

SAUSD History Social Science Grade 11 U.S. History Curriculum Map 2014-2015

Unit 1 Foundations of Early America (4 Weeks)

Big Idea	Democracy has evolved over time.			
Essential Questions	<p>How has democracy evolved over time?</p> <ul style="list-style-type: none"> • In what ways did the Declaration of Independence establish the foundation of American government? • Could the Constitution have been written without compromise? • Does state or federal government have a greater impact on our lives? • What were the effects of the Civil War and was it worth its costs? Was it inevitable? 			
End of Unit Performance Task	Speech			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 11-12.1 Cite textual evidence to support analysis of sources.</p> <p>RH 11-12.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>W 11-12.1 Write arguments focused on discipline-specific content.</p> <p>W 11-12.4 Clear & coherent writing which follows task.</p> <p>SL 11-12.1 Participate in collaborative discussion.</p> <p>SL 11-12.2 Integrate multiple sources of information in diverse media & formats.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: C.2 – Interacting with others in written English in various forms</p> <p>P.I: C.3 – Offering and justifying opinions and persuading others.</p> <p>P.I. C.4 – Adapting language choices to various contexts</p> <p>P.I. Int.5 – Listening actively to spoken English in a range of social and academic contexts.</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Int.7 – Evaluating how well writers and speakers use language to support ideas and arguments.</p> <p>P.I: Int. 8 – Analyzing how writers and speakers use vocabulary for specific purposes.</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology</p> <p>P. I: Pro.11 – Justifying own arguments and evaluating others’ arguments in writing</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p>	<p>Textbook: Declaration of Independence p. 54-57, Common Sense p. 52, Creating a New Government p. 68-71, The Living Constitution pgs. 82-103, Voting Rights p. 105, Gettysburg Address p. 177, War Changes the Nation pgs. 181-183</p> <p>DBQ Project Binder: <i>North or South: Who Killed Reconstruction?</i></p>	<p>11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.</p> <p>2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.</p> <p>4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.</p> <p>11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.</p> <p>1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).</p> <p>2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.</p>	<p>Science: Differences in the development of North & South due to environmental factors.</p> <p>Medical treatments & effects of during the Civil War era.</p>

Textbooks: McDougall Littell, *The Americans: Reconstruction to the 21st Century*, 2006

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Unit 2 Industrialization (4 Weeks)

Big Idea	Change can be beneficial or detrimental.			
Essential Questions	Has rapid industrial development been a blessing or a curse for Americans? <ul style="list-style-type: none"> • Were big business leaders “captains of industry” or “robber barons?” • Should business be regulated closely by the government? • Has immigration been the key to America’s success? • At what point do people stand up against the abuse of power? (Progressive Movements) 			
End of Unit Performance Task	Newspaper Article			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 11-12.1 Cite textual evidence to support analysis of sources.</p> <p>RH 11-12.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 11-12.3 Evaluate various explanations and determine which explanation is best.</p> <p>RH 11-12.4 Determine the meaning of words and phrases.</p> <p>RH 11-12.5 Analyze text structure of a primary source</p> <p>RH 11-12.6 Evaluate authors’ differing points of view on same historical event.</p> <p>RH 11-12.7 Analysis of charts/graphs.</p> <p>W 11-12.1 Write arguments focused on discipline-specific content.</p> <p>W 11-12.2 Write informative/explanatory texts</p> <p>W 11-12.4 Clear & coherent writing which follows task.</p> <p>W 11-12.9 Draw evidence from literary or informational texts to support analysis.</p> <p>SL 11-12.1 Participate in collaborative discussion.</p> <p>SL 11-12.2 Integrate multiple sources of information in diverse media & formats.</p> <p>SL11-12.3 Evaluate speaker’s point of view, reasoning, and use of evidence.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: C.2 – Interacting with others in written English in various forms</p> <p>P.I: C.3 – Offering and justifying opinions and persuading others.</p> <p>P.I. C.4 – Adapting language choices to various contexts</p> <p>P.I. Int.5 – Listening actively to spoken English in a range of social and academic contexts.</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Int.7 – Evaluating how well writers and speakers use language to support ideas and arguments.</p> <p>P.I: Int. 8 – Analyzing how writers and speakers use vocabulary for specific purposes.</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology</p> <p>P. I: Pro.11 – Justifying own arguments and evaluating others’ arguments in writing</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p>	<p>Textbook: Ch. 6 The New Industrial Age pgs. 228-251, Ch. 7 Immigrants and Urbanization pgs. 252-273, Social Gospel pg. 266, Industry Changes the Environment pgs. 234-235, Ch. 9 The Progressive Era pgs. 304-339, The Muckrakers pgs. 326-327</p> <p>DBQ Project Binder: <i>The Philanthropy of Andrew Carnegie: Did It Make Him a Hero?; Progressivism: Where Will You Put Your Million Dollars?</i></p>	<p>11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.</p> <ol style="list-style-type: none"> 1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair’s <i>The Jungle</i>. 4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers. 5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders. 7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody). 9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children’s Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson). 	<p>Science: Steam engine, modern factory, skyscraper, & other various inventions.</p> <p>Developments in transportation.</p> <p>Art: Connections to Realism; Photographs of Lewis Hine</p>

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Unit 3 U.S. Imperialism and World War I (3 Weeks)

Big Idea	Power can be used or abused.			
Essential Questions	<p>Is it ever justified to intervene in the affairs of other countries?</p> <ul style="list-style-type: none"> Was American expansion overseas justified? Is it ever justified to suppress civil liberties? Should the United States fight wars to make the world safe for democracy? Should the United States have entered World War I? 			
End of Unit Performance Task	Argumentative essay			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 11-12.1 Cite textual evidence to support analysis of sources.</p> <p>RH 11-12.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 11-12.3 Evaluate various explanations and determine which explanation is best.</p> <p>RH 11-12.4 Determine the meaning of words and phrases.</p> <p>RH 11-12.5 Analyze text structure of a primary source</p> <p>RH 11-12.6 Evaluate authors' differing points of view on same historical event.</p> <p>RH 11-12.7 Analysis of charts/graphs.</p> <p>W 11-12.1 Write arguments focused on disciple-specific content.</p> <p>W 11-12.2 Write informative/explanatory texts</p> <p>W 11-12.4 Clear & coherent writing which follows task.</p> <p>W 11-12.9 Draw evidence from literary or informational texts to support analysis.</p> <p>SL 11-12.1 Participate in collaborative discussion.</p> <p>SL 11-12.2 Integrate multiple sources of information in diverse media & formats.</p> <p>SL11-12.3 Evaluate speaker's point of view, reasoning, and use of evidence.</p> <p>SL11-12.4 Present findings.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: C.2 – Interacting with others in written English in various forms</p> <p>P.I: C.3 – Offering and justifying opinions and persuading others.</p> <p>P.I. C.4 – Adapting language choices to various contexts</p> <p>P.I. Int.5 – Listening actively to spoken English in a range of social and academic contexts.</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Int.7 – Evaluating how well writers and speakers use language to support ideas and arguments.</p> <p>P.I: Int. 8 – Analyzing how writers and speakers use vocabulary for specific purposes.</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology</p> <p>P. I: Pro.11 – Justifying own arguments and evaluating others' arguments in writing</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p>	<p>Textbook: Ch. 10 America Claims and Empire pgs. 340-369, Ch. 11 The First World War pgs. 370-407 pg. 362 Political Cartoon</p> <p>DBQ Project Binder: <i>Should the United States Have Annexed the Philippines?</i></p>	<p>11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.</p> <ol style="list-style-type: none"> List the purpose and the effects of the Open Door policy. Describe the Spanish-American War and U.S. expansion in the South Pacific. Discuss America's role in the Panama Revolution and the building of the Panama Canal. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches. 	<p>Science: Environmental effects of U.S. imperialism.</p>

Textbooks: McDougall Littell, *The Americans: Reconstruction to the 21st Century*, 2006

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Unit 4 The Roaring Twenties (3 Weeks)

Big Idea	Change can be beneficial or detrimental.			
Essential Questions	Were the major political, social/cultural, economic and technological developments of the 1920s beneficial or detrimental to society? <ul style="list-style-type: none"> Did the role of women in American life significantly change during the 1920s? To what extent was the Prohibition Amendment a success? Should the United States limit immigration? 			
End of Unit Performance Task	Overview Poster or Newspaper			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 11-12.1 Cite textual evidence to support analysis of sources.</p> <p>RH 11-12.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 11-12.3 Evaluate various explanations and determine which explanation is best.</p> <p>RH 11-12.4 Determine the meaning of words and phrases.</p> <p>RH 11-12.5 Analyze text structure of a primary source</p> <p>RH 11-12.7 Analysis of charts/graphs.</p> <p>RH 11-12.9 Integrate information from various sources.</p> <p>W 11-12.6 Use technology to produce & publish writing products</p> <p>W 11-12.7 Conduct research project to answer a question or solve problem.</p> <p>W 11-12.9 Draw evidence from literary or informational texts to support analysis.</p> <p>SL 11-12.1 Participate in collaborative discussion.</p> <p>SL 11-12.2 Integrate multiple sources of information in diverse media & formats.</p> <p>SL11-12.3 Evaluate speaker's point of view, reasoning, and use of evidence.</p> <p>SL11-12.4 Present findings.</p> <p>SL11-12.5 Make strategic use of digital media in presentations.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: C.2 – Interacting with others in written English in various forms</p> <p>P.I: C.3 – Offering and justifying opinions and persuading others.</p> <p>P.I. C.4 – Adapting language choices to various contexts</p> <p>P.I. Int.5 – Listening actively to spoken English in a range of social and academic contexts.</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Int.7 – Evaluating how well writers and speakers use language to support ideas and arguments.</p> <p>P.I: Int. 8 – Analyzing how writers and speakers use vocabulary for specific purposes.</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology</p> <p>P. I: Pro.11 – Justifying own arguments and evaluating others' arguments in writing</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey idea</p>	<p>Textbook: Ch. 12 Politics of the Roaring Twenties pgs. 410-431, Ch. 13 The Roaring Life of the 1920s pgs. 432-461</p> <p>DBQ Project Binder: <i>Prohibition: Why Did America Change Its Mind?</i></p>	<p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> <ol style="list-style-type: none"> Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition). Analyze the passage of the Nineteenth Amendment and the changing role of women in society. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes). Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape. <p>11.3.5 Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.</p>	<p>Science: Effects of alcohol consumption.</p> <p>Music: Jazz.</p> <p>English: Writing of Zora Neale Hurston and Langston Hughes.</p>

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Unit 5 The Great Depression and the New Deal (4 Weeks)

Big Idea	Crisis leads to change.			
Essential Questions	In what ways does crisis lead to change? <ul style="list-style-type: none"> • Why did the Great Depression Occur? • What impact did the Great Depression & New Deal have on various social groups in America? • How did the New Deal address the Great Depression? • Should society & government regulate business? • To what extent was the New Deal effective? 			
End of Unit Performance Task	Research Report			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 11-12.1 Cite textual evidence to support analysis of sources.</p> <p>RH 11-12.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 11-12.3 Evaluate various explanations and determine which explanation is best.</p> <p>RH 11-12.4 Determine the meaning of words and phrases.</p> <p>RH 11-12.5 Analyze text structure of a primary source</p> <p>RH 11-12.6 Evaluate authors' differing points of view on same historical event.</p> <p>RH 11-12.7 Analysis of charts/graphs.</p> <p>RH 11-12.8 Evaluate author's claim & evidence by corroborating or challenging</p> <p>RH 11-12.9 Integrate information from various sources.</p> <p>W 11-12.1 Write arguments focused on discipline-specific content.</p> <p>W 11-12.4 Clear & coherent writing which follows task.</p> <p>W 11-12.5 Strengthen writing by planning & revision.</p> <p>W 11-12.9 Draw evidence from literary or informational texts to support analysis.</p> <p>SL 11-12.1 Participate in collaborative discussion.</p> <p>SL 11-12.2 Integrate multiple sources of information in diverse media & formats.</p> <p>SL11-12.3 Evaluate speaker's point of view, reasoning, and use of evidence.</p> <p>SL11-12.4 Present findings.</p> <p>SL11-12.5 Make strategic use of digital media in presentations.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: C.2 – Interacting with others in written English in various forms</p> <p>P.I: C.3 – Offering and justifying opinions and persuading others.</p> <p>P.I. C.4 – Adapting language choices to various contexts</p> <p>P.I. Int.5 – Listening actively to spoken English in a range of social and academic contexts.</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Int.7 – Evaluating how well writers and speakers use language to support ideas and arguments.</p> <p>P.I: Int. 8 – Analyzing how writers and speakers use vocabulary for specific purposes.</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology</p> <p>P. I: Pro.11 – Justifying own arguments and evaluating others' arguments in writing</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p>	<p>Textbook: Ch. 14 The Great Depression Begins pgs. 462-485, Ch. 15 The New Deal pgs. 486-523</p> <p>DBQ Project Binder: <i>What Caused the Dust Bowl?</i></p>	<p>11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</p> <p>2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.</p> <p>3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.</p> <p>4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).</p>	<p>Science: Environmental factors & causes of the Dust Bowl.</p> <p>Art: Photographs of Dorothea Lange; Music of Woody Guthrie</p> <p>English: <i>Grapes of Wrath</i> by John Steinbeck</p>

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Unit 6 World War II (4 Weeks)

Big Idea	With power comes choice.			
Essential Questions	Is war ever justified? <ul style="list-style-type: none"> Was war between the U.S. & Japan inevitable? How important was the home front in the U.S. victory in WWII? Was the treatment of Japanese Americans during WWII justified or an unfortunate setback for democracy? Should the U.S. employ atomic (nuclear) weapons to defeat its enemies in war? 			
End of Unit Performance Task	Informative Report			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 11-12.6 Evaluate authors' differing points of view on same historical event.</p> <p>RH 11-12.7 Analysis of charts/graphs.</p> <p>RH 11-12.8 Evaluate author's claim & evidence by corroborating or challenging</p> <p>W 11-12.4 Clear & coherent writing which follows task.</p> <p>W 11-12.5 Strengthen writing by planning & revision.</p> <p>W 11-12.9 Draw evidence from literary or informational texts to support analysis.</p> <p>SL 11-12.1 Participate in collaborative discussion.</p> <p>SL 11-12.2 Integrate multiple sources of information in diverse media & formats.</p> <p>SL11-12.3 Evaluate speaker's point of view, reasoning, and use of evidence.</p> <p>SL11-12.4 Present findings.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: C.2 – Interacting with others in written English in various forms</p> <p>P.I: C.3 – Offering and justifying opinions and persuading others.</p> <p>P.I. C.4 – Adapting language choices to various contexts</p> <p>P.I. Int.5 – Listening actively to spoken English in a range of social and academic contexts.</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Int.7 – Evaluating how well writers and speakers use language to support ideas and arguments.</p> <p>P.I: Int. 8 – Analyzing how writers and speakers use vocabulary for specific purposes.</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology</p> <p>P. I: Pro.11 – Justifying own arguments and evaluating others' arguments in writing</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p>	<p>Textbook: Ch. 17 The United States in World War II pgs. 560-599</p> <p>DBQ Project Binder: <i>Why Did Japan Attack Pearl Harbor?</i></p> <p>SAUSD Common Core Curriculum Unit</p>	<p>11.7 Students analyze America's participation in World War II.</p> <ol style="list-style-type: none"> Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers). Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., <i>Fred Korematsu v. United States of America</i>) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki). 	<p>Science: The development, environmental effects, & consequences of the atomic bomb.</p> <p>Effects of starvation, medical experimentation, & chemicals used in gas chambers by the Nazis.</p> <p>Art/English: Poetry & Art of Japanese-Americans placed in Internment Camps.</p> <p><i>Diary of Anne Frank; Night</i> by Elie Wiesel</p>

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Unit 7 Cold War (4.5 Weeks)

Big Idea	Power may be used and abused.			
Essential Questions	<p>Was the Cold War inevitable?</p> <ul style="list-style-type: none"> Was Containment an effective policy to thwart (stop) communist expansion? Should the U.S. have fought proxy wars to contain communism? Should Pres. Kennedy have risked nuclear war to remove missiles from Cuba? To what extent did the U.S. involvement in the Vietnam War lead to criticism of the government? 			
End of Unit Performance Task	Argumentative Essay			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 11-12.1 Cite textual evidence to support analysis of sources.</p> <p>RH 11-12.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 11-12.3 Evaluate various explanations and determine which explanation is best.</p> <p>RH 11-12.4 Determine the meaning of words and phrases.</p> <p>RH 11-12.5 Analyze text structure of a primary source</p> <p>RH 11-12.6 Evaluate authors' differing points of view on same historical event.</p> <p>RH 11-12.7 Analysis of charts/graphs.</p> <p>RH 11-12.8 Evaluate author's claim & evidence by corroborating or challenging</p> <p>RH 11-12.9 Integrate information from various sources.</p> <p>W 11-12.1 Write arguments focused on discipline-specific content.</p> <p>W 11-12.4 Clear & coherent writing which follows task.</p> <p>W 11-12.5 Strengthen writing by planning & revision.</p> <p>W 11-12.9 Draw evidence from literary or informational texts to support analysis.</p> <p>SL 11-12.1 Participate in collaborative discussion.</p> <p>SL 11-12.2 Integrate multiple sources of information in diverse media & formats.</p> <p>SL11-12.3 Evaluate speaker's point of view, reasoning, and use of evidence.</p> <p>SL11-12.4 Present findings.</p> <p>SL11-12.5 Make strategic use of digital media in presentations.</p> <p>SL11-12.6 Adapt speech to a variety of contexts & tasks.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: C.2 – Interacting with others in written English in various forms</p> <p>P.I: C.3 – Offering and justifying opinions and persuading others.</p> <p>P.I. C.4 – Adapting language choices to various contexts</p> <p>P.I. Int.5 – Listening actively to spoken English in a range of social and academic contexts.</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Int.7 – Evaluating how well writers and speakers use language to support ideas and arguments.</p> <p>P.I: Int. 8 – Analyzing how writers and speakers use vocabulary for specific purposes.</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology</p> <p>P. I: Pro.11 – Justifying own arguments and evaluating others' arguments in writing</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p>	<p>Textbook: Ch. 18 Cold War Conflicts pgs. 600-631, Ch. 22 – Vietnam War pgs. 728-765</p> <p>DBQ Project Binder: <i>Berlin, Korea, and Cuba: How Did the U.S. Contain Communism?</i></p>	<p>11.9 Students analyze U.S. foreign policy since World War II.</p> <p>3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:</p> <ul style="list-style-type: none"> The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting The Truman Doctrine The Berlin Blockade The Korean War The Bay of Pigs invasion and the Cuban Missile Crisis Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies The Vietnam War Latin American policy <p>4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).</p> <p>5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.</p> <p>6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.</p>	<p>Science: The environmental effects & consequences of the nuclear weapons, Agent Orange, & other various new types of weapons.</p> <p>Space Race & its effects on the development of technology.</p> <p>The development of the Strategic Defense Initiative, or "Star Wars."</p> <p>Art: Photographs of the effects of Agent Orange & other weapons used during the Cold War.</p>

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Unit 8 Post War America (1.5 Weeks)

Big Idea	Change generates additional change.			
Essential Questions	<p>Were the 1950s a time of great peace, progress, and prosperity for Americans?</p> <ul style="list-style-type: none"> How did Consumerism, the Baby Boom, & the “Corporate Man” transform the U.S. post WWII? Did the “Great Society” programs fulfill their promises? Were changes in technology (computer, medicine, agriculture) since 1945 really “revolutionary?” 			
End of Unit Performance Task	Research Article			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 11-12.1 Cite textual evidence to support analysis of sources.</p> <p>RH 11-12.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 11-12.3 Evaluate various explanations and determine which explanation is best.</p> <p>RH 11-12.4 Determine the meaning of words and phrases.</p> <p>RH 11-12.5 Analyze text structure of a primary source</p> <p>RH 11-12.7 Analysis of charts/graphs.</p> <p>RH 11-12.9 Integrate information from various sources.</p> <p>W 11-12.6 Use technology to produce & publish writing products</p> <p>W 11-12.7 Conduct research project to answer a question or solve problem.</p> <p>W 11-12.9 Draw evidence from literary or informational texts to support analysis.</p> <p>SL 11-12.1 Participate in collaborative discussion.</p> <p>SL 11-12.2 Integrate multiple sources of information in diverse media & formats.</p> <p>SL11-12.3 Evaluate speaker’s point of view, reasoning, and use of evidence.</p> <p>SL11-12.4 Present findings.</p> <p>SL11-12.5 Make strategic use of digital media in presentations.</p> <p>SL11-12.6 Adapt speech to a variety of contexts & tasks.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: C.2 – Interacting with others in written English in various forms</p> <p>P.I: C.3 – Offering and justifying opinions and persuading others.</p> <p>P.I. C.4 – Adapting language choices to various contexts</p> <p>P.I. Int.5 – Listening actively to spoken English in a range of social and academic contexts.</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Int.7 – Evaluating how well writers and speakers use language to support ideas and arguments.</p> <p>P.I: Int. 8 – Analyzing how writers and speakers use vocabulary for specific purposes.</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology.</p> <p>P. I: Pro.11 – Justifying own arguments and evaluating others’ arguments in writing</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas.</p>	<p>Textbook: Ch. 19 pgs. 632-665, New Frontier pgs. 679-683, Great Society pgs. 686-693, Ch. 24, Sec 4 Environmental Issues</p>	<p>11.8 Students analyze the economic boom and social transformation of post-World War II America.</p> <ol style="list-style-type: none"> Trace the growth of service sector, white collar, and professional sector jobs in business and government. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles). 	<p>Science: Effects of Urban Sprawl & other environmental issues.</p> <p>Advances in medicine such as a vaccine for Polio.</p> <p>Developments in technology: computer.</p> <p>Music: Rock n Roll & development of American teenager.</p>

Textbooks: McDougall Littell, *The Americans: Reconstruction to the 21st Century*, 2006

SAUSD History Social Science Grade 11 U.S. History Curriculum Map 2014-2015

Unit 9 Civil Rights Movement (4 Weeks)

Big Idea	Democracy has evolved over time.			
Essential Questions	<p>How has democracy evolved over time?</p> <ul style="list-style-type: none"> • Is violence or non-violence the most effective means to achieve social change? • Did the Civil Rights Movement of the 1960s effectively change the nation? • Do the ideas of the 1960s still have relevance today? • Has the women’s movement for equality in the United States become a reality or remained a dream? 			
End of Unit Performance Task	Research Report			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 11-12.6 Evaluate authors’ differing points of view on same historical event.</p> <p>RH 11-12.7 Analysis of charts/graphs.</p> <p>RH 11-12.8 Evaluate author’s claim & evidence by corroborating or challenging</p> <p>RH 11-12.9 Integrate information from various sources.</p> <p>RH 11-12.10 Read & comprehend text independently.</p> <p>W 11-12.1 Write arguments focused on discipline-specific content.</p> <p>W 11-12.4 Clear & coherent writing which follows task.</p> <p>W 11-12.5 Strengthen writing by planning & revision.</p> <p>W 11-12.6 Use technology to produce & publish writing products</p> <p>W 11-12.7 Conduct research project to answer a question or solve problem.</p> <p>W 11-12.8 Researching evidence & using searches effectively.</p> <p>W 11-12.9 Draw evidence from literary or informational texts to support analysis.</p> <p>W 11-12.10 Write routinely over various time frames for specific task/audience.</p> <p>SL 11-12.1 Participate in collaborative discussion.</p> <p>SL 11-12.2 Integrate multiple sources of information in diverse media & formats.</p> <p>SL11-12.3 Evaluate speaker’s point of view, reasoning, and use of evidence.</p> <p>SL11-12.4 Present findings.</p> <p>SL11-12.5 Make strategic use of digital media in presentations.</p> <p>SL11-12.6 Adapt speech to a variety of contexts & tasks.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: C.2 – Interacting with others in written English in various forms</p> <p>P.I: C.3 – Offering and justifying opinions and persuading others.</p> <p>P.I. C.4 – Adapting language choices to various contexts</p> <p>P.I. Int.5 – Listening actively to spoken English in a range of social and academic contexts.</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Int.7 – Evaluating how well writers and speakers use language to support ideas and arguments.</p> <p>P.I: Int. 8 – Analyzing how writers and speakers use vocabulary for specific purposes.</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology</p> <p>P. I: Pro.11 – Justifying own arguments and evaluating others’ arguments in writing</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p>	<p>Textbook: Ch. 19 pgs. 632-665, Ch. 21 Civil Rights pgs. 698-727, Ch. 23 Era of Social Change pgs.766-789, Counter Culture pgs. 781-785</p> <p>DBQ Project Binder: <i>Politics or Principle: Why Did L.B.J. Sign the Civil Rights Act of 1964? ; What Made Cesar Chavez an Effective Leader?</i></p> <p>SAUSD Common Core Curriculum Unit</p>	<p>11.10 Students analyze the development of federal civil rights and voting rights.</p> <p>2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including <i>Dred Scott v. Sandford</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Regents of the University of California v. Bakke</i>, and California Proposition 209.</p> <p>4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr. ’s "Letter from Birmingham Jail" and "I Have a Dream" speech.</p> <p>5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.</p> <p>6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.</p> <p>7. Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.</p> <p>11.3.2 Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.</p>	<p>English: Speeches & writings of Martin Luther King, Jr. and Malcolm X.</p>

Textbooks: McDougall Littel, *The Americans: Reconstruction to the 21st Century*, 2006

SAUSD History Social Science Grade 11 U.S. History Curriculum Map 2014-2015

Unit 10 Contemporary American Society (2 Weeks)

Big Idea	Change affects both the individual and the whole society.			
Essential Questions	In what ways has the domestic policy of U.S. presidents (since WWII) shaped the country positively or negatively? <ul style="list-style-type: none"> How has immigration legislation transformed the U.S. in the 20th Century? Was the Watergate scandal a sign of strength or weakness in the United States system of government? 			
End of Unit Performance Task	Research Poster or Presentation to teach others.			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 11-12.1 Cite textual evidence to support analysis of sources.</p> <p>RH 11-12.2 Determine the central ideas of a source; provide an accurate summary.</p> <p>RH 11-12.3 Evaluate various explanations and determine which explanation is best.</p> <p>RH 11-12.4 Determine the meaning of words and phrases.</p> <p>RH 11-12.5 Analyze text structure of a primary source</p> <p>RH 11-12.6 Evaluate authors' differing points of view on same historical event.</p> <p>RH 11-12.7 Analysis of charts/graphs.</p> <p>RH 11-12.8 Evaluate author's claim & evidence by corroborating or challenging</p> <p>RH 11-12.9 Integrate information from various sources.</p> <p>W 11-12.1 Write arguments focused on disciple-specific content.</p> <p>W 11-12.4 Clear & coherent writing which follows task.</p> <p>W 11-12.5 Strengthen writing by planning & revision.</p> <p>W 11-12.9 Draw evidence from literary or informational texts to support analysis.</p> <p>SL 11-12.1 Participate in collaborative discussion.</p> <p>SL 11-12.2 Integrate multiple sources of information in diverse media & formats.</p> <p>SL11-12.3 Evaluate speaker's point of view, reasoning, and use of evidence.</p> <p>SL11-12.4 Present findings.</p> <p>SL11-12.5 Make strategic use of digital media in presentations.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: C.2 – Interacting with others in written English in various forms</p> <p>P.I: C.3 – Offering and justifying opinions and persuading others.</p> <p>P.I. C.4 – Adapting language choices to various contexts</p> <p>P.I. Int.5 – Listening actively to spoken English in a range of social and academic contexts.</p> <p>P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Int.7 – Evaluating how well writers and speakers use language to support ideas and arguments.</p> <p>P.I: Int. 8 – Analyzing how writers and speakers use vocabulary for specific purposes.</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology</p> <p>P. I: Pro.11 – Justifying own arguments and evaluating others' arguments in writing</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p>	<p>Textbook: Ch. 24 Nixon & Watergate pgs 794-808; Ch. 25 Pres. Reagan & George H.W. Bush; Ch. 26 Pres. Clinton & George W. Bush; Immigration pgs. 882-889</p> <p>DBQ Project Binder: <i>Should the United States Drill for Oil in Alaska's Wilderness?</i></p>	<p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</p> <ol style="list-style-type: none"> Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy). Explain the constitutional crisis originating from the Watergate scandal. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse. 	<p>Science: Effects of Urban Sprawl & other environmental issues.</p>

Textbooks: McDougall Littell, *The Americans: Reconstruction to the 21st Century*, 2006