

District Curriculum Document

This is to be created at the district level using teacher teams

Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>Reading Standards</p> <ol style="list-style-type: none"> RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. <p>Writing Standards</p> <ol style="list-style-type: none"> WHST.11-12.1 Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Provide a concluding statement or section that follows from or supports the argument presented. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. 	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> Determine the main idea of primary and secondary sources, summarize main ideas and key details. Evaluate multiple and diverse sources in order to answer a question or solve a problem. Integrate information from primary and secondary sources into a clear understanding of an idea or event. <p>Writing Standards:</p> <ol style="list-style-type: none"> Write an argument focused on class content. <ol style="list-style-type: none"> Introduce a knowledgeable claim/argument and establish the significance of that claim/argument. Develop and support claims and counterclaims with evidence. Provide a conclusion to support your claim/argument. Draw evidence from informational texts to support analysis, reflection, and research.

Supporting Standards

Reading Standards

1. **RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. **RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
3. **RH.9-10.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
4. **RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
5. **RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.
6. **RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.
7. **RH.9-10.10** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Writing Standards

WHST.11-12.1 Write arguments focused on discipline-specific content.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the argument; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from or supports the argument presented.

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Topic Big Ideas/Essential Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. History: Largescale immigration led to economic, political and social changes. (PS 1) <i>Why did people come to the United States? What were the different experiences immigrants faced as they entered the United States? How did America react to the influx of immigrants?</i></p> <p>2. History: Industrialization led to the American Labor Movement. (PS 2) <i>What significant inventions led to Industrialization? Who were the significant contributors to Industrialization? What was life like for the working class during this time period? (home and work) Why did unions form?</i></p> <p>3. History: Significant social and political changes occurred as a result of the Progressive Movement. (PS 3) <i>Who were the progressives? What political changes came about during this time? What social changes came about during this time?</i></p>	<p>1. Identify the political and social resistance to immigration. (9-12.US2.1.2.2)</p> <p>2. Describe the economic responses to industrialization and the emergence of the American labor movement. (9-12.US2.1.4.2)</p> <p>3. Analyze the political and social responses to industrialization. (9-12.US2.1.4.3)</p>	<p>1. Explain the impact of immigration on economic, political and social aspects of American life during the early 20th Century.</p> <p>2. Describe the economic opportunities/disparities and working conditions during Industrialization that led to the beginnings of the American labor movement.</p> <p>3. Analyze the social and political changes that occurred as a result of the Progressive Movement.</p>
Supporting Standards		
<p>1. Analyze significant movements for social change. (9-12.US2.1.1.2)</p> <p>2. Identify motives for continued immigration to the United States. (9-12.US2.1.2.1)</p> <p>3. Analyze the changes in the political, social, and economic conditions of immigrant groups. (6-12.US2.1.2.3)</p> <p>4. Discuss the causes and effects of 20th century migration and settlement patterns. (9-12.US2.1.2.4)</p> <p>5. Explain the factors that contributed to the rise of industrialization in the 19th century. (9-12.US2.1.4.1)</p> <p>6. Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (9-12.US2.1.4.5)</p> <p>7. Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.</p>		

Curriculum Unit: 1: Turn of the Century Growth **Subject Area:** US History 11 A&B **Grade Level:** 11

Time: 4.5 weeks

8. Analyze ways in which the physical environment affected political, social, and economic development. (9-12.US.2.2.1.1)
9. Describe the emergence of the modern corporation. (9-12.US.2.3.1.1)
10. Analyze the role of government policy in the economic development of the modern United States. (9-12.US.2.3.2.1)
11. Analyze how economic conditions affect financial decisions. (9-12.US.2.3.4.1)
12. Provide and evaluate examples of social and political leadership in American history. (6-12.US.2.4.3.2)
13. Trace the development and expansion of political, civil, and economic rights. (9-12.US.2.4.4.1)
14. Compare competing belief systems of the 20th century, including capitalism, communism, imperialism, totalitarianism, isolationism, and internationalism. (9-12.US.2.5.1.1)
15. Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century. (9-12.US.2.5.1.2)

Academic and Unit Vocabulary (people, ideas and vocabulary)

Academic: analyze, impact, aspects, describe, opportunities, disparities, explain, economic, social, political, largescale, influx

Content: immigrant, immigration, Angel Island, Ellis Island, assimilation, nativism, Americanization, Chinese Exclusion Act, Gentlemen's Agreement, push/pull factors, quotas, labor unions, industrialization, assembly line, steel, philanthropy, Bessemer process, urbanization, robber barons, social stratification, trusts, trust busting, monopolies, muckraker, progressivism, The Jungle, Triangle Shirtwaist Factory Fire, Sherman Anti-trust Act, laissez faire, social Darwinism, regulation, 17th Amendment, 19th Amendment

People: Andrew Carnegie, Cornelius Vanderbilt, John D. Rockefeller, J.P. Morgan, Henry Ford, the Wright Brothers, Thomas Edison, Alexander Graham Bell, Upton Sinclair, Theodore Roosevelt, Ida Tarbell, Booker T. Washington

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Topic Big Ideas/Essential Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. Global Perspectives: Significant changes in the US policies of isolationism led to our participation in international conflicts. <i>Why did America get involved with nations and issues outside of her borders (economic, political and moral)? Where did the U.S. expand their influence through imperialism? What is the significance of each expansion (political and economic)?</i></p> <p>2. Global Perspectives: a. WWI had many diverse causes. <i>How did militarism, alliances, imperialism and nationalism cause WWI? Why did the assassination of the Archduke ignite WWI?</i> b. New technologies changed the way war was fought. <i>How did new technology lead to trench warfare? How were casualty rates impacted by new technologies?</i> c. Differing motives led to the creation of the Treaty of Versailles. <i>What were the motives of the Big Four? How was Germany punished? What was the impact of Wilson’s Fourteen Point Plan?</i></p>	<p>1. Trace the major foreign policy positions that have characterized the United States’ relations with the world in the 20th century. (9-12.US2.5.1.2)</p> <p>2. Explain the significance of principal events in the United States’ relations with the world, such as the Spanish-American War [and] World War I (9-12.US2.5.1.3)</p>	<p>In this unit you will:</p> <p>1. Explain the economic, political/military and moral motivations that led to Imperialism.</p> <p>2. a. Explain the M.A.I.N causes of WWI using examples; include the igniting event. b. Explain the impact of new technologies on how the war was fought. c. Analyze the motives of the treaty participants and how these motives impacted the results of WWI.</p>
Supporting Standards		
<p>1. Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (9-12.US2.1.4.5)</p> <p>2. Analyze the causes and effects of the expansion of the United States. (9-12.US2.1.5.1)</p> <p>3. Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (9-12.US2.2.1.1)</p> <p>4. Provide and evaluate examples of social and political leadership in American history. (9-12.US2.4.3.2)</p> <p>5. Compare competing belief systems of the 20th century, including ..., imperialism, ..., isolationism, and internationalism. (9-12.US2.5.1.1)</p>		

Curriculum Unit: 2 Imperialism & WWI

Subject Area: US History 11 A&B

Grade Level: 11

Time: 3.5 weeks

Academic and Unit Vocabulary (people, ideas and vocabulary)

Academic: Explain, motivations, moral, abandoned, involved, significant, igniting, diverse, conflict, analyze, assassination

Content: Hawaii, Spanish-American War, Cuba, Philippines, yellow journalism, DeLome Letter, U.S.S. Maine, Rough Riders, Treaty of Paris, Platt amendment, Puerto Rico, Guam, Wake Islands, Boxer Rebellion, open-door notes, Panama Canal, Manifest Destiny, ethnocentrism, militarism, nationalism, imperialism, alliance system, Central Powers, Triple Entente, Austria-Hungary, Belgium, U-boats, isolationism, internationalism, Ottoman Empire, western front, France, Serbia, Lusitania, Germany, Zimmerman telegram, Selective Service Act, trench warfare, trench foot, shell shock, no man's land, Christmas Truce, Russian Revolution, Bolsheviks, Spanish flu, Big Four, Treaty of Versailles, Fourteen Point Plan, League of Nations, stalemate, propaganda, reparations, foreign policy,

People: Queen Liliuokalani, William Hearst, Joseph Pulitzer, William McKinley, Theodore Roosevelt, Archduke Franz Ferdinand, Kaiser Wilhelm II, Tsar Nicholas II, Vladimir Lenin, Woodrow Wilson, Vittorio Orlando, Georges Clemenceau, David Lloyd George

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Topic Big Ideas/Essential Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. History: A massive cultural shift occurred in the 1920s that changed societal expectations. (Ps1) <i>How did the Harlem Renaissance and Jazz impact the way African Americans were viewed and accepted in society? What were the effects of prohibition on America? What were the competing factors that affected the cultural shift (i.e. religion v. science and youth culture v. traditional views)? How did mass media evolve during this time period? How did women's groups impact prohibition? How did the KKK reflect societal views during this time? How did the rise of the Mafia reflect the failures of prohibition?</i></p> <p>2. History: The Great Depression significantly changed America. (PS 3). What were the causes of the Great Depression? How did New Deal policies aim to end the Great Depression and prevent another one? How did the Great Depression impact the average American? <i>What were the differences in the policies of Hoover and FDR in the handling of the Great Depression?</i></p>	<p>1. Analyze ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns of diverse cultures have enriched American society. (9-12.US2.1.1.1)</p> <p>2. Identify and analyze the causes of the Great Depression and its effects upon American society. (9-12.US2.1.4.4)</p>	<p>1. Analyze how culture changed in the 1920s.</p> <p>2. Describe the causes of the Great Depression and analyze the effects of the Great Depression on American society.</p>
Supporting Standards		
<p>1. Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (9-12.US2.1.4.5)</p> <p>2. Describe the development of a consumer economy. (9-12.US2.3.1.2)</p> <p>3. Analyze the role of government policy in the economic development of the modern United States. (9-12.US2.3.2.1)</p> <p>4. Evaluate the role of financial institutions in the economic development of the United States. (9-12.US2.3.3.1)</p> <p>5. Analyze how economic conditions affect financial decisions. (9-12.US2.3.4.1)</p> <p>6. Analyze the relationship between the three federal branches of government. (9-12.US2.4.2.1)</p> <p>3. Provide and evaluate examples of social and political leadership in American history.</p>		

Time: 3 weeks

(9-12.US.2.4.3.2)

7. Compare competing belief systems of the 20th century, including capitalism, communism, imperialism, totalitarianism, isolationism, and internationalism. (9-12.US.2.5.1.1)

Academic and Unit Vocabulary (people, ideas and vocabulary)

Academic: analyze, cultural shift, society, evaluate, traditional, policies, evolve, patterns, enrich, reflect, effectiveness, prevent

Content: Harlem Renaissance, Lost Generation, Great Migration, Jazz, prohibition (18th Amendment), Volstead Act, Women’s Christian Temperance Union (WCTU), Anti-Saloon League (ASL), bootlegging, speakeasies, flappers, 21st amendment, Scopes Monkey Trial , Great Depression, Black Tuesday, Bonus Army, Hooverville, Dust Bowl, 1st Red Scare, Sacco-Vanzetti Trial, New Deal, Fireside Chats, Social Security Act (SSA), Fair Labor Standards Act (FLSA), Federal Deposit Insurance Corporation (FDIC), Securities and Exchange Commission (SEC), Civilian Conservation Corps (CCC), Ku Klux Klan (KKK), Mafia, 100 Days

People: Warren G. Harding, Calvin Coolidge, Al Capone, Herbert Hoover, J. Edgar Hoover, Franklin D. Roosevelt, Langston Hughes, Duke Ellington, Louis Armstrong, Eleanor Roosevelt, Babe Ruth, John Steinbeck, Amelia Earhart, Charles Lindbergh

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Topic Big Ideas/Essential Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. Government: Ideologies and actions of global leaders influenced WWII. World War II had numerous causes. <i>Who were the influential leaders during and leading up to WWII? What were the competing ideologies during this time? What contributions did each leader make to WWII? What specific events led to WWII? What were the weaknesses of the League of Nations and the Treaty of Versailles?</i></p> <p>2. Global Perspectives:</p> <p>a. Allied success in major European and Pacific battles led to victory in WWII. WWII had a significant impact on the Homefront. What were the major Allied victories in the European and Pacific Theatres? Why were these battles significant? How did the strategy change while fighting in the Pacific? How did the atomic bomb contribute to the end of the war in Japan? How did the lives of women and minorities change during WWII? How did racism and fear affect Japanese Americans during WWII? How did the government implement and promote programs to support the war effort?</p> <p>b. The rise of extreme ideologies led to one of the largest genocides in history. What events and policies in Nazi Germany led to the Holocaust? What groups were targeted by the Nazis? How did anti-Semitism grow to the point of sending Jews to extermination camps?</p>	<p>1. Provide and evaluate examples of ... political leadership in American history. (9-12.USH2.4.3.2)</p> <p>2. Explain the significance of principal events in the United States' relations with the world, such as ..., World War II, ... (9-12.USH2.5.1.3)</p>	<p>In this unit you will:</p> <p>1. Provide examples of leaders along with their ideologies/political belief systems and evaluate their role in the war.</p> <p>2. a. Explain the results of significant battles and strategies within the European Theatre, Pacific Theatre, and the American Homefront and describe how they contributed to the end of the war.</p> <p>b. Analyze the progression of anti-Semitism and incremental discrimination that led to Hitler's Final Solution (Holocaust).</p>
Supporting Standards		
<p>1. Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (9-12.USH2.1.4.5)</p> <p>2. Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (9-12.USH2.2.1.1)</p>		

Time: 5.5 weeks

3. Compare competing belief systems of the 20th century, including communism, imperialism, totalitarianism, isolationism, and internationalism.
(9-12.USH2.5.1.1)
4. Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.
(9-12.USH2.5.1.2)

Academic and Unit Vocabulary (people, ideas and vocabulary)

Academic: evaluate, influence, analyze, numerous, ideologies, agreements, results, strategies, progression, discrimination, impact, victories, strategy, contribute, extreme,

Content: Fascism, Totalitarianism, Nazism, Communism, militarism, Treaty of Versailles, League of Nations, Appeasement, Munich Pact, Non-Aggression Pact, blitzkrieg, isolationism, Homefront, Fall of France, Battle of Britain, Lend-Lease, Neutrality Acts, Axis Powers, Allied Powers, Stalingrad, North Africa, Battle of the Atlantic, Enigma Machine, Italian Campaign, D-Day, Battle of the Bulge, VE Day, Yalta Conference, Nuremberg Laws, Nuremberg Trials, United Nations, Holocaust/Final Solution, Anti-Semitism, Auschwitz, Kristallnacht, Rosie the Riveter, concentration/extermination camps, island hopping, Pearl Harbor attack, aircraft carriers, Doolittle Raid, Bataan Death March, Coral Sea, Midway, Guadalcanal, Saipan, Leyte Gulf, propaganda, victory gardens, kamikaze, Iwo Jima, Okinawa, Manhattan Project, Little Boy, Fat Man, Hiroshima, Nagasaki, VJ Day, atomic bomb, Japanese Internment/Executive Order 9066

People: Franklin D. Roosevelt, Winston Churchill, Joseph Stalin, Adolf Hitler, Benito Mussolini, Hideki Tojo, Emperor Hirohito, Neville Chamberlain, George S. Patton, Douglas MacArthur, Dwight D. Eisenhower, J. Robert Oppenheimer, Harry Truman, Charles Lindbergh,

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Topic Big Ideas/Essential Questions/Guiding Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. Global Perspectives: Competing ideologies, both domestic and abroad, led to hysteria in the United States and the Cold War. <i>What is the difference between Communism and Capitalism? How did the end of WWII create superpowers? How did the competition between the superpowers create spheres of influence? How did paranoia influence life in America?</i></p> <p>2. Global Perspectives: The foreign policy of the United States during the Cold War was containment. Events of the Cold War brought the world to the brink of destruction. <i>What were the major events during the Cold War? How did these events contribute to increased tension? What is containment? How did the Truman Doctrine and the Marshall Plan fulfill the policy of containment? How did international organizations influence the Cold War?</i></p>	<p>1. Compare competing belief systems of the 20th century, including capitalism, communism, (9-12.USH2.5.1.1)</p> <p>2. Explain the significance of principal events in the United States’ relations with the world, such as ..., the formation of the United Nations, the Marshall Plan, NATO, the Korean War ... the Cold War, ... (9-12.USH2.5.1.3)</p>	<p><u>In this unit you will:</u></p> <p>1. a. Compare and contrast how the competing belief systems of capitalism and communism contribute to the Cold War. b. Analyze how the Red Scare and McCarthyism affected life in America?</p> <p>2. Explain how different foreign policies and events either worked to prevent the spread of Communism or contributed to the brink of nuclear war.</p>
Supporting Standards		
<p>1. Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (9-12. USH2.1.4.5)</p> <p>2. Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (9-12. USH2.2.1.1)</p> <p>3. Analyze the role of the modern United States in the global economy. (9-12. USH2.3.1.3)</p> <p>4. Provide and evaluate examples of social and political leadership in American history. (9-12.USH2.4.3.2)</p> <p>5. Explain how and why the United States assumed the role of world leader after World War II and analyze its leadership role in the world today. (9-12.USH2.5.1.4)</p>		

Curriculum Unit: 5 - Cold War

Subject Area: US History 11 A&B

Grade Level: 11

Time: 4 weeks

Academic and Unit Vocabulary (people, ideas and vocabulary)

Academic: ideologies, belief systems, hysteria, paranoia, tensions

Content: capitalism, communism, super powers, Yalta Conference, Potsdam Conference, spheres of influence, satellite nations, Iron Curtain, containment, Marshall Plan, Truman Doctrine, U-2 spy plane incident, space race, Sputnik, arms race, H-bomb, Cold War, Berlin Airlift, brinkmanship, Mutually Assured Destruction (MAD), North American Treaty Organization (NATO), Warsaw Pact, United Nations, duck and cover, McCarthyism, Hollywood 10, House Un-American Activities Committee (HUAC), 38th parallel, stalemate, demilitarized zone (DMZ), limited war, total war, Bay of Pigs, Cuban Missile Crisis, Berlin Wall, Peace Corps, CIA, Domino Theory,

People: Joseph Stalin, Harry Truman, Winston Churchill, Nikita Khrushchev, Dwight D. Eisenhower, Klaus Fuchs, Alger Hiss, The Rosenbergs, Mao Zedong, Chang Kai-Shek, General Douglas MacArthur, John F. Kennedy, Fidel Castro

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Topic Big Ideas/Essential Questions/Guiding Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. Economics: Changes in 1950’s culture impacts all areas of American life. (PS 1) <i>How did media impact American culture? How did the idea of the nuclear family impact gender roles? How did consumerism change the American dream?</i></p> <p>2. Government: Leaders and leadership styles impacted the social and political movements of the 1950’s and 1960’s. (PS 2) <i>How did Lyndon B. Johnson, John F. Kennedy and George Wallace impact the political landscape of the Civil Rights Movement? How did Martin Luther King’s (MLK) use of civil disobedience influence the scale and success of the Civil Rights Movement? How did the style of Malcom X and the Black Panthers compare to the style of MLK?</i></p> <p>3. Government:</p> <p>a. Discriminatory laws and social norms led to the rise of the Civil Rights Movement. (PS 3a) <i>How does Plessy v. Ferguson impact segregation?</i></p> <p>b. The Civil Rights Movement was the culmination of multiple grassroots efforts. (PS 3b) <i>What were the goals and outcomes of the individual movements? Who were some of the influential individuals during this time? Why were they influential? How did individuals and groups attempt to slow desegregation?</i></p> <p>c. Individual and civil rights expanded because of the Civil Rights Movement. (PS 3c) <i>How did Civil Rights Act and Voting Rights Act expand equality? How does the Civil Rights Movement affect groups other than African Americans? How did Brown v. Board of Education expand educational rights of minorities?</i></p>	<p>1. Describe the development of a consumer economy. (9-12.USH2.3.1.2)</p> <p>2. Provide and evaluate examples of social and political leadership in American history. (9-12.USH2.4.3.2)</p> <p>3. Trace the development and expansion of political [and] civil, ... rights. (9-12.USH2.4.4.1)</p>	<p><u>In this unit you will:</u></p> <p>1. Analyze how the rise of media, consumerism, gender roles and the suburbs play a role in the development of the consumer economy.</p> <p>2. Analyze different social and political leaders of the Civil Rights era.</p> <p>3.</p> <p>a. Explain significant laws and social norms which led to the Civil Rights Movement.</p> <p>b. Analyze the role individual movements had on the growth and success of the Civil Rights Movement.</p> <p>c. Explain how civil rights and individual liberties grew as a result of the Civil Rights Movement.</p>

Time: 4 weeks

<p>4. History: Movements for social change became an established norm during the 60s and 70s. (PS 1) <i>What were the purposes and outcomes of the social change movements? What significant events occurred during the social change movements? What is the counterculture movement? How did the counterculture movement impact the war in Vietnam?</i></p>	<p>4. Analyze significant movements for social change. (9-12.USH2.1.1.2)</p>	<p>4. Analyze the purposes and outcomes of social change movements. (i.e. AIM, Women rights, Gay rights, Environmentalist movement, United Farmworkers of America)</p>
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Supporting Standards

1. Analyze ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns of diverse cultures have enriched American society. (9-12.USH2.1.1.1)
2. Analyze significant movements for social change. (9-12.USH2.1.1.2)
3. Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (9-12.USH2.1.4.5)
4. Analyze the role of government policy in the economic development of the modern United States. (9-12.USH2.3.2.1)
5. Analyze how economic conditions affect financial decisions. (9-12.USH2.3.4.1)
6. Analyze the relationship between the three federal branches of government. (9-12.USH2.4.2.1)
7. Identify the impact of landmark United States Supreme Court cases, including Plessy v. Ferguson and Brown v. Board of Education of Topeka. (9-12.USH2.4.3.1)

Academic and Unit Vocabulary (people, ideas and vocabulary)

Academic: analyze, social norms, influence, scale, discriminatory, culmination,

Content: GI Bill, suburbs, baby boom, gender roles, nuclear family, consumerism, interstate highway, rock n’ roll, Peace Corps, JFK Assassination, Magic Bullet, Civil Rights, Jim Crow Laws, Plessy v. Ferguson, Freedom Summer, Ku Klux Klan, grass roots, American Dream, Brown v. Board of Education, Little Rock 9, Montgomery Bus Boycott, March on Washington, Letter from Birmingham Jail, Selma, Sit-ins, Student Non-violent Coordinating Committee (SNCC), Freedom Riders, Black Panthers, Civil Rights Act of 1964, Voting Rights Act of 1965, Civil Rights Act of 1968, civil disobedience, American Indian Movement (AIM), Berkeley, Gay Rights, Equal Rights Amendment, Title IX, Roe v. Wade, United Farm Workers of America, Environmental Movement/Earth Day, Stonewall, Woodstock, counterculture, *Feminine Mystique*, *Silent Spring*, Detente, Anti-war Movement

People: Dwight D Eisenhower, Lyndon B. Johnson, John F. Kennedy, Robert F. Kennedy, Martin Luther King Jr., Malcolm X, Richard M. Nixon, Lee Harvey Oswald, Emmett Till, Thurgood Marshall, George Wallace, Rosa Parks, Cesar Chavez, Betty Freidan, Rachel Carson, Harvey Milk

Curriculum Unit: 6 - Era of Social Change **Subject Area:** US History 11 A&B
Time: 4 weeks

Grade Level: 11

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Topic Big Ideas/Essential Questions/Guiding Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. The United States went to great lengths to stop the spread of communism. (PS 2) <i>Why did the United States become involved in Vietnam? How did different presidents handle U.S. involvement in Vietnam? How did Vietnamese leadership impact the war? How did the counterculture movement impact the war in Vietnam? How and why did the United States end their involvement in the Vietnam War?</i></p> <p>2. The Vietnam War was vastly different from previous U.S. conflicts. (PS 3) <i>What strategies and tactics were used during the Vietnam War? How did public support differ from other conflicts? How did events in Vietnam drive public opinion? What was the role of media during the Vietnam War?</i></p>	<p>1. Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century. (9-12.US2.5.1.2)</p> <p>2. Explain the significance of principal events in the United States' relations with the world, such as the ... Vietnam War (9-12.US2.5.1.3)</p>	<p><u>In this unit you will:</u></p> <p>1. Explain how the United States became involved in the Vietnam War and why we chose to end our involvement in the war.</p> <p>2. Explain how the strategies and events during the Vietnam era differed from previous conflicts.</p>
Supporting Standards		
<p>1. Analyze ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns of diverse cultures have enriched American society. (9-12.US2.1.1.1)</p> <p>2. Trace federal policies, such as Indian citizenship, Indian Reorganization Act, Termination, AIM, and self-determination which have impacted American Indians historically and currently. (9-12.US2.1.3.1)</p> <p>3. Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (9-12.US2.1.4.5)</p> <p>4. Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (9-12.US2.2.1.1)</p> <p>5. Evaluate the role of financial institutions in the economic development of the United States. (9-12.US2.3.3.1)</p> <p>6. Provide and evaluate examples of social and political leadership in American history. (9-12.US2.4.3.2)</p> <p>7. Trace the development and expansion of political, civil, and economic rights. (9-12.US2.4.4.1)</p> <p>8. Compare competing belief systems of the 20th century, including capitalism, communism, imperialism, totalitarianism, isolationism, and internationalism. (9-12.US2.5.1.1)</p> <p>9. Explain how and why the United States assumed the role of world leader after World War II and analyze its leadership role in the world today. (9-12.US2.5.1.4)</p>		

Curriculum Unit: 7 - Vietnam

Subject Area: US History 11 A&B

Grade Level: 11

Time: 3 weeks

Academic and Unit Vocabulary (people, ideas and vocabulary)

Academic: purposes, outcomes, involvement, strategies, conflicts, established, norm, tactics

Content: Vietminh, Vietcong, Laos, Cambodia, Vietnam, communism, Domino Theory, Tonkin Gulf Resolution, agent orange, napalm, search and destroy missions, body count, guerilla warfare, Great Society, Selective Service Act (the draft), Tet Offensive, My Lai Massacre, Vietnamization, Peace with Honor, Kent State, War Powers Act of 1973, Detente, Anti-war Movement

People: Ngo Dinh Diem, Ho Chi Minh, Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, Richard M. Nixon, General William Westmoreland, Harvey Milk, Jane Fonda, Henry Kissinger, Betty Freidan, Rachel Carson, Abbie Hoffman

District Curriculum Document

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Topic Big Ideas/Essential Questions/Guiding Questions	Student Achievement Targets Priority Standards	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. Pop culture reflects societal changes through each generation. (PS 1) <i>How does media reflect cultural changes? How did cultural norms challenge values, traditions and beliefs? How did domestic terrorism of the 90s reflect attitudes toward the government?</i></p> <p>2. Modern U.S. Presidents have played a decisive role in shaping domestic and foreign affairs. (PS 2) <i>How do elections reflect the current state of the country? How do elections reflect cultural shifts? Which presidents had an impact on key domestic affairs and how did their leadership affect the outcome? (i.e. scandals/disasters, initiatives, education, energy, healthcare, law enforcement, natural resources, social welfare, personal rights and freedoms). Which presidents had an impact on key foreign affairs and how did their leadership affect the outcome? (i.e. Cold War, Iran Hostage Crisis, Iran Contra, Desert Storm, war in Afghanistan, Iraq War, War on Terrorism) Which presidents had an impact on key economic events and policies and how did their leadership affect the outcome? (i.e. stagflation, gas prices, 1970's recession, Reaganomics, taxes and regulations, balanced budget, NAFTA, WTO, tech boom, Great Recession)</i></p>	<p>1. Analyze ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns of diverse cultures have enriched American society. (9-12. USH2.1.1.1)</p> <p>2. Provide and evaluate examples of social and political leadership in American history. (9-12.USH2.4.3.2)</p>	<p><u>In this unit you will:</u></p> <p>1. Analyze the way changes in culture are reflected in music, television, movies, fashion, media, crime and/or trends.</p> <p>2. Use reasoning and evidence to evaluate polices (foreign, domestic, economic) and events (global, national) of modern presidencies (Nixon – current)</p>
Supporting Standards		
<p>2. Identify the political and social resistance to immigration. (9-12. USH2.1.2.2)</p> <p>3. Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (9-12. USH2.1.4.5)</p> <p>4. Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (9-12. USH2.2.1.1)</p>		

Curriculum Unit: 8 - Contemporary America: Lens of Leadership **Subject Area:** US History 11 A&B

Grade Level: 11 **Time:** 5 weeks

5. Describe the emergence of the modern corporation. (9-12. USH2.3.1.1)
6. Analyze the role of the modern United States in the global economy. (9-12.USH2.3.1.3)
7. Analyze the role of government policy in the economic development of the modern United States. (9-12. USH2.3.2.1)
8. Evaluate the role of financial institutions in the economic development of the United States. (9-12. USH2.3.3.1)
9. Analyze how economic conditions affect financial decisions. (9-12. USH2.3.4.1)
10. Compare competing belief systems of the 20th century, including capitalism, communism, imperialism, totalitarianism, isolationism, and internationalism. (9-12. USH2.5.1.1)
11. Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century. (9-12. USH2.5.1.2)
12. Explain the significance of principal events in the United States' relations with the world, such as ... the end of the Cold War, and interventions in Latin America and the Middle East. (9-12.USH2.5.1.3)
13. Explain how and why the United States assumed the role of world leader after World War II and analyze its leadership role in the world today. (9-12.USH2.5.1.4)

Academic and Unit Vocabulary (people, ideas and vocabulary)

Academic: reflected, trends, reasoning, evaluate, modern, societal, generation, decisive, shaping, domestic, foreign, shifts, scandal, social welfare,

Content: Watergate, pardon, stagflation, crisis of confidence, supply-side economics/Reaganomics/ trickle down, Camp David Accords, Iran hostage crisis, Crisis in Confidence, "Just Say No", AIDS, New Right, moral majority, Strategic Defense Initiative (SDI/star wars), Helsinki Accords, Berlin Wall, Tiananmen Square, Contras, Sandinistas, Nicaragua, Iran-Contra Affair, Desert Storm, Kuwait, Saudi Arabia, North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), tech boom, impeachment, Monica Lewinsky scandal, Rodney King riots, Hurricane Katrina, domestic terrorism (eg. Ruby Ridge, Oklahoma City bombing, Waco, Texas standoff, World Trade Center bombing, Unabomber, Columbine), Jonestown massacre, 9/11, Patriot Act, War on Terror, Taliban, Al Qaeda, Iraq War, Afghanistan, weapons of mass destruction (WMD), No Child Left Behind, Affordable Care Act (Obamacare), The Great Recession, American Recovery and Reinvestment Act (ARRA), pop culture

People: Richard Nixon, Gerald Ford, Jimmy Carter, Ronald Reagan, George H.W. Bush, Bill Clinton, Hillary Clinton, George W. Bush, Barack Obama, Donald Trump, Shah of Iran, Ayatollah Khomeini, Nancy Reagan, Sandra Day O'Connor, Mikhail Gorbachev, Saddam Hussein, General Norman Schwarzkopf, H. Ross Perot, Newt Gingrich, O.J. Simpson, Princess Diana, Al Gore, Osama Bin Laden