

CURRICULUM FRAMEWORK

CONTENT AREA: History

GRADE LEVEL/COURSE 11th Grade

What is to be taught	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p>STANDARDS/BENCHMARKS</p> <p>1. Enduring understandings Derived from standards/expectations Answered through:</p> <p>2. Essential questions (What should students understand by the end of a unit(s) in this time period?)</p>	<p>Unit/Topic: Westward Expansion and Industrial Development (1865-1900)</p> <p><i>Students will understand: The settlement of the plains and development of industry after the Civil War had a simultaneous impact and relationship to the concept of Manifest Destiny.</i></p> <p><i>Derived from:</i></p> <p>Standards/Expectations: H1.1 Students will have a general knowledge of chronology and events in history. H2.4 Apply knowledge of past to analyze present-day issues. H4.1 Understand the impact of science and technology on societies. H2.3 Students will be able to interpret oral histories and legends as histories of various cultures.</p> <p>Answered through: <i>Essential Question(s):</i> 1. How were events such as the settlement of the west, and the growth of industry in the late 19th century influenced by the need for money, position, and power (wealth, states, and the ability to act in American society?)</p>	<p>Unit/Topic: United States As A World Power (1890-1920)</p> <p><i>Students will understand: American foreign policy is rooted in the belief that the United States is the land of opportunity and that we as a society believe in sharing that opportunity with the rest of the world.</i></p> <p><i>Derived from:</i></p> <p>Standards/Expectations: H6.1 Students will be able to explain how, throughout history, conflicts have developed between ways of knowing and believing H1.3 Distinguish between cause and effect relationships H3.2 Knowing various ways societies react to cultural difference H3.3 Study reasons and reactions to major periods of immigration</p> <p>Answered through: <i>Essential Question(s):</i> 1. Why does the United States feel it has the moral obligation to accept everyone who come to its beaches? 2. How does the U.S. defend its desire for empire with its belief in moral prosperity? 3. What did immigrants who came to America at the turn of the century have to do in order to be accepted by American culture and society?</p>	<p>Unit/Topic: World War I & 1920's; AND The Great Depressions & World War II</p> <p><i>Students will understand:</i> 1. U.S. involvement in World War I resulted in dramatic changes in values and morals within American Society. 2. The underlying causes of the Great Depression as well as the world economic conditions lead to America's involvement in World War II. 3. America's role in fighting and winning World War II was politically, economically and socially motivated.</p> <p><i>Derived from:</i></p> <p>Standards/Expectations: H1.2 Organizing large quantities of information to compare different periods, events and questions H5.3 Analyze the causes of World War I and the changes in the distribution of world power. H6.3 Know how various forms of cultural expression reflect a society's history and belief. H1.1 Students will have a general knowledge of chronology and events surrounding the Great Depression and World War II. H2.3 Students will be able to interpret oral histories and legends as histories of various cultures. H2.4 Students will be able to</p>	<p>Unit/Topic: Post War and Modern America (1945-Present)</p> <p><i>Students will understand:</i> 1. Cold War Diplomacy had a strong impact on American society and culture 2. Credibility gaps between American Government and American society during the 1960's led to problems. 3. The struggle for civil rights was fought through American politics and culture 4. A culture of mediocrity and the use of the "me" generation emerged in the 1970's-1980's.</p> <p><i>Derived from:</i></p> <p>Standards/Expectations: H4.1 Evaluate the impact of rapid developments in areas of transportation, technology and telecom. H5.1 Analyze how the U.S. political system has dealt with various constitutional issues H5.2 Describe the characteristics of various political systems and how they are used. H5.4 Describe political developments brought about by events of the 20th century. H5.3 Describe and analyze policies and major events in the expansion of political power in the U.S.</p> <p>Answered through: <i>Essential Question(s):</i></p>

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			<p>identify historical contexts of various contemporary issues H5.3 Students will analyze the use of genocide and its consequences to acquire political power.</p> <p>Answered through: Essential Question(s): 1. In what ways did America’s new-found status as a world leader create a moral obligation to be involved in world War I? 2. In what ways did the changes in American values during the 1920’s impact the economic collapse of the 1930’s?</p>	<p>1. How did Cold War diplomacy solidify America’s role as a stabilizing force in post war politics? 2. In what areas have American political leaders struggled with issues of credibility in the years following World War II? 3. How did the rise of the “me” generation of the 1970’s and 80’s reflect America’s growing frustration with the lack of government response to political and social issues during that time?</p>
<p>CURRICULUM ALIGNMENT 1. Key knowledge and skills 2. Materials</p>	<p>Learned Through: Key Knowledge: <i>Students will know about:</i> Plains Indians Farmers & Ranchers Minors / Prospectors Transcontinental Railroad Credit’ Moblier Robber Barons Social Darwinism Labor Unions Inventors Growth of Business Grange Movement Populist Movement Gospel of Wealth</p> <p>Key Skills: Materials 1. Discuss relationships between concepts of Manifest Destiny and money, position, and power 2. Analyze motivations behind</p>	<p>Learned Through: Key Knowledge: <i>Students will know about:</i> Imperialism Spheres of influence Roosevelt Cavalry Open door policy Panama Canal Spanish-American War Naturism Melting Pot Urbanization Immigration Segregation Culture shock Ellis Island Political machines</p> <p>Key Skills: Materials: 1. Analyze American motives for imperialism 2. Justify the rational behind immigration quotas and naturist</p>	<p>Learned Through: Key Knowledge: <i>Students will know about:</i> Woodrow Wilson, Trench Warfare, Axis Powers, Triple , Sussex Pledge, Zimmerman Note, Schlieffen Plan, Stalemate, Kaiser Wilhelm, David Lloyd George, George Clemenseau, Vittario Orlando, Gavrilio Principle, Alliance System, Treaty of Versailles, Flapper, Buying on margin, Lost generation, Warren Harding, Easy credit, John Scopes, Prohibition, Scope’s Trial, N.A.A.C.P., Harlem Renaissance, Marcus Garvey, W.E.B. DuBois, 18th Amendment, 19th Amendment, Speakeasies, Rugged individualism. Direct relief, New Deal policies, Trickle-down theory, Pump priming, Dust</p>	<p>Learned Through: Key Knowledge: Students will know about: Cold War politics Civil Rights Containment Domino theory Credibility Gap War on Poverty Vietnam War Great Society “ME” Generation Watergate Reagan Revolution</p> <p>Key Skills: Materials 1. Evaluate the success of U.S. Cold War containment policies. 2. Analyze the goals and effectiveness of the Civil Rights</p>

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	<p>the ideas of Social Darwinism and Gospel of Wealth 3. Explore the reasons behind the rise of labor unions, grange movement, and the populist movement.</p>	<p>reactions 3. Evaluate the pros and cons of cultural assimilation and cultural accommodation in American Society.</p>	<p>boom, Genocide, Nazi Party, Pearl Harbor, United Nations, Manhattan Project, Holocaust, Unconditional surrender</p> <p>Key Skills: Materials</p> <ol style="list-style-type: none"> 1. Discuss relationships between U.S. involvement in World War I and the economic growth of the 1920's. 2. Analyze reasons why America became isolationist after World War I. 3. Identify cultural and social changes in American as a result of World War I. 4. Analyze the reasons that the U.S. became involved in World War I. 5. Discuss the relationship between economic cycles of boom and bust. 6. Analyze the impact that regional economic problems can have on international security 7. Analyze the reasons why American became involved in World War II. 8. Evaluate the effectiveness of U.S. involvement in World War II. 	<p>Movement. 3. Discuss the cause and effect relationship of America's involvement on the Vietnam War. 4. Discuss issues of credibility between American Government leaders and the American people,</p>
<p>COMPETENCIES (What lifelong competencies can be integrated to help develop these? Literacy (reading, writing frameworks should be supported) Problem solving, communication, technology</p>	<p>Literacy Skills/ Strategies:</p>	<p>Literacy Skills/ Strategies:</p>	<p>Literacy Skills/ Strategies:</p>	<p>Literacy Skills/ Strategies:</p>

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<p>ASSESSMENT/EVIDENCE OF UNDERSTANDING</p> <p>1. Performance tasks (High IQ) (note: High IQ performance tasks are summarized. Teachers may have to fill in specifics related to their class e.g. timelines, formats, specific products etc. High IQ also written to meet accreditation requirement of 40% of all culminating assessments are High IQ.)</p> <p>2. Quizzes, tests, prompts</p> <p>3. Unprompted and student self-assessment</p>	<p>High IQ Performance Task</p> <p>Quizzes, tests, prompts</p> <p>1. Essays on essential questions</p> <p>Unprompted and student self-assessment</p>	<p>High IQ Performance Task</p> <p>1. Debate topic- Based on your analysis of the historic rationale behind reactions to immigrants/immigration, and evaluating the contributions of immigrants to American culture, propose and defend appropriate policy toward immigration in response to terrorist infiltration in America.</p> <p>Quizzes, tests, prompts</p> <p>1. Illustrated timeline showing global push/pull factors, immigration/settlement patterns, and symbols of societal contributions</p> <p>2. Cartoon analysis</p> <p>3. Worksheet analysis (immigrants settle the west, life in America)</p> <p>4. Essays on essential questions</p> <p>Unprompted and student self-assessment</p> <p>1. Classroom observations</p> <p>2. Student analysis of peers- fill out cards on</p> <p> a. most significant question from class</p> <p> b. most significant learning</p> <p>3. Written analysis on policy task-strengths or argument/policy vs. weaknesses of argument/policy</p>	<p>High IQ Performance Task</p> <p>1. Evaluate the success and/or failure of WW I based on domestic and international impacts from the perspective of Woodrow Wilson or Franklin D. Roosevelt</p> <p>2. Assume the role of a newspaper editor at the time of WWII. Develop an editorial criticizing the dominant motivation for US entry into WW II either social, economic or political.</p> <p>Quizzes, tests, prompts</p> <p>1. Timeline of significant events, cause/effect relationships analysis</p> <p>2. Student analysis of pre WWII oral history</p> <p>3. Cartoon analysis</p> <p>4. Essays on essential questions</p> <p>Unprompted and student self-assessment</p> <p>1. Class discussion/observations</p>	<p>High IQ Performance Task</p> <p>1. Assume the role of a television news anchor in the aftermath of Brown v. Board of Education. Write a script for a radio or TV editorial addressing its relevance today.</p> <p>2. Compare music of the 1960's to music of the 1970's-80's; how do they reflect the changes in social/political cultures? Identify and explain historical references in songs.</p> <p>3. Critique Cold War diplomacy for its impact on American society and culture; evaluate its effectiveness and cost against real or perceived threats</p> <p>Quizzes, tests, prompts</p> <p>1. Timeline of significant people/ events</p> <p>2. Comparison of political system</p> <p>3. Diary and map your journey as a freedom rider in the 1960's</p> <p>4. Essays on essential questions</p> <p>Unprompted and student self-assessment</p> <p>1. Classroom discussion, observations</p> <p>2. Students journals on role of freedoms in their life; evaluate their role as a social advocate</p>
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