

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



**History & Social Sciences Curriculum Guide**

**Course: WWII—The Pacific Theater**

## Course Description

During World War II, while fighting was taking place on the European continent and North Africa, a whole other war was being fought on the other side of the world. This course is about the lesser known part of World War II – The Pacific Theater. When asked about the Japanese Theater, many students would point out Pearl Harbor, Midway, Iwo Jima and the Atomic Bombs. But the war in the Pacific was much more than this. While battles and strategy will be discussed, much of the course will focus on the human side of war. In addition to a course textbook, students will be required to read a World War II book selected by the instructor for a “book-group” style activity. **It is NOT a requirement that you have to take World War II: The European Theater to take this course. \*PHRASING\*** Open to seniors. This course will be offered in the spring semester only.

## Content Standards

### US History Standards

- Defending Democracy: Responses to Militarism and Communism
- ◆ The rise of militarism and the forms it took in Japan, including ideas and policies that led to the atrocities throughout Asia in the 1930s and 1940s
- ◆ Explain the reasons for American involvement in World War II and the key actions and events leading up to declaration of war against Japan
- ◆ Using primary sources such as news articles, documentaries, and radio/newsreel coverage, analyze events that led to WW II, major battles of the war and its consequences, or one of the conferences of Allied leaders following the war

### World History Standards

- The Great Wars, 1914-1945
- ◆ Analyze the decision of the United States to drop atomic bombs on Hiroshima and Nagasaki in order to bring the war with Japan to a swift conclusion and its impact on relations with the Soviet Union

## Practice Standards\*

- INCORPORATING DIVERSE PERSPECTIVES/PERCEPTIONS OF HISTORICAL EVENTS
- UTILIZING HISTORICAL THINKING SKILLS
- RESEARCH, REASONING, AND CRITICAL THINKING
- INCORPORATION OF CURRENT EVENTS & MEDIA LITERACY
- USING DATA ANALYSIS AND DIGITAL TOOLS FOR RESEARCH /PRESENTATIONS

## Literacy Standards\*

- Read and comprehend history/social studies texts exhibiting complexity appropriate for grade 12.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- Write informative/explanatory texts, including the narration of historical events.
- Initiate and participate effectively in a range of collaborative discussions.

*\*Not intended as an exhaustive list. Incorporation of Literacy and Practice Standards is fluid and ongoing.*

Three Pillars of the History and Social Science Framework



Massachusetts Department of Elementary and Secondary Education

Units	Essential Questions	Key Activities <u>may in-</u>
<b>1. Road to War in the Pacific (18th Century—1941)</b>	<ul style="list-style-type: none"> <li>• What events led to the outbreak of hostilities in Asia?</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of primary source documents, scholarly sources, &amp; connections between history and current events</li> </ul>
<b>2. Japanese Advances in the Pacific (1941-1942)</b>	<ul style="list-style-type: none"> <li>• What reasons contributed to the Japanese advances at the beginning of WWII in Asia?</li> </ul>	<ul style="list-style-type: none"> <li>• Obtaining and refining writing strategies such as annotating, sourcing, contextualizing, corroborating, and close reading</li> </ul>
<b>3. The Tide Turns in the Pacific (1942-1945)</b>	<ul style="list-style-type: none"> <li>• What factors led to the Allies eventually defeating the Japanese militarists in WWII?</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement and participation in debates and Socratic seminar type discussions.</li> </ul>
<b>4. Post-war World (1945-Today) and Final Projects</b>	<ul style="list-style-type: none"> <li>• How did the events of WWII influence the growth of democracy in Japan and the coming of the Cold War in Asia?</li> </ul>	<ul style="list-style-type: none"> <li>• Formative and summative assessments such as quizzes and traditional tests to gauge content knowledge.</li> </ul>
<b><i>With the Old Breed</i>: Read and discuss <i>With the Old Breed</i> in a group discussion format throughout the semester</b>	<ul style="list-style-type: none"> <li>• What was the typical experience of a U.S. marine in WW II?</li> </ul>	<ul style="list-style-type: none"> <li>• Learning the research process—both short-term and in-depth opportunities.</li> <li>• Creating a variety of student-centered media such as political cartoons, photographs, documentary films, and song lyrics.</li> </ul>



## History & Social Sciences Curriculum Guide Overview

<b>Curriculum Guide</b>	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
<b>Curriculum Map</b>	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include: standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
<b>Guiding Principles</b>	These nine principles serve as the foundation for all History and Social Science education in Massachusetts. They can be viewed here: <a href="http://www.doe.mass.edu/frameworks/hss/2018-12.pdf">http://www.doe.mass.edu/frameworks/hss/2018-12.pdf</a>
<b>Literacy Standards</b>	In studying this content, students apply grade-appropriate reading, writing, speaking, and listening skills.
<b>Content Standards</b>	The Content Standards describe what students should know and be able to do within each grade-level.
<b>Practice Standards</b>	These are “designed for integration with the Content Standards and Literacy Standards for History and Social Science, the seven practices encompass the processes of inquiry and research that are integral to a rich and robust social science curriculum and the foundation for active and responsible citizenship.” <a href="http://www.doe.mass.edu/frameworks/hss/2018-12.pdf">http://www.doe.mass.edu/frameworks/hss/2018-12.pdf</a>
<b>Essential Questions</b>	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
<b>Key Activities</b>	Key Activities identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The activities identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.