

# 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

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

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b></p> <p><b>8.1.9.A:</b> Analyze and interpret historical documents and artifacts related to World War I, including treaties, propaganda, and personal accounts.</p> <p><b>8.1.12.A:</b> Evaluate the impact of World War I on American society, including changes in social structures, politics, and economics.</p> <p><b>CC.8.5.9-10.A:</b> Cite specific textual evidence to support analysis of primary and secondary sources about World War I.</p> <p><b>CC.8.5.11-12.B:</b> Analyze how authors use evidence to support their claims regarding the causes and consequences of the war.</p> <p><b>CC.8.6.9-10.A:</b> Write arguments focused on discipline-specific content, such as the justification for U.S. involvement in World War I.</p> <p><b>CC.8.6.11-12.B:</b> Conduct research projects to answer questions about significant events or figures from World War I.</p>
<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <p>Interpret European Imperialism</p> <p>Understand Militarism and its impact on global affairs</p> <p>Analyze the divide between Nationalism vs. American Isolationism</p> <p>Evaluate America’s Entry into WWI</p> <p>Understand The impact on America’s participation in WWI</p> <p>Analyze the end of the War and U.S. Foreign Policy</p>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b></p> <p>Lectures</p> <p>Debates</p> <p>Discussion (large group and small group)</p> <p>Reading and evaluating primary sources</p> <p>Reading and evaluating secondary sources</p> <p>Analyzing and interpreting film on the topic</p> <p>Comprehension questions</p> <p>Group work</p> <p>Annotation workshops</p>
<p><b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b></p> <p>Class participation</p> <p>Written Papers</p> <p>Homework</p> <p>Quizzes</p> <p>Tests</p> <p>Project</p>
<p><b>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</b></p> <p>Modified Assessments/Assignments</p> <p>Extended time, when applicable</p> <p>Coordinate with case manager regarding any other needs or concerns</p>

**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

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

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b></p> <p><b>8.1.9.A:</b> 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.</p> <p><b>8.1.12.A:</b> Evaluate the impact of social, political, and economic changes during the 1920s on American society.</p> <p><b>CC.8.5.9-10.A:</b> Cite specific textual evidence to support analysis of primary and secondary sources related to the 1920s.</p> <p><b>CC.8.5.11-12.B:</b> Analyze how authors use evidence to support their claims about events like the Stock Market Crash or the Harlem Renaissance.</p> <p><b>CC.8.6.9-10.A:</b> Write arguments focused on discipline-specific content, such as the effects of the 1920s economic policies.</p> <p><b>CC.8.6.11-12.B:</b> Conduct short research projects to answer a question about a significant event from the 1920s, using multiple sources.</p>
<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <p>Return to Normalcy          Women’s Suffrage          Prohibition          Impact of WWI on American Society          Economic Factors of the 1920’s</p>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b></p> <p>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</p>
<p><b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b></p> <p>Class participation          Written Papers          Homework          Quizzes          Tests          Project</p>
<p><b>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</b></p> <p>Modified Assessments/Assignments          Extended time, when applicable          Coordinate with case manager regarding any other needs or concerns</p>
<p><b>RESOURCES (Technology Based Resources, Text Resources, etc.):</b></p> <p>Textbook          Internet resources</p>

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

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE:</b> US History III	<b>GRADE/S:</b> 10 <sup>th</sup>
<b>UNIT 3:</b> The Great Depression	<b>TIMEFRAME:</b> 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  
21<sup>st</sup> 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



<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE:</b> United States History III	<b>GRADE/S:</b> 10 <sup>th</sup>
<b>UNIT 4:</b> WWII	<b>TIMEFRAME:</b> 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

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE:</b> United States History III	<b>GRADE/S:</b> 10 <sup>th</sup>
<b>UNIT 5:</b> 1950s/Cold War Era	<b>TIMEFRAME:</b> 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  
38<sup>th</sup> Parallel  
Korean War  
Military-industrial complex  
McCarthyism

Arms Race  
Deterrence  
Brinkmanship  
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

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE:</b> United States History III	<b>GRADE/S:</b> 10 <sup>th</sup>
<b>UNIT 6:</b> Era of Social Change - 1960s	<b>TIMEFRAME:</b> 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

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE:</b> United States History III	<b>GRADE/S:</b> 10 <sup>th</sup>
<b>UNIT 7:</b> 1970s	<b>TIMEFRAME:</b> 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  
*Realpolitik*  
*Détente*  
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

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

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b></p> <p><b>8.1.9.A:</b> 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.</p> <p><b>8.1.12.A:</b> Evaluate the impact of the 1980s on American society, including political, social, and economic changes.</p> <p><b>CC.8.5.9-10.A:</b> Cite specific textual evidence to support analysis of primary and secondary sources about the events of the 1980s.</p> <p><b>CC.8.5.11-12.B:</b> Analyze how authors use evidence to support their claims regarding the causes and consequences of significant events from the decade.</p> <p><b>CC.8.6.9-10.A:</b> Write arguments focused on discipline-specific content, such as the implications of the economic policies of the 1980s.</p> <p><b>CC.8.6.11-12.B:</b> Conduct research projects to answer questions about significant figures or events from the 1980s.</p>
<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <p>Students are expected to:</p> <p>Discuss the new conservatism that emerged with the elections of Reagan and Bush</p> <p>Describe the social concerns of the 1980s</p> <p>Explain how changes throughout the world affect U.S foreign policy</p> <p>Analyze political slogans, key campaign issues and candidates’ strengths and weaknesses</p> <p>Identify the reasons for the resurgence of conservative values</p> <p>Summarize Reagan’s economic programs</p> <p>Describe the changes that occurred in the makeup and decisions of the Supreme Court</p> <p>Identify results of deregulation</p> <p>Identify concerns about education, drug use, health issues, and urban problems</p> <p>Summarize political, economic, and social gains achieved by women</p> <p>Describe how conservative policies affected minority groups</p>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b></p> <p>Lecture</p> <p>Debates</p> <p>Discussion (large group and small group)</p> <p>Reading and evaluating primary sources</p> <p>Reading and evaluating secondary sources</p> <p>Analyzing and interpreting film on the topic</p> <p>Comprehension questions</p> <p>Group work</p> <p>Vocabulary exercises</p> <p>Artistic representation projects</p> <p>Peer Helping</p> <p>Guided Reading</p> <p>Chunking</p> <p>Cooperative Learning Groups</p>
<p><b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b></p> <p>Class participation</p>

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