Grade 10: America in Conflict Manheim Central Social Studies Curriculum Framework

Unit Title:	
Introduction to Conflict	
PA Standards:	
8.3.U.D, 8.1.U.B, 5.2.U.B, 6.3.U.D, 6.3.U.B, 6.1.U.B, 8.3.U.B, 8.3.U.A, 8.3.U.C, 8.1.U.A, 7.4.U.B, 7.3.U.A, 7.1.U.A, 7.4.U.A	
Learning Targets	**Success Criteria**
Students will be able to understand how conflict between groups and organizations is a necessary, inevitable aspect of human culture.	● I will be able to define conflict. ● I will be able to explain culture. ● I will be able to identify groups that have conflict with each other. ● I will be able to explain competition between groups. ● I will be able to define the factor of competition in motivating groups.
Students will be able to evaluate the biased perspectives in historical and current event sources, deciphering fact from opinion.	● I will be able to define what bias is. ● I will be able to compare current event articles from different sources. ● I will be able to identify bias in a current event article.
Students will be able to analyze what strategies the United States has used to solve military, social, political, and economic conflict in the past.	● I will be able to identify past conflicts in U.S. history. ● I will be able to define what resolution in conflict looks like.
Students will be able to analyze how historical conflict between various groups led to the growth and development of the modern United States.	● I will be able to identify causes of conflict. ● I will be able to identify results of conflict. ● I will be able to define change in America.
Students will be able to evaluate how conflict theory led to the creation of social classes in human culture.	● I will be able to define conflict theory. ● I will be able to explain social classes.
Students will be able to connect the scarcity of resources to the root of Karl Marx's conflict theory	● I will be able to define scarcity. ● I will be able to identify resources. ● I will be able to explain conflict theory.
Relevance:	
American conflict is relevant because it affects relationships between countries, economies, and how the world works together as responsible citizens.	
Vocabulary:	
Conflict, Sociology, Karl Marx, Conflict Theory, Capitalism, Communism, Competition, Revolution, Structural Integrity, War, Military Conflict, Social Conflict, Political Conflict, Economic Conflict, Liberal, Conservative, Bias, Reliable, Note Taking, Summarizing, perspectives, analyze	
Resources:	
Actively Learn, Google Drive, Canva, Quizlet Live, Schoology, mruniversity.com	

Assessments:
● Exam ● Current Event ● Performance Task

Grade 10: America in Conflict Manheim Central Social Studies Curriculum Framework

Unit Title:	
Military Conflict	
PA Standards:	
8.3.U.D, 8.1.U.B, 6.3.U.D, 6.3.U.B, 8.3.U.B, 8.3.U.A, 8.3.U.C, 8.1.U.A, 7.4.U.B, 7.3.U.A, 7.1.U.A, 7.2.U.A, 7.2.U.B	
Learning Targets	**Success Criteria**
Students will be able to evaluate how military conflict has impacted the growth of the United States.	● I will be able to define military conflict. ● I will be able to explain how conflict has benefited the U.S.
Students will analyze military conflicts throughout U.S. History and evaluate the interpretation regarding these historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	● I will be able to identify cause and effect. ● I will be able to explain multiple perspectives of the war. ● I will be able to distinguish between fact and opinion.
Students will be able to analyze how military conflict and cooperation among groups and organizations have impacted the growth and development of the US.	● I will be able to explain the cooperation between groups during war. ● I will be able to identify groups and organizations involved in war.
Relevance:	
American military conflict is relevant because they influence how countries interact with each other and shape the world we live in. This helps students to become a reflective learner.	
Vocabulary:	
Just, Unjust, Jus Ad Bellum, Jus In Bello, Just War Theory, Consequentialist, Intrincist, Pacifist, Constitutionality, Argumentative, Supports, Justification	
Resources:	
National Geographic, Google Drive, Schoology, Quizlet Live, Issues and Controversies Database, Library of Congress	
Assessments:	
● Ticket out the Door ● Research ● Case Study Poster Presentation ● Congressional Committee Meeting ● Exam ● Current Event	

Grade 10: America in Conflict Manheim Central Social Studies Curriculum Framework

Unit Title:	
Social Conflict	
PA Standards:	
8.3.U.D, 8.1.U.B, 5.2.U.B, 6.3.U.D, 6.3.U.B, 8.3.U.B, 8.3.U.A, 8.3.U.C, 8.1.U.A, 7.4.U.B, 7.3.U.A, 5.3.U.F, 7.1.U.A, 5.3.U.D, 5.1.U.D	
Learning Targets	**Success Criteria**
Students will be able to connect historical examples of social discrimination to social progressive instituted by federal and state governments.	● I will be able to define social discrimination. ● I will be able to identify historical examples of social discrimination. ● I will be able to explain the federal and state government's efforts to affect social progress.
Students will be able to understand how various perspectives lead to different interpretations of the American Dream.	● I will be able to define the American Dream. ● I will be able to identify different interpretations of the American Dream.
Students will be able to interpret how the United States solved historical and modern examples of social discrimination.	● I will be able to provide examples of historical examples of social discrimination.
Students will be able to evaluate the significance of civil rights legislation in the modern age of the United States.	● I will be able to provide examples of civil rights legislation.
Students will be able to understand the societal tension that exists with the evolution of the American Dream between generations.	● I will be able to define social tensions. ● I will be able to describe the perspectives of the American Dream from different generations.
Relevance:	
American social conflict is significant because it shapes attitudes, policies, and the way people interact within society, impacting individuals and communities across the nation. Students are encouraged to become innovators in their community to find solutions to these social issues.	
Vocabulary:	
Civil Liberties, Social Discrimination, Civil Rights, Compromise, Jim Crow, Stereotyping, Chicano, Latinx, Suffrage, 19th Amendment, American Dream, Propaganda, Gen Z, Budget, Reflection	
Resources:	
Schoology, Articles, Google Drive, Quizlet Live, Manheim Central Provided Databases, Podcasting Equipment, Can You Make It? Simulation	
Assessments:	
● Discussion Post ● Performance Task ● Podcast ● Simulation	

- Current Event

Unit Title:	
Political Conflict	
PA Standards:	
8.3.U.D, 8.1.U.B, 5.2.U.B, 6.3.U.D, 6.3.U.B, 8.3.U.B, 8.3.U.A, 8.3.U.C, 8.1.U.A, 7.4.U.B, 7.3.U.A, 7.1.U.A	
Learning Targets	**Success Criteria**
Students will be able to analyze how the Electoral College prompts debate between participatory and elitist democracy.	● I will be able to define the Electoral College. ● I will be able to define participatory and elitist democracy.
Students will be able to evaluate historical perspectives over the benefits of participatory and elitist democracies.	● I will be able to define the benefits of participatory democracy. ● I will be able to define the benefits of elitist democracy.
Students will be able to understand strategies the United States has used to resolve political conflict.	● I will be able to explain strategies to resolve political conflict.
Students will be able to assess who has more power in the United States: the wealthy or the general population.	● I will be able to explain who has more power in the U.S., wealthy or general population.
Students will be able to analyze how political conflict led to growth and development within American federalism.	● I will be able to define political conflict. ● I will be able to analyze the development of political conflict and its effects on American Federalism.
Relevance:	
American political conflict is relevant because it impacts the laws, policies, and decisions that affect their future, as well as the values and principles of democracy they inherit and shape. Being a collaborator is the key to working on political conflicts.	
Vocabulary:	
Founding Fathers, Interpretation, Federalists, Anti-Federalists, demographics, Politics, Power, Participatory Democracy, Direct Democracy, Voting, 26th Amendment, Case Study, Electoral College, Elite Democracy	
Resources:	
Constitution Center, Google Drive, Schoology, Quizlet Live, Library of Congress, Youtube, Congress.gov	
Assessments:	
● Social Media Post ● Scavenger Hunt ● Venn Diagram ● Case Study ● Data Analysis ● Current Event	

Unit Title:	
Economic Conflict	
PA Standards:	
8.3.U.D, 8.1.U.B, 5.2.U.B, 6.3.U.D, 6.3.U.B, 6.1.U.B, 8.3.U.B, 8.3.U.A, 8.3.U.C, 8.1.U.A, 7.4.U.B, 7.3.U.A, 6.4.U.C, 6.5.U.B, 6.2.U.G, 6.5.U.F, 6.2.U.A, 6.4.U.D, 7.1.U.A, 6.4.U.A, 6.1.U.A, 6.3.U.C, 6.5.U.E, 6.2.U.D, 6.2.U.C, 6.2.U.F, 6.2.U.E, 6.1.U.C	
Learning Targets	**Success Criteria**
Students will be able to evaluate how the United States remedied past economic mistakes.	● I will be able to explain the U.S. government's responses to economic decisions.
Students will be able to understand the cause and effect relationship the people, government, and exchange of resources has on the economic system of a country.	● I will be able to define the economy. ● I will be able to define the three aspects of the economic system. ● I will be able to draw the relationship between these actors.
Students will be able to analyze economic strategies the federal government has used to resolve significant economic downturns.	● I will be able to explain the tools the U.S. has to influence the economy. ● I will be able to understand the reasons that the economy may take a nosedive.
Students will be able to understand how economic conflict led to the growth and development of the American economic sphere.	● I will be able to explain the events that led to economic growth and development.
Students will be able to assess how malpractices of the banking industry led to the Great Recession in 2008.	● I will be able to explain how banks loan money. ● I will be able to define loans and interest. ● I will be able to understand how banks and the stock market interacted leading to the banking crisis.
Students will be able to connect the scarcity of resources to the causes of economic conflict.	● I will be able to define scarcity. ● I will be able to understand competition for resources.
Relevance:	
Understanding American economic conflict is important for students as it affects job opportunities, living standards, and the overall well-being of individuals and families in society. Students will become critical thinkers to look at real world solutions.	
Vocabulary:	
Economy, Capitalism, Invisible Hand, Laissez-Faire, Resources, Scarcity, Supply & Demand, Cost, Benefit, Reward, Consequences, Circular Flow Chart, FICO, Credit Score, Loans, Foreclosure, Wall Street, Interest, Profit, Deficit	
Resources:	

Youtube, Google Drive, Schoology, Banking Simulation
Assessments:
• Charting Diagram • Simulation • Discussion Post • Current Event