

SAUSD History Social Science Grade 11 U.S. History Curriculum Map 2019-2020

Course Themes and Essential Questions	
Themes	<ul style="list-style-type: none">● The expanding role of the federal government.● The emergence of a modern corporate economy and the role of organized labor.● The role of the federal government and the Federal Reserve System in regulating the economy.● The impact of technology on American society and culture.● Changes in racial, ethnic and gender dynamics in American society.● The movements toward equal rights for racial, ethnic, religious and sexual minorities and for women.● The rise of the U.S. as a major world power.
Framework Questions for the Course	<ul style="list-style-type: none">● How did the federal government grow between the late nineteenth and twenty-first centuries?● What does it mean to be an American in modern times?● How did the United States become a superpower?● How did the United States' population become more diverse over the twentieth century?

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First Semester

Unit 1 Connecting with Past Studies: The Nation’s Beginnings (4 Weeks)			
Framework Questions	<ul style="list-style-type: none"> • What are key tenets of American democracy? • How have American freedom and slavery coexisted in the nation’s past? • How did the country change because of the Civil War and Reconstruction in the nineteenth century? 		
End of Unit Performance Task	Constitution Day activities on September 17 th (Suggested activity from Framework)		
CCSS Standards	ELD Standards	Core Texts	Content Standards
<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>DBQ Project Binder: <i>North or South: Who Killed Reconstruction?</i></p> <p>Readings:</p> <p>John Locke <i>Two Treatises on Government</i></p> <p>Thomas Paine <i>Common Sense</i></p> <p><i>Declaration of Independence</i></p> <p><i>Federalist No.10</i></p> <p>George Washington <i>Farewell Address</i></p> <p>Abraham Lincoln <i>Emancipation Proclamation</i></p> <p>Abraham Lincoln <i>Gettysburg</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>

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	<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><i>Address</i></p> <p>Video: <i>America Story of Us</i></p>	
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Unit 2 Industrialization, Urbanization, Immigration, and Progressive Reform (4 Weeks)			
Framework Questions	<ul style="list-style-type: none"> • How did America’s economy, industries, and population grow after the Civil War? • Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived? • How did the federal government impact the country’s growth in the years following the Civil War? • Why did women want the right to vote, and how did they convince men to grant it to them? 		
End of Unit Performance Task	Working Children (Suggested Activity from Framework)		
CCSS Standards	ELD Standards	Core Texts	Content Standards
<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>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</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>Readings: William Jennings Bryan <i>Cross of Gold</i> speech</p> <p>Jacob Riis <i>How the Other Half Lives</i></p> <p>Upton Sinclair <i>The Jungle</i></p> <p>Thomas Nast Political Cartoons</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> <p>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>.</p> <p>4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.</p> <p>5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.</p> <p>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).</p> <p>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>

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<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>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>Video: <i>America Story of Us</i></p>	
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Unit 3 The Rise of the United States as a World Power (3 Weeks)			
Framework Questions	<ul style="list-style-type: none"> • How did America's role in the world change between the 1870s and 1910s? • Did the United States become an imperial power? Why or why not? • How did America change because of WWI? 		
End of Unit Performance Task	DBQ Project Binder: Should the United States have annexed the Philippines?		
CCSS Standards	ELD Standards	Core Texts	Content Standards
<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</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</p>	<p>DBQ Project Binder: <i>Should the United States Have Annexed the Philippines?</i></p> <p>Readings: <i>John Hay Open Door Notes</i></p> <p>Samples of Yellow Journalism</p> <p>Speeches representing Roosevelt's Big Stick Diplomacy, Taft's Dollar Diplomacy, and Wilson's Moral Diplomacy</p> <p><i>Zimmermann telegram</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"> 1. List the purpose and the effects of the Open Door policy. 2. Describe the Spanish-American War and U.S. expansion in the South Pacific. 3. Discuss America's role in the Panama Revolution and the building of the Panama Canal. 4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.

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<p>from literary or informational texts to support analysis. SL 11-12.1 Participate in collaborative discussion. SL 11-12.2 Integrate multiple sources of information in diverse media & formats. SL11-12.3 Evaluate speaker's point of view, reasoning, and use of evidence. SL11-12.4 Present findings.</p>	<p>and evaluating others' arguments in writing P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p>	<p>Woodrow Wilson <i>Fourteen Points speech</i> Video: <i>America Story of Us</i></p>	
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Unit 4 The 1920s (2 Weeks)			
Framework Questions	<ul style="list-style-type: none"> Why were the 1920s filled with political, social, and economic extremes? How did culture change in the 1920s? Were the 1920s a “return to normalcy?” Why or why not? 		
End of Unit Performance Task	Overview Poster or Newspaper		
CCSS Standards	ELD Standards	Core Texts	Content Standards
<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>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</p>	<p>DBQ Project Binder:</p> <p><i>Prohibition: Why Did America Change Its Mind?</i></p> <p>Readings:</p> <p>Various works from the Harlem Renaissance (L.Hughes “I, Too”)</p> <p>https://nmaahc.si.edu/blog-post/new-african-american-identity-harlem-renaissance</p> <p>1920s Advertisements (Consumerism)</p> <p><i>Schenck v. U.S.</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.

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<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>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>(1919)</p> <p><i>Whitney v. California (1927)</i></p> <p>Scopes Trial</p> <p>Economic philosophy of Marcus Garvey</p> <p>18th amendment</p> <p>19th amendment</p> <p>Video: <i>America Story of Us</i></p>	<p>7. 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> <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>
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Unit 5 The Great Depression and the New Deal (4 Weeks)

Framework Questions	<ul style="list-style-type: none"> • Why was there a Great Depression? • How did the New Deal attempt to remedy problems from the Great Depression? • How did ordinary people respond to the Great Depression? 		
End of Unit Performance Task	Research Report, DBQ “What caused the Dust Bowl?”, Alphabet Agency pamphlets(WPA/CCC)		
CCSS Standards	ELD Standards	Core Texts	Content Standards
<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>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</p>	<p>DBQ Project Binder: <i>What Caused the Dust Bowl?</i></p> <p>Reading: <i>Hoover Inaugural Address</i></p> <p><i>FDR’s First Inaugural Address</i></p> <p>Huey Long <i>Every Man a King</i> speech</p> <p>John Steinbeck <i>Grapes of Wrath</i></p> <p>Video: <i>America Story of Us</i></p> <p>Photographs of Dorothea Lange</p> <p>21st Amendment</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>

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<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>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>		
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Unit 6 America's Participation in World War II (3 Weeks) Second Semester			
Framework Questions	<ul style="list-style-type: none"> • Why did Americans not want to join World War II before the bombing at Pearl Harbor? • How did the American government change because of World War II? • How was the war mobilized and fought differently in the Atlantic versus the Pacific? • How did America win the war in the Pacific? • How did World War II serve to advance movements for equality at home and abroad? 		
End of Unit Performance Task	DBQ "Why Did Japan Attack Pearl Harbor?",		
CCSS Standards	ELD Standards	Core Texts	Content Standards
<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</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</p>	<p>DBQ Project Binder: <i>Why Did Japan Attack Pearl Harbor?</i></p> <p>SAUSD Common Core Curriculum Unit</p> <p>Reading: FDR's <i>Day of Infamy</i> speech</p> <p>Eisenhower D-Day speech</p> <p><i>Korematsu v. United States</i> (1944)</p> <p>Video: <i>America Story of Us</i></p> <p>Executive Order 9066</p> <p>FDR's <i>Four Freedoms Speech</i></p> <p>Dr. Seuss Political Cartoons</p> <p>Zoot Suit Riots</p>	<p>11.7 Students analyze America's participation in World War II.</p> <p>1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.</p> <p>3. 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).</p> <p>5. 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.</p>

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<p>information in diverse media & formats. SL11-12.3 Evaluate speaker's point of view, reasoning, and use of evidence. SL11-12.4 Present findings.</p>	<p>terminology P. I: Pro.11 – Justifying own arguments and evaluating others' arguments in writing P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p>	<p>https://www.nationalgeographic.org/thisday/jun3/zoot-suit-riots/</p>	<p>7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).</p>
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Unit 7 Cold War Struggles Abroad and at Home (4 Weeks)

<p>Framework Questions</p>	<ul style="list-style-type: none"> ● What was Containment? How was it employed? ● How did American foreign policy shift after World War II? ● Why was the period between 1946 and 1990 known as the Cold War? ● How did anti-communism drive foreign policy? ● How was the Cold War fought domestically? ● How did the government work to combat the perceived threat of communism domestically? ● How were American politics shaped by the Cold War? ● How did the Cold War affect ordinary Americans? 		
<p>End of Unit Performance Task</p>	<p>Cold War Newspaper, Museum Exhibits, DBQ “Berlin, Korea, and Cuba: How Did the U.S. Contain Communism?”</p>		
CCSS Standards	ELD Standards	Core Texts	Content Standards
<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>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>DBQ Project Binder: <i>Berlin, Korea, and Cuba: How Did the U.S. Contain Communism?</i></p> <p>Reading: Truman Doctrine</p> <p>Eisenhower Doctrine</p> <p>Reagan Doctrine</p> <p>Gulf of Tonkin Resolution</p> <p>Army-McCarthy hearings</p> <p>Kitchen Debate</p> <p>Video: <i>America Story of Us</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

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<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: 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>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>
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SL11-12.6 Adapt speech to a variety of contexts & tasks.

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Unit 8 Postwar America (2 Weeks)			
Framework Questions	<ul style="list-style-type: none"> • What factors consisted of the postwar American Dream? • How did postwar prosperity contribute to social, economic, and political developments of the postwar era? • How did the national security state expand the powers of the executive? 		
End of Unit Performance Task	Postwar Poster		
CCSS Standards	ELD Standards	Core Texts	Content Standards
<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>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</p>	<p>Reading: Betty Friedan <i>Feminine Mystique</i></p> <p>Video: <i>America Story of Us</i></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"> 1. Trace the growth of service sector, white collar, and professional sector jobs in business and government. 2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California. 7. 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. 8. 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).

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<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>arguments and evaluating others' arguments in writing</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas.</p>		
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Unit 9 Movements for Equality (5 Weeks)			
Framework Questions	<ul style="list-style-type: none"> • Why was there a Civil Rights Movement? • What does “equal rights” mean? • What were the goals and strategies of the Civil Rights Movement? • How did various movements for equality build upon one another? • Did the Civil Rights Movement succeed? • How was the government involved in the Civil Rights Movement? • How was the war in Vietnam similar to and different from other Cold War struggles? • How did the war in Vietnam affect movements for equality at home? 		
End of Unit Performance Task	Landmark Supreme Court decisions Research Report and Presentation, DBQ “ <i>Why Did L.B.J. Sign the Civil Rights Act of 1964? ; What Made Cesar Chavez an Effective Leader?</i> ”		
CCSS Standards	ELD Standards	Core Texts	Content Standards
<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>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</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>Reading: <i>Plessy v. Ferguson (1896)</i></p> <p><i>Mendez v. Westminster (1947)</i></p> <p><i>Brown v. Board of Education (1954)</i></p> <p><i>Milliken v. Bradley (1974)</i></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. Sanford</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</p>

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<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>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><i>Regents of the University of California v. Bakke (1978)</i></p> <p><i>National Organization of Women Purpose Statement</i></p> <p><i>Title IX</i></p> <p><i>Roe v. Wade (1973)</i></p> <p>Video: <i>America Story of Us</i></p>	<p>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>
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Unit 10 Contemporary American Society (3 Weeks)

<p>Framework Questions</p>	<ul style="list-style-type: none"> • How has the role of the federal government (and especially the presidency) changed from the 1970s through more recent times? • How did the Cold War end, and what foreign policy developments resulted? • What does globalization mean, and how has it affected the United States? • Why is the United States more diverse now than it was in the middle of the twentieth century? • In what ways have issues such as education, civil rights for people of color, immigrants, and lesbian, gay, bisexual, and transgender (LGBT) Americans, and disabled American; economic policy’ recognition of economic, social and culture rights; the environment; and the status of women remained unchanged over time? In what ways have they changed? 		
<p>End of Unit Performance Task</p>	<p>Research Poster or Presentation to teach others.</p>		
<p>CCSS Standards</p>	<p>ELD Standards</p>	<p>Core Texts</p>	<p>Content Standards</p>
<p>RH 11-12.1 Cite textual evidence to support analysis of sources. RH 11-12.2 Determine the central ideas of a source; provide an accurate summary. RH 11-12.3 Evaluate various explanations and determine which explanation is best. RH 11-12.4 Determine the meaning of words and phrases. RH 11-12.5 Analyze text structure of a primary source RH 11-12.6 Evaluate authors’ differing points of view on same historical event.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration P.I: C.2 – Interacting with others in written English in various forms P.I: C.3 – Offering and justifying opinions and persuading others. P.I. C.4 – Adapting language choices to various contexts P.I. Int.5 – Listening actively to spoken English in a range of social and academic contexts. P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed P.I: Int.7 – Evaluating how well writers and speakers use</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"> 1. 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. 2. 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). 4. Explain the constitutional crisis originating from the Watergate scandal. 6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies. 7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to

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<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>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>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>
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