

Reading Public Schools

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History & Social Sciences Curriculum Guide

Course: WWII—The European Theater

Course Description

The WWII: The European Theater course deals with six of the most dramatic and important years in European History: September, 1939 to September, 1945. From the smoldering ashes of WWI, there arose Nazism and Fascism, which cast a dark shadow upon all of Europe. This course will analyze these years of crucial change and great decisions to reveal a human kaleidoscope of leadership, brutality, heroism, cooperation, victory and defeat. This course will attempt to show how the divided world we live in today has emerged from World War II. In addition to the textbook, another book will be required to read for a book group format. This course is NOT a prerequisite for the World War II: The Pacific Theater course. Open to seniors only.

Content Standards

US History Standards

- Defending Democracy: Responses to Fascism and Communism
- ◆ The rise of Fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust
- ◆ Explain the reasons for American involvement in World War II and the key actions and events leading up to declaration of war against Germany
- ◆ 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
- ◆ Identify the goals, leadership, strategies, and post-war plans of the Allied leaders (i.e., Winston Churchill, FDR, Joseph Stalin) and how wartime diplomacy affected the outcome of the war and the emergence of the Cold War.

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</u> include...
1. Introduction and Road to War in Europe (1919-1939)	<ul style="list-style-type: none"> • What events led to the outbreak of hostilities in Europe, sparking the Second World War? 	<ul style="list-style-type: none"> • Analysis of primary source documents, scholarly sources, & connections between history and current events
2. Fascist Advances in Europe (1939-1941)	<ul style="list-style-type: none"> • What reasons contributed to the Fascist advances at the beginning of WWII in Europe? 	<ul style="list-style-type: none"> • Obtaining and refining writing strategies such as annotating, sourcing, contextualizing, corroborating, and close reading
3. The Tide Turns in Europe (1942-1944)	<ul style="list-style-type: none"> • What actions influenced Allied victories in North Africa and Europe in 1942-1944? 	<ul style="list-style-type: none"> • Engagement and participation in debates and Socratic seminar type discussions.
4. Allied Push to Victory in Europe (1944-1945)	<ul style="list-style-type: none"> • What factors led to the Allies eventually defeating the Axis powers in WWII? 	<ul style="list-style-type: none"> • Formative and summative assessments such as quizzes and traditional tests to gauge content knowledge.
5. Post-War World (1945-Today) and Final Projects	<ul style="list-style-type: none"> • How did the events of WWII influence the coming of the Cold War? 	<ul style="list-style-type: none"> • Learning the research process—both short-term and in-depth opportunities.
<i>Band of Brothers</i>: Read and discuss <i>Band of Brothers</i> in a group discussion format throughout the semester	<ul style="list-style-type: none"> • What was the typical experience of the U.S. soldier in WW II? 	<ul style="list-style-type: none"> • Creating a variety of student-centered media such as political cartoons, photographs, documentary films, and song lyrics.



History & Social Sciences Curriculum Guide Overview

Curriculum Guide	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.
Curriculum Map	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.
Guiding Principles	These nine principles serve as the foundation for all History and Social Science education in Massachusetts. They can be viewed here: http://www.doe.mass.edu/frameworks/hss/2018-12.pdf
Literacy Standards	In studying this content, students apply grade-appropriate reading, writing, speaking, and listening skills.
Content Standards	The Content Standards describe what students should know and be able to do within each grade-level.
Practice Standards	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.” http://www.doe.mass.edu/frameworks/hss/2018-12.pdf
Essential Questions	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.
Key Activities	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.