze the end of the War and U.S. Foreign Policy

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lectures

Debates

Discussion (large group and small group)

Reading and evaluating primary sources

Reading and evaluating secondary sources

Analyzing and interpreting film on the topic

Comprehension questions

Group work

Annotation workshops

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Class participation

Written Papers

Homework

Quizzes

Tests

Project

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modified Assessments/Assignments

Extended time, when applicable

Coordinate with case manager regarding any other needs or concerns

RESOURCES (Technology Based Resources, Text Resources, etc.):

Textbook
Internet resources
PowerPoints
Historically relevant video clips
History Channel - The Story of US
Primary Sources

KEY VOCABULARY:

Nationalism
Militarism
Alliance
Imperialism
Resources
Escalation
Immigration
Urbanization
Fascism
Schlieffen Plan
Atrocities
Propaganda
War
Bond
Trench Warfare
Mobilization
Zimmerman Telegram
Lusitania
U-Boat
Convoy
Doughboy
Draft
Conscientious Objector
Dissent
Treason
Espionage
Sedition
Prejudice
Migration
Epidemic

Wallenpaupack Area School District Curriculum	
COURSE: US History III	GRADE/S: 10 th
UNIT 2: The Roaring Twenties	TIMEFRAME: 1 – 1.5 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.1.9.A: Analyze and interpret historical documents and artifacts to understand the significance of events in the 1920s, such as the Great Migration, Prohibition, and the rise of jazz.

8.1.12.A: Evaluate the impact of social, political, and economic changes during the 1920s on American society.

CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources related to the 1920s.

CC.8.5.11-12.B: Analyze how authors use evidence to support their claims about events like the Stock Market Crash or the Harlem Renaissance.

CC.8.6.9-10.A: Write arguments focused on discipline-specific content, such as the effects of the 1920s economic policies.

CC.8.6.11-12.B: Conduct short research projects to answer a question about a significant event from the 1920s, using multiple sources.

UNIT OBJECTIVES (SWBATS):

Return to Normalcy

Women's Suffrage

Prohibition

Impact of WWI on American Society

Economic Factors of the 1920's

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lectures

Debates

Discussion (large group and small group)

Reading and evaluating primary sources

Reading and evaluating secondary sources

Analyzing and interpreting film on the topic

Comprehension questions

Group work

Annotation workshops

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Class participation

Written Papers

Homework

Quizzes

Tests

Project

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modified Assessments/Assignments

Extended time, when applicable

Coordinate with case manager regarding any other needs or concerns

RESOURCES (Technology Based Resources, Text Resources, etc.):

Textbook

Internet resources

PowerPoints

Historically relevant video clips

History Channel - The Story of US

Primary Sources

KEY VOCABULARY:

Economy

Depression

Credit

Debt

Margin

Black Tuesday

Hooverville

Hoover

Blanket

Soup Kitchen

Foreclosure

Dust Bowl

Hobo

Malnutrition

Rugged Individualism

Bonus Army

New Deal

Prohibition

Deficit Spending

Wallenpaupack Area School District Curriculum	
COURSE: US History III	GRADE/S: 10 th
UNIT 3: The Great Depression	TIMEFRAME: 1 – 1.5 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.1.9.A: Analyze and interpret historical documents and artifacts related to the Great Depression, including speeches, photographs, and government policies.

8.1.12.A: Evaluate the impact of the Great Depression on American society, including economic, social, and political changes.

CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources about the Great Depression.

CC.8.5.11-12.B: Analyze how authors use evidence to support their claims regarding the causes and effects of the Great Depression.

CC.8.6.9-10.A: Write arguments focused on discipline-specific content, such as the effectiveness of New Deal programs.

CC.8.6.11-12.B: Conduct short research projects to answer questions about significant events or figures from the Great Depression.

UNIT OBJECTIVES (SWBATS):

Students are expected to

Analyze how the role of the federal government changed during the 1930's.

Identify how Republicans and Democrats differ in their view of the government's role in people's lives.

Inspect the electoral process and the power of voting.

Analyze how balance of powers impacted New Deal legislation.

Compare and contrast the differences of approach between Local, State, and Federal Governments.

Identify events that led to the stock market's Great Crash in 1929.

Identify how the Great Crash produced a ripple effect throughout the nation's economy.

Examine how poverty spread during the Great Depression.

Describe living conditions endured by people in the 1930's.

Evaluate personal stories of survival and resilience of the American people during the 1930's.

Describe the people of Pennsylvania's experience during the Great Depression.

Compare and contrast living condition in different regions of the United States.

Evaluate social problems that were caused by poverty in the 1930's.

Compare Hoover and FDR's response to the Great Depression.

Analyze the strengths and weaknesses of the New Deal.

Identify key goals of the Second New Deal.

Examine the Dust Bowl. Including why it occurred, conditions it created, and impact it caused.

Interpret the significance of the 1936 election.

Identify complaints critics had about FDR and The New Deal.

Examine how the court-packing fiasco harmed FDR's reputation.

Examine why the U.S. constitution provides for separation of powers and checks and balances.

Evaluate triumphs and setbacks experienced by unions during the New Deal era.

Assess long-lasting effects of the New Deal on American society, government, infrastructure, etc.

Examine how domestic issues impact internal diplomacy

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lectures
Debates
Discussion (large group and small group)
Reading and evaluating primary sources
Reading and evaluating secondary sources
Analyzing and interpreting film on the topic
Comprehension questions
Group work
Annotation workshops

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Class participation
Written Papers
Homework
Quizzes
Tests
Project

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modified Assessments/Assignments
Extended time, when applicable
Coordinate with case manager regarding any other needs or concerns

RESOURCES (Technology Based Resources, Text Resources, etc.):

Textbook
Internet resources
PowerPoints
Historically relevant video clips
History Channel - The Story of US
Primary Sources

KEY VOCABULARY:

Consumer Economy
Installment Plan
Gross National Product (GNP)
Speculation
Buying on Margin
Dow Jones Industrial Average
Black Tuesday
Great Crash
Business Cycle
Great Depression
Hooverville
Dust Bowl
Penny Auction
21st Amendment
Hawley-Smoot Tariff
New Deal
Hundred Days
Public Works Program
Civilian Conservation Corps (CCC)

Agricultural Adjustment Administration (AAA)

Tennessee Valley Authority (TVA)

Second New Deal

Closed Shop

American Liberty League

Nationalization

Deficit Spending

Recession

National Debt

Revenue

Sit-down Strike

Supreme Court

Wallenpaupack Area School District Curriculum	
COURSE: United States History III	GRADE/S: 10 th
UNIT 4: WWII	TIMEFRAME: 1 – 1.5 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.1.9.A: Analyze and interpret historical documents and artifacts related to World War II, including speeches, photographs, and government policies.

8.1.12.A: Evaluate the impact of World War II on American society, including changes in social structures, politics, and economics.

CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources about World War II.

CC.8.5.11-12.B: Analyze how authors use evidence to support their claims regarding the causes and consequences of the war.

CC.8.6.9-10.A: Write arguments focused on discipline-specific content, such as the justification for U.S. involvement in World War II.

CC.8.6.11-12.B: Conduct research projects to answer questions about significant events or figures from World War II.

UNIT OBJECTIVES (SWBATS):

Students are expected to:

Identify how the government and the economy of the Soviet Union changed under Stalin.

Analyze Hitler's expansion in Germany and Europe in the 1930s.

Evaluate the Battle of Britain.

Examine the causes and effects of Japan's growing military power.

Analyze why the Manchurian Incident was a turning point for Japan's civil government.

Evaluate the initial outcome of Japan's war against China.

Identify why the United States chose neutrality in the 1930s.

Describe how American involvement in the European conflict grew from 1939 to 1941.

Identify why Japan's attack on Pearl Harbor led the United States to declare war.

Explore how Roosevelt mobilized the armed forces.

Describe the ways in which the government prepared the economy for war.

Assess how the war affected daily life on the home front.

Examine why Americans joined the struggle against the Axis.

Analyze how the war in the Soviet Union changed from 1941 to 1943.

Examine the role air power played in the war in Europe.

Identify why the invasion of Western Europe succeeded.

Interpret some events that marked the end of the war in Europe.

Identify some ways in which Germany persecuted Jews in the 1930s.

Explore Germany's policies toward Jews developed from murder into genocide.

Analyze advances Japan made in Asia and the Pacific in the 1941 and 1942.

Analyze how Allied victories turned the tide of war in the Pacific.

Examine the strategy of the United States in the struggle to reconquer the Pacific Islands.

Analyze why the battles of Iwo Jima and Okinawa were important.

Describe how the Manhattan Project brought the war to an end.

Compare the African American, Mexican American, and Native American experience during the war at home

Examine the difficulties Japanese Americans faced during the war

Evaluate how the war changed conditions for working women

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lecture
Debates
Discussion (large group and small group)
Reading and evaluating primary sources
Reading and evaluating secondary sources
Analyzing and interpreting film on the topic
Comprehension questions
Group work
Vocabulary exercises
Artistic representation projects
Guided Reading
Video quests

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Class participation
Written Papers
Homework
Quizzes
Tests
Project

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modified Assessments/Assignments
Extended time, when applicable
Coordinate with case manager regarding any other needs or concerns

RESOURCES (Technology Based Resources, Text Resources, etc.):

Textbook
Internet resources
PowerPoints
Historically relevant video clips
History Channel - The Story of US
Primary Sources

KEY VOCABULARY:

Totalitarianism
Fascism
Appeasement
Neutrality Acts
Cash and Carry
Lend-Lease Act
Selective Training and Service Act
GI
Blitzkrieg
D-Day
Battle of the Bulge
Anti-Semitism
Holocaust
Concentration Camp
Kristallnacht
Ghetto

Genocide

Death camp

Nuremberg Trials

Battle of Midway

Kamikazes

Battle of Iwo Jima

Manhattan Project

Internment Camp

Blitzkrieg

Resistance

Allies

Wallenpaupack Area School District Curriculum	
COURSE: United States History III	GRADE/S: 10 th
UNIT 5: 1950s/Cold War Era	TIMEFRAME: 1 – 1.5 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.1.9.A: Analyze and interpret historical documents and artifacts related to the Cold War, including treaties, speeches, and propaganda.

8.1.12.A: Evaluate the impact of the Cold War on American society, including political, social, and economic changes.

CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources about the Cold War.

CC.8.5.11-12.B: Analyze how authors use evidence to support their claims regarding the causes and consequences of the Cold War.

CC.8.6.9-10.A: Write arguments focused on discipline-specific content, such as the implications of the Cuban Missile Crisis or the significance of the Berlin Wall.

CC.8.6.11-12.B: Conduct research projects to answer questions about significant events or figures from the Cold War.

UNIT OBJECTIVES (SWBATS):

Students are expected to:

Evaluate why 1945 was a critical year in United State foreign relations.

Analyze some of the postwar goals of the United States and the Soviet Union.

Investigate how the iron curtain tightened the Soviet hold over Eastern Europe.

Discuss how the Truman Doctrine complemented the policy of containment.

Evaluate how the Marshall Plan, the Berlin airlift, and NATO helped to achieve American goals in postwar Europe.

Identify how Communist advances affected American foreign policy.

Explain how the Cold War affected American life at home.

Analyze the ways Communist expansion in Asia set the stage for the Korean War.

Identify who fought in the Korean War and analyze the war's three stages.

Evaluate the different effects of the Korean War.

Identify some characteristics of the McCarthy era.

Analyze how the Cold War was waged in Southeast Asia, the Middle East, and Latin America during the 1950s.

Recognize how the arms race developed.

Describe how businesses reorganized after World War II.

Evaluate how technology transformed life after World War II.

Describe ways in which the nation's workforce changed after World War II.

Examine how subways and highway systems grew after World War II.

Evaluate how postwar conditions affected consumer credit.

Explore why conformity and security were so important to Americans in the 1950s.

Compare and contrast the accepted roles of men and women during the 1950s.

Examine why some people challenged conformity in the 1950s.

Inspect President Truman's Domestic policies as outlined in the Fair Deal.

Describe how Truman won the election of 1948.

Analyze the Republican approach to government during the Eisenhower presidency.

Analyze the purpose of the census during the baby boom era.

Explore the role of patriotism in society during the 1950s.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lecture
Debates
Discussion (large group and small group)
Reading and evaluating primary sources
Reading and evaluating secondary sources
Analyzing and interpreting film on the topic
Comprehension questions
Group work
Vocabulary exercises
Artistic representation projects
Guided Reading
Video quests

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Class participation
Written Papers
Homework
Quizzes
Tests
Project

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modified Assessments/Assignments
Extended time, when applicable
Coordinate with case manager regarding any other needs or concerns

RESOURCES (Technology Based Resources, Text Resources, etc.):

Textbook
Internet resources
PowerPoints
Historically relevant video clips
History Channel - The Story of US
Primary Sources

KEY VOCABULARY:

Satellite nation
Iron curtain
Cold war
Containment
Truman Doctrine
Marshall Plan
Berlin Airlift
North Atlantic Treaty Organization (NATO)
Warsaw Pact
House Un-American Activities Committee (HUAC)
Hollywood Ten
Blacklist
38th Parallel
Korean War
Military-industrial complex
McCarthyism

Arms Race
Deterrence
Brinksmanship
ICBM
Sputnik
U-2 Incident
Per capita income
Conglomerate
Franchise
Transistor
Baby boom
GI Bill of Rights
Rock-and-roll
Beatnik
Reconversion
Modern Republicanism
National aeronautics and Space administration (NASA)
National Defense Education Act

Wallenpaupack Area School District Curriculum	
COURSE: United States History III	GRADE/S: 10 th
UNIT 6: Era of Social Change - 1960s	TIMEFRAME: 1 – 1.5 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.1.9.A: Analyze and interpret historical documents and artifacts related to the Civil Rights Movement, including speeches, legislation, and photographs.

8.1.12.A: Evaluate the impact of the Civil Rights Movement on American society, including changes in laws, social structures, and public attitudes.

CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources about the Civil Rights Movement.

CC.8.5.11-12.B: Analyze how authors use evidence to support their claims regarding the causes and effects of the Civil Rights Movement.

CC.8.6.9-10.A: Write arguments focused on discipline-specific content, such as the effectiveness of key events like the March on Washington or the Civil Rights Act.

CC.8.6.11-12.B: Conduct research projects to answer questions about significant figures or events from the Civil Rights Movement.

UNIT OBJECTIVES (SWBATS):

Students are expected to:

Identify the events and cultural trends that led to a rise in African American influence in the twentieth century.

Examine the Americans respond to the Supreme Court's decision in *Brown v. Board of Education*.

Explore how the Montgomery Bus Boycott affected the civil rights movement.

Identify how minorities begin to demand civil rights in the 1950s.

Analyze the importance of the Freedom Rides.

Analyze the reaction to James Meredith's integration at the University of Mississippi.

Identify the early groups that lay the groundwork for the civil rights movement.

Evaluate how SNCC gave students a voice in the civil rights movement.

Describe the philosophy of non-violence.

Identify the key goals of sit-ins and Freedom Rides.

Examine how the events in Birmingham, Alabama affect the nation's attitudes toward the civil rights movement.

Describe President Kennedy's approach to civil rights.

Analyze why civil rights leaders proposed a march on Washington.

Examine the goals of the Civil Rights Act of 1964.

Identify how African Americans fight to gain voting rights.

explore Malcom X's approach to gaining civil rights.

Identify the major goals of the black power movement.

Examine why violent riots erupt in many urban streets.

Describe how the tragic events of 1968 affect the nation.

Examine the factors that affected the election of 1960.

Analyze domestic programs pursued by President Kennedy.

Connect circumstances that surrounded President Kennedy's assassination.

Explore the role of television in the 1960 presidential election and describe the election outcome.

Describe some of the successes and failures of President Kennedy's New Frontier.

Identify Lyndon Johnson's path to the presidency.

Analyze the goals and programs of the Great Society.
Analyze some of the cases that made the Warren Court both important and controversial.
Describe the changes made by the Immigration Act of 1965.
Describe how the Miranda rule changed law enforcement in the United States.
Examine the goals and the outcome of the Bay of Pigs invasion.
Connect the events that led to the Berlin Crisis and the Cuban Missile Crisis.
Identify the goals of the Alliance for Progress and the Peace Corps.
Describe Cold War conflicts in which President Johnson became involved.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lecture
Debates
Discussion (large group and small group)
Reading and evaluating primary sources
Reading and evaluating secondary sources
Analyzing and interpreting film on the topic
Comprehension questions
Group work
Vocabulary exercises
Artistic representation projects
Peer Helping
Guided Reading
Chunking
Cooperative Learning Groups

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Class participation
Written Papers
Homework
Quizzes
Test
Oral Presentations
Project

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modified Assessments/Assignments
Extended time, when applicable
Coordinate with case manager regarding any other needs or concerns

RESOURCES (Technology Based Resources, Text Resources, etc.):

Textbook
Internet resources
PowerPoints
Historically relevant video clips
History Channel - The Story of US
Primary Sources

KEY VOCABULARY:

Brown v. Board of Education of Topeka, Kansas
Montgomery bus boycott
Integration
NAACP

Thurgood Marshall
Congress of Racial Equality
Student Nonviolent Coordinating Committee
Sit-ins
Freedom Rides
March on Washington
Civil Rights Act of 1964
Voting Rights Act of 1965
Twenty-fourth Amendment
Black Nationalism
De Facto segregation
Poll tax
Non-violent protest
Malcolm X
Martin Luther King Jr.
Cloture
Filibuster
Jim Crow
Mandate
New Frontier
Warren Commission
Great Society
Head Start
Medicare

Wallenpaupack Area School District Curriculum	
COURSE: United States History III	GRADE/S: 10 th
UNIT 7: 1970s	TIMEFRAME: 1 – 1.5 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.1.9.A: Analyze and interpret historical documents and artifacts related to the 1970s, including key events such as the Vietnam War, Watergate, and the rise of environmental movements.

8.1.12.A: Evaluate the impact of the 1970s on American society, including political, social, and economic changes.

CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources about the events of the 1970s.

CC.8.5.11-12.B: Analyze how authors use evidence to support their claims regarding the causes and consequences of significant events from the decade.

CC.8.6.9-10.A: Write arguments focused on discipline-specific content, such as the implications of the Watergate scandal or the significance of the feminist movement.

CC.8.6.11-12.B: Conduct research projects to answer questions about significant figures or events from the 1970s.

UNIT OBJECTIVES (SWBATS):

Students are expected to:

Analyze President Nixon and his impact on the United States.

Evaluate Nixon's domestic policies.

Analyze the United States economy during late 1960's and early 1970's.

Interpret President Nixon's "southern strategy".

Evaluate the women's movement and its impact on the U.S. society.

Analyze the civil rights movement inspired by Latinos, Asian Americans and Native Americans.

Analyze the role of the counterculture in bringing change to the 1970's.

Identify key leaders in the civil rights movements of the 1970's.

Analyze the creation of OPEC

Evaluate the 1973 oil embargo

Evaluate the health of the economy during the 1970s

Evaluate U.S. relations with China

Evaluate U.S. relations with the Soviet Union

Evaluate the political, social, and economic events of the 1970s.

Outline the domestic and foreign policies that President Nixon followed

Explain how the Watergate scandal led to President Nixon's resignation

Identify the challenges that the Ford and Carter administrations faced

Explain why support for the environmental movement grew in the 1970s

Explain the role of the Constitution in the Watergate scandal

Analyze the political and social impact of the Watergate scandal

Evaluate Allan Bakke supreme court case

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lecture

Debates

Discussion (large group and small group)

Reading and evaluating primary sources

Reading and evaluating secondary sources

Analyzing and interpreting film on the topic

Comprehension questions Group work Vocabulary exercises Artistic representation projects Peer Helping Guided Reading Chunking Cooperative Learning Groups
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Class participation Written Papers Homework Quizzes Test Oral Presentations Project(s)
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Modified Assessments/Assignments Extended time, when applicable Coordinate with case manager regarding any other needs or concerns
RESOURCES (Technology Based Resources, Text Resources, etc.): Textbook Internet resources PowerPoints Historically relevant video clips History Channel - The Story of US Primary Sources
KEY VOCABULARY: Deficit Spending Organization of Petroleum Exporting Countries (OPEC) Embargo New Federalism <i>Realpolitik</i> <i>Détente</i> SALT 1 Wiretap Watergate scandal Special prosecutor Impeachment stagflation War Powers Act Helsinki Accords Bicentennial Incumbent Feminism Roe v. Wade Equal Rights Amendment (ERA) Counterculture

United Farm Workers (UFW)

Japanese American Citizens League (JACL)

American Indian Movement (AIM)

Autonomy

Nuclear Regulatory Commission (NRC)

Environmental Protection Agency (EPA)

Clean Air Act

Clean Water Act

Ayatollah Ruhollah Khomeini

Earth Day

Three Mile Island

Wallenpaupack Area School District Curriculum	
COURSE: United States History III	GRADE/S: 10 th
UNIT 8: 1980s	TIMEFRAME: 1 – 1.5 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.1.9.A: Analyze and interpret historical documents and artifacts related to the 1980s, including key events such as the end of the Cold War, the Reagan administration, and social movements.

8.1.12.A: Evaluate the impact of the 1980s on American society, including political, social, and economic changes.

CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources about the events of the 1980s.

CC.8.5.11-12.B: Analyze how authors use evidence to support their claims regarding the causes and consequences of significant events from the decade.

CC.8.6.9-10.A: Write arguments focused on discipline-specific content, such as the implications of the economic policies of the 1980s.

CC.8.6.11-12.B: Conduct research projects to answer questions about significant figures or events from the 1980s.

UNIT OBJECTIVES (SWBATS):

Students are expected to:

Discuss the new conservatism that emerged with the elections of Reagan and Bush

Describe the social concerns of the 1980s

Explain how changes throughout the world affect U.S foreign policy

Analyze political slogans, key campaign issues and candidates' strengths and weaknesses

Identify the reasons for the resurgence of conservative values

Summarize Reagan's economic programs

Describe the changes that occurred in the makeup and decisions of the Supreme Court

Identify results of deregulation

Identify concerns about education, drug use, health issues, and urban problems

Summarize political, economic, and social gains achieved by women

Describe how conservative policies affected minority groups

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lecture

Debates

Discussion (large group and small group)

Reading and evaluating primary sources

Reading and evaluating secondary sources

Analyzing and interpreting film on the topic

Comprehension questions

Group work

Vocabulary exercises

Artistic representation projects

Peer Helping

Guided Reading

Chunking

Cooperative Learning Groups

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Class participation

Written Papers
Homework
Quizzes
Test
Oral Presentations
Project(s)

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modified Assessments/Assignments
Extended time, when applicable
Coordinate with case manager regarding any other needs or concerns

RESOURCES (Technology Based Resources, Text Resources, etc.):

Textbook
Internet resources
PowerPoint Presentations/Notes
Video Clips
Photos
Speeches
Documents
Maps
Song/Song Lyrics
Political Cartoons
Discovery Education video clips
Laws/Legislation passed (Primary Source Documents)

KEY VOCABULARY:

Reagan Democrat
New Right
Televangelism
Supply-side economics
New Federalism
Strategic Defense Initiative (SDI)
Entitlement program
Conservative coalition
Affirmative action
Reverse discrimination
Moral Majority
Ronald Reagan
Reaganomics
Sandra Day O'Connor
Deregulation
Environmental Protection Agency (EPA)
Geraldine Ferraro
George Bush
AIDS (Acquired immune deficiency syndrome)
Pay equity
Mikhail Gorbachev
Glasnost
Perestroika
INF Treaty

Tiananmen Square

Sandinistas

Contras

Desert Storm