

**WARREN COUNTY SCHOOL DISTRICT**

PLANNED INSTRUCTION

**COURSE DESCRIPTION**

**Course Title:** United States History II  
**Course Number:** 00126  
**Course Prerequisites:** United States History I

**Course Description:** United States History II covers the period of American history from the era of industrialization starting in the late 1800s to the conclusion of WWII. Major themes of the course include the United States emerging as a world power and the American government adapting to meet the challenges of the 20th century. The course will include an overview of the social, economic, cultural, technological and historical developments. Upon completion of the course, students will be able to demonstrate knowledge and understanding of the people and the forces that have shaped the modern United States.

**Suggested Grade Level:** Grade 10

**Length of Course:** Two Semesters

**Units of Credit:** 1

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 59 Social Studies

To find the CSPG information, go to [CSPG](#)

**Certification verified by the WCSD Human Resources Department:**  Yes  No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

F – Final Average  MP – Marking Period  EXM – Final Exam

**GPA Type:**  GPAEL-GPA Elementary  GPAML-GPA for Middle Level  NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average  GPA-Weighted Grade Point Average

**State Course Code:** 04103

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

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**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:** American History  
**Publisher:** Houghton Mifflin Harcourt  
**ISBN #:** 9780544454194  
**Copyright Date:** 2018  
**WCSD Board Approval Date:** 04/12/2021

**Supplemental Materials:** Choices Program, DBQ Project

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 5/14/2021  
**Date Approved:** 6/14/2021  
**Implementation Year:** 2020-2021

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

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**SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Identify the Progressives and what they believed caused social problems.	8.3.9A	September
Summarize how the Progressives hoped to make government more efficient and responsive to citizens.	8.3.9A	September
Explain how President Roosevelt supported conservation.	8.3.9A	September
Describe how President Taft's beliefs differed from Progressive party beliefs.	8.3.9A	September
Analyze contrasting ideas within a political philosophy.	8.3.9C	September
Chart the successes and failures of Progressivism.	8.3.9A	September
Identify the possible causes for the sinking of the USS Maine.	8.3.9B	October
Debate the significance of the Spanish American War on both foreign and domestic policy.	8.3.9D	October
Compare and contrast the factors that caused European nations and the US to become involved in WWI.	8.3.12.D	October
Illustrate the significance of propaganda on the American home-front.	8.3.12.D	October
Evaluate how new technologies changed warfare during WWI.	8.3.12C	October
Identify causes and effects of anti-immigrant prejudices following WWI.	8.3.12A	October
Read and analyze a piece of literature from the Harlem Renaissance.	8.3.12A, B	October
Debate the causes of the stock market crash.	8.3.12A	November

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Write a journal about the effects of the stock market crash on average Americans.	8.3.12A, B	November
List the effects of the Great Depression on the American people, their art, and their entertainment.	8.3.12A	November
Discuss how the dust bowl led to the migration of population in America.	8.3.12C	November
Categorize the initiatives Hoover instituted in response to the Depression and describe their results.	8.3.12A	November
Write a DBQ essay about the effectiveness of the First New Deal.	8.3.12B	November
Explain appeasement and chart the how this benefited Germany in the early years of the war.	8.3.12A	December
Compare and Contrast the readiness of militaries from World War I to World War II.	8.3.12A	December
Analyze the impact of Pearl Harbor on American foreign and domestic policy.	8.3.12A	December
Using primary source materials, create a multimedia presentation about Jewish persecution.	8.3.12A, B	December
Explain the effect of the war on the home-front.	8.3.12A	December
Analyze and interpret various texts/photographs from the war time period in order to craft a DBQ about American involvement in the war.	8.3.12B	December
Chart and graph the economic, political and social results of the war.	8.3.12C	December
Locate key battles on a map and explain their significance to the overall war strategy.	8.3.12A, C	December
Evaluate through primary sources the treaties that ended the war.	8.3.12B	January

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Map the spread of communism.	8.3.12B	January
Debate the effects of the Red Scare on American society and politics.	8.3.12C	January
Discuss the effectiveness of social, political and economic policies of the 1950's.	8.3.12D	January
Analyze the decisions of the Warren Court.	8.3.12D	January
Illustrate the key concepts of the space race.	8.3.12C	January
Explain the war on poverty and debate whether it was successful both in the short and long term.	8.3.12D	January
Describe the different philosophical beliefs in the Civil Rights movement and evaluate the effectiveness of their platforms and strategies.	8.3.12D	February
Analyze the Civil Rights Act of 1964.	8.3.12B	February
Evaluate the reasons the US became involved in the Vietnam War.	8.3.12D	March
Assess American opinion about the war through the use of primary resources.	8.3.12B, D	March
Contrast the political and cultural aftermath of the Vietnam War with that of previous international conflicts.	8.3.12B	March
Outline changes to immigration, map the waves, and explain the hardships faced by various different ethnic groups.	8.3.12D	March
Sequence the events of Watergate and its aftermath.	8.3.12C	March
Analyze key political events of the 1970's such as the Iranian hostage crisis, relations with China and expanding rights for minorities.	8.3.12D	April

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
List key environmental protection initiatives begun during the 1960's and 70's.	8.3.12D	April
Contrast liberalism with conservatism.	8.3.12D	April
Using primary sources, analyze the political and economic reasons for the collapse of the Soviet Union.	8.3.12C	April
Evaluate social trends emerging in the 1980's.	8.3.12D	April
Summarize the domestic initiatives of the Clinton administration.	8.3.12B	May
Identify how changes in technology and communication altered society and economics on a global scale.	8.3.12C	May
Describe the controversies behind the 2000 Election.	8.3.12C	May
Plot on a timeline the major actions that marked the war on terror.	8.3.12B	May
Analyze the economic factors that combined to create the financial crises of 2009-2010.	8.3.12C	May
Explain the changes to political parties in the early parts of the 21 <sup>st</sup> century.	8.3.12D	May

## **ASSESSMENTS**

**PSSA Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** DBQS, PowerPoints, posters, brochures, worksheets, group projects, bell ringers, and video presentations.

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** Tests, quizzes, and essays.