

6/30/2014

**NORTH
SMITHFIELD
SCHOOL
DEPARTMENT**

**SOCIAL STUDIES CURRICULUM
U.S. HISTORY GRADE 11**

Curriculum Writers: Natalie O'Brien, Department Chair and Sarah Lane

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The North Smithfield Social Studies Curriculum for grades 7-12 was completed in June 2014 by a team of Middle and High School Teachers. The team, identified as the Social Studies Curriculum Writers referenced extensive resources to design the document that included but are not limited to:

- *RI Social Studies Grade Span Expectations (GSE)*
- *National Standards for History*
- *Curriculum Standards for Social Studies*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CCSS)*
- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Classroom Instruction That Works*
- *Differentiated Instructional Strategies*
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work,*
- Model curriculum documents
- Educational websites
- Webb's Depth of Knowledge

Mission Statement

The North Smithfield School Department is committed to engaging and challenging all students in a rigorous K-12 Social Studies curriculum. It integrates citizenship, historical thinking, and content literacy through research-based best practice instruction and assessment. The knowledge and skills acquired will result in students' success in a global and technological society.

The K-12 Curriculum identifies what all students should know and be able to do in Social Studies education. Each grade or course draws from *Rhode Island Grade Span Expectations for Social Studies*, the *Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects*, the *National History Standards*, research-based instructional strategies, resources, map (or suggested timeline), rubrics, and checklists.

The curriculum provides learners with a sequential comprehensive education in Social Studies through the study of **Grade Span Expectations in Social Studies** that includes:

- Civics and Government
- Historical Perspectives
- Economics
- Geography

And through the study of **National Standards for History** that includes:

- Topics for grades K-4
- United States History (Eras 1-10) for grades 5-12
- World History (Eras 1-9) for grades 5-12
- Historical Thinking Standards grades K-12

Additionally the **Common Core State Standards** for English Language Arts that includes:

- College and Career Readiness Anchor Standards for Reading
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge
 - Range of Reading
- College and Career Readiness Anchor Standards for Writing
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing

GRADE SPAN EXPECTATIONS FOR SOCIAL STUDIES

- Define content standards— what students should know and be able to do in Civics and Government, Historical Perspectives, Economics and Geography.

COMMON CORE FOR ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

- Define what all students should know and be able to do by the end of each grade.
- Divide Common Core Standards into broad statements called the College and Career Readiness Anchor Standards (CCR) for Reading Writing, Speaking and Listening, and Language (grades 6-12).
- Provide grade level specificity that define the skills and understandings that all students must demonstrate.

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RESEARCH-BASED INSTRUCTIONAL STRATEGIES

The curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate, e.g.

- Employs strategies of “**best practice**” (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).
- **Use Classroom Instruction That Works Strategies:**
 - Setting objectives and providing feedback
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Cues, questions, and advance organizers
 - Nonlinguistic representations
 - Summarizing and note taking
 - Assigning homework and providing practice
 - Identifying similarities and differences
 - Generating and testing hypotheses
 - Provide opportunities for **independent, partner** and **collaborative group work**
- Facilitates the integration of **Applied Learning Standards (SCANS)**
 - problem solving
 - communication
 - critical thinking
 - research
 - reflection/evaluation.
- **Differentiates instruction** by varying the content, process, and product and implementing
 - Anchoring
 - Cubing
 - Jig-sawing
 - Pre/post assessments
 - Think/pair/share
 - Tiered assignments
- Analyzes **formative assessment** to direct instruction.
- Provides **exemplars and rubrics**.
- Provides opportunities for independent, partner and collaborative group work.
- Addresses **multiple intelligences** and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist).
- Models the use of **graphic organizers**: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart).
- Employs **Social Studies education** best practices, e.g.
 - student originality
 - integration of arts across the curriculum
 - school community involvement
 - art for all students
- Models **historical thinking** skills:
 - chronological thinking,
 - historical comprehension
 - historical analysis and interpretation, historical research capabilities
 - historical issues – analysis and decision-making

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- Provides social **studies best practices opportunities** such as:
 - investigating topics in depth
 - exercising choice and responsibility by choosing their own topics for inquiry
 - involving exploration of open questions that challenge students' thinking
 - involving students in active participation in the classroom and the wider community
 - involving students in both independent inquiry and cooperative learning;
 - involving students in reading, writing, observing, discussing, and debating
 - building upon students' prior knowledge

COMMON and SUGGESTED ASSESSMENTS

REQUIRED COMMON ASSESSMENTS

- Document-based Questions
- Formative
- Summative
- Midterm exam
- Final exam
- Primary Source analysis

SUGGESTED ASSESSMENTS

- | | | |
|-----------------------|---|------------------------|
| 1. Anecdotal records | 8. Multiple Intelligences assessments, e.g. | 15. Rubrics/checklists |
| 2. Conferencing | 9. Role playing - bodily kinesthetic | 16. Tests and quizzes |
| 3. Exhibits | 10. Graphic organizing - visual | 17. Technology |
| 4. Interviews | 11. Collaboration - interpersonal | 18. Think-alouds |
| 5. Graphic organizers | 12. Oral presentations | 19. Vocabulary |
| 6. Journals | 13. Primary source analysis | 20. Writing genres |
| 7. Modeling | 14. Problem/Performance based/common tasks | ○ Argument |
| | | ○ Informative |

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RESOURCE HIGH SCHOOL GRADE 11

Textbook

TBD

Supplementary books/material

- Choices Units
- DBQ Binder in U.S. History

Technology

- Computers
- LCD projectors
- Interactive boards
- T.V.

Videos and DVDs

Materials

- Maps

Community

Websites

- www.commoncore.org/maps
- www.corestandards.org
- www.ride.ri.gov
- www.gilderlehrman.org
- www.loc.gov/teacher/
- <http://docsteach.org>
- www.readwritethink.org
- http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp
- http://edsitement.neh.gov/special_features_view.asp?id=1
- <http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards>
- <http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards>
- <http://www.besthistorysites.net/>
- <http://www.teachushistory.org>
- www.choices.edu<<http://www.choices.edu>> (col<http://www.fordham.edu/Halsall/mod/modsbook.asp> d War)
- <http://avalon.law.yale.edu/>
- www.digitalhistory.uh.edu<<http://www.digitalhistory.uh.edu>>
- www.jfklibrary.org<<http://www.jfklibrary.org>>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>Civics and Government</p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.</p> <p style="text-align: center;"><u>HISTORICAL THINKING</u></p> <ul style="list-style-type: none"> Chronological thinking, Historical comprehension Historical analysis and interpretation, historical research capabilities Historical issues – analysis and decision-making 		<p>Students demonstrate an understanding of origins, forms, and purposes of government by... C&G 1 (9-12) –1</p> <p>C&G 1 (9-12) –1a <u>Describing or explaining competing ideas about the purposes and functions of politics and government.</u></p> <p><u>Grade11 - United States 1900-Present</u></p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Analyze the impact of public opinion and government policies on constitutional interpretation and civil liberties ERA 7, 2C, 2 Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7, 2C, 2 Analyze the factors that lead to immigration restriction and the closing of the "Golden Door." ERA 7, 3A, 2 Assess the economic policies of the Harding and Coolidge administrations and their impact on wealth distribution, investment, and taxes. ERA 8, 1A, 1 Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses ERA 8, 1A, 5 Contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover. ERA 8, 2A, 1 Identify the leading opponents of New Deal policies and assess their arguments. ERA 8, 2C, 1 Explore how the new relationship between science and government after World War II created a new system of scientific research and development. ERA 9, 1C, 1 Assess the effectiveness of the "Great Society" programs. [Evaluate major debates among. ERA 9, 3B, 4 Compare the so-called second environmental movement with the first at the beginning of the 20th century. ERA 9, 3B, 5 Examine the impact of the "Reagan Revolution" on federalism and public perceptions of the role of government. ERA 10, 1B, 2 <p>C&G 1 (9-12) –1b <u>Comparing and contrasting different forms of and their purpose.</u></p> <p><u>Grade11 - United States 1900-Present</u></p> <ul style="list-style-type: none"> Essential knowledge and skills Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. ERA 8, 3A, 1 Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A, 2 Analyze the change from confrontation to coexistence between the Soviet Union and the United States. ERA 9, 2A, 7 	<p>Teachers</p> <p>Use formative assessment to guide instruction</p> <p>Provide opportunities for independent, partner and collaborative group work</p> <p>Use Classroom Instruction That Works Strategies:</p> <ul style="list-style-type: none"> Setting objectives and providing feedback Reinforcing effort and providing recognition Cooperative learning Cues, questions, and advance organizers Nonlinguistic representations Summarizing and note taking Assigning homework and providing practice Identifying similarities and differences Generating and testing hypotheses <p>Differentiate instruction by varying the content, process, and product and providing opportunities for:</p> <ul style="list-style-type: none"> Anchoring Cubing Jig-sawing Pre/post assessments Think/pair/share Tiered assignments <p>Address multiple intelligences instructional strategies, e.g. visual, bodily kinesthetic, interpersonal</p> <p>Provide opportunities for higher level thinking:</p> <ul style="list-style-type: none"> Bloom's Taxonomy, e.g. analyzing, synthesizing, predicting, evaluating, creating, etc. Webb's Depth of Knowledge, 2,3,4, skill/conceptual understanding, strategic 	<p><u>Textbook</u> TBD</p> <p><u>Supplementary Books, Teacher (T) Student (S)</u></p> <ul style="list-style-type: none"> Choices Units DBQ Binder in U.S. History <p><u>Technology</u></p> <ul style="list-style-type: none"> Computers LCD projectors Interactive boards <p><u>Websites</u></p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org http://www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp http://avalon.law.yale.edu/ www.digitalhistory.uh.edu http://www.digitalhistory.uh.edu/ <p><u>Materials</u></p> <ul style="list-style-type: none"> Primary Sources 	<p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis <p>SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS</p> <ul style="list-style-type: none"> Anecdotal records Conferencing Exhibits Interviews Graphic organizers Journals Modeling Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> Role playing - bodily kinesthetic Graphic organizing - visual Collaboration - interpersonal Oral presentations Primary source analysis Problem/Perform

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Fascism • Socialism <p style="text-align: center;">Websites</p> <p>C&G 1 9-12) –1c <u>Explaining how a political ideology is reflected in the form and structure of a government</u> (e.g., Democracy – Democratic republic).</p> <p>Grade11 - United States 1900-Present</p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. ERA 7,2C,4 • Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. ERA 8, 3A,1 • Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A,2 <p style="text-align: center;"><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Capitalism • Communism • Evaluate • Fascism • Ideology • Russian Revolution • Socialism <p style="text-align: center;"><u>Websites</u></p> <p>C&G 1 (9-12) –1d <u>Distinguishing between the rule of law and the “rule of men”</u> (e.g., <i>Korematsu v. U.S.</i> and Japanese internment during WWII).</p> <p>Grade11 - United States 1900-Present</p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7,2C,5 • Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. ERA 8,3A,2 • Evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. ERA 8,3C,4 • Analyze the rise and fall of McCarthyism, its effects on civil liberties, and its repercussions. ERA 9,3A,4 • Explain the resistance to civil rights in the South between 1954 and 1965. ERA 9,4A,3 • Analyze constitutional issues in the Iran-Contra affair. ERA 10,1B,3 Analyze the constitutional issues involved in the war and explore the legacy of the Vietnam war. ERA 9,2C,5 • Explain the Nixon administration’s involvement in Watergate and examine the role of the media in exposing the scandal. ERA 10,1A,3 • Analyze the constitutional issues raised by the Watergate affair and <p style="text-align: center;"><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Analyze • Civil liberties • Civil rights • Evaluate • Fourteen Points • Internment • Iran-Contra Affair • League of Nations • Legacy • McCarthyism • Public Opinion • Rule of Law • Rule of Man • Versailles Treaty • Vietnam War • Watergate 	<p>reasoning, extended reasoning</p> <p>Model historical thinking skills:</p> <ul style="list-style-type: none"> • chronological thinking, • historical comprehension • historical analysis and interpretation, historical research capabilities • historical issues – analysis and decision-making <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students’ thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students’ prior knowledge <p>Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify 		<p>mance based/common tasks</p> <ul style="list-style-type: none"> • Rubrics/checklists • Tests and quizzes • Technology • Think-alouds • Vocabulary • Writing genres <ul style="list-style-type: none"> o Arguments o Informative

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		<p>evaluate the effects of Watergate on public opinion. ERA 10,1A,4</p> <ul style="list-style-type: none"> Analyze the suspension of Civil Liberties after 9/11 <p>Websites</p> <ul style="list-style-type: none"> http://www.fordham.edu/Halsall/mod/modsbook.asp (WWI) http://americanhistory.si.edu/perfectunion/experience/index.html (Japanese internment) 	<p>organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <ul style="list-style-type: none"> two column note taking 5-3-1 QAR Read around the text <p>Infuse Common Core ELA standards</p> <p>Provide rubrics and models</p>		
<p>Civics and Government</p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.</p>		<p>Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by... C&G 1 (9-12)-2</p> <p>C&G 1 (9-12)-2a <u>Identifying how actions of a government affect relationships involving the individual, society and the government</u> (e.g., Homeland Security).</p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate Truman’s civil rights policies and their effect on splintering the Democratic party. ERA 9,3A,2 Evaluate the Warren Court’s reasoning in Brown v. Board of Education and its significance in advancing civil rights. ERA 9,4A,2 Assess the role of the legislative and executive branches in advancing the civil rights movement and the effect of shifting the focus from de jure to de facto segregation. ERA 9,4A,5 Evaluate the conflicting perspectives over the Equal Rights Amendment, Title VII, and Roe v. Wade. ERA 9,4B,3 <p>Websites</p> <ul style="list-style-type: none"> www.dhr.history.vt.edu/index.htmlhttp://www.dhr.history.vt.edu/index.html (civil rights) www.pbs.orghttp://www.pbs.org (civil rights) www.ifklibrary.orghttp://www.ifklibrary.org (civil rights) <p>C&G 1 9-12)-2b <u>Explaining how political authority is obtained and legitimized.</u></p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the impact of key elections in U.S. history, 1932, 1960, 1980, 2000 Evaluate the “flawed peace” resulting from World War II and the effectiveness of the United Nations in reducing international tensions and conflicts. [Analyze cause-and-effect relationships . ERA 9,2A,1 Analyze 9/11 security counterterrorism measures. <p>Academic vocabulary</p> <ul style="list-style-type: none"> Brown vs. Brown Civil Rights De facto segregation De jure Democratic Party Perspectives Warren Court <p>Academic vocabulary</p> <ul style="list-style-type: none"> 9/11 Analyze Counter terrorism Flawed peace Public authority United Nations 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://www.docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.eduhttp://www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp http://avalon.law.yale.edu/ www.digitalhistory.uh.eduhttp://www.digitalhistory.uh.edu www.ifklibrary.orghttp://www.ifklibrary.org 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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		<p>Websites</p> <ul style="list-style-type: none"> www.pbs.org (Frontline) <p>C&G 1 (9-12)–2c <u>Examining the historical origins of power and how that power has been exercised over time</u> (e.g., divine right, popular sovereignty, social contract, “regime of truth”).</p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the links between the early New Deal and Progressivism. ERA 8,2A,2 Contrast the first and second New Deals and evaluate the success and failures of the relief, recovery, and reform measures associated with each. [Compare and contrast differing sets of ideas. ERA 8,2A,3 Analyze the factors contributing to the forging of the Roosevelt coalition in 1936 and explain its electoral significance in subsequent years. ERA 8,2A,4 Explain the reasoning of the Supreme Court decisions on early New Deal legislation and evaluate the Roosevelt administration’s response. ERA 8,2C,2 Analyze the development and changes in government power over time, e.g. natural power and executive power. <p>Websites</p> <ul style="list-style-type: none"> www.pbs.org (Dust Bowl, FDR Documentary) <p>Academic vocabulary</p> <ul style="list-style-type: none"> Analyze Coalition Contrast Electoral New Deal Origins Progressivism 		www.ifklibrary.org/	
<p>Civics and Government</p> <p>C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p>		<p>Students demonstrate an understanding of United States government (local, state, national) by...</p> <p>C&G 2 (9-12) –1</p> <p>C&G 2 (9-12) –1a <u>Evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review.</u></p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate to what degree affirmative action policies have achieved their goals and assess the current debate over affirmative action. ERA 10,2E,1 Explore the range of women’s organizations, the changing goals of the women’s movement, and the issues currently dividing women. ERA 10,2E,2 Explain the evolution of government support for the assertion of rights by the disabled. ERA 10,2E,3 Evaluate the continuing grievances of racial and ethnic minorities and their recurrent reference to the nation’s charter documents. <p>Academic vocabulary</p> <ul style="list-style-type: none"> Affirmative action Charter documents Civil rights Democratic ideals E pluribus Unum Evaluate Grievances Judicial review Multiculturalism 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <i>We the Students</i> <i>ACLU Student Rights</i> <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org http://www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>ERA 10,2E,4</p> <ul style="list-style-type: none"> Examine the emergence of the Gay Liberation Movement and evaluate the invocation of democratic ideals concerning the civil rights of gay Americans. [Consider multiple perspective. ERA 10,2E,5 Evaluate the continuing struggle for <i>e pluribus unum</i> amid debates over national vs. group identity, group rights vs. individual rights, multiculturalism, and bilingual education. ERA 10,2E,6 <p>C&G 2 (9-12) –1b <u>Analyzing</u> the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) <u>through researching a current or historical issue or event.</u></p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation. ERA 9,4A,1 Evaluate the Warren Court’s reasoning in Brown v. Board of Education and its significance in advancing civil rights. ERA 9,4A,2 Explain the resistance to civil rights in the South between 1954 and 1965. ERA 9,4A,3 Assess the role of the legislative and executive branches in advancing the civil rights movement and the effect of shifting the focus from de jure to de facto segregation. ERA 9,4A,5 Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. ERA 9,4A,6 <p>Websites</p> <ul style="list-style-type: none"> www.dhr.history.vt.edu/index.html<http://www.dhr.history.vt.edu/index.html> (civil rights) www.pbs.org<http://www.pbs.org> (civil rights) www.ifklibrary.org<http://www.ifklibrary.org> (civil rights) <p>C&G 2 (9-12) –1c <u>Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. government</u> (local, state, national) <u>or other political institutions</u> (e.g., access to the U.S. political process).</p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Assess the effects of woman suffrage on politics. ERA 7,3D,2 Explain how New Deal legislation and policies affected American workers and the labor movement. ERA 8,2B,1 Explain the reasons for the “return to domesticity” and how it affected family life and women’s careers. ERA 9,1B,4 	<p>Websites</p> <ul style="list-style-type: none"> Access Analyze Brown v. Brown Civil rights de facto segregation De jure Equal opportunities Evaluate NAACP Resistance Segregation Warren Court 	<ul style="list-style-type: none"> http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu<http://www.choices.edu> http://www.fordham.edu/Halsall/mod/modsbook.asp (War) http://avalon.law.yale.edu/ www.digitalhistory.uh.edu<http://www.digitalhistory.uh.edu> www.ifklibrary.org<http://www.ifklibrary.org> 	

U.S. HISTORY CURRICULUM Grade 11

Curriculum Writers: Natalie O'Brien, Department Chair and Sarah Lane

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation. ERA 9,4A,1 • Analyze the leadership and ideology of Martin Luther King, Jr. and Malcolm X in the civil rights movement and evaluate their legacies. ERA 9,4A,4 • Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. ERA 9,4A,6 <p>Websites</p> <ul style="list-style-type: none"> • www.dhr.history.vt.edu/index.html <http://www.dhr.history.vt.edu/index.html> (civil rights) • www.pbs.org <http://www.pbs.org> (civil rights) • www.ifklibrary.org <http://www.ifklibrary.org> (civil rights) <p>C&G 2 (9-12) –1d <u>Critically examining the principles, traditions, and precedents of American constitutional government.</u></p> <p>Grade11- United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> government • Labor movement • Legacies • NAACP • New Deal • Return to domesticity • Segregation • Suffrage • 		
<p>Civics and Government</p> <p>C&G 3: In a democratic society all people have certain rights and responsibilities.</p>		<p>Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by... C&G 2 (9-12) –2</p> <p>C&G 2 (9-12) –2a <u>Interpreting and analyzing the sources of the U.S. democratic tradition in the <i>Declaration of Independence, U.S. Constitution, and other documents</i> (e.g., <i>RI Constitution, Seneca Falls Declaration of Sentiments & Resolutions, Supreme Court decisions, Pledge of Allegiance</i>).</u></p> <p>Grade11- United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. ERA 8,3C,4 • Evaluate the Warren Court’s reasoning in Brown v. Board of Education and its significance in advancing civil rights. ERA 9,4A,2 • Analyze the leadership and ideology of Martin Luther King, Jr. and Malcolm X in the civil rights movement and evaluate their legacies. ERA 9,4A,4 • Analyze key court cases related to same-sex marriage, voting rights act, affirmative action. • Evaluate to what degree affirmative action policies have achieved their goals and assess the current debate over affirmative action. ERA 10,2E,1 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov • www.gilderlehrman.org • www.loc.gov/teacher/ • http://docsteach.org • www.readwritethink.org • http://www.billofrightsinstitute.org/instructional/resource/Lessons/Lessons_List.asp • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/ed 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>• Evaluate the continuing grievances of racial and ethnic minorities and their recurrent reference to the nation’s charter documents. ERA 10,2E,4</p> <p>• Examine the emergence of the Gay Liberation Movement and evaluate the invocation of democratic ideals concerning the civil rights of gay American. ERA 10,2E,5</p> <p>Websites</p> <ul style="list-style-type: none"> • www.dhr.history.vt.edu/index.html<http://www.dhr.history.vt.edu/index.html> (civil rights) • www.pbs.org<http://www.pbs.org> (civil rights) • www.ifklibrary.org<http://www.ifklibrary.org> (civil rights) • http://americanhistory.si.edu/perfectunion/experience/index.html <p>C&G 2 (9-12) –2b <u>Analyzing the inherent challenges involved in balancing majority rule and minority rights.</u></p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. ERA 8,3C,4 • Analyze the rise and fall of McCarthyism, its effects on civil liberties, and its repercussions. ERA 9,3A,4 • Explain the resistance to civil rights in the South between 1954 and 1965. ERA 9,4A,3 • Analyze constitutional issues in the Iran-Contra affair. ERA 10,1B,3 • Analyze the constitutional issues involved in the war and explore the legacy of the Vietnam war. ERA 9,2C,5 • Explain the Nixon administration’s involvement in Watergate and examine the role of the media in exposing the scandal. ERA 10,1A,3 • Analyze the constitutional issues raised by the Watergate affair and evaluate the effects of Watergate on public opinion. ERA 10,1A,4 • Analyze the suspension of civil liberties after 9/11. <p>Websites</p> <ul style="list-style-type: none"> • www.dhr.history.vt.edu/index.html<http://www.dhr.history.vt.edu/index.html> (Nixon) • www.ifklibrary.org<http://www.ifklibrary.org> (JFK) <p>C &G 2 (9-12) –2c <u>Identifying and giving examples of the discrepancies between democratic ideals and the realities of American social and political life (e.g., equal protection under the law and the reality of discrimination).</u></p> <p>Grade11 - United States 1900-Present</p>	<ul style="list-style-type: none"> • Internment civil liberties • Interpreting • Legacies • Voting rights act • Warren court • March on Washington Speech <p>Academic vocabulary</p> <ul style="list-style-type: none"> • 9/11 • Affair • Analyzing • Civil liberties • Civil liberties • Constitutional issues • Internment • Iran-Contra Affair • Legacy • Majority rule • McCarthyism • Minority rights • Public opinion • Resistance • Viet Nam War • Watergate 	<p>ucation/lessons/memphis-v-mlk/activities.html#standards</p> <ul style="list-style-type: none"> • http://www.besthistorysites.net/ • http://www.teachushistory.org • www.choices.edu<http://www.choices.edu> • http://www.fordham.edu/Halsall/mod/modsbook.asp (War) • http://avalon.law.yale.edu/ • www.digitalhistory.uh.edu<http://www.digitalhistory.uh.edu> • www.ifklibrary.org<http://www.ifklibrary.org> <p>• Chapter 26-4</p>	

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the factors that lead to immigration restriction and the closing of the "Golden Door." ERA 7,3A,3 Analyze the involvement of minorities and women in the New Deal and its impact upon them. ERA 8,2A,3 Explain the relationship between post-war Soviet espionage and the emergence of internal security and loyalty programs under Truman and Eisenhower. ERA 9,3A,4 Identify the major social, economic, and political issues affecting women and explain the conflicts these issues engendered. ERA 9,4B,4 Explain the increase in income disparities and evaluate its social and political consequences. ERA 10,2A,3 Identify the major issues that affected immigrants and explain the conflicts these issues engendered. ERA 10,2B,2 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Criticism Democratic ideals Discrepancies Engendered Espionage Golden Door HUAC Era Immigrants Income disparities Loyalty program Political life Social life <p>Websites</p> <p>C & G 2 (9-12) –2d <u>Discussing different historical understandings/ perspectives of democracy.</u></p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> <p>Academic vocabulary</p> <p>Websites</p>		<ul style="list-style-type: none"> chapter 32-4 <p>Movies:</p> <ul style="list-style-type: none"> Nixon" "All the President's Men" 	
<p>Civics and Government</p> <p>C&G 3: In a democratic society all people have certain rights and responsibilities.</p>		<p>Students demonstrate an understanding of citizens' rights and responsibilities by... C&G 3 (9-12) –1</p> <p>C&G 3 (9-12) –1a <u>Comparing and contrasting different perspective on provisions found in the <i>Bill of Rights</i> (e.g., flag burning and the first Amendment).</u></p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain how the American Expeditionary Force contributed to the allied victory. ERA 7,2C,3 Assess state and federal government reactions to the growth of radical political movements. ERA 7,3A, 1 Assess the Vietnam policy of the Kennedy, Johnson, and Nixon administrations and the shifts of public opinion about the war. ERA 9,2C, 1 Evaluate how Vietnamese and Americans experienced the war and how the war continued to affect postwar politics and culture. ERA <p>Academic vocabulary</p> <ul style="list-style-type: none"> American Expeditionary Force Analyze Assess Bill of Rights Civil disobedience Civil liberties Comparing contrasting 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org http://www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://edsitement.neh.gov/s 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>9,2C, 3</p> <ul style="list-style-type: none"> Analyze the constitutional issues involved in the war and explore the legacy of the Vietnam war. ERA 9,2C, 5 Analyze the rise and fall of McCarthyism, its effects on civil liberties, and its repercussions. ERA 9,3A, 4 Assess the reasons for and effectiveness of the escalation from civil disobedience to more radical protest in the civil rights movement. ERA 9,4A, 7 Assess the effectiveness of the judiciary as opposed to the legislative and executive branches of government in promoting civil liberties and equal opportunities. ERA 9,4C, 4 <p>Websites</p> <ul style="list-style-type: none"> www.pbs.org (Vietnam) www.choices.edu (civil disobedience) <p>C&G 3 (9-12) –1b <u>Comparing and contrasting human rights provided for in various seminal documents or materials</u> (e.g., <i>Declaration of the Rights of Man</i>, <i>Universal Declaration of Rights</i>, <i>International Convention on the Rights of the Child</i>, and other international documents).</p> <p><u>Grade11 - United States 1900-Present</u> Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes.. ERA 9,3B, 2 Explain the purposes and organization of the United Nations. ERA 8,3B, 7 Evaluate the "flawed peace" resulting from World War II and the effectiveness of the United Nations in reducing international tensions and conflicts. ERA 9,3A, 1 Evaluate the expansion of the Geneva Convention. <p>Websites</p> <ul style="list-style-type: none"> http://www.fordham.edu/Halsall/mod/modsbook.asp <p>C&G 3 (9-10) –1c <u>Evaluating</u>, taking, and defending positions regarding the personal and civic responsibilities of individuals.</p> <p><u>Grade11 - United States 1900-Present</u> Essential knowledge and skills</p>	<ul style="list-style-type: none"> Constitutional issue Equal opportunities Escalation Evaluate Legacy McCarthyism Perspective Public opinion State and federal government Vietnam policy Vietnam War <p>Academic vocabulary</p> <ul style="list-style-type: none"> Comparing Contrasting Evaluate Final solution Flawed peace Geneva Convention Holocaust Human rights International tensions Purposes Seminal documents United Nations War crimes 	<ul style="list-style-type: none"> pecial_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu (http://www.choices.edu) http://www.fordham.edu/Halsall/mod/modsbook.asp (War) http://avalon.law.yale.edu/ www.digitalhistory.uh.edu (http://www.digitalhistory.uh.edu/) www.jfklibrary.org (http://www.jfklibrary.org/) <p>Current events</p>	

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation. ERA 9, 4A, 1 • Evaluate the Warren Court’s reasoning in Brown v. Board of Education and its significance in advancing civil rights. ERA 9, 4A, 2 • Explain the resistance to civil rights in the South between 1954 and 1965. ERA 9, 4A, 3 • Analyze the leadership and ideology of Martin Luther King, Jr. and Malcolm X in the civil rights movement and evaluate their legacies. ERA 9, 4A, 4 • Assess the role of the legislative and executive branches in advancing the civil rights movement and the effect of shifting the focus from de jure to de facto segregation. ERA 9, 4A, 5 • Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. ERA 9, 4A, 6 • Assess the reasons for and effectiveness of the escalation from civil disobedience to more radical protest in the civil rights movement. ERA 9, 4A, 7 • Analyze the factors contributing to modern feminism and compare the ideas, agendas, and strategies of feminist and counter-feminist organizations. ERA 9, 4B, 1 • Analyze the position of major religious groups on political and social issues. ERA 10, 2C, 2 <p>Websites</p> <ul style="list-style-type: none"> • www.dhr.history.vt.edu/index.html<http://www.dhr.history.vt.edu/index.html> (civil rights) • www.pbs.org<http://www.pbs.org> (civil rights) • www.ifklibrary.org<http://www.ifklibrary.org> (civil rights) <p>C&G 3 9-12) –1d Analyzing the scope and limits of personal, cultural, economic, or political rights (e.g., freedom of expression vs. school dress codes, speaking one’s native language vs. English-only legislation; living wage vs. minimum wage; civil liberties vs. national security).</p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. ERA 8,3C,4 • Analyze the rise and fall of McCarthyism, its effects on civil liberties, and its repercussions. ERA 9,3A,4 • Explain the resistance to civil rights in the South between 1954 and 1965. ERA 9,4A,3 • Analyze the constitutional issues involved in the war and explore the legacy of the Vietnam war. ERA 9,2C,5 	<ul style="list-style-type: none"> • Agendas • Analyze • Assess • Brown v. Brown • Civic • Civil disobedience • Civil rights • Counter-feminist • De facto segregation • de jure • Equal opportunities • Escalation • Evaluating • Feminism • Legacies • legal assault segregation • NAACP • Origins • Political social • Postwar • Radical protest • Resistance • Strategies • Warren Court <p>“A Letter from Birmingham Jail”</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Analyzing • Scope • Cultural • Economic political rights • Evaluate • Internment 		

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> Explain the Supreme Court's reasoning in establishing the "one man, one vote" principle. ERA 9,4C,2 Evaluate the continuing struggle for <i>e pluribus unum</i> amid debates over national vs. group identity, group rights vs. individual rights, multiculturalism, and bilingual education. ERA 10,2E,6 <p>Websites</p> <ul style="list-style-type: none"> www.dhr.history.vt.edu/index.htmlhttp://www.dhr.history.vt.edu/index.html (civil rights) www.pbs.org (civil rights) www.ifklibrary.org (civil rights) http://americanhistory.si.edu/perfectunion/experience/index.html <p>C&G 3 (9-10) –1e Describing the criteria used for admission to citizenship in the U.S.</p> <p>Grade11- United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the new immigration policies after 1965 and the push-pull factors that prompted a new wave of immigrants. ERA 10,2B,1 Identify the major issues that affected immigrants and explain the conflicts these issues engendered. ERA 10,2B,2 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Civil liberties McCarthyism Repercussions Resistance Civil rights Constitutional issues Vietnam War One man one vote <i>Pluribus unum</i> Multiculturalism <p>Websites</p> <ul style="list-style-type: none"> Citizenship Criteria Engendered Immigrants Push-pull focus 			
<p>Civics and Government</p> <p>C&G 3: In a democratic society all people have certain rights and responsibilities.</p>		<p>Students demonstrate an understanding of how of individuals and groups exercise (or are denied) their rights and responsibilities by... C&G 3 (7-8) –2</p> <p>C&G 3 (9-12) –2a Identifying a policy at the school, local, state, national, or international level and describing how it affects individual rights through the use of current events, e.g. "the bridge to," gambling</p> <p>Grade11- United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the constitutional issues involved in the war and explore the legacy of the Vietnam war. ERA 9,2C,2 Assess the role of the legislative and executive branches in advancing the civil rights movement and the effect of shifting the focus from de jure to de facto segregation. ERA 9,4A,5 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Affirmative action Analyze Assess Civil rights Constitutional 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <p>Websites</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p> <ul style="list-style-type: none"> Identify the major social, economic, and political issues affecting women and explain the conflicts these issues engendered. ERA 9,4B,2 Evaluate the conflicting perspectives over the Equal Rights Amendment, Title VII, and Roe v. Wade. ERA 9,4B,3 Evaluate to what degree affirmative action policies have achieved their goals and assess the current debate over affirmative action. ERA 10,2E,1 Explore the range of women’s organizations, the changing goals of the women’s movement, and the issues currently dividing women. ERA 10,2E,2 <p>Websites</p> <ul style="list-style-type: none"> www.dhr.history.vt.edu/index.html (civil rights) www.pbs.org (civil rights) www.ifklibrary.org (civil rights) http://americanhistory.si.edu/perfectunion/experience/index.html www.choices.edu (Vietnam) <p>C&G 3 (9-12) –2b Accessing the political system (e.g., letter writing, researching an issue and communicating it to the public, organizing, petitioning, boycotting/boycotting. Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> COVERED IN GOVERNMENT GRADE 9??? <p>C&G 3 (9-12) –2c Describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S. Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Assess the effects of woman suffrage on politics. [Evaluate the implementation of a decision. ERA 7,3D, 2 Evaluate the legislation and programs enacted during Johnson’s presidency. ERA 9,3B, 3 Assess the effectiveness of the “Great Society” programs. ERA 9,3B, 4 Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation. ERA 9,4A, 1 </p>	<ul style="list-style-type: none"> issues De facto segregation De jure Engendered Equal rights amendment Evaluate Individual rights Local National international Rights responsibilities Roe v Wade State Title VII Women’s movement <p>Academic vocabulary</p> <p>Websites</p> <ul style="list-style-type: none"> Affirmative action Analyze Assess Brown v. Brown De facto segregation De jure Democratic ideals 	<ul style="list-style-type: none"> http://www.billofrightsinstitute.org/instructional/resource/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp (War) http://avalon.law.yale.edu/ www.digitalhistory.uh.edu www.ifklibrary.org 	<p>analysis</p>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Evaluate the Warren Court’s reasoning in Brown v. Board of Education and its significance in advancing civil rights. ERA 9,4A, 2 • Analyze the leadership and ideology of Martin Luther King, Jr. and Malcolm X in the civil rights movement and evaluate their legacies. ERA 9,4A, 4 • Assess the role of the legislative and executive branches in advancing the civil rights movement and the effect of shifting the focus from de jure to de facto segregation. ERA 9,4A, 5 • Evaluate to what degree affirmative action policies have achieved their goals and assess the current debate over affirmative action. ERA 10,2E, 1 • Examine the emergence of the Gay Liberation Movement and evaluate the invocation of democratic ideals concerning the civil rights of gay Americans. [Consider multiple perspectives. ERA 10,2E, 5 <p>Websites</p> <ul style="list-style-type: none"> • www.dhr.history.vt.edu/index.html<http://www.dhr.history.vt.edu/index.html> (1960’s) • www.ifklibrary.org<http://www.ifklibrary.org> (1960’s) <p>C&G 3 (9-12) –2d <u>Identifying and explaining ways individuals and groups have exercised their rights in order to transform society</u> (e.g., Civil Rights Movement, women’s suffrage).</p> <p>Grade11 - United States 1900-Present</p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Specify the issues raised by various women and how mainstream Progressives responded to them. ERA 7,1C, 3 • Assess the effects of woman suffrage on politics. ERA 7,3D,2 • Explain how New Deal legislation and policies affected American workers and the labor movement. ERA 8,2B,1 • Explain the reasons for the “return to domesticity” and how it affected family life and women’s careers. ERA 9,1B,4 • Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation. ERA 9,4A,1 • Analyze the leadership and ideology of Martin Luther King, Jr. and Malcolm X in the civil rights movement and evaluate their legacies. ERA 9,4A,4 • Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. ERA 9,4A,6 	<ul style="list-style-type: none"> • Evaluate • Examine • Great Society • Ideology • Invocation • Legacies • Legal assault • NAACP • Politics • Postwar • Segregation • Woman suffrage 		

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p style="text-align: center;"><u>Websites</u></p> <p>C&G 3 (9-12) –2e Participating in and reflecting on a decision-making experience as part of a group in your classroom, school, or community (e.g., developing classroom norms, School Improvement Team member, response to community needs, such as a food drive), e.g. current event reflection paper on immigration reform</p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> COVERED IN AMERICAN GOVERNMENT GRADE 9 <p style="text-align: center;"><u>Academic vocabulary</u></p> <p style="text-align: center;"><u>Websites</u></p>			
<p>Civics and Government</p> <p>C&G 4: People engage in political processes in a variety of ways.</p>		<p>Students demonstrate an understanding of political systems and political processes by... C&G 4 (9-12) –1</p> <p>C&G 4 (9-12) –1a <u>Comparing and contrasting U.S. systems of government with others.</u></p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. ERA 8, 3A,1 Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A,2 Analyze the change from confrontation to coexistence between the Soviet Union and the United States. ERA 9, 2A,7 Assess Nixon’s policy of detente with the USSR and the People’s Republic of China. ERA 10, 1C, 2 Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. ERA 10, 1C, 3 Explain the reasons for the collapse of communist governments in Eastern Europe and the USSR. ERA 10, 1C, 5 Evaluate the reformulation of foreign policy in the post-Cold War era. ERA 10, 1C, 6. <p>Websites</p> <ul style="list-style-type: none"> http://www.mywonderfulworld.org (maps) http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold- <p style="text-align: center;">Academic vocabulary</p> <ul style="list-style-type: none"> Analyze Assess Capitalism Coexistence Cold war Collapse Communism Communist Comparing Confrontation Contrasting Détente Eastern Europe Examine Fascism foreign policy Latin America Middle East National socialism Origins 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <p>Websites</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>war/?_php=true&_type=blogs&_r=0 (cold war)</p> <ul style="list-style-type: none"> • www.bbc.co.uk (cold war) • http://www.fordham.edu/Halsall/mod/modsbook.asp (cold war) • www.ifklibrary.org (cold war) <p>C&G 4 (9-12) –1b <u>Interacting with, analyzing, and evaluating political institutions and political parties in an authentic context</u> (using local, national, or international issues/events that are personally meaningful).</p> <p><u>Grade11- United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Evaluate the continuing struggle for <i>e pluribus unum</i> amid debates over national vs. group identity, group rights vs. individual rights, multiculturalism, and bilingual education. ERA 10, 2E, 6 <p>Websites</p> <ul style="list-style-type: none"> • www.choices.edu (Cold War) • http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?_php=true&_type=blogs&_r=0 (Cold War) • www.bbc.co.uk (WWI) • http://www.fordham.edu/Halsall/mod/modsbook.asp (Cold War) • www.ifklibrary.org (Cold War) <p>C&G 4 (9-12) –1c <u>Analyzing and interpreting sources</u> (print and non-print discourse/media), <u>by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across sources</u> (GSE R-10-8.4).</p> <p><u>Grade11- United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Analyze propaganda strategies during World War I and II • Analyze the arguments for and against intervention in Iraq, 2002. • Analyze the impact of American public opinion on the Wilson administration's evolving foreign policy from 1914 to 1917. ERA 7, 2B, 3 • Evaluate Wilson's leadership during the period of neutrality and his reasons for intervention. ERA 7, 2B, 4 • Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A, 2 • Explain the rationale, implementation, and effectiveness of the U.S. 	<ul style="list-style-type: none"> • People's Republic of China • Political struggles • Post- Cold War • Reformulation • Soviet Union <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Analyzing • <i>E pluribus unum</i> • Evaluation • Interacting • Multiculturalism • Political institutions • Political parties 	<ul style="list-style-type: none"> • http://www.teachushistory.org • www.choices.edu • http://www.fordham.edu/Halsall/mod/modsbook.asp • http://avalon.law.yale.edu/ • www.digitalhistory.uh.edu • www.ifklibrary.org 	

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>containment policy. ERA 9, 2A, 5</p> <ul style="list-style-type: none"> • Explain the rationale, implementation, and effectiveness of the U.S. containment policy. • Assess the Vietnam policy of the Kennedy, Johnson, and Nixon administrations and the shifts of public opinion about the war. ERA 9, 2C, 1 • Evaluate how Vietnamese and Americans experienced the war and how the war continued to affect postwar politics and culture. ERA 9, 2C, 3 • Analyze the constitutional issues involved in the war and explore the legacy of the Vietnam War. ERA 9, 2C, 5 <p>Websites</p> <ul style="list-style-type: none"> • www.dhr.history.vt.edu/index.html (1960's) • www.pbs.org (1960's) • www.livingroomcandidate.com <p>C&G 4 (9-12) –1d <u>Selecting a landmark campaign or election in the American political system, explaining the historical context and its significance, and evaluating its impact.</u></p> <p><u>Grade11- United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover. ERA 8, 2A, 1 • Examine the role of the media in the election of 1960. ERA 9, 2B, 1 • Examine the significance of the election of 1968 . • Examine the impact of the “Reagan Revolution” on federalism and public perceptions of the role of government. ERA 10, 1B, 2 • Analyze the landmark election of 2000 <p>Websites</p> <ul style="list-style-type: none"> • www.choices.edu (Iraq) • http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?_php=true&_type=blogs&_r=0 (Cold War) • www.bbc.co.uk (Cold War) • http://www.fordham.edu/Halsall/mod/modsbook.asp (Cold War) • www.jfklibrary.org (Cold War) • www.bbc.co.uk (WWI) <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Context • Contrast • Evaluating • Examine • Federalism • Landmark campaign • Media • Political system • Reagan Revolution • Significance <p>C&G 4 (9-12) –1e <u>Analyzing multiple perspectives on an historical or current controversial issue (e.g., immigration, environmental policy, escalation of the war in Vietnam, Brown v. Board of Education).</u></p>	<ul style="list-style-type: none"> • Intervention • Iraq • Legacy • Neutrality • Nuclear politics • Postwar • Propaganda • Public opinion • Rationale • Sources • Vietnam 		

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze propaganda strategies during World War I and II Analyze the arguments for and against intervention in Iraq, 2002. Analyze the impact of American public opinion on the Wilson administration's evolving foreign policy from 1914 to 1917. ERA 7, 2B, 3 Evaluate Wilson's leadership during the period of neutrality and his reasons for intervention. ERA 7, 2B, 4 Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A, 2 Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5 Assess the Vietnam policy of the Kennedy, Johnson, and Nixon administrations and the shifts of public opinion about the war. ERA 9, 2C, 1 Evaluate how Vietnamese and Americans experienced the war and how the war continued to affect postwar politics and culture. ERA 9, 2C, 3 Analyze the constitutional issues involved in the war and explore the legacy of the Vietnam War. ERA 9, 2C, 5 <p>Websites</p> <ul style="list-style-type: none"> www.choices.edu (Cold War) http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?_php=true&_type=blogs&_r=0 (Cold War) www.bbc.co.uk (Cold War) http://www.fordham.edu/Halsall/mod/modsbook.asp (Cold War) www.jfklibrary.org (Cold War) 			
<p>Civics and Government</p> <p>C&G 4: People engage in political processes in a variety of ways.</p>		<p>Students demonstrate their participation in political processes by... C&G 4 (9-12)-2</p> <p>C&G 4 (9-12)-2a <u>Using collaborative decision making/problem solving to consider multiple perspectives on a current political, social, or economic issue, evaluating the consequences of various options, and developing a plan of action</u> (e.g., new school policy or local, national, or international public policy).</p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. ERA 8, 3B, 4 Analyze the causes of the Korean War and how a divided Korea remained a source of international tension. ERA 9, 2A, 4 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Allied powers Charter documents Cold War Collaborative 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <p>Websites</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p> <ul style="list-style-type: none"> Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5 Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. ERA 10, 1C, 3 Evaluate the reformulation of foreign policy in the post-Cold War era. ERA 10, 1C, 6 Evaluate the continuing grievances of racial and ethnic minorities and their recurrent reference to the nation's charter documents. ERA 10, 2E, 4 Examine the role of the U.S. in the world. <p>Websites</p> <ul style="list-style-type: none"> www.choices.edu<http://www.choices.edu> (Cold War) http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?php=true&type=blogs&r=0 (Cold War) www.bbc.co.uk<http://www.bbc.co.uk> (Cold War) http://www.fordham.edu/Halsall/mod/modsbook.asp (Cold War) www.ifklibrary.org<http://www.ifklibrary.org/> (Cold War) <p>C&G 4 (9-12)-2b Working individually or with others to identify, propose, and carry out a <u>community/civic engagement project/initiative</u> (e.g., making the community aware of an issue, organizing a workshop).</p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> COVERED IN AMERICAN GOVERNMENT GRADE 9 <p>Academic vocabulary</p> <p>Websites</p> <p>C&G 4 (9-12)-2c Engaging in and reflecting upon an <u>electoral process</u> in a class, school, or community (e.g., become a candidate and carry out a campaign, participate in party/school nominations, work on a political campaign, volunteer to serve on a board, do polling).</p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. ERA 8, 1A, 5 Contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover. ERA 8, 2A, 1 Examine the role of the media in the election of 1960. ERA 9, 3B, 1 Examine the significance of the Election. <p>Websites</p> <ul style="list-style-type: none"> www.dhr.history.vt.edu/index.html<http://www.dhr.history.vt.edu/> </p>	<p>open questions that challenge students' thinking</p> <ul style="list-style-type: none"> involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<ul style="list-style-type: none"> www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standard5 http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu<http://www.choices.edu> http://www.fordham.edu/Halsall/mod/modsbook.asp (Cold War) http://avalon.law.yale.edu/ www.digitalhistory.uh.edu<http://www.digitalhistory.uh.edu/> www.ifklibrary.org<http://www.ifklibrary.org/> 	<ul style="list-style-type: none"> Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		index.html			
<p>Civics and Government</p> <p>C&G 4: People engage in political processes in a variety of ways.</p>		<p>Students participate in a civil society by... C&G 4 (9-12)-3</p> <p>C&G 4 (9-12)-3a <u>Critically reflecting on their own civic dispositions</u> (e.g., tolerance and respect, concern for the rights and welfare of others, social responsibility, and recognition of the capacity to make a difference).</p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation. ERA 9, 4A, 1 Analyze the leadership and ideology of Martin Luther King, Jr. and Malcolm X in the civil rights movement and evaluate their legacies. ERA 9, 4A, 4 Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. ERA 9, 4A, 6 Assess the reasons for and effectiveness of the escalation from civil disobedience to more radical protest in the civil rights movement. ERA 9, 4A, 7 Evaluate the continuing struggle for e pluribus unum amid debates over national vs. group identity, group rights vs. individual rights, multiculturalism, and bilingual education. ERA 10, 2E, 6 <p>Websites</p> <ul style="list-style-type: none"> www.dhr.history.vt.edu/index.html<http://www.dhr.history.vt.edu/index.html> (Civil Rights) www.pbs.org<http://www.pbs.org> (Civil Rights) www.ifklibrary.org<http://www.ifklibrary.org> (Civil Rights) <p>C&G 4 (9-12)-3b Identifying and <u>describing the role that various institutions play in meeting the needs of the community.</u></p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Contrast the first and second New Deals and evaluate the success and failures of the relief, recovery, and reform measures associated with each. ERA 8, 2A, 3 Explain renewed efforts to protect the environment during the Great Depression and evaluate their success in places such as the <p>Academic vocabulary</p> <ul style="list-style-type: none"> Analyze Assess Civil disobedience Civil dispositions Civil rights <i>E pluribus unim</i> Equal opportunities Evaluate Ideology Legacies Legal assault Multiculturalism NAACP Segregation 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standard_s http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu<http://www.choices.edu> http://www.fordham.edu/Halsall/mod/modsbook.asp http://www.avalon.law.yale.edu/ www.digitalhistory.uh.edu<http://www.digitalhistory.uh.edu> www.ifklibrary.org<http://www.ifklibrary.org> 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>Dust Bowl and the Tennessee Valley. ERA 8, 2A, 6</p> <ul style="list-style-type: none"> Explain how New Deal legislation and policies affected American workers and the labor movement. ERA 8, 2B, 1 Evaluate the significance and legacy of the New Deal. ERA 8, 2C, 3 Evaluate the effects of the GI Bill on American society. ERA 9, 1B, 1 Examine the rapid growth of secondary and collegiate education and the role of new governmental spending on educational programs. ERA 9, 1B, 2 Assess the effectiveness of the "Great Society" programs. ERA 9, 3B, 4 <p>Websites</p> <ul style="list-style-type: none"> www.digitalhistory.uh.edu<http://www.digitalhistory.uh.edu> (GI Bill) <p>C&G 4 (9-12)-3c <u>Identifying and analyzing the conflicts that exist between public and private life</u> (e.g., issues related to Homeland Security, Eminent Domain, civil liberties).</p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the post 9/11 freedom vs security debate Explain the relationship between post-war Soviet espionage and the emergence of internal security and loyalty programs under Truman and Eisenhower. ERA 9, 3A, 3 Analyze the rise and fall of McCarthyism, its effects on civil liberties, and its repercussions. ERA 9, 3A, 4 Identify the major social, economic, and political issues affecting women and explain the conflicts these issues engendered. ERA 9, 4B, 2 Evaluate the conflicting perspectives over the Equal Rights Amendment, Title VII, and Roe v. Wade. ERA 9, 4B, 3 Explain the influence of media on contemporary American culture. ERA 10, 2D, 3 Explore the range of women's organizations, the changing goals of the women's movement, and the issues currently dividing women. ERA 10, 2E, 2 Analyze the controversies and implication of: the Affordable Care and Patient Protection Act Analyze the post 9/11 freedom vs security debate <p>Websites</p> <ul style="list-style-type: none"> www.pbs.org<http://www.pbs.org> (Frontline) 	<ul style="list-style-type: none"> Examine GI Bill Great Depression Great Society Institutions Labor movement Legacy New Deal New Deal <p>Websites</p>		
Civics and		<p>Students demonstrate an understanding of the many ways Earth's people are interconnected by... C&G 5 (9-12) – 1</p>	TEACHER NOTES	RESOURCE NOTES	ASSESSMENT NOTES

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Curriculum Writers: Natalie O'Brien, Department Chair and Sarah Lane

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>Government</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</p>		<p>C&G 5 (9-12) – 1a Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally (e.g., nation-state).</p> <p><u>Grade11- United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. ERA 7, 2C, 4 • Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7, 2C, 5 • Explain the global context of the depression and the reasons for the worldwide economic collapse. ERA 8, 1A, 4 • Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. ERA 8, 1A, 5 • Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. ERA 8, 3A, 1 • Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. ERA 8, 3A, 2 • Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. ERA 8, 3A, 3 • Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. ERA 8, 3A, 4 • Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5 • Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8, 3A, 6 • Analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes. ERA 8, 3B, 2 • Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. ERA 8, 3B, 3 • Explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers. ERA 8, 3B, 5 • Describe military experiences and explain how they fostered American identity and interactions among people of diverse backgrounds. ERA 8, 3B, 6 • Explain the purposes and organization of the United Nations. ERA 8, 3B, 7 • Evaluate the "flawed peace" resulting from World War II and the effectiveness of the United Nations in reducing international tensions and conflicts. ERA 9, 2A, 1 • Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A, 2 <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Allied powers • Analyze • Appeasement • Arab-Israeli crises • Axis • Capitalism • Chinese Revolution • Coexistence • Communism • Confrontation • Containment policy • Costs • Culminating • Détente • Diplomacy • Eastern policy • Effectiveness • Evaluate • Examine • Explore • Fascism • Final solution • Flawed peace • Foreign policy • Fourteen Points • Global depression • Good Neighbor Policy • Great Depression • Holocaust • Implementation • Isolationist • Israel • Korean War • Latin America • League of Nations • Middle East • National socialism • Nuclear politics 	<p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge 	<ul style="list-style-type: none"> • See resource list on page one <p>WEBSITES</p> <p><u>Websites</u></p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov • www.gilderlehrman.org • www.loc.gov/teacher/ • http://docsteach.org • www.readwritethink.org • http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standard5 • http://www.besthistorysites.net/ • http://www.teachushistory.org • www.choices.edu • http://www.fordham.edu/Halsall/mod/modsbook.asp • http://www.avalon.law.yale.edu/ • www.digitalhistory.uh.edu • www.jfklibrary.org 	<p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Examine the U.S. response to the Chinese Revolution and its impact on the Cold War. ERA 9, 2A, 3 • Analyze the causes of the Korean War and how a divided Korea remained a source of international tension. ERA 9, 2A, 4 • Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5 • Explain the popular uprisings against communist governments in Eastern Europe and evaluate how they affected United States foreign policy. ERA 9, 2A, 6 • Analyze the change from confrontation to coexistence between the Soviet Union and the United States. ERA 9, 2A, 7 • Analyze American policies toward independence movements in Africa, Asia, the Caribbean, and the Middle East. ERA 9, 2B, 1 • Evaluate changing foreign policy toward Latin America. ERA 9, 2B, 2 • Assess U.S. relations with Israel and explain how Arab-Israeli crises influenced American foreign policy during the Cold War. ERA 9, 2B, 3 • Assess U.S. policies toward arms limitation and explain improved relations with the Soviet Union. ERA 10, 1C, 1 • Assess Nixon's policy of detente with the USSR and the People's Republic of China. ERA 10, 1C, 2 • Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. ERA 10, 1C, 3 • Evaluate Reagan's efforts to reassert American military power and rebuild American prestige. ERA 10, 1C, 4 • Explain the reasons for the collapse of communist governments in Eastern Europe and the USSR. ERA 10, 1C, 5 • Evaluate the reformulation of foreign policy in the post-Cold War era. ERA 10, 1C, 6 <p>C&G 5 (9-12) – 1b <u>Organizing information to show relationships between and among various individuals, systems, and structures</u> (e.g., politically, socially, culturally, economically, environmentally).</p> <p><u>Grade11 - United States 1900-Present</u> <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • People' Republic of China • Prestige • Rationale • Reformulation • Russian Revolution • United Nations • Versailles Treaty • War crimes <p>Websites</p> <ul style="list-style-type: none"> • www.choices.edu<http://www.choices.edu> (Cold War) • http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?php=true&type=blogs&r=0 (Cold War) • www.bbc.co.uk<http://www.bbc.co.uk> (Cold War) • http://www.fordham.edu/Halsall/mod/modsbook.asp (Cold War) • http://www.history.com/interactives/in-side-wwii-interactive (WW I I) <p>Academic vocabulary</p> <p>Websites</p>		

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>Civics and Government</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</p>		<p>Students demonstrate an understanding of the benefits and challenges of an interconnected world by... C&G 5 (9-12)-2</p> <p>C&G 5 (9-12)-2a <u>Describing the interconnected nature of a contemporary or historical issue.</u></p> <p><u>Grade11 - United States 1900-Present</u> Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. ERA 7, 2C, 4 Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7, 2C, 5 Explain the global context of the depression and the reasons for the worldwide economic collapse. ERA 8, 1A, 4 Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. ERA 8, 1A, 5 Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. ERA 8, 3A, 1 Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. ERA 8, 3A, 2 Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. ERA 8, 3A, 3 Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. ERA 8, 3A, 4 Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5 Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8, 3A, 6 Analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes. ERA 8, 3B, 2 Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. ERA 8, 3B, 3 Explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers. ERA 8, 3B, 5 Describe military experiences and explain how they fostered American identity and interactions among people of diverse backgrounds. ERA 8, 3B, 6 Evaluate the "flawed peace" resulting from World War II and the effectiveness of the United Nations in reducing international tensions and conflicts. ERA 9, 2A, 1 Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A, 2 Examine the U.S. response to the Chinese Revolution and its impact <p>Academic vocabulary</p> <ul style="list-style-type: none"> Allied powers Analyze Appeasement Arab-Israeli crises Axis Capitalism Chinese Revolution Coexistence Communism Confrontation Containment policy Costs Culminating Détente Diplomacy Eastern policy Effectiveness Evaluate Examine Explore Fascism Final solution Flawed peace Foreign policy Fourteen Points Global depression Good Neighbor Policy Great Depression Holocaust Implementation Isolationist Israel Korean War Latin America League of Nations Middle East National socialism 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES Websites</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standard5 http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp http://avalon.law.yale.edu/ www.digitalhistory.uh.edu www.digitalhistory.uh.edu/ www.ifklibrary.org 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>on the Cold War. ERA 9, 2A, 3</p> <ul style="list-style-type: none"> • Analyze the causes of the Korean War and how a divided Korea remained a source of international tension. ERA 9, 2A, 4 • Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5 • Explain the popular uprisings against communist governments in Eastern Europe and evaluate how they affected United States foreign policy. ERA 9, 2A, 6 • Analyze the change from confrontation to coexistence between the Soviet Union and the United States. ERA 9, 2A, 7 • Analyze American policies toward independence movements in Africa, Asia, the Caribbean, and the Middle East. ERA 9, 2B, 1 • Evaluate changing foreign policy toward Latin America. ERA 9, 2B, 2 • Assess U.S. relations with Israel and explain how Arab-Israeli crises influenced American foreign policy during the Cold War. ERA 9, 2B, 3 • Assess U.S. policies toward arms limitation and explain improved relations with the Soviet Union. ERA 10, 1C, 1 • Assess Nixon's policy of detente with the USSR and the People's Republic of China. ERA 10, 1C, 2 • Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. ERA 10, 1C, 3 • Evaluate Reagan's efforts to reassert American military power and rebuild American prestige. ERA 10, 1C, 4 • Explain the reasons for the collapse of communist governments in Eastern Europe and the USSR. ERA 10, 1C, 5 • Evaluate the reformulation of foreign policy in the post-Cold War era. ERA 10, 1C, 6 <p>Websites</p> <ul style="list-style-type: none"> • www.choices.edu (Cold War) • http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?_php=true&_type=blogs&_r=0 (Cold War) • www.bbc.co.uk (Cold War) • http://www.fordham.edu/Halsall/mod/modsbook.asp (Cold War) • http://www.history.com/interactives/inside-wwii-interactive (WWII) <p>C&G 5 (9-12)-2b Analyzing and evaluating a contemporary or historical issue (e.g., free trade versus fair trade, access to medical care and terrorism).</p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Analyze propaganda strategies during World War I and II • Analyze the arguments for and against intervention in Iraq, 2002. • Analyze the impact of American public opinion on the Wilson administration's evolving foreign policy from 1914 to 1917. ERA 7, 2B, 3 	<ul style="list-style-type: none"> • Nuclear politics • People' Republic of China • Prestige • Rationale • Reformulation • Russian Revolution • United Nations • Versailles Treaty • War crimes 		

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> Evaluate Wilson's leadership during the period of neutrality and his reasons for intervention. ERA 7, 2B, 4 Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A, 2 Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5 Assess the Vietnam policy of the Kennedy, Johnson, and Nixon administrations and the shifts of public opinion about the war. ERA 9, 2C, 1 Evaluate how Vietnamese and Americans experienced the war and how the war continued to affect postwar politics and culture. ERA 9, 2C, 3 Analyze the constitutional issues involved in the war and explore the legacy of the Vietnam War. ERA 9, 2C, 5 <p>Websites</p> <ul style="list-style-type: none"> www.choices.edu<http://www.choices.edu> (Cold War) http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?_php=true&_type=blogs&_r=0 (Cold War) www.bbc.co.uk<http://www.bbc.co.uk> (Cold War) http://www.fordham.edu/Halsall/mod/modsbook.asp (Cold War) www.jfklibrary.org<http://www.jfklibrary.org> (Cold War) 	<ul style="list-style-type: none"> Effectiveness Evaluating Foreign policy Implementation Intervention Legacy Neutrality Nuclear politics Propaganda Public opinion Public opinion Rationale Vietnam War <p>Websites</p>		
<p>Civics and Government</p> <p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</p>		<p>Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by... C&G 5 (9-12)-3</p> <p>C&G 5 (9-12)-3a Predicting outcomes and possible consequences of a conflict, event, or course of action.</p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the impact of public opinion and government policies on constitutional interpretation and civil liberties. ERA 7, 2C, 2 Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7, 2C, 5 Explain the role of new technology and scientific research in the rise of agribusiness and agricultural productivity. ERA 7, 3B, 4 Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. ERA 8, 3A, 2 Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5 Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8, 3A, 6 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Agribusiness Agricultural Analyze Appeasement Civil liberties Constitutional issues Containment policy Effectiveness Evaluate Final solution Fourteen points Holocaust Implementation 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <p>Websites</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS	
		<ul style="list-style-type: none"> • Analyze Hitler’s “final solution” and the Allies’ responses to the Holocaust and war crimes. ERA 8, 3B, 2 • Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. ERA 8, 3B, 3 • Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. ERA 8, 3B, 4 • Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5 • Assess the Vietnam policy of the Kennedy, Johnson, and Nixon administrations and the shifts of public opinion about the war. ERA 9, 2C, 1 • Analyze the constitutional issues involved in the war and explore the legacy of the Vietnam War. ERA 9, 2C, 5 • Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. ERA 10, 1C, 3 <p>Websites</p> <ul style="list-style-type: none"> • www.choices.edu<http://www.choices.edu> (Cold War) • http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?_php=true&_type=blogs&_r=0 (Cold War) • www.bbc.co.uk<http://www.bbc.co.uk> (Cold War, WWI) • http://www.fordham.edu/Halsall/mod/modsbook.asp (Cold War, WW I) • www.ifklibrary.org<http://www.ifklibrary.org/> (Cold War) • http://www.history.com/interactives/inside-wwii-interactive (WW II) <p>C&G 5 (9-12)-3b Identifying and summarizing the <u>intended and unintended consequences of a conflict, event, or course of action.</u></p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Analyze the impact of public opinion and government policies on constitutional interpretation and civil liberties. ERA 7, 2C, 2 • Evaluate Wilson’s Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7, 2C, 5 • Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. ERA 8, 3A, 2 • Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5 • Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8, 3A, 6 • Analyze Hitler’s “final solution” and the Allies’ responses to the Holocaust and war crimes. ERA 8, 3B, 2 	<ul style="list-style-type: none"> • Latin America • League of Nations • Legacy • Middle East • Munich Conference • Nuclear weapons • Public opinion • Public opinion • Ratification • Rationale • Versailles Treaty • Vietnam War • War crimes <p>Websites</p>	<ul style="list-style-type: none"> • involving students in reading, writing, observing, discussing, and debating • building upon students’ prior knowledge 	<ul style="list-style-type: none"> • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.besthistorysites.net/ • http://www.teachushistory.org • www.choices.edu<http://www.choices.edu> • http://www.fordham.edu/Halsall/mod/modsbook.asp (Cold War) • http://avalon.law.yale.edu/ • www.digitalhistory.uh.edu<http://www.digitalhistory.uh.edu/> • www.ifklibrary.org<http://www.ifklibrary.org/> 	

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. ERA 8, 3B, 3 • Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. ERA 8, 3B, 4 • Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5 • Assess the Vietnam policy of the Kennedy, Johnson, and Nixon administrations and the shifts of public opinion about the war. ERA 9, 2C, 1 • Analyze the constitutional issues involved in the war and explore the legacy of the Vietnam War. ERA 9, 2C, 5 <p>Websites</p> <ul style="list-style-type: none"> • www.choices.edu<http://www.choices.edu> (Cold War) • http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?_php=true&_type=blogs&_r=0 (Cold War) • www.bbc.co.uk<http://www.bbc.co.uk> (Cold War, WWI) • http://www.fordham.edu/Halsall/mod/modsbook.asp (Cold War, WW I) • www.jfklibrary.org<http://www.jfklibrary.org/> (Cold War) <p>C&G 5 (9-12)-3c Using <u>deliberation, negotiation, and compromise to plan and develop just solutions to problems</u> (e.g., immigration, limited energy resources, nuclear threat) <u>created when nations or groups act</u>.</p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7, 2C, 5 • Explain the purposes and organization of the United Nations. ERA 8, 3B, 7 • Evaluate the reformulation of foreign policy in the post-Cold War era. ERA 10, 1C, 6 <p>Websites</p> <ul style="list-style-type: none"> • www.bbc.co.uk<http://www.bbc.co.uk> (WW I) • www.pbs.org<http://www.pbs.org> (United Nations) <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Cold War • Deliberation • Fourteen Points • League of Nations • Ratification • Reformulation • United Nations • Versailles Treaty 	<ul style="list-style-type: none"> • Nuclear weapons • Public opinion • Ratification • Rationale implementation • Summarizing • Versailles Treaty • Vietnam policy • Vietnam War <p>Websites</p>		
<p>Historical Perspectives/ RI History Strand</p> <p>HP 1: History is an account of human</p>		<p>Students <i>act as historians</i>, using a variety of tools (e.g., artifacts and primary and secondary sources) by... HP 1 9-12) –1</p> <p>HP 1 (9-12) –1a Formulating historical questions, obtaining, <u>analyzing, evaluating historical primary and secondary print and non-print sources</u> (e.g., <i>RI Constitution</i>, art, oral history, writings of Elizabeth</p>	<p>Teachers</p> <p>Use formative assessment to guide instruction</p> <p>Provide opportunities for independent, partner and</p>	<p><u>Textbook</u> TBD</p> <p><u>Supplementary Books, Teacher (T) Student (S)</u></p> <ul style="list-style-type: none"> • Choices Units • DBQ Binder in U.S. History 	<p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>activities that is interpretive in nature.</p>		<p>Buffum Chace).</p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. ERA 7, 2B, 1 Evaluate the causes of the Great Depression. ERA 8, 1A, 3 Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. ERA 8, 1A, 5 Contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover. ERA 8, 2A, 1 Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. ERA 8, 3A, 3 Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. ERA 8, 3A, 4 Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5 Analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes. ERA 8, 3B, 2 Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. ERA 8, 3B, 4 Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A, 2 Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5 Assess the Vietnam policy of the Kennedy, Johnson, and Nixon administrations and the shifts of public opinion about the war. ERA 9, 2C, 1 <p>Websites</p> <ul style="list-style-type: none"> www.dhr.history.vt.edu/index.html<http://www.dhr.history.vt.edu/index.html> (different perspectives) www.choices.edu<http://www.choices.edu> (choices) <p>HP 1 (9-12) –1b <u>Explaining how historical facts and historical interpretations may be different, but are related</u> (e.g., slavery in RI v. economic benefit to RI).</p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the involvement of minorities and women in the New Deal and its impact upon them. ERA 8, 2A, 5 Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. ERA 8, 3B, 4 Evaluate the Warren Court's reasoning in Brown v. Board of 	<p>collaborative group work</p> <p>Use Classroom Instruction That Works Strategies:</p> <ul style="list-style-type: none"> Setting objectives and providing feedback Reinforcing effort and providing recognition Cooperative learning Cues, questions, and advance organizers Nonlinguistic representations Summarizing and note taking Assigning homework and providing practice Identifying similarities and differences Generating and testing hypotheses <p>Differentiate instruction by varying the content, process, and product and providing opportunities for:</p> <ul style="list-style-type: none"> Anchoring Cubing Jig-sawing Pre/post assessments Think/pair/share Tiered assignments <p>Address multiple intelligences instructional strategies, e.g. visual, bodily kinesthetic, interpersonal</p> <p>Provide opportunities for higher level thinking:</p> <ul style="list-style-type: none"> Bloom's Taxonomy, e.g. analyzing, synthesizing, predicting, evaluating, creating, etc. Webb's Depth of Knowledge, 2,3,4, skill/conceptual understanding, strategic reasoning, extended reasoning <p>Model historical thinking skills:</p> <ul style="list-style-type: none"> chronological thinking, historical comprehension 	<p>Technology</p> <ul style="list-style-type: none"> Computers LCD projectors Interactive boards <p>Websites</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu<http://www.choices.edu> http://www.fordham.edu/Halsall/mod/modsbook.asp http://www.avalon.law.yale.edu/ www.digitalhistory.uh.edu<http://www.digitalhistory.uh.edu> www.ifklibrary.org<http://www.ifklibrary.org> <p>Materials</p> <ul style="list-style-type: none"> Primary Sources 	<ul style="list-style-type: none"> Midterm exam Final exam Primary Source analysis <p>SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS</p> <ul style="list-style-type: none"> Anecdotal records Conferencing Exhibits Interviews Graphic organizers Journals Modeling Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> Role playing - bodily kinesthetic Graphic organizing - visual Collaboration - interpersonal Oral presentations Primary source analysis Problem/Performance based/common tasks Rubrics/checklists

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>Education and its significance in advancing civil rights. ERA 9, 4A, 2</p> <ul style="list-style-type: none"> Assess the role of the legislative and executive branches in advancing the civil rights movement and the effect of shifting the focus from de jure to de facto segregation. ERA 9, 4A, 5 Evaluate to what degree affirmative action policies have achieved their goals and assess the current debate over affirmative action. ERA 10, 2E, 1 <p>Websites</p> <ul style="list-style-type: none"> www.dhr.history.vt.edu/index.html<http://www.dhr.history.vt.edu/index.html> (different perspectives) www.choices.edu<http://www.choices.edu> (choices) <p>HP 1 (9-12) –1c <u>Identifying, describing, or analyzing multiple perspectives on an historical trend or event</u> (e.g., mill worker v. mill owners during Industrial Revolution in RI; separation of powers in RI government).</p> <p><u>Grade11- United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. ERA 7, 2B, 1 Evaluate the causes of the Great Depression. ERA 8, 1A, 3 Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration’s responses. ERA 8, 1A, 5 Contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover. ERA 8, 2A, 1 Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. ERA 8, 3A, 3 Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. ERA 8, 3A, 4 Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5 Analyze Hitler’s “final solution” and the Allies’ responses to the Holocaust and war crimes. ERA 8, 3B, 2 Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. ERA 8, 3B, 4 Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A, 2 Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5 Assess the Vietnam policy of the Kennedy, Johnson, and Nixon administrations and the shifts of public opinion about the war. ERA 9, 2C, 1 <p style="text-align: right;">Academic vocabulary</p> <ul style="list-style-type: none"> Aggression Analyzing Causes Cold War Containment policy Describing Diplomacy Final solution Good Neighbor Policy Great Depression Historical trend Holocaust Identifying Implementation Isolationist Multiple perspectives Neutrality Nuclear politics Public opinion Rationale World War I <p>Websites</p>	<ul style="list-style-type: none"> historical analysis and interpretation, historical research capabilities historical issues – analysis and decision-making <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge <p>Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) two column note taking 5-3-1 QAR Read around the text 		<ul style="list-style-type: none"> Tests and quizzes Technology Think-alouds Vocabulary Writing genres <ul style="list-style-type: none"> Argument Informative

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		<p>HP 1 (9-12) –1d <u>Using technological tools in historical research.</u> Grade11 - United States 1900-Present</p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • E.g. Project instruction dependent 	<p>Infuse Common Core ELA standards</p> <p>Provide rubrics and models</p> <p>Academic vocabulary</p> <p>Websites</p>			
<p>Historical Perspectives/ RI History Strand</p> <p>HP 1: History is an account of human activities that is interpretive in nature.</p>		<p>Students interpret history as a series of connected events with multiple cause-effect relationships, by... HP 1 (9-12) –2</p> <p>HP 1 (9-12) –2a <u>Explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events.</u></p> <p>Grade11 - United States 1900-Present</p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. ERA 7,2B, 1 • Explain U.S. military and economic mobilization for war and evaluate the role of labor, including women and African Americans. ERA 7,2C, 1 • Explain how the American Expeditionary Force contributed to the allied victory. ERA 7,2C, 3 • Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. ERA 7,2C, 4 • Evaluate Wilson’s Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7,2C, 5 • Analyze the causes and consequences of the stock market crash of 1929. ERA 8,1A, 2 • Evaluate the causes of the Great Depression. ERA 8,1A, 3 • Explain the global context of the depression and the reasons for the worldwide economic collapse. ERA 8,1A, 4 • Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration’s responses. ERA 8,1A, 5 • Analyze the factors contributing to the forging of the Roosevelt coalition in 1936 and explain its electoral significance in subsequent years. ERA 8,2A, 4 • Analyze the involvement of minorities and women in the New Deal and its impact upon them. ERA 8,2A, 5 • Analyze the reasons for the growing tensions with Japan in East Asia 	<p>Academic vocabulary</p> <ul style="list-style-type: none"> • American Expeditionary Force • Analyze • Arms limitation • Assess • Cause-effect • Causes • Cold War • Communism/Communist • Context • Counter-feminist • Culture • Détente • Diplomacy • Dust Bowl • Electoral • Evaluate • Fascism • Feminism • Fourteen Points • GI Bill return to domesticity • Great Depression 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students’ thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list on page one • <p>WEBSITES</p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov • www.gilderlehrman.org • www.loc.gov/teacher/ • http://docsteach.org • www.readwritethink.org • http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standard5 • http://www.besthistorysites.net/ • http://www.teachushistory.org • www.choices.edu • http://www.fordham.edu/Halsall/mod/modsbook.asp • http://avalon.law.yale.edu/ 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis

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		<p>culminating with the bombing of Pearl Harbor. ERA 8,2A, 6</p> <ul style="list-style-type: none"> • Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8,1B, 1 • Analyze the impact of the Great Depression on industry and workers and explain the response of local and state officials in combating the resulting economic and social crises. ERA 8,1B, 2 • Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. ERA 8, 3A, 1 • Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. ERA 8, 3A, 2 • Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. ERA 8, 3A, 4 • Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters. ERA 8, 3B, 1 • Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. ERA 8, 3B, 3 • Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. ERA 8, 3B, 4 • Explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers. ERA 8, 3B, 5 • Explain how the United States mobilized its economic and military resources during World War II. ERA 8, 3C, 1 • Analyze the effects of World War II on gender roles and the American family. ERA 8, 3C, 5 • Analyze the impact of the Cold War on the economy. ERA9, 1A, 4 • Evaluate the effects of the GI Bill on American society. ERA9, 1B, 1 • Explain the reasons for the “return to domesticity” and how it affected family life and women’s careers. ERA9, 1B, 4 • Explain the origins of the Cold War and the advent of nuclear politics. ERA9, 2A, 2 • Evaluate how Vietnamese and Americans experienced the war and how the war continued to affect postwar politics and culture. ERA 9, 2C, 3 • Analyze the factors contributing to modern feminism and compare the ideas, agendas, and strategies of feminist and counter-feminist organizations. ERA9, 4B, 1 • Assess U.S. policies toward arms limitation and explain improved relations with the Soviet Union. ERA 10, 1C, 1 • Assess Nixon’s policy of detente with the USSR and the People’s Republic of China. ERA 10, 1C, 2 • Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. ERA 10, 1C, 3 • Evaluate Reagan’s efforts to reassert American military power and rebuild American prestige. ERA 10, 1C, 4 • Explain the reasons for the collapse of communist governments in 	<ul style="list-style-type: none"> • Interpret • Isolationist • League of Nations • Mobilization • Mobilized • National socialism • Neutrality • New Deal • Nuclear politics • Origins • Russian Revolution • Sharecroppers • Significance • Stock market • Turning points • Versailles Treaty • World War I <p>Websites</p> <ul style="list-style-type: none"> • www.dhr.history.vt.edu/index.html • www.dhr.history.vt.edu/index.html > (women and minorities in WW II) 	<ul style="list-style-type: none"> • www.digitalhistory.uh.edu • www.ifklibrary.org 	

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		<p>Eastern Europe and the USSR. ERA 10, 1C, 5</p> <p>HP 1 (9-12) –2b <u>Interpreting and constructing visual data</u> (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) <u>in order to explain historical continuity and change</u> (e.g., timeline of Rhode Island’s path to Revolution: Why is Rhode Island first to declare independence, but last colony to ratify the <i>Constitution</i>?).</p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. ERA 7, 2B, 1 • Assess the economic policies of the Harding and Coolidge administrations and their impact on wealth distribution, investment, and taxes. ERA 8, 1A, 1 • Analyze the causes and consequences of the stock market crash of 1929. ERA 8, 1A, 2 • Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. ERA 8, 3A, 1 • Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. ERA 8, 3A, 2 • Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5 • Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor ERA 8, 3A, 6 • Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters. ERA 8, 3B, 1 • Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. ERA 8, 3B, 3 <p>Websites</p> <ul style="list-style-type: none"> • www.discoveryeducation.com<<a _(maps)<="" a="" atlas="" href="http://www.discoveryeducation.com/>_(videos) • <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Aggression • Analyze • Assess • Causes • Change • Communism • Consequences • Constructing • European Theater • Evaluate • Fascism • Historical continuity • Interpreting • League of Nations • National socialism • Neutrality • Pacific Theater • Stock market crash of 1929 • Turning points • Versailles • Wealth distribution • World War I 			
<p>Historical Perspectives/ RI History Strand</p> <p>HP 2: History is a</p>		<p>Students connect the past with the present by... HP 2 (9-12) –1</p> <p>HP 2 (9-12) –1a <u>Explaining origins of major historical events</u> (e.g., Industrial Revolution in Rhode Island).</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list on page one 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p>

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<p>chronicle of human activities, diverse people, and the societies they form.</p>		<p>Grade11- United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. ERA 7, 2B, 1 Examine rising racial tensions, the resurgence of the Ku Klux Klan, and the emergence of Garveyism. ERA 7, 3A, 3 Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. ERA 8, 3A, 1 Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5 Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8, 3A, 1 Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A, 2 Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5 Assess the Vietnam policy of the Kennedy, Johnson, and Nixon administrations and the shifts of public opinion about the war. ERA 9, 2C, 1 Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation. ERA 9, 4A, 1 Explain the resistance to civil rights in the South between 1954 and 1965. ERA 9, 4A, 3 Assess the role of the legislative and executive branches in advancing the civil rights movement and the effect of shifting the focus from de jure to de facto segregation. ERA 9, 4A, 5 <p>Websites</p> <ul style="list-style-type: none"> www.choices.edu<http://www.choices.edu> (Cold War) http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?_php=true&_type=blogs&_r=0 (Cold War) www.bbc.co.uk<http://www.bbc.co.uk> (Cold War) http://www.fordham.edu/Halsall/mod/modsbook.asp (Cold War) www.ifklibrary.org<http://www.ifklibrary.org> (Cold War) <p>HP 2 (9-12) –1b <u>Identifying and linking key ideas and concepts and their enduring implications</u> (e.g., separation of church and state in Rhode Island).</p> <p>Grade11- United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Continuing controversies in foreign relations (Korea, Afghanistan, Russia) 	<p>Academic vocabulary</p> <ul style="list-style-type: none"> Analyze Assess civil Rights Movement Causes world War I Civil rights Civil rights movement Cold War Communism Containment De jure Evaluate aggression De facto segregation Garveyism Ku KLUX KLAN NAACP segregation National socialism Neutrality Nuclear politics Origins Origins Origins Public opinion Racism Rationale Resistance <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCES</p> <p>WEBSITES</p> <p>Websites</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://www.docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu<http://www.choices.edu> http://www.fordham.edu/Halsall/mod/modsbook.asp http://www.avalon.law.yale.edu/ www.digitalhistory.uh.edu<http://www.digitalhistory.uh.edu> www.ifklibrary.org<http://www.ifklibrary.org> 	<p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>HP 2 (7-8) –1c Analyzing and evaluating how national and world events have impacted Rhode Island and how Rhode Island has impacted national and world events (e.g., women’s liberation movement; Commodore Matthew Perry of RI opens trade with Japan; Quonset Hut; slave trade). Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • • <p>Academic vocabulary</p> <p>Websites</p>			
<p>Historical Perspectives/ RI History Strand</p> <p>HP 2: History is a chronicle of human activities, diverse people, and the societies they form.</p>		<p>Students chronicle events and conditions by... HP 2 (9-12) – 2</p> <p>HP 2 (9-12) – 2a <u>Creating narratives based on a particular historical point of view</u> (e.g., unemployed WWII vet, home front in WWII, oil refinery promoter, environmental activist in Rhode Island; slave or free black in Newport, slave holder, trader or investor). Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Examine rising racial tensions, the resurgence of the Ku Klux Klan, and the emergence of Garveyism. ERA 7, 3A, 3 • Explain U.S. military and economic mobilization for war and evaluate the role of labor, including women and African Americans. ERA 7, 2C, 1 • Analyze the impact of public opinion and government policies on constitutional interpretation and civil liberties. ERA 7, 2C, 2 • Examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity. ERA 7, 3C, 4 • Assess the economic policies of the Harding and Coolidge administrations and their impact on wealth distribution, investment, and taxes. ERA 8, 1A, 1 • Analyze the causes and consequences of the stock market crash of 1929. ERA 8, 1A, 2 • Evaluate the causes of the Great Depression. ERA 8, 1A, 3 • Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. ERA 8, 3B, 4 • Assess the Vietnam policy of the Kennedy, Johnson, and Nixon administrations and the shifts of public opinion about the war. ERA 9, 2C, 1 • Analyze the leadership and ideology of Martin Luther King, Jr. and Malcolm X in the civil rights movement and evaluate their legacies. ERA 9, 4A, 4 <p>Websites</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students’ thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list on page one • <p>WEBSITES</p> <p>Websites</p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov • www.gilderlehrman.org • www.loc.gov/teacher/ • http://docsteach.org • www.readwritethink.org • http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.besthistorysites.net/ • http://www.teachushistory.org • www.choices.edu • http://www.fordham.edu/Halsall/mod/modsbook.asp • War 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis

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Curriculum Writers: Natalie O'Brien, Department Chair and Sarah Lane

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • http://www.fordham.edu/Halsall/mod/modsbook.asp (Harlem Renaissance) <p>HP 2 (9-12) – 2b <u>Synthesizing information from multiple sources to formulate an historical interpretation</u> (e.g., document-based questions, quantitative data, material artifacts of RI).</p> <p>Grade11- United States 1900-Present</p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. ERA 7, 2B, 1 • Evaluate the causes of the Great Depression. ERA 8, 1A, 3 • Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration’s responses. ERA 8, 1A, 5 • Contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover. ERA 8, 2A, 1 • Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. ERA 8, 3A, 3 • Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. ERA 8, 3A, 4 • Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5 • Analyze Hitler’s “final solution” and the Allies’ responses to the Holocaust and war crimes. ERA 8, 3B, 2 • Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. ERA 8, 3B, 4 • Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A, 2 • Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5 • Assess the Vietnam policy of the Kennedy, Johnson, and Nixon administrations and the shifts of public opinion about the war. ERA 9, 2C, 1 <p><u>Websites</u> www.choices.edu<http://www.choices.edu></p>	<ul style="list-style-type: none"> • Perspectives • Point of view • Public opinion • Stock market crash of 1929 • Wealth distribution 	<ul style="list-style-type: none"> • http://avalon.law.yale.edu/ • www.digitalhistory.uh.edu<http://www.digitalhistory.uh.edu/> • www.jfklibrary.org<http://www.jfklibrary.org/> 	

U.S. HISTORY CURRICULUM Grade 11

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>Historical Perspectives/ RI History Strand</p> <p>HP 2: History is a chronicle of human activities, diverse people, and the societies they form.</p>		<p>Students show understanding of change over time by... HP 2 (9-12) – 3</p> <p>HP 2 (9-12) – 3a <u>Tracing patterns chronologically in history to describe changes on domestic, social, or economic life</u> (e.g., immigration trends, land use patterns, naval military history).</p> <p>Grade11- United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the new immigration policies after 1965 and the push-pull factors that prompted a new wave of immigrants. ERA 10,2B,1 Identify the major issues that affected immigrants and explain the conflicts these issues engendered. ERA 10,2B,2 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Analyze Chronologically Domestic Economic Engendered Push-pull factors Social <p>Websites</p> <p>EXTENSION HP 2 (Ext) –3a <u>Tracing patterns chronologically in history to describe changes on domestic, social, or economic life and predicting events that might occur in the future, based on those patterns.</u></p> <p>Grade11- United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the new immigration policies after 1965 and the push-pull factors that prompted a new wave of immigrants. ERA 10,2B,1 Identify the major issues that affected immigrants and explain the conflicts these issues engendered. ERA 10,2B,2 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Analyze Engendered Push-pull factors Social <p>Websites</p> <p>HP 2 (9-12) – 3b <u>Documenting various groups</u> (e.g., formal: non-government organizations, religious; informal: family, clan) <u>and their traditions that have remained constant over time</u> (e.g., religious denomination, fishing industry, formal and informal design, town financial meeting, lotteries).</p> <p>Grade11- United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the position of major religious groups on political and social issues. ERA 10,2C,2 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Analyze Documenting <p>Websites</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsintute.org/instructional/resources/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp http://avalon.law.yale.edu/ www.digitalhistory.uh.edu http://www.digitalhistory.uh.edu/ www.ifklibrary.org 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>Historical Perspectives/ RI History Strand</p> <p>HP 3: The study of history helps us understand the present and shape the future.</p>		<p>Students demonstrate an understanding of how the past frames the present by... HP 3 (9-12) –1</p> <p>HP 3 (9-12) –1a <u>Gathering evidence of circumstances and factors contributing to contemporary problems</u> (e.g., civil rights movement, sexual revolution).</p> <p><u>Grade11- United States 1900-Present</u> Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. ERA 9, 4A, 6 Analyze the factors contributing to modern feminism and compare the ideas, agendas, and strategies of feminist and counter-feminist organizations. ERA 9, 4B, 1 Identify the major social, economic, and political issues affecting women and explain the conflicts these issues engendered. ERA 9, 4B, 2 Evaluate the conflicting perspectives over the Equal Rights Amendment, Title VII, and Roe v. Wade. ERA 9, 4B, 1 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Agendas Civil rights Contemporary Counter-feminist organizations Engendered Equal opportunities Evaluate Modern feminism Perspectives <p>Websites</p> <p>HP 3 (9-12) –1b <u>Formulating a position or course of action on a current issue from a choice of carefully evaluated options, taking into account the historical underpinnings</u> (e.g., casino issue and American Indian sovereignty; current national border debate and RI historical perspective).</p> <p><u>Grade11- United States 1900-Present</u> Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze current events <p>Academic vocabulary</p> <ul style="list-style-type: none"> Analyze Underpinnings <p>Websites</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standard5 http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp http://www.avalon.law.yale.edu/ www.digitalhistory.uh.edu www.jfklibrary.org 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis
<p>Historical Perspectives/ RI History Strand</p>		<p>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by... HP 3 (9-12) – 2</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the</p>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>HP 3: The study of history helps us understand the present and shape the future.</p>		<p>HP 3 (9-12) – 2a <u>Articulating an understanding of the meaning, implications, and impact of historical events on their lives today</u> (e.g., closing of the Navy in Rhode Island at Quonset Point; volunteer army; ratification of RI Constitution; whaling industry, access to the shore, declining birth rates).</p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the significance and legacy of the New Deal. ERA 8, 2C, 3, 3B, 4 Assess the effectiveness of the “Great Society” programs. ERA 9, 3B, 4 Explain the shifting age structure of the population with the aging of the “baby boomers,” and grasp the implications of the “greying of America.” ERA 10, 2B, 5 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Articulating Assess baby boomers Context Evaluate Great Society Greying of America Implications Legacy New Deal Significance <p>Websites</p> <p>HP 3 (9-12) – 2b <u>Analyzing how an historical development</u> (e.g., cycle of poverty or prosperity, low educational attainment, “Independent Man”) <u>has contributed to current social, economic, or political patterns.</u></p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the continuing struggle for e pluribus unum amid debates over national vs. group identity, group rights vs. individual rights, multiculturalism, and bilingual education. ERA 10, 2E, 6 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Analyzing Evaluate <i>E pluribus unum</i> Multiculturalism <p>Websites</p>	<p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp http://avalon.law.yale.edu/ www.digitalhistory.uh.edu http://www.digitalhistory.uh.edu/ www.ifklibrary.org 	<p>introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis
<p>Historical Perspectives/ RI History Strand</p> <p>HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.</p>		<p>Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by... HP 4 (9-12) –1</p> <p>HP 4 (9-12) –1a <u>Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized.</u></p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate Wilson's Fourteen Points, his negotiations at the Versailles <p>Academic vocabulary</p> <ul style="list-style-type: none"> Aggression 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7, 2C, 5</p> <ul style="list-style-type: none"> • Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. ERA 8, 3A, 3 • Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5 • Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8, 3A, 6 • Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A, 2 • Examine the U.S. response to the Chinese Revolution and its impact on the Cold War. ERA 9, 2A, 3 • Analyze the causes of the Korean War and how a divided Korea remained a source of international tension. ERA 9, 2A, 4 • Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5 • Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. ERA 10, 1C, 3 • Evaluate the reformulation of foreign policy in the post-Cold War era. ERA 10, 1C, 6 <p>Websites</p> <ul style="list-style-type: none"> • http://www.nationalgeographic.com/xpeditions/atlas/ (maps) • http://www.choices.edu (Cold War) • http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?_php=true&_type=blogs&_r=0 (Cold War) • http://www.bbc.co.uk (Cold War) • http://www.fordham.edu/Halsall/mod/modsbook.asp (Cold War) <p>HP 4 (9-12) –1b Analyzing conflict that is based on unresolved historical-geographical differences (e.g., religious, racial, and socio-economic).</p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7, 2C, 5 • Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. ERA 8, 3A, 3 • Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5 • Analyze the reasons for the growing tensions with Japan in East Asia <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Analyze • Chinese Revolution • Cold War • Containment policy • Evaluate • Foreign policy • Fourteen Points • Good Neighbor Policy 	<p>depth</p> <ul style="list-style-type: none"> • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge 	<ul style="list-style-type: none"> • www.ride.ri.gov • www.gilderlehrman.org • www.loc.gov/teacher/ • http://docsteach.org • www.readwritethink.org • http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards • http://www.besthistorysites.net/ • http://www.teachushistory.org • http://www.choices.edu • http://www.fordham.edu/Halsall/mod/modsbook.asp • http://www.avalon.law.yale.edu/ • http://www.digitalhistory.uh.edu • http://www.digitalhistory.uh.edu • http://www.ifklibrary.org 	<ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>culminating with the bombing of Pearl Harbor. ERA 8, 3A, 6</p> <ul style="list-style-type: none"> Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A, 2 Examine the U.S. response to the Chinese Revolution and its impact on the Cold War. ERA 9, 2A, 3 Analyze the causes of the Korean War and how a divided Korea remained a source of international tension. ERA 9, 2A, 4 Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5 Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. ERA 10, 1C, 3 Evaluate the reformulation of foreign policy in the post-Cold War era. ERA 10, 1C, 6 <p>Websites</p> <ul style="list-style-type: none"> http://www.nationalgeographic.com/xpeditions/atlas/ (maps) www.choices.edu (Cold War) http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?_php=true&_type=blogs&_r=0 (Cold War) www.bbc.co.uk (Cold War) http://www.fordham.edu/Halsall/mod/modsbook.asp (Cold War) <p>HP 4 (9-12) –1c Citing historical evidence that geographic factors affected decision-making by policy-makers.</p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7, 2C, 5 Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. ERA 8, 3A, 3 Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5 Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8, 3A, 6 Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A, 2 Examine the U.S. response to the Chinese Revolution and its impact on the Cold War. ERA 9, 2A, 3 Analyze the causes of the Korean War and how a divided Korea remained a source of international tension. ERA 9, 2A, 4 Explain the rationale, implementation, and effectiveness of the U.S. 	<ul style="list-style-type: none"> Implementation Korean War Latin America Middle East Nuclear politics Political struggles Rationale Versailles Treaty <p>Websites</p>		
		<p>Academic vocabulary</p> <ul style="list-style-type: none"> Aggression Analyze Chinese Revolution Cold War Containment Evaluate Fourteen Points Good Neighbor Policy Implementation Korean War Latin America Middle Est Nuclear politics Origins Political struggles Rationale 			

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		<p>containment policy. ERA 9, 2A, 5</p> <ul style="list-style-type: none"> Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. ERA 10, 1C, 3 Evaluate the reformulation of foreign policy in the post-Cold War era. ERA 10, 1C, 6 <p>Websites</p> <ul style="list-style-type: none"> http://www.nationalgeographic.com/xpeditions/atlas/ (maps) www.choices.edu<http://www.choices.edu> (Cold War) http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/?_php=true&_type=blogs&_r=0 (Cold War) www.bbc.co.uk<http://www.bbc.co.uk> (Cold War) http://www.fordham.edu/Halsall/mod/modsbook.asp (Cold War) 	<ul style="list-style-type: none"> Versailles Treaty 		
<p>Historical Perspectives/ RI History Strand</p> <p>HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.</p>		<p>Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by... HP 4 (9-12) –2</p> <p>HP 4 (9-12) –2a <u>Evaluating the effect of technology and innovation on promoting territorial expansion.</u></p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze how radio, movies, newspapers, and popular magazines created mass culture. ERA 7,3C, 2 Assess the significance of research and scientific breakthroughs in promoting the U.S. space program. ERA 9,1C, 3 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Analyze Assess class culture Expansion Innovations Significance <p>Websites</p> <p>HP 4 (9-12) –2b <u>Proving whether innovation and invention have been beneficial or detrimental to society.</u></p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. ERA 8,3B, 4 Explain the origins of the Cold War and the advent of nuclear politics. ERA 9,2A, 2 Explain the increase in income disparities and evaluate its social and political consequences. ERA 10 ,2D, 3 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Cold War Consequences Detrimental Evaluate Income disparities 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu<http://www.choices.edu> colhttp://www.fordham.edu 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Innovations • Nuclear politics • Origins <p style="text-align: center;">Websites</p>		<p>/Halsall/mod/modsbook.asp d War)</p> <ul style="list-style-type: none"> • http://avalon.law.yale.edu/ • www.digitalhistory.uh.edu • http://www.digitalhistory.uh.edu <p>du/></p> <ul style="list-style-type: none"> • www.jfklibrary.org • http://www.jfklibrary.org/> 	
<p>Historical Perspectives/ RI History Strand</p> <p>HP 5: Human societies and cultures develop and change in response to human needs and wants.</p>		<p>Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by... HP5 (9-12) –1</p> <p>HP 5 (9-12) –1a <u>Identifying patterns of migration and evaluating their socio-cultural impacts.</u></p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Analyze the factors that lead to immigration restriction and the closing of the “Golden Door.” ERA 7, 3A, 2 • Examine rising racial tensions, the resurgence of the Ku Klux Klan, and the emergence of Garveyism. ERA 7, 3A, 3 • Examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity. ERA 7, 3C, 4 • Analyze the economic and social effects of the sharp increase in the labor force participation of women and new immigrants. ERA 10, 2A, 2 • Analyze the new immigration policies after 1965 and the push-pull factors that prompted a new wave of immigrants. ERA 10, 2B, 1 • Identify the major issues that affected immigrants and explain the conflicts these issues engendered. ERA 10, 2B, 2 • Explore the continuing population flow from cities to suburbs, the internal migrations from the “Rustbelt” to the “Sunbelt,” and the social and political effects of these changes. ERA 10, 2B, 3 • Analyze how the new immigrants have affected religious diversity. ERA 10, 2C, 1 <p>HP5 (9-12) –1b <u>Investigating the role of demographic factors (gender, ethnicity, class) in creating cultural diversity in a society.</u></p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Analyze how social change and renewed ethnic diversity has affected artistic expression and popular culture. ERA 10, 2D, 2 <p style="text-align: center;">Academic vocabulary</p> <ul style="list-style-type: none"> • “Golden Door” • Analyze • Assess • Diversity • Engendered • Garveyism • Harlem Renaissance • Ku Klux Klan • Migration • Push-pull factors • Rustbelt • Socio-cultural impacts • Sunbelt <p style="text-align: center;">Websites</p> <p style="text-align: center;">Academic vocabulary</p> <ul style="list-style-type: none"> • Analyze • Demographic 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students’ thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov • www.gilderlehrman.org • www.loc.gov/teacher/ • http://docsteach.org • www.readwritethink.org • http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards • http://www.besthistorysites.net/ • http://www.teachushistory.org • www.choices.edu • http://www.fordham.edu • /Halsall/mod/modsbook.asp d War) • http://avalon.law.yale.edu/ • www.digitalhistory.uh.edu • http://www.digitalhistory.uh.edu <p>du/></p> <ul style="list-style-type: none"> • www.jfklibrary.org • http://www.jfklibrary.org/> 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS	
		<ul style="list-style-type: none"> Explore the range of women’s organizations, the changing goals of the women’s movement, and the issues currently dividing women. ERA 10, 2E, 2 Evaluate the continuing struggle for e pluribus unum amid debates over national vs. group identity, group rights vs. individual rights, multiculturalism, and bilingual education. ERA 10, 2E, 6 <p>HP 5 (9-12) –1c Analyzing the contribution of diverse cultural elements (e.g., norms, beliefs, religions, ideologies, languages, cuisines). Grade11 - United States 1900-Present</p> <p style="text-align: center;">Essential knowledge and skills</p> <ul style="list-style-type: none"> Examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity. ERA 7, 3C, 4 Analyze the economic and social effects of the sharp increase in the labor force participation of women and new immigrants. ERA 10, 2A, 2 Explain the increase in income disparities and evaluate its social and political consequences. ERA 10, 2A, 3 Analyze how the new immigrants have affected religious diversity. ERA 10, 2C, 1 	<ul style="list-style-type: none"> Diversity E pluribus unum Evaluate Multiculturalism <p>Websites</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> Analyze Assess Diversity Harlem Renaissance Income disparities <p>Websites</p>			
<p>Historical Perspectives/ RI History Strand</p> <p>HP 5: Human societies and cultures develop and change in response to human needs and wants.</p>		<p>Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by... HP 5 (9-12) – 2</p> <p>HP 5 (9-12) –2a Analyzing how membership in particular cultural groups has affected civic engagement on the local, regional, and national level, citing evidence.</p> <p>Grade11 - United States 1900-Present</p> <p style="text-align: center;">Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. ERA 9, 4A, 6 Explain the increase in income disparities and evaluate its social and political consequences. ERA 10, 2A, 3 Explain the shifting age structure of the population with the aging of the “baby boomers,” and grasp the implications of the “greying of America.” ERA 10, 2B, 5 Evaluate the continuing grievances of racial and ethnic minorities and their recurrent reference to the nation’s charter documents. ERA 10, 2E, 4 	<p>Academic vocabulary</p> <ul style="list-style-type: none"> Agendas Analyze Baby boomers Charter document Civic engagement Civil rights Culture Equal opportunities Evaluate Greying of America Grievances 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p style="text-align: center;"><u>Websites</u></p> <p>HP5 (9-12) –2b <u>Contrasting how cultural groups have conflicted over land use issues.</u></p> <p>Grade11 - United States 1900-Present <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Explore the range of women’s organizations, the changing goals of the women’s movement, and the issues currently dividing women. ERA 10, 2E, 2 Explain the evolution of government support for the assertion of rights by the disabled. ERA 10, 2E, 3 Evaluate the continuing grievances of racial and ethnic minorities and their recurrent reference to the nation’s charter documents. ERA 10, 2E, 4 Examine the emergence of the Gay Liberation Movement and evaluate the invocation of democratic ideals concerning the civil rights of gay Americans. ERA 10, 2E, 5 Evaluate the continuing struggle for e pluribus unum amid debates over national vs. group identity. ERA 10, 2E, 6 <p>HP5 (9-12) –2c <u>Evaluating how societies addressed environmental challenges in ways that shaped their cultural practices.</u></p> <p>Grade11 - United States 1900-Present <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Explain renewed efforts to protect the environment during the Great Depression and evaluate their success in places such as the Dust Bowl and the Tennessee Valley. ERA 8, 2A, 6 Compare the so-called second environmental movement with the first at the beginning of the 20th century. ERA 8, 2A, 5 <p style="text-align: center;"><u>Websites</u></p>	<p>independent inquiry and cooperative learning;</p> <ul style="list-style-type: none"> involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<ul style="list-style-type: none"> http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu<http://www.choices.edu> http://www.fordham.edu/Halsall/mod/modsbook.asp http://avalon.law.yale.edu/ www.digitalhistory.uh.edu<http://www.digitalhistory.uh.edu> www.ifklibrary.org<http://www.ifklibrary.org> 	
<p>Historical Perspectives/ RI History Strand</p> <p>HP 5: Human societies and cultures develop and change in response to human needs and</p>		<p>Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by... HP 5 (9-12) – 3</p> <p>HP 5 (9-12) – 3a Utilizing sources (e.g., primary documents, secondary sources, oral histories) to identify different historical narratives and perspectives about the same events.</p> <p>Grade11 - United States 1900-Present <u>Essential knowledge and skills</u></p> <p style="text-align: center;"><u>Academic vocabulary</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON</p>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
wants.		<ul style="list-style-type: none"> • Explain U.S. military and economic mobilization for war and evaluate the role of labor, including women and African Americans. ERA 7, 2C, 1 • Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. ERA 7, 2C, 4 • Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. ERA 8, 3B, 4 • Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5 • Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. ERA 10, 1C, 3 <p>HP 5 (9-12) – 3b <u>Describing how the historical perspectives of leaders and decision makers served to shape and influence public policy using primary sources as evidence.</u></p> <p>Grade11 - United States 1900-Present <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • • <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Perspectives • Primary sources • Public policy <p><u>Websites</u></p>	<ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge 	<p>www.gilderlehrman.org</p> <p>www.loc.gov/teacher/</p> <p>http://docsteach.org</p> <ul style="list-style-type: none"> • www.readwritethink.org • http://www.billofrightsinstitute.org/instructional/resource/Lessons/Lessons_List.asp • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards • http://www.besthistorysites.net/ • http://www.teachushistory.org • www.choices.edu • http://www.fordham.edu/Halsall/mod/modsbook.asp • http://avalon.law.yale.edu/ • www.digitalhistory.uh.edu • http://www.digitalhistory.uh.edu/ • www.ifklibrary.org 	<p><u>ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis
<p>Economics</p> <p>E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance</p>		<p>Students demonstrate an understanding of basic economic concepts-by... E 1 (9-12) –1</p> <p>E 1 (9-12) –1a <u>Applying the concept that choices involve trade-offs in real world situations or historical contexts.</u></p> <p>Grade11 - United States 1900-Present <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Evaluate Wilson's leadership during the period of neutrality and his reasons for intervention. ERA 7, 2B, 4 • Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Assembly line • Assess • Communications revolution • Contexts <p><u>Websites</u></p>	<p>Teachers</p> <p>Use formative assessment to guide instruction</p> <p>Provide opportunities for independent, partner and collaborative group work</p> <p>Use Classroom Instruction That Works Strategies:</p> <ul style="list-style-type: none"> • Setting objectives and providing feedback • Reinforcing effort and providing recognition 	<p><u>Textbook</u></p> <p><i>American Government</i> McDougal and Littell</p> <p><u>Supplementary Books, Teacher (T) Student (S)</u></p> <ul style="list-style-type: none"> • "Mini-Q's" in American Government – DBQ Binder <p><u>Technology</u></p> <ul style="list-style-type: none"> • Computers • LCD projectors • Interactive boards 	<p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis <p><u>SUGGESTED FORMATIVE/SUMMATIVE</u></p>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>daily life. ERA 7, 3B, 1</p> <ul style="list-style-type: none"> Explain how the United States mobilized its economic and military resources during World War II. ERA 8 3C, 1 Evaluate the war's impact on science, medicine, and technology, especially in nuclear physics, weaponry, synthetic fibers, and television. ERA 8 3C, 6 Examine how American technology ushered in the communications revolution and assess its global influence. ERA 9, 1C, 6 <p>E 1 (9-12) –1b <u>Applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts.</u></p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life. ERA 7 3B, 1 Assess the economic policies of the Harding and Coolidge administrations and their impact on wealth distribution, investment, and taxes. ERA 8, 1A, 1 Analyze the causes and consequences of the stock market crash of 1929. ERA 8, 1A, 2 Evaluate the causes of the Great Depression. ERA 8, 1A, 3 Explain the global context of the depression and the reasons for the worldwide economic collapse. ERA 8, 1A, 4 Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. ERA 8, 1A, 5 Analyze the impact of the Cold War on the economy. [Identify issues and problems in the past. ERA 9, 1A, 4 Explore how the new relationship between science and government after World War II created a new system of scientific research and development. ERA 9, 1C, 1 Explain the conservative reaction to liberalism and evaluate supply-side economic strategies of the Reagan and Bush administrations. ERA 10, 1B, 1 Evaluate the impact of recurring recessions and the growing national debt on the domestic agendas of recent presidential administrations. ERA 10, 1B, 5 Explain the increase in income disparities and evaluate its social and political consequences. ERA 10, 2A, 3 	<ul style="list-style-type: none"> Evaluate Innovation Intervention Mobilized Neutrality Rapid transit Scientific management Trade-offs <p>Websites</p> <ul style="list-style-type: none"> Analyze Assembly lines Assess Causes Cold War Computer revolution Consequences Conservative Contexts Evaluate Great Depression Income disparities Innovations Liberalism National debt Rapid transit Recessions Scientific management Stock market crash of 1929 Supply-side economics Wealth distribution <p>Websites</p>	<ul style="list-style-type: none"> Cooperative learning Cues, questions, and advance organizers Nonlinguistic representations Summarizing and note taking Assigning homework and providing practice Identifying similarities and differences Generating and testing hypotheses <p>Differentiate instruction by varying the content, process, and product and providing opportunities for:</p> <ul style="list-style-type: none"> Anchoring Cubing Jig-sawing Pre/post assessments Think/pair/share Tiered assignments <p>Model historical thinking skills:</p> <ul style="list-style-type: none"> chronological thinking, historical comprehension historical analysis and interpretation, historical research capabilities historical issues – analysis and decision-making <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and 	<p>Websites</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp http://avalon.law.yale.edu/ www.digitalhistory.uh.edu www.jfklibrary.org <p>Materials</p> <ul style="list-style-type: none"> Primary Sources <p>ASSESSMENTS</p> <ul style="list-style-type: none"> Anecdotal records Conferencing Exhibits Interviews Graphic organizers Journals Modeling Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> Role playing - bodily kinesthetic Graphic organizing - visual Collaboration - interpersonal Oral presentations Primary source analysis Problem/Performance based/common tasks Rubrics/checklists Tests and quizzes Technology Think-alouds Vocabulary

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		<ul style="list-style-type: none"> Evaluate how scientific advances and technological changes such as robotics and the computer revolution affect the economy and the nature of work. ERA 10, 2A, 5 Assess the effects of international trade, transnational business organization, and overseas competition on the economy. ERA 10, 2A,6 <p>E 1 (9-12) –1c <u>Evaluating historical and contemporary choices using marginal analysis.</u> Grade11 - United States 1900-Present</p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> <p style="text-align: right;"><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Abundance <p style="text-align: right;"><u>Websites</u></p>	<p>cooperative learning;</p> <ul style="list-style-type: none"> involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge <p>Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) two column note taking 5-3-1 QAR Read around the text <p>Infuse Common Core ELA standards</p> <p>Provide rubrics and models</p>		<ul style="list-style-type: none"> Writing genres <ul style="list-style-type: none"> Arguments Informative
<p>Economics</p> <p>E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance</p>		<p>Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by... E 1 (9-12) –2</p> <p>E 1 (9-12) –2a <u>Applying the concept that personal choices often have long-run intended and unintended consequences using historical examples.</u></p> <p>Grade11 - United States 1900-Present</p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Analyze the causes and consequences of the stock market crash of 1929. ERA 8, 1A, 2 Evaluate the causes of the Great Depression. ERA 8, 1A, 3 Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8, 1B, 1 Analyze the impact of the Great Depression on the American family and on ethnic and racial minorities. ERA 8, 1B, 3 <p style="text-align: right;"><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Agendas Analyze Causes Consequences Consumer economy Craft and industrial unions 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/s 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS	
		<ul style="list-style-type: none"> • Explain how New Deal legislation and policies affected American workers and the labor movement. ERA 8, 2B, 1 • Explain the re-emergence of labor militancy and the struggle between craft and industrial unions. ERA 8, 2B, 2 • Evaluate labor union positions on minority and women workers. ERA 8, 2B, 3 • Explain the impact of the New Deal on nonunion workers. ERA 8, 2B, 4 • Evaluate how minorities organized to gain access to wartime jobs and how they confronted discrimination. ERA 8, 3C, 3 • Explain the reasons for the sustained growth of the postwar consumer economy. ERA 9, 1A, 2 • Explain the growth of the service, white collar, and professional sectors of the economy that led to the enlargement of the middle class. ERA 9, 1A, 3 • Identify the major social, economic, and political issues affecting women and explain the conflicts these issues engendered. ERA 9, 4B, 2 • Evaluate the impact of recurring recessions and the growing national debt on the domestic agendas of recent presidential administrations. ERA 10, 1B, 4 • Analyze the economic and social effects of the sharp increase in the labor force participation of women and new immigrants. ERA 10, 2A, 2 <p>E 1 (9-12) –2b <u>Evaluating personal choices using a cost-benefit analysis.</u></p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Analyze the causes and consequences of the stock market crash of 1929. ERA 8, 1A, 2 • Evaluate the causes of the Great Depression. ERA 8, 1A, 3 • Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8, 1B, 1 • Analyze the impact of the Great Depression on the American family and on ethnic and racial minorities. ERA 8, 1B, 3 • Explain how New Deal legislation and policies affected American workers and the labor movement. ERA 8, 2B, 1 • Explain the re-emergence of labor militancy and the struggle between craft and industrial unions. ERA 8, 2B, 2 • Evaluate labor union positions on minority and women workers. ERA 8, 2B, 3 • Explain the impact of the New Deal on nonunion workers. ERA 8, 2B, 4 	<ul style="list-style-type: none"> • Dust Bowl • Engendered • Evaluate • Great Depression • Labor militancy • Marginal analysis • National debt • New Deal • Scarcity • Sharecroppers • Stock market crash of 1929 • Tenants • White collar <p>Websites</p>	<ul style="list-style-type: none"> thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge 	<p>pecial_features_view.asp?id=1</p> <ul style="list-style-type: none"> • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standard5 • http://www.besthistorysites.net/ • http://www.teachushistory.org • www.choices.edu<http://www.choices.edu> • http://www.fordham.edu/Halsall/mod/modsbook.asp#dWar • http://avalon.law.yale.edu/ • www.digitalhistory.uh.edu<http://www.digitalhistory.uh.edu/> • www.jfklibrary.org<http://www.jfklibrary.org/> 	

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Evaluate how minorities organized to gain access to wartime jobs and how they confronted discrimination. ERA 8, 3C, 3 • Explain the reasons for the sustained growth of the postwar consumer economy. ERA 9, 1A, 2 • Explain the growth of the service, white collar, and professional sectors of the economy that led to the enlargement of the middle class. ERA 9, 1A, 3 • Identify the major social, economic, and political issues affecting women and explain the conflicts these issues engendered. ERA 9,4B, 2 • Evaluate the impact of recurring recessions and the growing national debt on the domestic agendas of recent presidential administrations. ERA 10,1B, 4 • Analyze the economic and social effects of the sharp increase in the labor force participation of women and new immigrants. ERA 10,2A, 2 	<ul style="list-style-type: none"> • Labor militancy • Labor movement • Labor union • New Deal • Recessions • Recessions national debt • Sharecroppers • Stock-market crash of 1929 • Tenants • White collar <p>Websites</p>		
<p>Economics</p> <p>Economics E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance</p>		<p>Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by... E 1 9-12) –3</p> <p>E 1 (9-12) –3a <u>Differentiating between subsistence, traditional, mixed, command, and market economies.</u></p> <p><u>Grade11- United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. ERA 7,2C, 4 • Analyze the links between the early New Deal and Progressivism. ERA 8,2A, 2 • Contrast the first and second New Deals and evaluate the success and failures of the relief, recovery, and reform measures associated with each. ERA 8,2A, 3 • Evaluate the significance and legacy of the New Deal. ERA 8,2C, 3 • Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8,3A, 6 • Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A, 2 • Examine the U.S. response to the Chinese Revolution and its impact on the Cold War. ERA 9, 2A, 3 • Analyze the causes of the Korean War and how a divided Korea remained a source of international tension. ERA 9, 2A, 4 • Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5 <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Abundance • analyze • Causes • Chinese Revolution • Cold War • Communist • Containment policy • Contrast • Differentiating • Eastern European • Evaluate • Implementation • Korean War • Legacy • Market economics • New Deal • Nuclear politics • Origins • Progressivism 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov • www.gilderlehrman.org • www.loc.gov/teacher/ • http://docsteach.org • www.readwritethink.org • http://www.billofrightsinstitute.org/instructional/resource/Lessons/Lessons_List.asp • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standard5 • http://www.besthistorysites.net/ • http://www.teachushistory.org 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis

U.S. HISTORY CURRICULUM Grade 11

Curriculum Writers: Natalie O'Brien, Department Chair and Sarah Lane

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Explain the reasons for the collapse of communist governments in Eastern Europe and the USSR. ERA 10, 1C,5 <p>E 1 (9-12) –3b <u>Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship).</u></p> <p><u>Grade11 - United States 1900-Present</u></p> <p style="text-align: center;"><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. ERA 7,2C, 4 • Analyze the links between the early New Deal and Progressivism. ERA 8,2A, 2 • Contrast the first and second New Deals and evaluate the success and failures of the relief, recovery, and reform measures associated with each. ERA 8,2A, 3 • Evaluate the significance and legacy of the New Deal. ERA 8,2C, 3 • Explain the origins of the Cold War and the advent of nuclear politics. ERA 9, 2A, 2 • Examine the U.S. response to the Chinese Revolution and its impact on the Cold War. ERA 9, 2A, 3 • Analyze the causes of the Korean War and how a divided Korea remained a source of international tension. ERA 9, 2A, 4 • Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9, 2A, 5 • Explain the reasons for the collapse of communist governments in Eastern Europe and the USSR. ERA 10, 1C,5 <p style="text-align: center;"><u>Academic vocabulary</u></p> <p style="text-align: center;"><u>Websites</u></p> <ul style="list-style-type: none"> • Analyze • Cause • Chinese Revolution • Cold War • Communist • Containment policy • Contrast • Eastern Europe • Evaluate • Factors of production • Implementation • Korean War • Legacy • New Deal • New Deals • Nuclear politics • Origins • Progressivism • Rationale • Russian Revolution • Significance 		<ul style="list-style-type: none"> • www.choices.edu<http://www.choices.edu> • http://www.fordham.edu/Halsall/mod/modsbook.asp • http://avalon.law.yale.edu/ • www.digitalhistory.uh.edu<http://www.digitalhistory.uh.edu> • www.ifklibrary.org<http://www.ifklibrary.org> 	
<p>Economics</p> <p>E2: Producers and consumers locally, nationally, and</p>		<p>Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by... E 2 (9-12) –1</p> <p>E 2 (9-12) –1a <u>Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy.</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list on page one 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
internally engage in the exchange of goods and services		<p>Grade11- United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life. ERA 7, 3B, 1 • Examine the changes in the modern corporation, including labor policies and the advent of mass advertising and sales techniques. ERA 7, 3B, 2 • Explain the role of new technology and scientific research in the rise of agribusiness and agricultural productivity. ERA 7, 3B, 3 • Assess the economic policies of the Harding and Coolidge administrations and their impact on wealth distribution, investment, and taxes. ERA 8, 1A, 1 • Analyze the causes and consequences of the stock market crash of 1929. ERA 8, 1A, 2 • Evaluate the causes of the Great Depression. ERA 8, 1A, 3 • Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. ERA 8, 1A, 5 • Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8, 1B, 1 • Analyze the impact of the Great Depression on industry and workers and explain the response of local and state officials in combating the resulting economic and social crises. ERA 8, 1B, 2 • Analyze the impact of the Great Depression on the American family and on ethnic and racial minorities. ERA 8, 1B, 3 • Explain how the United States mobilized its economic and military resources during World War II. ERA 8, 3C, 1 • Evaluate how minorities organized to gain access to wartime jobs and how they confronted discrimination. ERA 8, 3C, 3 • Analyze the effects of World War II on gender roles and the American family. ERA 8, 3C, 5 • Explain the reasons for the sustained growth of the postwar consumer economy. ERA 9, 1A, 2 • Explain the growth of the service, white collar, and professional sectors of the economy that led to the enlargement of the middle class. ERA 9, 1A, 3 • Analyze the continued gap between poverty and the rising affluence of the middle class. ERA 9, 1A, 5 • Identify the major social, economic, and political issues affecting women and explain the conflicts these issues engendered. ERA 9, 4B, 2 • Explain the sluggishness in the overall rate of economic growth and the relative stagnation of wages since 1973. ERA 10, 2A, 1 • Analyze the economic and social effects of the sharp increase in the labor force participation of women and new immigrants. ERA 10, 2A, 2 <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Affluence • Agribusiness • Analyze • And share croppers • Assembly lines • Assess • Causes • Computer revolution • Consequences • Consequences • Consumer economy • Corporation • Dust Bowl • Engendered • Gender roles • Great Depression • Income disparities • Innovation • Mobilized • Rapid transit • Scientific management • Stagnation • Stock market crash of 1929 • Tenants • Wealth distribution • White collar <p>Websites</p>	<p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge 	<p>WEBSITES</p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov • www.gilderlehrman.org • www.loc.gov/teacher/ • http://docsteach.org • www.readwritethink.org • http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards • http://www.besthistorysites.net/ • http://www.teachushistory.org • www.choices.edu • http://www.fordham.edu/Halsall/mod/modsbook.asp • http://avalon.law.yale.edu/ • www.digitalhistory.uh.edu • www.ifklibrary.org 	<p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Explain the increase in income disparities and evaluate its social and political consequences. ERA 10, 2A, 3 • Examine the consequences of the shift of the labor force from manufacturing to service industries. ERA 10, 2A, 4 • Evaluate how scientific advances and technological changes such as robotics and the computer revolution affect the economy and the nature of work. ERA 10, 2A, 5 • Assess the effects of international trade, transnational business organization, and overseas competition on the economy. ERA 10, 2A, 6 <p>E 2 (9-12) –1b <u>Analyzing the roles of supply and demand in an economy.</u></p> <p>Grade11 - United States 1900-Present</p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Analyze the causes and consequences of the stock market crash of 1929. ERA 8, 1A, 2 • Evaluate the causes of the Great Depression. ERA 8, 1A, 3 • Explain the global context of the depression and the reasons for the worldwide economic collapse. ERA 8, 1A, 4 • Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration’s responses. ERA 8, 1A, 5 • Evaluate the significance and legacy of the New Deal. ERA 8, 2C, 3 <p style="text-align: right;"><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Analyze • Causes • Consequences • Context • Depression • Evaluate • Great Depression • Legacy • New Deal • significance • Stock market crash of 1929 • Supply and demand <p style="text-align: right;"><u>Websites</u></p> <p>E 2 (9-12) –1c <u>Analyzing local, regional, national, and global markets for goods and services.</u></p> <p>Grade11 - United States 1900-Present</p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Analyze the causes and consequences of the stock market crash of 1929. ERA 8, 1A, 2 • Explain the global context of the depression and the reasons for the worldwide economic collapse. ERA 8, 1A, 4 • Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8, 1B, 1 • Analyze the debate over demobilization and economic reconversion <p style="text-align: right;"><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Affluence • Analyze • Causes • Consequences • Consumer economy • Context • Demobilization 			

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>and its effects on the economy. ERA 9, 1A, 1</p> <ul style="list-style-type: none"> Explain the reasons for the sustained growth of the postwar consumer economy. ERA 9, 1A, 2 Analyze the continued gap between poverty and the rising affluence of the middle class. ERA 9, 1A, 5 Assess the effects of international trade, transnational business organization, and overseas competition on the economy. ERA 10, 2A, 6 			
<p>Economics</p> <p>E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services</p>		<p>Students analyze how Innovations and technology affects the exchange of goods and services by... E 2 (9-12) – 2</p> <p>E 2 (9-12) – 2a <u>investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present.</u></p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in terms of their effectiveness in obtaining passage of reform measures. ERA 7, 1B,1 Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life. ERA 7, 3B,1 Examine the changes in the modern corporation, including labor policies and the advent of mass advertising and sales technique Analyze the impact of the Cold War on the economy. ERA 7, 3B,2 Explore how the new relationship between science and government after World War II created a new system of scientific research and development. ERA 9, 1C,1 Assess the significance of research and scientific breakthroughs in promoting the U.S. space program. ERA 9, 1C,3 Explain the advances in medical science and assess how they improved the standard of living and changed demographic patterns. ERA 9, 1C,4 Examine how American technology ushered in the communications revolution and assess its global influence. ERA 9, 1C,6 Evaluate the impact of recurring recessions and the growing national debt on the domestic agendas of recent presidential administrations. ERA 10, 1B,5 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Agendas Analyze Assembly lines rapid transit Assess Cold War Communications revolution Computer revolution Contemporary Corporation Demographic Evaluate Innovations Innovations National debt Recessions Reform Standard of living Synthesizing <p>Websites</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> Evaluate how scientific advances and technological changes such as robotics and the computer revolution affect the economy and the nature of work. ERA 10, 2A,5 Explain the influence of media on contemporary American culture. ERA 10, 2D,3 		<ul style="list-style-type: none"> d War) http://avalon.law.yale.edu/ www.digitalhistory.uh.edu http://www.digitalhistory.uh.edu/ www.ifklibrary.org www.ifklibrary.org/ 	
<p>Economics</p> <p>E3: Individuals, institutions and governments have roles in economic systems</p>		<p>Students demonstrate an understanding of the interdependence created by economic decisions by... E 3 (9-12) –1</p> <p>E 3 (9-12) –1a <u>Identifying and evaluating the benefits and costs of alternative public policies and assess who enjoys the benefits and bears the costs).</u></p> <p><u>Grade11- United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life. ERA 7, 3B,1 Assess the economic policies of the Harding and Coolidge administrations and their impact on wealth distribution, investment, and taxes. ERA 8, 1A,1 Explain the global context of the depression and the reasons for the worldwide economic collapse. ERA 8, 1A,4 Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration’s responses. ERA 8, 1A,5 Contrast the first and second New Deals and evaluate the success and failures of the relief, recovery, and reform measures associated with each. ERA 8, 2A,3 Analyze the involvement of minorities and women in the New Deal and its impact upon them. ERA 8, 2A,5 Explain how New Deal legislation and policies affected American workers and the labor movement. ERA 8, 2B, 1 Identify the leading opponents of New Deal policies and assess their arguments. ERA 8, 2C, 1 Explain the reasoning of the Supreme Court decisions on early New Deal legislation and evaluate the Roosevelt administration’s response. ERA 8, 2C, 2 Evaluate the significance and legacy of the New Deal. ERA 8, 2C, 3 Explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers. ERA 8, 3B, 5 Analyze the impact of the Cold War on the economy. ERA 9,1A,4 Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9,2A,5 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Analyze Assembly lines Assess Cold War Contrast Costs Economic collapse Effectiveness Evaluating Great Depression Implementation Innovations Investment Labor movement Legacy New Deal Public policies Rapid transit Rationale <p>Websites</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standard5 http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp http://www.avalon.law.yale.edu/ www.digitalhistory.uh.edu www.ifklibrary.org www.ifklibrary.org/ 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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		<p>E 3 (9-12) –1b <u>Evaluating the government’s monetary and fiscal policies).</u></p> <p>Grade11- United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Identify the leading opponents of New Deal policies and assess their arguments. ERA 8,2C,1 Evaluate the legislation and programs enacted during Johnson’s presidency. ERA 9,3B,3 Explain the conservative reaction to liberalism and evaluate supply-side economic strategies of the Reagan and Bush administrations. ERA 10,1B,1 Evaluate the impact of recurring recessions and the growing national debt on the domestic agendas of recent presidential administrations. ERA 10,1B,5 Explain the increase in income disparities and evaluate its social and political consequences. ERA 10,2A,3 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Conservative Debt Evaluate Fiscal policies Income disparities Liberalism New Deal Policy Recessions Social and political consequences Supply side <p>Websites</p>			
<p>Economics</p> <p>E3: Individuals, institutions and governments have roles in economic systems</p>		<p>Students demonstrate an understanding of the role of government in a global economy by... E 3 (7-8) – 2</p> <p>E 3 (9-12) – 2a <u>Evaluating how policymakers encourage or discourage economic activity.</u></p> <p>Grade11- United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Assess the economic policies of the Harding and Coolidge administrations and their impact on wealth distribution, investment, and taxes. ERA 8, 1A,1 Evaluate the causes of the Great Depression. ERA 8, 1A,3 Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration’s responses. ERA 8, 1A,5 Contrast the first and second New Deals and evaluate the success and failures of the relief, recovery, and reform measures associated with each. ERA 8, 2A, 3 Evaluate the significance and legacy of the New Deal. ERA 8, 2C, 3 Analyze the impact of the Cold War on the economy. ERA 9,1A, 4 Explore how the new relationship between science and government after World War II created a new system of scientific research and development. ERA 9,1C, 1 Examine the impact of the “Reagan Revolution” on federalism and <p>Academic vocabulary</p> <ul style="list-style-type: none"> Assess Cold War Contrast Evaluating Examine Explore Federalism Great depression Legacy New Deal Reagan Revolution <p>Websites</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>public perceptions of the role of government. ERA 10,1B, 1</p> <ul style="list-style-type: none"> Explain the sluggishness in the overall rate of economic growth and the relative stagnation of wages since 1973. ERA 10,2A, 1 <p>E 3 (9-12) – 2b <u>Interpreting source materials (e.g., media reports) about economic conditions and explain how these conditions influence decisions made by policy makers.</u></p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. ERA 8,1A, 5 Evaluate the legislation and programs enacted during Johnson's presidency. ERA 9,3B, 3 Evaluate the impact of recurring recessions and the growing national debt on the domestic agendas of recent presidential administrations. ERA 10,1B, 5 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Domestic agendas Evaluate Explore Great Depression Interpreting Policy makers <p>Websites</p>	<p>cooperative learning;</p> <ul style="list-style-type: none"> involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<ul style="list-style-type: none"> http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org http://www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp http://avalon.law.yale.edu/ http://www.digitalhistory.uh.edu http://www.ifklibrary.org 	
<p>Geography</p> <p>G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms</p>		<p>Students understand maps, globes, and other geographic tools and technologies by... G 1 (9-12) –1</p> <p>G 1 (9-12) –1a <u>Analyzing spatial patterns and synthesizing with other primary and secondary sources.</u></p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. ERA 7,2B, 1 Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. (Versailles) ERA 7,2C, 5 Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. (Dust Bowl) ERA 8,1B, 1 (Dust Bowl) Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. (Good Neighbors, Japanese/German aggression) ERA 8,3A, 3 Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. (Good Neighbors, Japanese/German aggression) ERA 8,3A, 5 Explain the origins of the Cold War and the advent of nuclear politics. (Cold War) ERA 9,2A, 2 Examine the U.S. response to the Chinese Revolution and its impact on the Cold War. ERA 9,2A, 3 Analyze the causes of the Korean War and how a divided Korea <p>Academic vocabulary</p> <ul style="list-style-type: none"> Analyzing Chinese Revolution Cold War Containment policy Dust Bowl Effectiveness Evacuate Fourteen Points Good Neighbor Policy Great Depression Imperialism Implementation Korean War League of Nations Neutrality Nuclear politics Primary sources Rationale Secondary sources 	<p>Teachers</p> <p>Use formative assessment to guide instruction</p> <p>Provide opportunities for independent, partner and collaborative group work</p> <p>Use Classroom Instruction That Works Strategies:</p> <ul style="list-style-type: none"> Setting objectives and providing feedback Reinforcing effort and providing recognition Cooperative learning Cues, questions, and advance organizers Nonlinguistic representations Summarizing and note taking Assigning homework and providing practice Identifying similarities and differences Generating and testing hypotheses <p>Differentiate instruction by varying the content, process,</p>	<p><u>Textbook</u> TBD</p> <p><u>Supplementary Books, Teacher (T) Student (S)</u></p> <ul style="list-style-type: none"> Choices Units DBQ Binder in U.S. History <p><u>Technology</u></p> <ul style="list-style-type: none"> Computers LCD projectors Interactive boards <p><u>Websites</u></p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards 	<p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis <p>SUGGESTED FORMATIVE/SUMMATIVE ASSESSMENTS</p> <ul style="list-style-type: none"> Anecdotal records Conferencing Exhibits Interviews Graphic organizers Journals

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>remained a source of international tension. ERA 9,2A, 4</p> <ul style="list-style-type: none"> Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9,2A, 5 <p>G 1 9-12) –1b Analyzing the data from geographic technology (e.g., GPS and GIS) for research and application for problem solving. NA</p> <p>G 1 (9-12) –1c Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific).</p> <p><u>Grade11- United States 1900-Present</u> <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. ERA 7,2B, 1 Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. (Versailles) ERA 7,2C, 5 Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. (Dust Bowl) ERA 8,1B, 1 (Dust Bowl) Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. (Good Neighbors, Japanese/German aggression) ERA 8,3A, 3 Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. (Good Neighbors, Japanese/German aggression) ERA 8,3A, 5 Explain the origins of the Cold War and the advent of nuclear politics. (Cold War) ERA 9,2A, 2 Examine the U.S. response to the Chinese Revolution and its impact on the Cold War. ERA 9,2A, 3 Analyze the causes of the Korean War and how a divided Korea remained a source of international tension. ERA 9,2A, 4 Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9,2A, 5 <p style="text-align: right;"><u>Websites</u></p>	<p>and product and providing opportunities for:</p> <ul style="list-style-type: none"> Anchoring Cubing Jig-sawing Pre/post assessments Think/pair/share Tiered assignments <p>Address multiple intelligences instructional strategies, e.g. visual, bodily kinesthetic, interpersonal</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge <p>Facilitate strategies of summarizing and paraphrasing</p> <ul style="list-style-type: none"> graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), 	<ul style="list-style-type: none"> http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.eduhttp://www.choices.edu http://www.fordham.edu/colhttp://www.fordham.edu/Halsall/mod/modsbook.asp http://avalon.law.yale.edu/ www.digitalhistory.uh.eduhttp://www.digitalhistory.uh.edu www.ifklibrary.orghttp://www.ifklibrary.org <p><u>Materials</u></p> <ul style="list-style-type: none"> Primary Sources 	<ul style="list-style-type: none"> Modeling Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> Role playing - bodily kinesthetic Graphic organizing - visual Collaboration - interpersonal Oral presentations Primary source analysis Problem/Performance based/common tasks Rubrics/checklists Tests and quizzes Technology Think-alouds Vocabulary Writing genres <ul style="list-style-type: none"> Argument Informative

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			categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) <ul style="list-style-type: none"> two column note taking 5-3-1 QAR Read around the text Infuse Common Core ELA standards Provide rubrics and models		
Geography G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms		<p>Students interpret the characteristics and features of maps by... G 1 (9-12)-2</p> <p>G 1 (9-12)-2a <u>Evaluating the impact of topographical features on the development of societies.</u></p> <p style="text-align: center; color: blue;">Covered In World History</p> <p>G 1 (9-12)-2b <u>Integrating visual information from maps with other sources (print & non-print) to form a coherent understanding of an idea or event.</u></p> <p style="color: blue;"><u>Grade11- United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8,3A, 6 Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters. ERA 8,3B, 1 Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9,2A, 5 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Analyze Casablanca Conference Effectiveness European Theater European Theaters Implementation Operation overload Operation Torch Pacific Theater Rationale Tehran Conference <p>Websites</p>	<p style="color: red;">TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p style="color: red;">RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p style="color: red;">WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp http://avalon.law.yale.edu/ www.digitalhistory.uh.edu 	<p style="color: red;">ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p style="color: red;">REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
				http://www.digitalhistory.uh.edu/ www.ifklibrary.org	
Geography G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions		<p>Students understand the physical and human characteristics of places by... G 2 (9-12) –1</p> <p>G 2 (9-12) –1a <u>Evaluating how humans interact with physical environments to form past and present communities.</u></p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8,1B, 1 Explain renewed efforts to protect the environment during the Great Depression and evaluate their success in places such as the Dust Bowl and the Tennessee Valley. ERA 8,2A, 6 Explain the expansion of suburbanization and analyze how the “crabgrass frontier” affected American society. ERA 9,1B, 3 Explore the continuing population flow from cities to suburbs, the internal migrations from the “Rustbelt” to the “Sunbelt,” and the social and political effects of these changes. ERA 10,2B, 3 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Crabgrass frontier Dust Bowl Dust Bowl Evaluating Explore Great depression Rustbelt Sharecroppers Suburbanization Sunbelt Tenants Tennessee valley <p>Websites</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students’ thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students’ prior knowledge 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp http://avalon.law.yale.edu/ www.digitalhistory.uh.edu www.ifklibrary.org 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis
Geography G2: Places and Regions:		<p>Students distinguish between regions and places by... G 2 (9-12) –2</p> <p>G 2 (9-12) –2a <u>Analyzing and explaining how concepts of site and situation can explain the uniqueness</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list</p>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions		<p><u>of places.</u></p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters. ERA 8,3B, 1 Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. ERA 8,3B, 4 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Autonomic bomb European theater Manhattan project Pacific theater <p>Websites</p>	<p>list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standard5 http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp http://www.avalon.law.yale.edu/ www.digitalhistory.uh.edu http://www.digitalhistory.uh.edu/ www.jfklibrary.org 	<p>in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis
<p>Geography</p> <p>G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions</p>		<p>Students understand different perspectives that individuals/groups have by... G 2 (9-12) –3</p> <p>G 2 (9-12) –3a <u>Evaluating the cultural and regional differences for potential bias from written or verbal sources.</u></p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. ERA 8,3C, 4 Explain the resistance to civil rights in the South between 1954 and 1965. ERA 9,4A, 3 Identify the major issues that affected immigrants and explain the conflicts these issues engendered. ERA 10 ,2B, 2 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Bias Civil rights Engendered Evaluate Implication Internment 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Regional • Resistance <p style="text-align: center;">Websites</p>	<ul style="list-style-type: none"> open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge 	<ul style="list-style-type: none"> • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards • http://www.besthistorysites.net/ • http://www.teachushistory.org • www.choices.edu<http://www.choices.edu> • http://www.fordham.edu/Halsall/mod/modsbook.asp • http://avalon.law.yale.edu/ • www.digitalhistory.uh.edu<http://www.digitalhistory.uh.edu> • www.jfklibrary.org<http://www.jfklibrary.org> 	<ul style="list-style-type: none"> • Primary Source analysis
<p>Geography</p> <p>G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions</p>		<p>Students understand how geography contributes to how regions are defined / identified by... G 2 9-12) –4</p> <p>G 2 (9-12) –4a <u>Comparing and contrasting regional characteristics to understand human events.</u></p> <p style="text-align: center;">NA</p> <p>G 2 (9-12) –4b <u>Analyzing human and physical changes in regions over time and evaluating how the geographic context contributes to those changes.</u></p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8,1B, 1 • Explain renewed efforts to protect the environment during the Great Depression and evaluate their success in places such as the Dust Bowl and the Tennessee Valley. ERA 8,2A, 6 • Explain the expansion of suburbanization and analyze how the “crabgrass frontier” affected American society. ERA 9,1B, 3 • Explore the continuing population flow from cities to suburbs, the internal migrations from the “Rustbelt” to the “Sunbelt,” and the <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Analyzing • Crabgrass frontier • Dust Bowl • Great Depression • Rustbelt • Sharecroppers • Suburbanization • Sunbelt • Tenants 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning; 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov • www.gilderlehrman.org • http://www.loc.gov/teacher/ • http://docsteach.org • www.readwritethink.org • http://www.billofrightsinstitute.org/instructional/resource/Lessons/Lessons_List.asp • http://edsitement.neh.gov/special_features_view.asp?id=1 • http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards • http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		social and political effects of these changes. ERA 10,2B, 3 • Tennessee Valley Websites	<ul style="list-style-type: none"> involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<ul style="list-style-type: none"> http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu<http://www.choices.edu> colhttp://www.fordham.edu/Halsall/mod/modsbook.asp d War http://avalon.law.yale.edu/ www.digitalhistory.uh.edu<http://www.digitalhistory.uh.edu> www.jfklibrary.org<http://www.jfklibrary.org> 	
Geography G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.		<p>Students understand why people do/do not migrate by... G 3 (9-12) –1</p> <p>G 3 (9-12) –1a Investigating the causes of major migrations and evaluating the impact on affected populations.</p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Analyze the factors that lead to immigration restriction and the closing of the “Golden Door.” ERA 7,3A, 2 Examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity. ERA 7,3C, 4 Analyze the impact of the Great Depression on industry and workers and explain the response of local and state officials in combating the resulting economic and social crises. ERA 8,1B, 1 Explain the expansion of suburbanization and analyze how the “crabgrass frontier” affected American society. ERA 9,1B, 3 Identify the major issues that affected immigrants and explain the conflicts these issues engendered. ERA 10,2B, 2 Explore the continuing population flow from cities to suburbs, the internal migrations from the “Rustbelt” to the “Sunbelt,” and the social and political effects of these changes. ERA 10,2B, 3 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Analyze Crabgrass frontier Engendered Examine Explore Golden door Great Depression Harlem Renaissance Investigating Migrations Rustbelt Suburbanization Sunbelt <p>Websites</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu<http://www.choices.edu> colhttp://www.fordham.edu/Halsall/mod/modsbook.asp d War http://avalon.law.yale.edu/ www.digitalhistory.uh.edu< 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
				http://www.digitalhistory.uh.edu/ www.ifklibrary.org	
<p>Geography</p> <p>G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.</p>		<p>Students understand the interrelationships of geography with resources by... G 3 (9-12) –2</p> <p>G 3 (9-12) –2a <u>Evaluating the environmental consequences of resource consumption.</u></p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8,1B, 1 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Dust Bowl Environmental consequences Evaluating Great Depression Resource consumption Sharecroppers Tenants <p>Websites</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/ http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp http://avalon.law.yale.edu/ www.digitalhistory.uh.edu www.ifklibrary.org 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis
<p>Geography</p>		<p>Students understand how geography influences human settlement, cooperation or conflict by... G 3 (9-12) –3</p>	<p>TEACHER NOTES</p> <p>See complete</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page 	<p>ASSESSMENT NOTES</p> <p>See complete</p>

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.</p>		<p>G 3 (9-12) –3a <u>Analyzing these relationships in a given historical or current example.</u></p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. ERA 7,2B, 1 Examine rising racial tensions, the resurgence of the Ku Klux Klan, and the emergence of Garveyism. ERA 7,3A, 3 Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. ERA 8,3A, 2 Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8,3A, 6 Explain the origins of the Cold War and the advent of nuclear politics. ERA 9,2A, 2 Examine the U.S. response to the Chinese Revolution and its impact on the Cold War. ERA 9,2A, 3 Explain the rationale, implementation, and effectiveness of the U.S. containment policy. ERA 9,2A, 5 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Allied powers Analyze Central powers Chinese Revolution Cold War Effectiveness Garveyism Imperialism Implementation KU KLUX Klan League of nations Militarism Neutrality Nuclear politics Rationale <p>Websites</p>	<p>instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>one</p> <p>WEBSITES</p> <p>Websites</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org http://www.loc.gov/teacher/ http://www.docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/s/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp http://avalon.law.yale.edu/ www.digitalhistory.uh.edu http://www.digitalhistory.uh.edu/ www.jfklibrary.org 	<p>assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis
<p>G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.</p>		<p>Students explain how humans depend on their environment by... G 4 (9-12)-1</p> <p>G 4 (9-12)-1a <u>Researching and reporting specific examples of</u> how human dependence on the environment has impacted political, economic, and/or social decisions.</p> <p>Grade11 - United States 1900-Present</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8,1B, 1 Evaluate the agendas, strategies, and effectiveness of various African <p>Academic vocabulary</p> <ul style="list-style-type: none"> Agendas Civil rights Dust bowl 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <p>Websites</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-

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		<p>Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. ERA 9,4A, 6</p> <ul style="list-style-type: none"> Evaluate the effectiveness of the Nixon, Ford, and Carter administrations in addressing social and environmental issues. ERA 10,1A, 1 <ul style="list-style-type: none"> Environmental issues Equal opportunities Great depression Political economic Sharecroppers Social Tenants <p>Websites</p>	<ul style="list-style-type: none"> exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>www.loc.gov/teacher/http://docsteach.org</p> <ul style="list-style-type: none"> www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu http://www.fordham.edu/Halsall/mod/modsbook.asp http://avalon.law.yale.edu/ www.digitalhistory.uh.edu www.ifklibrary.org 	<p>based Questions</p> <ul style="list-style-type: none"> Formative Summative Midterm exam Final exam Primary Source analysis
<p>Geography</p> <p>G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.</p>		<p>Students explain how humans react or adapt to an ever-changing physical environment by... G 4 (9-12)-2</p> <p>G 4 (9-12)-2a <u>Examining a specific case study</u> of how a society reacted or adapting to a physical environmental change <u>and argue opposing solutions.</u></p> <p><u>Grade11 - United States 1900-Present</u></p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8,1B, 1 Evaluate the effectiveness of the Nixon, Ford, and Carter administrations in addressing social and environmental issues. (3 mile island) ERA 10,1A, 1 <p>Academic vocabulary</p> <ul style="list-style-type: none"> Dust bowl Environmental issues Great depression Sharecroppers Tenants <p>Websites</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org www.loc.gov/teacher/http://docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resource/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights- 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
			classroom and the wider community <ul style="list-style-type: none"> involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	act/activities.html#standards <ul style="list-style-type: none"> http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu<http://www.choices.edu> http://www.fordham.edu/Halsall/mod/modsbook.asp http://avalon.law.yale.edu/ www.digitalhistory.uh.edu<http://www.digitalhistory.uh.edu/> www.ifklibrary.org<http://www.ifklibrary.org/> 	
Geography G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.		<p>Students explain how human actions modify the physical environment by... G 4 (9-12) –3</p> <p>G 4 (9-12) –3a Analyzing the relationship between human action and the environment over time, using researched evidence.</p> <p>Grade11 - United States 1900-Present <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8,1B, 1 Explain the expansion of suburbanization and analyze how the “crabgrass frontier” affected American society. ERA 9,1B, 3 <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Analyzing Crabgrass frontier Dust Bowl Great Depression Sharecroppers Tenants <p><u>Websites</u></p> <p>G 4 (9-12) –3b Comparing and contrasting the <u>physical, social, and economic impacts to suit and satisfy human needs.</u></p> <p>Grade11 - United States 1900-Present <u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> Explain the expansion of suburbanization and analyze how the “crabgrass frontier” affected American society. ERA 9,1B, 3 <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> Analyze Comparing Contrasting Crabgrass frontier 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <p>Provide social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning; involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list on page one <p>WEBSITES <u>Websites</u></p> <ul style="list-style-type: none"> www.commoncore.org/maps www.corestandards.org www.ride.ri.gov www.gilderlehrman.org http://www.loc.gov/teacher/ http://www.docsteach.org www.readwritethink.org http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp http://edsitement.neh.gov/special_features_view.asp?id=1 http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards http://www.archives.gov/education/lessons/memphis-v-milk/activities.html#standards http://www.besthistorysites.net/ http://www.teachushistory.org www.choices.edu<http://www.choices.edu> 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Document-based Questions Formative Summative Midterm exam Final exam Primary Source analysis

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		<ul style="list-style-type: none"> • Economic • Physical • Social • Suburbanization <p style="text-align: center;"><u>Websites</u></p>		<p>www.choices.edu</p> <p>http://www.fordham.edu/Halsall/mod/modsbook.asp</p> <p>http://www.digitialhistory.uh.edu</p> <p>http://www.digitialhistory.uh.edu/</p> <p>www.jfklibrary.org</p>	
<p>COMMON CORE LITERACY Reading</p> <p>Key Ideas and Details (RH)</p>	<p>Students</p> <p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH. 11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH. 11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Understands and applies _____ strategies, e.g. <ul style="list-style-type: none"> ○ T-charts ○ Graphic organizers ○ Debate (podium, tap-in, tap-out) ○ Primary source analysis (context, content, Common Core) ○ Common Core based questions ○ Think-pair-share/speed dating ○ Carousel activity ○ Text message activity ○ Wordle <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Analysis • Central ideas • Events • Primary and secondary sources • Textual evidence <p>Websites</p> <p>www.corestandards.org</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <ul style="list-style-type: none"> • 3-2-1 • A Text coding • A.P.P.A.R.T.S. • Accountable talk • Graphic organizers • Power notes • Text coding • Text composition 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list on page one <p>WEBSITES</p> <p>Websites</p> <p>www.corestandards.org</p>	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis 	
<p>COMMON CORE LITERACY Reading</p> <p>Craft and Structure (RH)</p>	<p>Students</p> <p>RH. 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <ul style="list-style-type: none"> • A.P.P.A.R.T.S. • Graphic organizers 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • <p>Suggested (see list on page one)</p>	

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		<p>RH. 11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH. 11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Understands and applies _____ strategies, e.g. <ul style="list-style-type: none"> ○ T-charts ○ Venn Diagrams ○ Graphic organizers ○ Debate (podium, tap-in, tap-out) ○ Primary source analysis (context, content, Common Core) ○ Outlining, paraphrasing and summarizing ○ Choices DBQ <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Compare • Point of view <p>Websites</p>	<ul style="list-style-type: none"> • Power notes • Summarize/note-taking • Think-pair-share • Turn and talk • Visual illustrations 	<ul style="list-style-type: none"> • www.ride.ri.gov 	
<p>COMMON CORE LITERACY Reading Integration of Knowledge and Ideas (RH)</p>	Students	<p>RH. 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH. 11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH. 11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>Essential knowledge and skills</p> <ul style="list-style-type: none"> • Understands and applies _____ strategies, e.g. <ul style="list-style-type: none"> ○ Claims and counter claims ○ Debate (evaluate claims) ○ Choices DBQ ○ Rating arguments and authors ○ Making a collage ○ Scoop-it <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Compare • Contrast • Event • Primary and secondary sources <p>Websites</p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p> <ul style="list-style-type: none"> • Graphic organizers • Graphs and charts • Thematic maps • Venn diagrams 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis

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<p>COMMON CORE LITERACY Reading Range of Reading (RH)</p>		<p>Students</p> <p>RH. 11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Understands and uses <ul style="list-style-type: none"> ○ Document based questions <p><u>Academic vocabulary</u></p> <p><u>Websites</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list on page one <p>WEBSITES</p> <ul style="list-style-type: none"> • 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis
<p>COMMON CORE LITERACY Writing Text Types and Purposes</p> <ul style="list-style-type: none"> • Arguments • Information 		<p>Students</p> <p>WHST. 11-12.1 Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. <ul style="list-style-type: none"> ○ <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Understands and applies _____ strategies, e.g. <ul style="list-style-type: none"> ○ Graphic organizer <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Claim • Cohesion • Concluding 	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list on page one <p>WEBSITES</p> <p><u>Websites</u></p> <ul style="list-style-type: none"> • www.commoncore.org/maps • www.corestandards.org • www.ride.ri.gov • www.gilderlehrman.org 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis

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		<ul style="list-style-type: none"> o Debate o Argument writing o DBQ o Outlining o Thesis development o Research <p style="text-align: right;">statement</p> <ul style="list-style-type: none"> • Counter claim • Domain-specific vocabulary • Evidence • Formal style • Objective tone • Transition and sentence structure <p style="text-align: center;"><u>Websites</u> www.corestandards.org g. Appendix C</p> <p>WHST. 11-12.2 Write informative/explanatory texts, including the narration of historical events</p> <ul style="list-style-type: none"> b. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Understands and applies _____ strategies, e.g. <ul style="list-style-type: none"> o Timeline creation o Outlining o Transitional word activity o Peer-editing o Graphic organizer o Highlighting <p><u>Academic vocabulary</u></p> <ul style="list-style-type: none"> • Claim • Cohesion • Concluding statement • Counter claim • Domain-specific vocabulary • Evidence • Formal style • Objective tone • Transition and sentence structure <p style="text-align: center;"><u>Websites</u> www.corestandards.org</p>			

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ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		g. Appendix C			
COMMON CORE LITERACY Writing Production and Distribution (WHST)		Students WHST. 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.. WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST. 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	TEACHER NOTES See complete instructional strategies list in the introduction	RESOURCE NOTES • See resource list on page one WEBSITES • www.commoncore.org/maps www.corestandards.org • www.ride.ri.gov	ASSESSMENT NOTES See complete assessment list in the introduction <u>REQUIRED COMMON ASSESSMENTS</u> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis
		<p style="text-align: center;"><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Understands and applies _____ strategies, e.g. <ul style="list-style-type: none"> ○ Peer editing ○ Yes test ○ Revision ○ Research project ○ Google docs ○ Graphic organizers 			
COMMON CORE LITERACY Writing Research to Build and Present Knowledge (WHST)		Students WHST. 11-127 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the Inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST. 11-12.8 Gather relevant information from multiple authoritative print and digital sources, Using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any ne source and following a standard format for citation.. WHST. 11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	TEACHER NOTES See complete instructional strategies list in the introduction	RESOURCE NOTES • See resource list on page one WEBSITES <u>Websites</u> • www.commoncore.org/maps www.corestandards.org • www.ride.ri.gov www.gilderlehrman.org	ASSESSMENT NOTES See complete assessment list in the introduction <u>REQUIRED COMMON ASSESSMENTS</u> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis
		<p style="text-align: center;"><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Understands and applies _____ strategies, e.g. 			

U.S. HISTORY CURRICULUM Grade 11

Curriculum Writers: Natalie O'Brien, Department Chair and Sarah Lane

ENDURING KNOWLEDGE and STEM	UNIT	INDICATORS/BENCHMARKS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> ○ DBQ choices ○ Words cited page ○ Research projects ○ Source evaluation tool ○ Debate ○ Outlining graphic organizers <p style="text-align: right;"><u>Websites</u></p>			
<p>COMMON CORE LITERACY Writing Range of Writing (WHST)</p>		<p>Students</p> <p>WHST. 11-1210 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Essential knowledge and skills</u></p> <ul style="list-style-type: none"> • Understands and applies _____ strategies, e.g. <ul style="list-style-type: none"> ○ Outlining ○ Graphic organizer ○ Revision ○ Rough drafts <p style="text-align: right;"><u>Academic vocabulary</u></p> <p style="text-align: right;"><u>Websites</u></p>	<p>TEACHER NOTES</p> <p>See complete instructional strategies list in the introduction</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list on page one • <p>WEBSITES</p> <ul style="list-style-type: none"> • 	<p>ASSESSMENT NOTES</p> <p>See complete assessment list in the introduction</p> <p><u>REQUIRED COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Document-based Questions • Formative • Summative • Midterm exam • Final exam • Primary Source analysis