

## Scope and Sequence

Course / Grade Title: ECHS US History Grade 11							
<p><b>Course / Grade Content:</b> What will students be expected to know and do? Provide the core knowledge and skills (standards) that will be taught and assessed. Organize the essential content standards by unit</p> <p>The 11<sup>th</sup> grade course in the Social Studies Recommended Curriculum has a broad chronological scope. Instruction in American history uses Delaware and the United States as a context. Since civics, geography, and economics instruction is expected during this grade, the historical timeframe in which instruction takes place must have a wide range. Students will develop skills of historical inquiry, such as reconciling conflicting claims and evaluating the reliability of narrative accounts.</p> <p><b>A student should know historical chronology in such a way as to be able to situate people, laws, and events in appropriate timeframes.</b> For example, from 1850 to 1990, there was a Civil War, Reconstruction in the South, the settlement of the West, the rise of industrialization and urbanization, a labor movement, overseas expansion, the rise of segregation, two world wars, a Cold War, the rise of the Third World, the end of colonialism, a Great Depression, the expansion of civil liberties, conflict in Korea and Vietnam, economic uncertainty, increasing technological change, globalization. A student should be able to sequence all of these major trends and events within the 1850-1990 timeframe. An organized mental framework of events, people, trends, and other historical phenomena is essential to understanding, evaluating, and constructing historical interpretations.</p>		<p>*Students will use multiple literacy skills including: Making evidence based claims, determining author’s credibility, using multiple perspectives, and analyzing context of events.</p> <p>*Students will use multiple literacy skills including: Making evidence based claims, determining author’s credibility, using multiple perspectives, and analyzing context of events.</p> <p>*Students will use technical/literacy/and historical thinking skills to produce a documentary</p>		<p><b>Assessment(s)</b> What common assessments (formative and/or summative) will be used to measure student progress and achievement?  (These may remain the same or require minimal changes for subsequent units)</p> <p>*State of Delaware US History Pre &amp; Post Tests</p>		<p><b>Differentiation</b> How will the curriculum, instruction, and assessments be accommodated to meet the needs of each student?  (These may remain the same or require minimal changes for subsequent units)</p> <p>*Extra time</p> <p>*Workshops (small group instruction)</p> <p>*Collaborative Learning</p> <p>*Modified Assignments</p>	
Unit Name / Number of Days or Weeks / Time Period	Big Ideas / Topics / Key Concepts	Essential Standards (Include the SMP for Math)					
<b>Unit 1:</b>	Students recognize skills of historical	<b>Common Core Standards:</b>	*Students will use multiple literacy		*Extra time		

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<p><b>How to Think Historically</b></p>	<p>inquiry that are used regularly, such as reconciling conflicting claims and evaluating the reliability of narrative accounts.</p>	<p>SOC.CCSS.ELA-Literacy.RH.11-12.1 ·  SOC.CCSS.ELA-Literacy.RH.11-12.2 ·  SOC.CCSS.ELA-Literacy.RH.11-12.3 ·  SOC.CCSS.ELA-Literacy.RH.11-12.4 ·  SOC.CCSS.ELA-Literacy.RH.11-12.5 ·  SOC.CCSS.ELA-Literacy.RH.11-12.6 ·  SOC.CCSS.ELA-Literacy.RH.11-12.7 ·  SOC.CCSS.ELA-Literacy.RH.11-12.8 ·  SOC.CCSS.ELA-Literacy.RH.11-12.9 ·  SOC.CCSS.ELA-Literacy.RH.11-12.10</p>	<p>skills including:  Making evidence based claims, determining author’s credibility, using multiple perspectives, and analyzing context of events.</p>		<p>*Workshops (small group instruction)   *Collaborative Learning   *Modified Assignments</p>
<p><b>Unit 2: Civil War and Reconstruction (1850 – 1877)</b></p>	<p>Reconstruction brought important changes including an end to slavery, enfranchisement and greater autonomy for freedmen. However, political and economic inequality remained a fact of</p>	<p><b>Delaware Social Studies Content Standards:</b>  History 1A, 2A, 2B, 3A</p> <p><b>Common Core Standards:</b></p> <p>SOC.CCSS.ELA-Literacy.RH.11-12.1 ·</p>	<p>*Students will use multiple literacy skills including:  Making evidence based claims, determining author’s credibility, using multiple perspectives, and analyzing context of events.</p>	<p>*Lincoln Structured Academic Controversy   *Unit Test   *Lesson Written Assessments</p>	<p>*Extra time   *Workshops (small group instruction)   *Collaborative Learning   *Modified Assignments</p>

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	<p>life for African Americans, particularly after the withdrawal of federal troops from the South.</p> <p>Interpretations of Reconstruction range from highly critical to a recognition of its significant achievements. There is general agreement that Reconstruction was a period of remarkable effort undermined by white Southerners and a disinterested Northern electorate. Legal, political and economic opportunities would be delayed for another century.</p>	<p>SOC.CCSS.ELA-Literacy.RH.11-12.2 ·  SOC.CCSS.ELA-Literacy.RH.11-12.3 ·  SOC.CCSS.ELA-Literacy.RH.11-12.4 ·  SOC.CCSS.ELA-Literacy.RH.11-12.5 ·  SOC.CCSS.ELA-Literacy.RH.11-12.6 ·  SOC.CCSS.ELA-Literacy.RH.11-12.7 ·  SOC.CCSS.ELA-Literacy.RH.11-12.8 ·  SOC.CCSS.ELA-Literacy.RH.11-12.9 ·  SOC.CCSS.ELA-Literacy.RH.11-12.10</p>	<p>*Students will collaboratively write a position paper.</p>		
<p><b>Course / Grade Content:</b></p>			<p><b>Student Activities</b></p>	<p><b>Assessment(s)</b></p>	<p><b>Differentiation</b></p>

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<p><b>Unit 3: Industrialization and Urbanization (1880 – 1920)</b></p>	<p>The U.S. underwent a massive transformation in the closing decades of the 19<sup>th</sup> century that involved the maturation of its industrial economy, intense labor conflict, and increasing immigration and urbanization.</p> <p>Urban populations grew rapidly, offering economic opportunities and improving living conditions. As cities grew, they rose in the hierarchy. Many cities showed unplanned patterns of growth.</p> <p>Innovations in technology in transportation, communication, agriculture and manufacturing led to</p>	<p>Delaware Social Studies Content Standards: Economics 1A, History 1A, 2A, 2B, 3A</p> <p><b>Common Core Standards:</b></p> <p>SOC.CCSS.ELA-Literacy.RH.11-12.1 · SOC.CCSS.ELA-Literacy.RH.11-12.2 · SOC.CCSS.ELA-Literacy.RH.11-12.3 · SOC.CCSS.ELA-Literacy.RH.11-12.4 · SOC.CCSS.ELA-Literacy.RH.11-12.5 · SOC.CCSS.ELA-Literacy.RH.11-12.6 · SOC.CCSS.ELA-Literacy.RH.11-12.7 · SOC.CCSS.ELA-Literacy.RH.11-12.8 · SOC.CCSS.ELA-Literacy.RH.11-12.9 · SOC.CCSS.ELA-Literacy.RH.11-12.10</p>	<p>*Students will use multiple literacy skills including: Making evidence based claims, determining author’s credibility, using multiple perspectives, and analyzing context of events.</p> <p>*Students will collaboratively write a position paper.</p>	<p>*Albert Parsons Structured Academic Controversy</p> <p>*Unit Test</p> <p>*Lesson Written Assessments</p>	<p>*Extra time</p> <p>*Workshops (small group instruction)</p> <p>*Collaborative Learning</p> <p>*Modified Assignments</p>
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	<p>increases in the standard of living. Immigration changed the demographics of the United States.</p> <p>The collective bargaining process and evolution of unions and organized labor improved standards of living, wages, and working conditions.</p>				
<p><b>Unit 4: Progressivism (1890 – 1920)</b></p>	<p>The Progressive era witnessed significant changes including the births of the modern business corporation, modern politics, the modern presidency, a modern vision of the international order, and modern consumer capitalism.</p> <p>Progressives influence legislation</p>	<p>Delaware Social Studies Content Standards: Economics 1A, 2A, History 1A, 2A, 2B, 3A</p> <p><b>Common Core Standards:</b></p> <p>SOC.CCSS.ELA-Literacy.RH.11-12.1 · SOC.CCSS.ELA-Literacy.RH.11-12.2 · SOC.CCSS.ELA-Literacy.RH.11-12.3 · SOC.CCSS.ELA-Literacy.RH.11-12.4</p>	<p>*Students will use multiple literacy skills including: Making evidence based claims, determining author’s credibility, using multiple perspectives, and analyzing context of events.</p> <p>*Students will collaboratively write a position paper.</p>	<p>*Settlement House Movement Structured Academic Controversy</p> <p>*Unit Test</p> <p>*Lesson Written Assessments</p>	<p>*Extra time</p> <p>*Workshops (small group instruction)</p> <p>*Collaborative Learning</p> <p>*Modified Assignments</p>

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	<p>and constitutional amendments, while political parties take progressive ideas. Progressivism was a response to problems of industrialization and urbanization.</p> <p>Historians have disagreed over whether progressivism was a large scale “movement,” who was behind it, and why.</p>	<p>SOC.CCSS.ELA-Literacy.RH.11-12.5 ·  SOC.CCSS.ELA-Literacy.RH.11-12.6 ·  SOC.CCSS.ELA-Literacy.RH.11-12.7 ·  SOC.CCSS.ELA-Literacy.RH.11-12.8 ·  SOC.CCSS.ELA-Literacy.RH.11-12.9  SOC.CCSS.ELA-Literacy.RH.11-12.10</p>			
<p><b>Unit 5: American Overseas Expansion (1890 – 1920)</b></p>	<p>The United States territorial expansion overseas at the turn of the 20<sup>th</sup> century signaled the rise of the United States as a world power.</p> <p>Americans had opposing viewpoints and motives for engaging in expansion overseas. Others refer to the</p>	<p>Delaware Social Studies Content Standards: History 1A, 2A, 2B, 3A</p> <p><b>Common Core Standards:</b></p> <p>SOC.CCSS.ELA-Literacy.RH.11-12.1 ·  SOC.CCSS.ELA-Literacy.RH.11-12.2 ·  SOC.CCSS.ELA-Literacy.RH.11-12.3 ·  SOC.CCSS.ELA-Literacy.RH.11-12.4</p>	<p>*Students will use multiple literacy skills including: Making evidence based claims, determining author’s credibility, using multiple perspectives, and analyzing context of events.</p> <p>*Students will collaboratively write a position paper.</p>	<p>*Unit Test  *Lesson Assessments  *Lesson Written Assessments</p>	<p>*Extra time  *Workshops (small group instruction)  *Collaborative Learning  *Modified Assignments</p>

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	<p>expansion as justified by economic, political, ideological, and military necessity).</p> <p>Historians have debated whether the transition from continental based expansion to overseas expansion marked a departure from or continuation of U.S. policy.</p>	<p>SOC.CCSS.ELA-Literacy.RH.11-12.5 ·  SOC.CCSS.ELA-Literacy.RH.11-12.6 ·  SOC.CCSS.ELA-Literacy.RH.11-12.7 ·  SOC.CCSS.ELA-Literacy.RH.11-12.8 ·  SOC.CCSS.ELA-Literacy.RH.11-12.9  SOC.CCSS.ELA-Literacy.RH.11-12.10</p>			
<p><b>Unit 6: The Great Depression and the New Deal (1929 – 1940)</b></p>	<p>Increasing technological change, an economic depression, and an environmental disaster caused major demographic shifts. These shifts altered population patterns and impacted people’s standard of living.</p> <p>The Great Depression and New Deal redefined the role of government</p>	<p>Delaware Social Studies Content Standards: History 1A, 2A, 2B, 3A</p> <p><b>Common Core Standards:</b></p> <p>SOC.CCSS.ELA-Literacy.RH.11-12.1 ·  SOC.CCSS.ELA-Literacy.RH.11-12.2 ·  SOC.CCSS.ELA-Literacy.RH.11-12.3 ·  SOC.CCSS.ELA-Literacy.RH.11-12.4  SOC.CCSS.ELA-Literacy.RH.11-12.5 ·</p>	<p>*Students will use multiple literacy skills including: Making evidence based claims, determining author’s credibility, using multiple perspectives, and analyzing context of events.</p> <p>*Students will collaboratively write a position paper.</p>	<p>*New Deal Structured Academic Controversy</p> <p>*Unit Test</p> <p>*Lesson Assessments</p>	<p>*Extra time</p> <p>*Workshops (small group instruction)</p> <p>*Collaborative Learning</p> <p>*Modified Assignments</p>

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	<p>and produced legislation that reshaped the modern U.S. economy.</p>	<p>SOC.CCSS.ELA-Literacy.RH.11-12.6 ·  SOC.CCSS.ELA-Literacy.RH.11-12.7 ·  SOC.CCSS.ELA-Literacy.RH.11-12.8 ·  SOC.CCSS.ELA-Literacy.RH.11-12.9  SOC.CCSS.ELA-Literacy.RH.11-12.10</p>			
<p><b>Unit 7: Entry into the Second World War (1941-1946)</b></p>	<p>The U.S. emerged from its defense of democracy in the Second World War as a world superpower.</p> <p>While the U.S. defended democratic principles abroad, it continued to deny some at home. U.S. entry into the Second World War caused changes in the labor force, the roles of women, and African Americans in the military.</p>	<p>Delaware Social Studies Content Standards: History 1A, 2A, 2B, 3A</p> <p><b>Common Core Standards:</b></p> <p>SOC.CCSS.ELA-Literacy.RH.11-12.1 ·  SOC.CCSS.ELA-Literacy.RH.11-12.2 ·  SOC.CCSS.ELA-Literacy.RH.11-12.3 ·  SOC.CCSS.ELA-Literacy.RH.11-12.4  SOC.CCSS.ELA-Literacy.RH.11-12.5 ·  SOC.CCSS.ELA-Literacy.RH.11-12.6 ·  SOC.CCSS.ELA-Literacy.RH.11-12.7 ·</p>	<p>*Students will use multiple literacy skills including: Making evidence based claims, determining author’s credibility, using multiple perspectives, and analyzing context of events.</p>	<p>*Unit Test</p> <p>*Lesson Assessments</p>	<p>*Extra time</p> <p>*Workshops (small group instruction)</p> <p>*Collaborative Learning</p> <p>*Modified Assignments</p>



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	Goods and services were rationed, while the U.S. government worked to persuade Americans to help in the war effort.	SOC.CCSS.ELA-Literacy.RH.11-12.8 · SOC.CCSS.ELA-Literacy.RH.11-12.9 SOC.CCSS.ELA-Literacy.RH.11-12.10			
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Course / Grade Content:		Student Activities	Assessment(s)	Differentiation	
<p><b>Unit 8: Cold War and Containment (1945 – 1970)</b></p>	<p>American foreign policy targets communism, leading to conflict in Korea and Vietnam.</p> <p>The alliance between the U.S. and Soviet Union during the Second World War dissolved in the face of competing visions for the postwar world. Hostilities between the superpowers continued for nearly half a century.</p> <p>Historians have debated whether one side was to blame for the Cold War, or it was the inevitable result of tensions between the world's two most powerful nations.</p>	<p>Delaware Social Studies Content Standards: History 1A, 2A, 2B, 3A</p> <p><b>Common Core Standards:</b></p> <p>SOC.CCSS.ELA-Literacy.RH.11-12.1 ·            SOC.CCSS.ELA-Literacy.RH.11-12.2 ·            SOC.CCSS.ELA-Literacy.RH.11-12.3 ·            SOC.CCSS.ELA-Literacy.RH.11-12.4 ·            SOC.CCSS.ELA-Literacy.RH.11-12.5 ·            SOC.CCSS.ELA-Literacy.RH.11-12.6 ·            SOC.CCSS.ELA-Literacy.RH.11-12.7 ·            SOC.CCSS.ELA-Literacy.RH.11-12.8 ·            SOC.CCSS.ELA-Literacy.RH.11-12.9 ·            SOC.CCSS.ELA-Literacy.RH.11-12.10</p>	<p>*Students will use multiple literacy skills including: Making evidence based claims, determining author's credibility, using multiple perspectives, and analyzing context of events.</p>	<p>*Unit Test</p> <p>*Lesson Assessments</p>	<p>*Extra time</p> <p>*Workshops (small group instruction)</p> <p>*Collaborative Learning</p> <p>*Modified Assignments</p>

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<p><b>Unit 9: Expansion of Civil Liberties (1950 - 1970)</b></p>	<p>Approaches to ending racial segregation include legislation, reform movements, non-violence and violence. These approaches, and judicial reinterpretations of amendments, contributed to significant gains for minorities during the Civil Rights era. But the goal of full equality remains unfulfilled.</p> <p>Historians disagree about when the Civil Rights Movement started, the emphasis placed on Civil Rights leaders, and the centrality of nonviolent protest in affecting change.</p>	<p>Delaware Social Studies Content Standards: History 1A, 2A, 2B, 3A, Civics 2B</p> <p><b>Common Core Standards:</b></p> <p>SOC.CCSS.ELA-Literacy.RH.11-12.1 ·            SOC.CCSS.ELA-Literacy.RH.11-12.2 ·            SOC.CCSS.ELA-Literacy.RH.11-12.3 ·            SOC.CCSS.ELA-Literacy.RH.11-12.4 ·            SOC.CCSS.ELA-Literacy.RH.11-12.5 ·            SOC.CCSS.ELA-Literacy.RH.11-12.6 ·            SOC.CCSS.ELA-Literacy.RH.11-12.7 ·            SOC.CCSS.ELA-Literacy.RH.11-12.8 ·            SOC.CCSS.ELA-Literacy.RH.11-12.9 ·            SOC.CCSS.ELA-Literacy.RH.11-12.10</p>	<p>*Students will use multiple literacy skills including: Making evidence based claims, determining author’s credibility, using multiple perspectives, and analyzing context of events.</p>	<p>*Unit Test</p> <p>*Lesson Assessments</p>	<p>*Extra time</p> <p>*Workshops (small group instruction)</p> <p>*Collaborative Learning</p> <p>*Modified Assignments</p>

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<p><b>Unit 10: Building Contemporary America (1960 – 1990)</b></p>	<p>Demographic changes include new urban patterns (suburbs, cities); new population patterns that result from technology and economic change; and increasing connections in transportation and communication.</p> <p>The powers of the Presidency have changed over time, increasing the use of executive orders and direct intervention without consent of Congress.</p> <p>The U.S. continues to face international dangers in the modern era but terrorism has replaced communism as the dominant threat.</p>	<p>Delaware Social Studies Content Standards: History 1A, 2A, 2B, 3A</p> <p><b>Common Core Standards:</b></p> <p>SOC.CCSS.ELA-Literacy.RH.11-12.1 ·  SOC.CCSS.ELA-Literacy.RH.11-12.2 ·  SOC.CCSS.ELA-Literacy.RH.11-12.3 ·  SOC.CCSS.ELA-Literacy.RH.11-12.4 ·  SOC.CCSS.ELA-Literacy.RH.11-12.5 ·  SOC.CCSS.ELA-Literacy.RH.11-12.6 ·  SOC.CCSS.ELA-Literacy.RH.11-12.7 ·  SOC.CCSS.ELA-Literacy.RH.11-12.8 ·  SOC.CCSS.ELA-Literacy.RH.11-12.9 ·  SOC.CCSS.ELA-Literacy.RH.11-12.10</p>	<p>*Students will use multiple literacy skills including: Making evidence based claims, determining author’s credibility, using multiple perspectives, and analyzing context of events.</p> <p>*Students will use technical skills in order to produce a documentary.</p>	<p>*Decades Project</p>	<p>*Extra time</p> <p>*Workshops (small group instruction)</p> <p>*Collaborative Learning</p> <p>*Modified Assignments</p>
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	<p>The globalization of business, the change from a manufacturing economy to a services economy, and a revolution in information technologies have given birth to a new economy that present opportunities and challenges for the U.S. economy.</p>				
<b>Unit 11</b>					
<b>Unit 12</b>					

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<b>Course / Grade Content:</b>		<b>Student Activities</b>	<b>Assessment(s)</b>	<b>Differentiation</b>
<b>Unit</b>				
<b>Unit</b>				
<b>Unit</b>				
<b>Unit</b>				
<b>Unit</b>				

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