

Tunkhannock Area School District
Grade 10_United States History II
Curriculum Map

Postwar Problems

Targeted Standard(s): Common Core

- **8.1.U.A:** Evaluate patterns of continuity and change over time, applying **context of events**.
- **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.U.C:** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- **8.2.U.A:** Evaluate the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- **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.
- **8.3.U.D:** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- **7.3.U.A:** Analyze the human characteristics of **places** and **regions** using the following criteria:
- **6.1.U.B:** Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- **6.2.U.A:** Analyze the flow of **goods** and **services** in the national economy.
- **6.2.U.D:** Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- **6.2.U.F:** Analyze the impact of **private economic institutions** on individuals and groups over time.

Reading Standards for Literacy Grades 9-10:

- 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.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
- 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.

**Tunkhannock Area School District
Grade 10_United States History II
Curriculum Map**

Writing Standards for Literacy 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax 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.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings:

- What elements combine to cause tension between countries?
- How do national policies evolve and affect citizens?
- How does a nation’s judicial system reflect world values?
- What are the effects/ramifications of free speech in a democratic nation?
- How do national conflicts affect the global community?
- What factors compel nations to make technological/scientific advancements?
- How do societies evolve?

Essential Questions:

- What were the causes of tension between the United States and the Soviet Union after World War II?
- What was the evolution and what were the tensions associated with the Cold War?
- How did the United States transition from war to peace, following WWII?
- What was the value and legality of the Nuremberg Trials?
- What were the causes of the Second Red Scare in the United States?
- What were the causes of the Korean War? How was Korea an example of the Cold War?
- What issues led to the enduring volatility in the Middle East during the postwar era?
- What were the implications and impact of the Space Race?

**Tunkhannock Area School District
Grade 10_United States History II
Curriculum Map**

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • Origins of the Cold War • Problems converting To peacetime • Impact of the Nuremberg Trials • Origins and Consequences of the Second Red Scare • Onset of the Middle East Conflict • The Space Race and society 	<ul style="list-style-type: none"> • Identify cause and Effect of the Cold War • Determine national and international impact of the post war era 	<ul style="list-style-type: none"> • Lecture • multi-media presentations • note taking • research primary source document perusal 	<ul style="list-style-type: none"> • Tests, • Projects • Quizzes • Homework Question/answer evaluation

Materials/Resources/Technology
<ul style="list-style-type: none"> • History of a Free Nation – McGraw Hill

Tunkhannock Area School District
Grade 10_United States History II
Curriculum Map

The Kennedy-Johnson Era

Targeted Standard(s): Common Core

- **8.1.U.A:** Evaluate patterns of continuity and change over time, applying **context of events**.
- **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.U.C:** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- **8.2.U.A:** Evaluate the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- **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.
- **8.3.U.D:** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- **7.3.U.A:** Analyze the human characteristics of **places** and **regions** using the following criteria:
- **6.1.U.B:** Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.

Reading Standards for Literacy Grades 9-10:

- 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.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
- 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.

Writing Standards for Literacy 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.

**Tunkhannock Area School District
Grade 10_United States History II
Curriculum Map**

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax 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.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings:

- What factors effect government elections?
- How do executives make decisions?
- What are the repercussions of decision making?
- How do countries absorb domestic tragedy?
- How do presidential decisions differ an effect citizens?

Essential Questions:

- What were the implications of the 1960 presidential election?
- What were the initial problems associated with Vietnam?
- How did the crisis in Cuba and Germany represent Cold War tension?
- What were the national and international reactions to Kennedy’s Cold War policies?
- What was the reaction to and impact of the Kennedy assassination?
- What impact did the Great Society have on citizens of the United States?
- How did Johnson’s ideology of the Cold War impact the Vietnam conflict?
- What was the reaction to Johnson’s policies in Vietnam?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies	Assessment How Learning Will Be Assessed

**Tunkhannock Area School District
Grade 10_United States History II
Curriculum Map**

		Learning Activities/Differentiation Interdisciplinary Connections	
<ul style="list-style-type: none"> • Candidates for the 1960 election • Onset of the Vietnam Conflict • The Cold War challenges in Cuba and Germany • Kennedy’s global and domestic struggles • Impact of the Kennedy Assassination • Johnson and the Great Society • Policy changes in Vietnam 	<ul style="list-style-type: none"> • Compare and contrast political ideologies of Kennedy and Johnson • Identify U.S. transitions in Vietnam • Determine successes and failures of Containment 	<ul style="list-style-type: none"> • Lecture, • multi-media presentations • note taking • research • primary source document perusal 	<ul style="list-style-type: none"> • Tests, • Projects • Quizzes • Homework • Question/answer evaluation

Materials/Resources/Technology
<ul style="list-style-type: none"> • History of a Free Nation – McGraw Hill

Civil Rights Era

Targeted Standard(s): Common Core

- **8.1.U.A:** Evaluate patterns of continuity and change over time, applying **context of events**.
- **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.U.C:** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- **8.2.U.A:** Evaluate the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- **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.
- **8.3.U.D:** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- **7.3.U.A:** Analyze the human characteristics of **places** and **regions** using the following criteria:
- **6.1.U.B:** Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- **6.2.U.A:** Analyze the flow of **goods** and **services** in the national economy.
- **6.2.U.D:** Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- **6.2.U.F:** Analyze the impact of **private economic institutions** on individuals and groups over time.

Reading Standards for Literacy Grades 9-10:

- 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.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
- 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.

**Tunkhannock Area School District
Grade 10_United States History II
Curriculum Map**

Writing Standards for Literacy 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax 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.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC..8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings:

- What is the importance of equality in a society?
- How do laws represent a nation’s values?
- How can citizens change government policy?

Essential Questions:

- What were the achievements of the Civil Rights movement through the 1950s?
- What impact did the Supreme Court and federal legislation have on the Civil Rights movement?
- How did feelings and attitudes evolve during the Civil Rights era?
- What impact did the youth have on the Civil Rights movement?
- What were the barriers that prevented equality for women since the 1950s?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed

**Tunkhannock Area School District
Grade 10_United States History II
Curriculum Map**

<ul style="list-style-type: none"> • Milestones of the Civil Rights movement • Impact of the executive, legislative and judicial branches • Societal struggles of the Movement • Women's rights 	<ul style="list-style-type: none"> • Understand how citizens can organize and change injustices in society • Identify the positive and negative reactions to change • Identify the role of the federal government during times of struggle 	<ul style="list-style-type: none"> • Lecture, • multi-media presentations • note taking • research • primary source document perusal 	<ul style="list-style-type: none"> • Tests, • Projects • Quizzes • Homework • Question/answer evaluation
---	---	---	---

<p>Materials/Resources/Technology</p>
<ul style="list-style-type: none"> • History of a Free Nation – McGraw Hill

The Rise and Fall of Nixon

Targeted Standard(s): Common Core

- **8.1.U.A:** Evaluate patterns of continuity and change over time, applying **context of events**.
- **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.U.C:** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- **8.2.U.A:** Evaluate the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- **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.
- **8.3.U.D:** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- **7.3.U.A:** Analyze the human characteristics of **places** and **regions** using the following criteria:
- **6.1.U.B:** Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- **6.2.U.A:** Analyze the flow of **goods** and **services** in the national economy.
- **6.2.U.D:** Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- **6.2.U.F:** Analyze the impact of **private economic institutions** on individuals and groups over time.

Reading Standards for Literacy Grades 9-10:

- 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.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
- 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.

**Tunkhannock Area School District
Grade 10_United States History II
Curriculum Map**

Writing Standards for Literacy 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax 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.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings:

- What issues are important in presidential elections?
- How do nations respond to conflict?
- What is the importance of diplomacy?
- What are the consequences of adhering to the rule of law?
- How do leaders make decisions?

Essential Questions:

- What were the major events of the 1968 presidential election?
- What impact did the ending of the Vietnam conflict have on the nation?
- What was the importance of Nixon’s trip to China?
- What was the course of the events that led to the Watergate affair and its aftermath?
- What were the major events of the Ford administration?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed

**Tunkhannock Area School District
Grade 10_United States History II
Curriculum Map**

<ul style="list-style-type: none"> • Impact of the 1968 Presidential election • The anti-war movement • Nixon’s visit to China • Impact of Watergate • The decisions of the Ford Administration 	<ul style="list-style-type: none"> • Identify the various events that made 1968 so tumultuous • Determine events in Vietnam that fueled conflict in American society • Identify the positive and negative aspects of the Nixon administration • Explain how the cause and effect of Watergate on politics, society and the federal government 	<ul style="list-style-type: none"> • Lecture, • multi-media presentations, • note taking, • research, • primary source document perusal 	<ul style="list-style-type: none"> • Tests, • Projects • Quizzes • Homework • Question/answer evaluation
--	---	--	---

Materials/Resources/Technology
<ul style="list-style-type: none"> • History of a Free Nation – McGraw Hill

The Carter Years

Targeted Standard(s): Common Core

- **8.1.U.A:** Evaluate patterns of continuity and change over time, applying **context of events**.
- **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.U.C:** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- **8.2.U.A:** Evaluate the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- **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.
- **8.3.U.D:** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- **7.3.U.A:** Analyze the human characteristics of **places** and **regions** using the following criteria:
- **6.1.U.B:** Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- **6.2.U.A:** Analyze the flow of **goods** and **services** in the national economy.
- **6.2.U.D:** Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- **6.2.U.F:** Analyze the impact of **private economic institutions** on individuals and groups over time.

Reading Standards for Literacy Grades 9-10:

- 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.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
- 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.

**Tunkhannock Area School District
Grade 10_United States History II
Curriculum Map**

Writing Standards for Literacy 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax 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.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.L. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings:

- How do issues become important?
- What problems do leaders face?
- What are the pros and cons of being a part of a global community?

Essential Questions:

- What were the social, political, and economic implications of the presidential election of 1976?
- What were Carter’s difficulties as president?
- What were the issues related to the energy crisis of the 1970s?
- What impact did the fall of Saigon have on the United States?
- How did Carter’s foreign policy decisions impact the United States?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed

**Tunkhannock Area School District
Grade 10_United States History II
Curriculum Map**

<ul style="list-style-type: none"> • Challenges during the Carter administration • Dealing with the energy Crisis • The end of the Vietnam War • Problems with foreign policy 	<ul style="list-style-type: none"> • Identify the positive and negative aspects of the Carter administration • Determine the international and national impact of the fall of Saigon 	<ul style="list-style-type: none"> • Lecture • multi-media presentations • note taking • research primary source document perusal 	<ul style="list-style-type: none"> • Tests, • Projects • Quizzes • Homework • Question/answer evaluation
---	--	---	---

Materials/Resources/Technology

- History of a Free Nation – McGraw Hill

Reagan and the 80s

Targeted Standard(s): Common Core

- **8.1.U.A:** Evaluate patterns of continuity and change over time, applying **context of events**.
- **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.U.C:** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- **8.2.U.A:** Evaluate the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- **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.
- **8.3.U.D:** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- **7.3.U.A:** Analyze the human characteristics of **places** and **regions** using the following criteria:
- **6.1.U.B:** Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- **6.2.U.A:** Analyze the flow of **goods** and **services** in the national economy.
- **6.2.U.D:** Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- **6.2.U.F:** Analyze the impact of **private economic institutions** on individuals and groups over time.

Reading Standards for Literacy Grades 9-10:

- 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.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.5.9-10.I.. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing Standards for Literacy 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax 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.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings:

- How do leaders affect the economy?
- What are the pros and cons of being a part of a global community?
- What do democratic elections symbolize?

Essential Questions:

- What was Reaganomics?
- What foreign policy conflicts arose during the Reagan administration?
- What were the causes for the decline of Reagan’s popularity in the mid-1980s?
- What were the chain of events that led to the eventual end of the Cold War?
- What were the political implications of the election of 1988?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed

**Tunkhannock Area School District
Grade 10_United States History II
Curriculum Map**

<ul style="list-style-type: none"> • Reagan’s economic Policies • Global issues during Reagan’s term • The end of the Cold War 	<ul style="list-style-type: none"> • Describe Reagan’s role pertaining to the end of the Cold War • Identify the impact of Reaganomics on the individual and industry as a whole. 	<ul style="list-style-type: none"> • Lecture • multi-media presentations • note taking • research • primary source document perusal 	<ul style="list-style-type: none"> • Tests, • Projects • Quizzes • Homework • Question/answer evaluation
---	---	--	---

Materials/Resources/Technology
<ul style="list-style-type: none"> • History of a Free Nation – McGraw Hill

Let's Party Like It's 1999!

Targeted Standard(s): Common Core

- **8.1.U.A:** Evaluate patterns of continuity and change over time, applying **context of events**.
- **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.U.C:** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- **8.2.U.A:** Evaluate the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- **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.
- **8.3.U.D:** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- **7.3.U.A:** Analyze the human characteristics of **places** and **regions** using the following criteria:
- **6.1.U.B:** Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- **6.2.U.A:** Analyze the flow of **goods** and **services** in the national economy.
- **6.2.U.D:** Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- **6.2.U.F:** Analyze the impact of **private economic institutions** on individuals and groups over time.

Reading Standards for Literacy Grades 9-10:

- CC.8.5.8-10.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.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts
- CC.8.5.9-10.G.. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.5.9-10.I.. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing Standards for Literacy 11-12

- CC.8.6-11-12.A.. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax 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.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings:

- Do superpowers have an obligation to police the world?
- How do leaders’ decisions impact a country?
- What problems do incoming leaders face?
- Why does terrorism exist?

Essential Questions:

- Do superpowers have an obligation to police the world?
- How do leaders’ decisions impact a country?
- What problems do incoming leaders face?
- Why does terrorism exist?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed

**Tunkhannock Area School District
Grade 10_United States History II
Curriculum Map**

<ul style="list-style-type: none"> • President Bush and the International community • Domestic policies • Clinton’s foreign policy • Clinton’s domestic policy • Terrorism 	<ul style="list-style-type: none"> • Identify President Bush’s foreign policy agenda • Identify President Clinton’s foreign policy agenda • Describe the acts of terrorism during the 1990’s 	<ul style="list-style-type: none"> • Lecture • multi-media presentations • note taking • research • primary source document perusal 	<ul style="list-style-type: none"> • Tests, • Projects • Quizzes • Homework • Question/answer evaluation
---	---	--	---

Materials/Resources/Technology
<ul style="list-style-type: none"> • History of a Free Nation – McGraw Hill

The Turn of the 21st Century

Targeted Standard(s): Common Core

- **8.1.U.A:** Evaluate patterns of continuity and change over time, applying **context of events**.
- **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.U.C:** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
- **8.2.U.A:** Evaluate the role groups and individuals from Pennsylvania played in the **social, political**, cultural, and **economic** development of the U.S.
- **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.
- **8.3.U.D:** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.
- **7.3.U.A:** Analyze the human characteristics of **places** and **regions** using the following criteria:
- **6.1.U.B:** Analyze how conflict and cooperation among groups and organizations have impacted the control of limited **resources** in the United States.
- **6.2.U.A:** Analyze the flow of **goods** and **services** in the national economy.
- **6.2.U.D:** Explain how the laws of **supply** and **demand** impacted individuals and groups behavior over time.
- **6.2.U.F:** Analyze the impact of **private economic institutions** on individuals and groups over time.

Reading Standards for Literacy Grades 9-10:

- 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.F.. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.5.9-10.H.. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.8.5.9-10.I.. Compare and contrast treatments of the same topic in several primary and secondary sources.
- 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.

Writing Standards for Literacy 11-12

- CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax 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.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.L. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings:

- Is democracy reflected in the election process?
- How do decisions affect a country?
- How should organized government respond to rogue terrorist groups?
- How can military action change national priorities?

Essential Questions:

- What was the controversy behind the 2000 presidential election?
- What were the domestic policies and issues of President Bush?
- What impact did the 9/11 attacks have on the United States and the world?
- What was the military and political response to the 9/11 attacks?
- What were the political implications of the 2006 midterm elections?
- What controversies evolved from national security and presidential power from the Bush administration?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed

**Tunkhannock Area School District
Grade 10_United States History II
Curriculum Map**

<ul style="list-style-type: none"> • Constitutional issues with the 2000 election • Bush’s domestic agenda • Events and impact of 9/11 • Issues of executive power and national security 	<ul style="list-style-type: none"> • Explain the role of the Supreme Court in the 2000 election • Identify how the events of 9/11 changed the nature of US society and its government 	<ul style="list-style-type: none"> • Lecture • multi-media presentations • note taking • research • primary source document perusal 	<ul style="list-style-type: none"> • Tests, • Projects • Quizzes • Homework Question/answer evaluation
--	---	--	---

Materials/Resources/Technology
<ul style="list-style-type: none"> • History of a Free Nation – McGraw Hill