

Critical Content/Concept Web

Unit Planner

Unit 1 Topic: Industry, Immigration & Progressivism (1870-1920)

Conceptual Lens: Industry, Immigration & Progressivism

Grade: 11th Instructional Timeline: August & September

- Economics**
- Need
 - Exchange System
 - Monetary policy
 - Economic changes in tradition.

- Global Perspectives**
- Immigration
 - Education
 - Literary perspective
 - Movements towards Equality
 - Impact of technology

- History**
- Status of women
 - Isolations of national groups and culture
 - Technological innovation

Unit 1 Topic:
Industry, Immigration
& Progressivism
(1870-1920)

- Government**
- Foreign policy
 - Establishment of policies for the commons

- Geography**
- Movement and growth in region
 - Changing behavior toward environment and resources
 - Raw resources

Unit 1 Overview

This unit will examine the attempt of the citizens of the U.S. to cope with the changes brought on by the shift from an agriculturally based society to one based upon industry. Students will analyze the innovation and natural resources that fueled and created the American Dream for many, but not all, citizens. Students will investigate America as a country struggling with new waves of immigration. They will also inquire into attempts of various groups to hold onto cultural ways in the face of overall rapid society-at-large change. By the end of the unit, students will be familiar with significant leaders that attempted to resolve the conflicting values that emerged. Students will explore how this combination of leaders led the country from an isolationist, agrarian past and guided the US forcefully into the Industrial Age and its first steps onto a world stage.

(5 Weeks)

Unit 1 Vocabulary/Ideas

<p><u>INDUSTRIALIZATION</u> Alexander Graham Bell Andrew Carnegie- Henry Ford Industrialist John D. Rockefeller JP Morgan Labor unions Laissez faire Monopoly Orville and Wilbur Wright Philanthropy</p>	<p>Robber Baron Sherman Anti-Trust Act Social Darwinism Steel/new technology Thomas Edison Trust Urbanization <u>IMMIGRATION</u> Angel and Ellis Islands Assimilation Nativism</p>	<p>Quotas/Limitations on immigration: • Gentleman's Agreement • Chinese Exclusion Act <u>PROGRESSIVISM</u> 17th Amendment 19th Amendment Labor Laws Labor Unions Muckraker</p>	<p>Populism Spoils System Suffrage <u>The Jungle</u> Theodore Roosevelt Triangle Shirtwaist Factory Fire Upton Sinclair</p>
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Grade: 11th Subject: Social Studies Unit: Industry, Immigration & Progressivism (1870-1920) Lens: <i>Change and Continuity</i>	
Enduring Understandings	Guiding Questions
<p>1. National attitudes influence social, economic, and political policies.</p> <p>1.1.3 Analyze significant movements for social change. 1.2.2 Analyze the changes in the political, social, and economic conditions of immigrant groups. 1.2.3 Discuss the causes and effects of 20th century migration and settlement patterns.</p>	<p>a. How did nativist attitudes affect Immigration in America? b. How did the onset of industrial sovereignty strain egalitarian ideals? c. What political movements had an impact on society?</p>
<p>2. Technology often changes societies' basic cultural institutions.</p> <p>1.4.1 Explain the factors that contributed to the rise of industrialization in the 19th century. 1.4.2 Describe the economic responses to industrialization and the emergence of the American labor movement.</p>	<p>a. What inventions changed American society? b. Do cultural institutions (families, schools, and governments) have to change with the introduction of technological institutions? c. What industries had the most impact on the development of the American character?</p>
<p>3. Movements and growth can contribute to American culture.</p> <p>1.2.2 Analyze the changes in the political, social, and economic conditions of immigrant groups. 1.2.3 Discuss the causes and effects of 20th century migration and settlement patterns. 1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society.</p>	<p>a. What leads to the isolation and/or integration of groups? b. How can growth contribute to American culture?</p>

Grade: 11th
 Subject: Social Studies
 Unit: Industry, Immigration & Progressivism (1870-1920)
 Lens: *Change and Continuity*

AC = Assessment Code: **Q** – Quizzes **P** - Prompts
 O – Observations **WS** – Work Samples
 D – Dialogues **SA** – Student Self-Assessment
 T - Tests

Critical Content and Skills

Students will Know...	AC	Students will be able to...	AC
<ol style="list-style-type: none"> 1. The negative aspects of nativism in national decision-making. 2. The significant shifts in economic, political & social priorities during this time. 3. The attempts that were made to assimilate cultures into mainstream American culture. 4. The purpose, goals and accomplishments of significant progressive organizations. 5. The spectrum of attitudes towards environmental resources. 6. Societal values determine how human and physical resources are utilized. 7. The role technology and industry had in changing almost every aspect of society. 		<ol style="list-style-type: none"> 1. Make, use, read and interpret timelines. 2. Take notes. 3. Listen for information. 4. Map skills. <ul style="list-style-type: none"> • Locate places on a map. • Compare maps and make inferences. 5. Interpret graphs and maps 6. Communicate orally and in writing. 7. Keep information on current issues that affect society. 8. Recognize and understand an increasing number of social studies terms. 9. Interpret social and political messages of cartoons. 10. Reinterpret events in terms of what might have happened and show the likely effects and events. 11. Communicate orally 12. Recognize the values implicit in the situation and the issues that flow from them. 13. Communicate own beliefs, feelings and convictions. 14. Recognize the mutual relationship between human beings in satisfying one another's needs through compromise. 15. Participate in delegating, organizing, planning, making decisions, and taking action in-group settings. 16. Identify situations in which social action is required. 17. Recognize social responsibilities associated with citizenship in a free society. <div style="background-color: #e0e0e0; padding: 5px; text-align: center;"> <p>Demonstrate Proficiency in the Common Core State Standards for Literacy in History/Social Studies 11-12</p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p>Please see pages 31-33 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</p> </div>	

Critical Content/Concept Web

Unit Planner

Unit 2 Topic: Imperialism & WWI (1880-1919)

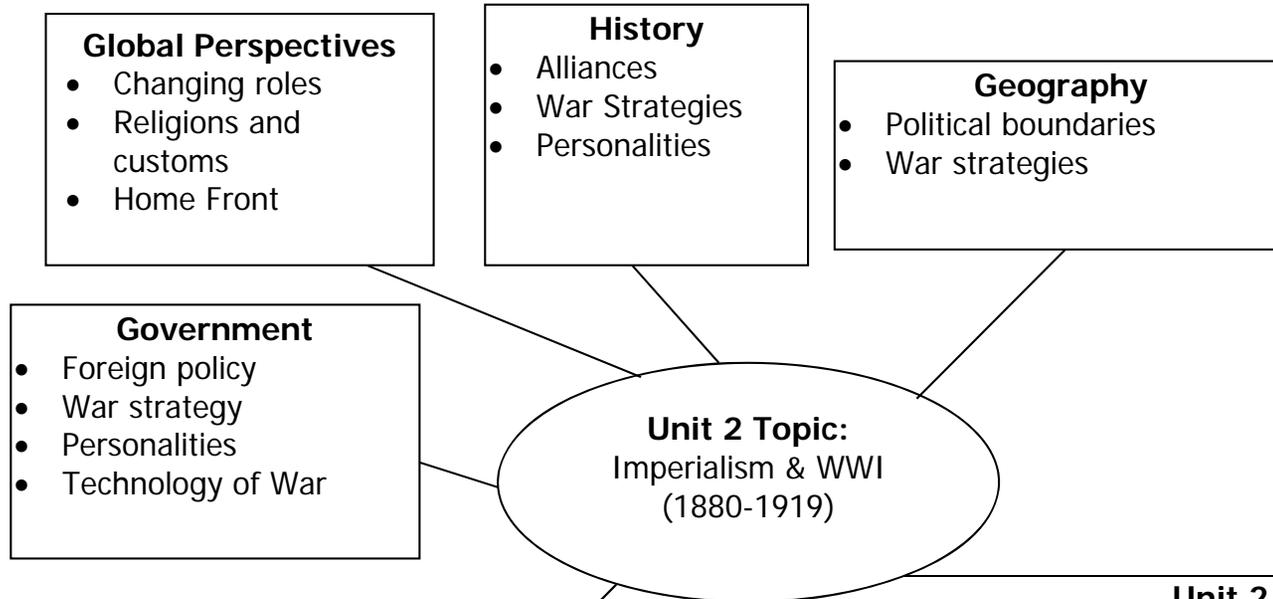
Conceptual Lens: Expansion and Conflict

Grade: 11th Instructional Timeline: September & October

Unit 2 Overview

This unit of study will focus on how industrialized nations will use their need for resources and markets as a justification to increase their influence in the global arena. Students will gain a working knowledge of “isms” that energized world politics and let the once isolationist US to participate in global warfare.

(4 Weeks)



Economics

- Competition for resources & markets
- Modes of production
- Interdependence of war and domestic economies
- Total War

Unit 2 Vocabulary/Ideas

<p>ID ON A MAP</p> <p>China Cuba Guam Hawaii Panama Canal Puerto Rico The Philippines</p> <p>IMPERIALISM</p> <p>China Cuba Hawaii</p>	<p>Imperialism Isolationism Joseph Pulitzer Open Door Policy Panama Canal Philippines Rough Riders Spanish American War Theodore Roosevelt <i>USS Maine</i> Yellow journalism William Randolph Hearst</p>	<p>WW I</p> <p>Allied Powers/Triple Entente Archduke Franz Ferdinand Central Powers/Triple Alliance Contributing Causes:</p> <ul style="list-style-type: none"> • Nationalism, Imperialism, Militarism, Alliance System <p>Czar Nicholas II Influenza Pandemic Kaiser Wilhelm II League of Nations</p>	<p>Lusitania New Military Technology Reparations Russian Revolution Treaty of Versailles Trench Warfare U-boats Vladimir Lenin Woodrow Wilson Zimmerman Note</p>
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Grade: 11th
 Subject: Social Studies
 Unit: Imperialism & WWI (1880-1919)
 Lens: *Expansion & Conflict*

Enduring Understandings	Guiding Questions
<p>1. The need for expansion of spheres of influence drives nations towards Imperialism.</p> <p>2.2.1 Analyze ways in which the physical environment affected political and economic development.</p> <p>3.1.3 Analyze the role of the modern United States in the global economy.</p> <hr/> <p>–</p>	<p>a. Why did America annex territories outside its borders?</p> <p>b. What resources does a nation need to grow its economy?</p> <hr/> <p>–</p>
<p>2. Conflict often drives the advancement of technology and military strategies.</p> <p>1.1.2 Discuss the causes and effects of various compromises and conflicts in American history</p> <p>1.5.1 Describe the factors that contributed to the expansion of the United States.</p> <p>3.2.1 Analyze the role of government policy in the economic development of the modern United States.</p> <hr/> <p>–</p>	<p>a. What are the advancements in technologies?</p> <p>b. What are the advancements in strategies?</p> <p>c. Why does conflict enhance the advancement of technology and strategy?</p> <hr/> <p>–</p>
<p>3. Common good often outweighs the needs and wants of individuals.</p> <p>1.1.2 Discuss the causes and effects of various compromises and conflicts in American history</p> <p>1.5.1 Describe the factors that contributed to the expansion of the United States.</p> <p>2.2.1 Analyze ways in which the physical environment affected political and economic development.</p> <p>3.2.1 Analyze the role of government policy in the economic development of the modern United States.</p> <hr/> <p>–</p>	<p>a. What is the common good?</p> <p>b. Who determines the common good?</p> <p>a. How does an individual balance the common good with their individual needs/wants?</p> <hr/> <p>–</p>
<p>4. War is often characterized by the use of force on the part of one or both sides in an attempt to block or achieve stated goals.</p> <p>1.4.3 Analyze the political and social responses to industrialization.</p> <p>5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.</p> <hr/> <p>–</p>	<p>a. How does a nation articulate its goals?</p> <p>b. Why is violence often chosen as a tool of the state?</p> <p>a. How does an alliance detract or advance a nation's stated goals?</p>

5. Post-war agreements reshape global distribution of power.

1.5.1 Describe the factors that contributed to the expansion of the United States.

2.2.1 Analyze ways in which the physical environment affected political and economic development.

3.1.3 Analyze the role of the modern United States in the global economy.

5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.

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a. What are some examples of post-war agreements that have led to future conflicts?

b. Who participates and influences post-war agreements?

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Grade: 11th Subject: Social Studies Unit: Imperialism & WWI (1880-1919) Lens: <i>Expansion & Conflict</i>				
Critical Content and Skills		AC = Assessment Code:	Q – Quizzes O – Observations D – Dialogues T - Tests	P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC	Students will be able to...	AC	
1. The aspects of American politics and economic systems that lead to American Imperialism. 2. The aspects of European politics that lead to war in 1914, imperialism, nationalism, militarism, alliance system. 3. Reasons for isolationist movement in the U.S. 4. Reason for U.S. entry into the war. 5. The tenets of the Treaty of Versailles 6. The impact of technology on conduct of old-style conventions – civilians as targets, Total War. 7. The importance of alliances. 8. The general military and strategic plans at varying stages of the war. 9. That propaganda was used as a tool of war (i.e. yellow journalism, advertisements, movies, cartoons, music, posters, etc.)		1. Make, use, read and interpret timelines. 2. Take notes. 3. Listen for information. 4. Map skills. <ul style="list-style-type: none"> • Locate places on a map. • Compare maps and make inferences. 5. Interpret graphs and maps 6. Communicate orally and in writing. 7. Keep information on current issues that affect society. 8. Recognize and understand an increasing number of social studies terms. 9. Interpret social and political messages of cartoons. 10. Reinterpret events in terms of what might have happened and show the likely effects and events. 11. Communicate orally 12. Recognize the values implicit in the situation and the issues that flow from them. 13. Communicate own beliefs, feelings and convictions. 14. Recognize the mutual relationship between human beings in satisfying one another's needs through compromise. 15. Participate in delegating, organizing, planning, making decisions, and taking action in-group settings. 16. Identify situations in which social action is required. 17. Recognize social responsibilities associated with citizenship in a free society.		
Demonstrate Proficiency in the Common Core State Standards for Literacy in History/Social Studies 11-12				
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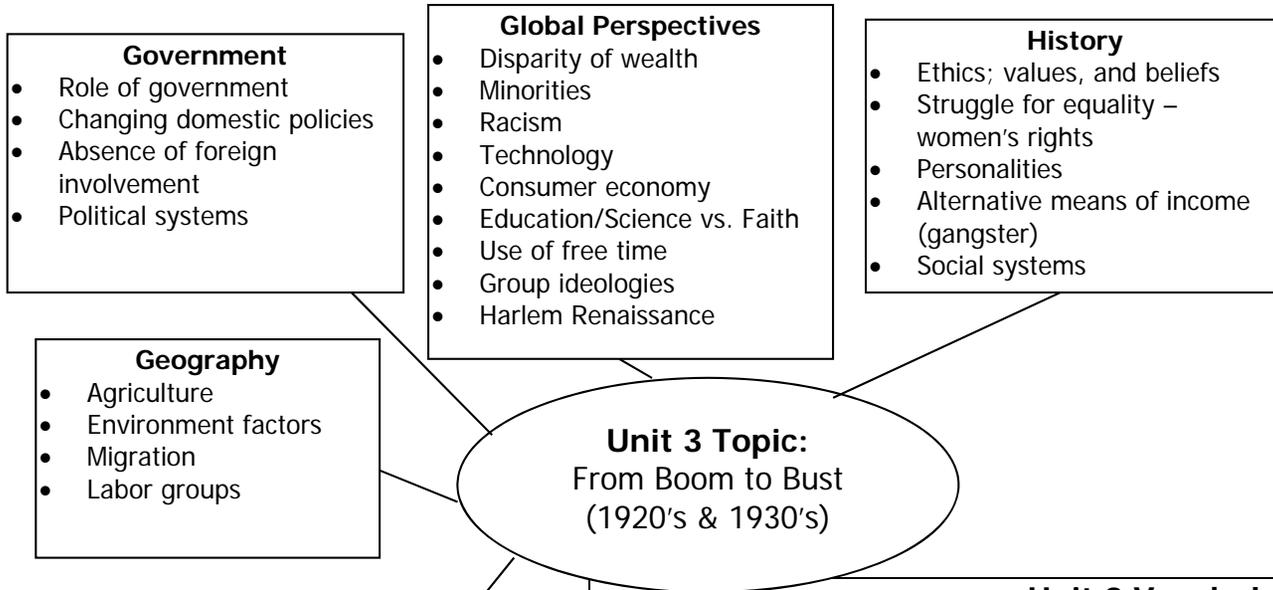
Critical Content/Concept Web

Unit Planner

Unit 3 Topic: From Boom to Bust (1920's & 1930's)

Conceptual Lens: Consumerism/Government

Grade: 11th Instructional Timeline: October & November



Unit 3 Overview

Students will compare the excesses of the 1920's to the deprivation of the Great Depression. Students will study the consequences of a failed idealistic experiment that included the emergence of a youthful, brazen counterculture. Leaders of the Depression Era will come under the scrutiny of the students. Ideologies, policies, and programs of these leaders will be examined to see if they were indeed best for the country at that time. Students will answer the question "What is the proper role of a government in crisis times as well as times of prosperity?" Students will investigate the shift from US citizens' traditional self-reliance to an increased reliance on the government for assistance.

(3 Weeks)

Unit 3 Vocabulary/Ideas		
<p><u>ROARING TWENTIES</u></p> <p>Bootlegging Charles Lindberg Communism Flappers Harlem Renaissance Jazz John Scopes Trial KKK Louis Armstrong Red Scare Speakeasies</p>	<p>Prohibition</p> <ul style="list-style-type: none"> • 18th Amendment • 21st Amendment <p><u>GREAT DEPRESSION</u></p> <p>Black Tuesday Bonus Army Causes of the Great Depression</p> <ul style="list-style-type: none"> • Credit/banking/investments • Poor farming and industry practices • Unequal distribution of wealth 	<p>Dust Bowl/Causes Franklin D. Roosevelt Herbert Hoover Hoovervilles New Deal New Deal Programs (SSA, FDIC, SEC, CCC, TVA) Stock Market</p>

Grade: 11th Subject: Social Studies Unit: From Boom to Bust (1920's & 1930's) Lens: <i>Consumerism / Government</i>	
Enduring Understandings	Guiding Questions
<p>1. Economic circumstances often contribute to the change of ethics, values, and beliefs.</p> <p>1.1.2 Discuss the causes and effects of various compromises and conflicts in American history.</p> <p>1.1.3 Analyze significant movements for social change.</p> <p>1.4.4 Identify and analyze the causes of the Great Depression and its effects upon American society.</p> <p>3.1.2 Describe the development of a consumer economy.</p> <p>3.1.3 Analyze the role of the modern United States in the global economy.</p> <p>3.2.1 Analyze the role of government policy in the economic development of the modern United States.</p> <p>4.4.1 Trace the development and expansion of political, civil, and economic rights.</p> <hr/> <p>—</p> <p>2. Consumer based economies affect changes in domestic policies.</p> <p>3.1.2 Describe the development of a consumer economy.</p> <p>3.2.1 Analyze the role of government policy in the economic development of the modern United States.</p> <p>3.4.1 Analyze how economic conditions affect personal finance.</p> <hr/> <p>—</p> <p>3. During times of change individuals can associate with extreme ideologies.</p> <p>1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society.</p> <p>4.4.1 Trace the development and expansion of political, civil, and economic rights.</p>	<p>a. What are the economic circumstances affecting ethics, values, and beliefs?</p> <p>b. How do economic circumstances change ethics, values, and beliefs?</p> <hr/> <p>—</p> <p>a. What is a consumer based economy?</p> <p>b. What is a consumer?</p> <p>c. What domestic policies are affected by consumer based economies?</p> <hr/> <p>—</p> <p>a. How does power and control create conflict?</p> <p>b. Why do individuals identify with a specific group?</p> <p>c. When social, economic and political systems become more complex, why does it create conflict and individual social groupings?</p>

Grade: 11th Subject: Social Studies Unit: From Boom to Bust (1920's & 1930's) Lens: Consumerism / Government			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests	P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC	Students will be able to...	AC
1. Development of the Prohibition Movement and the subsequent development of a counter-culture: speakeasy, gangsters, flappers 2. Causes of the Great Depression in the U.S. and abroad. 3. Differing opinions on the reaction to the economic crisis--laissez-faire vs. New Deal. 4. The further development of a consumer-driven mass culture. 5. Significant evolution of minority & women rights in this time period. 6. The contrast of leadership styles of FDR vs. his predecessors/detractors. 7. Rise & refinement of labor movements. 8. Post war America tended toward extreme behaviors (i.e. religion, consumerism, alcohol, business, etc.).		1. Make, use, read and interpret timelines. 2. Take notes. 3. Listen for information. 4. Map skills. <ul style="list-style-type: none"> • Locate places on a map. • Compare maps and make inferences. 5. Interpret graphs and maps 6. Communicate orally and in writing. 7. Keep information on current issues that affect society. 8. Recognize and understand an increasing number of social studies terms. 9. Interpret social and political messages of cartoons. 10. Reinterpret events in terms of what might have happened and show the likely effects and events. 11. Communicate orally 12. Recognize the values implicit in the situation and the issues that flow from them. 13. Communicate own beliefs, feelings and convictions. 14. Recognize the mutual relationship between human beings in satisfying one another's needs through compromise. 15. Participate in delegating, organizing, planning, making decisions, and taking action in-group settings. 16. Identify situations in which social action is required. 17. Recognize social responsibilities associated with citizenship in a free society.	
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Critical Content/Concept Web

Unit Planner

Unit 4 Topic: World War II (1933 – 1945)

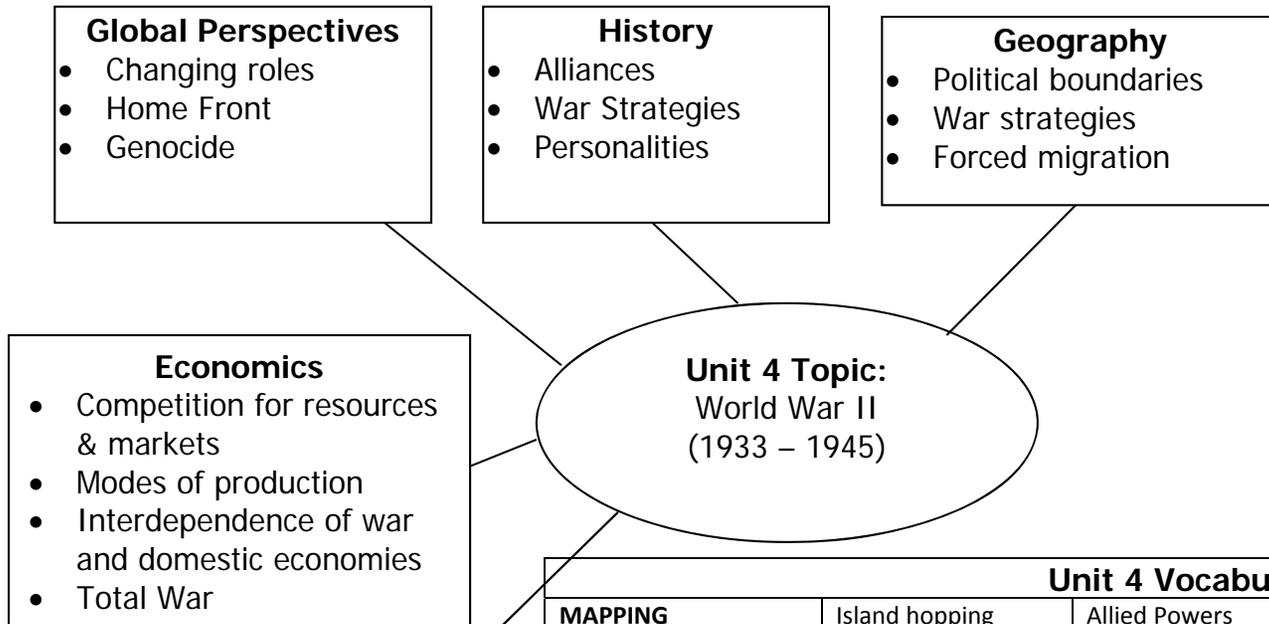
Conceptual Lens: Conflict and Cooperation

Grade: 11th Instructional Timeline: November & December

Unit 4 Overview

This unit will focus on the pivotal conflict of the 20th century. Students will investigate aspects of cooperation that, driven either by force or by personal or national necessity, contributed to victories for the U.S. and its Allies. Among the aspects studied will be the development of alliances and the changing roles on the Home Front.

(5 Weeks)



Unit 4 Vocabulary/Ideas

<p><u>MAPPING</u></p> <ul style="list-style-type: none"> • Post WWI Political Map of Europe <p><u>TIMELINE SKILLS</u></p> <ul style="list-style-type: none"> • Order of Events <p><u>WWII – MILITARY</u></p> <p>Blitzkrieg D-Day Douglas MacArthur Dwight Eisenhower George Marshall Hiroshima</p>	<p>Island hopping Manhattan Project Midway Pearl Harbor Poland Stalingrad Total War VE Day VJ Day</p> <p><u>WWII – POLITICAL</u></p> <p>“Big Three” Leaders Adolf Hitler</p>	<p>Allied Powers Appeasement Atlantic Charter Axis Powers Benito Mussolini Britain Communism Emperor Hirohito Fascism France Franklin D. Roosevelt Germany</p>	<p>Conversion of industry for war Harry S. Truman Hideki Tojo Holocaust/Genocide Home Front Isolationism/Internationalism Japanese Internment Camps Lend Lease Act Militarism Munich Pact Neutrality Acts Neville Chamberlain</p>	<p>Italy Japan Nonaggression Pact Rationing Selective Service/Draft Social changes: women /minorities Soviet Union Totalitarianism Winston Churchill Joseph Stalin</p>
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Government

- Foreign policy
- War strategy
- Personalities
- Technology of War
- Competing Belief Systems (isms)

DRAFT

Grade: 11th
 Subject: Social Studies
 Unit: World War II (1933-1945)
 Lens: Conflict and Cooperation

Enduring Understandings	Guiding Questions
<p>1. Interdependence of war and domestic economies can result in changing Home Front roles.</p> <hr/> <p>—</p>	<p>a. What are the Home Front roles during war and peace? b. Why would war result in changing of Home Front roles?</p> <hr/> <p>—</p>
<p>2. Conflict often drives the advancement of technology and military strategies.</p> <p>1.1.2 Discuss the causes and effects of various compromises and conflicts in American history 1.5.1 Describe the factors that contributed to the expansion of the United States. 3.2.1 Analyze the role of government policy in the economic development of the modern United States.</p> <hr/> <p>—</p>	<p>a. What are the advancements in technologies? b. What are the advancements in strategies? c. Why does conflict enhance the advancement of technology and strategy?</p> <hr/> <p>—</p>
<p>3. Common good often outweighs the needs and wants of individuals.</p> <p>1.1.2 Discuss the causes and effects of various compromises and conflicts in American history 1.5.1 Describe the factors that contributed to the expansion of the United States. 2.2.1 Analyze ways in which the physical environment affected political and economic development. 3.2.1 Analyze the role of government policy in the economic development of the modern United States.</p> <hr/> <p>—</p>	<p>a. What is the common good? b. Who determines the common good? c. How does an individual balance the common good with their individual needs/wants?</p> <hr/> <p>—</p>
<p>4. War is often characterized by the use of force on the part of one or both sides in an attempt to block or achieve stated goals.</p> <p>1.4.3 Analyze the political and social responses to industrialization. 5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.</p>	<p>a. How does a nation articulate its goals? b. Why is violence often chosen as a tool of the state? c. How does an alliance detract or advance a nation's stated goals?</p>

5. Wars feature charismatic leaders that lead, inspire, and coalesce factions involved in change movements.

6. Post-war agreements reshape global distribution of power.

1.5.1 Describe the factors that contributed to the expansion of the United States.

2.2.1 Analyze ways in which the physical environment affected political and economic development.

3.1.3 Analyze the role of the modern United States in the global economy.

5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.

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- - a. Why is charisma an essential leadership quality?
 - b. What tools are common to charismatic leaders?
 - c. Do events generate charismatic leaders or do charismatic leaders generate events?
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- a. What are some examples of post-war agreements that have led to future conflicts?
- b. Who participates and influences post-war agreements?

DRAFT

Grade: 11th Subject: Social Studies Unit: World War II (1933-1945) Lens: Conflict and Cooperation			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests P - Prompts WS – Work Samples SA – Student Self-Assessment	
Students will Know...	AC	Students will be able to...	AC
1. The aspects of global politics that led to war in the 1930's including communism, totalitarianism, militarism, isolationism, fascism, and internationalism. 2. Reasons for U.S. entry into WW II. 3. Failings and long-term impact of the Treaty of Versailles. 4. Significant leaders/personalities during WW II and the methods they used. 5. Importance of alliances. 6. The situation in Asia that led to Japanese militarism. 7. The significant change in Home Front roles of individuals in the U.S. 8. General military and strategic plans of WW II. 9. That propaganda was used as a tool of war (i.e. advertisements, movies, cartoons, music, posters, etc.)		1. Make, use, read and interpret timelines. 2. Take notes. 3. Listen for information. 4. Map skills. <ul style="list-style-type: none"> • Locate places on a map. • Compare maps and make inferences. 5. Interpret graphs and maps 6. Communicate orally and in writing. 7. Keep information on current issues that affect society. 8. Recognize and understand an increasing number of social studies terms. 9. Interpret social and political messages of cartoons. 10. Reinterpret events in terms of what might have happened and show the likely effects and events. 11. Communicate orally 12. Recognize the values implicit in the situation and the issues that flow from them. 13. Communicate own beliefs, feelings and convictions. 14. Recognize the mutual relationship between human beings in satisfying one another's needs through compromise. 15. Participate in delegating, organizing, planning, making decisions, and taking action in-group settings. 16. Identify situations in which social action is required. 17. Recognize social responsibilities associated with citizenship in a free society.	
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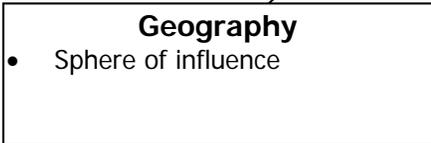
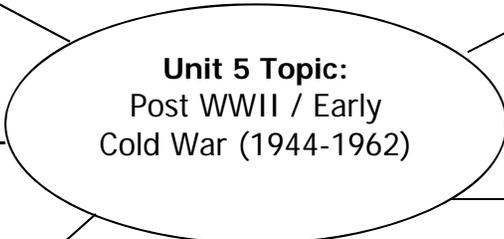
Critical Content/Concept Web

Unit

Unit 5 Topic: Post WWII / Early Cold War (1944-1962) **Planner**

Conceptual Lens: Competing Ideologies

Grade: 11th Instructional Timeline: January



Unit 5 Overview
 Students will experience the emergence of an intense competition for world power and influence immediately following the Second World War. The unit will guide students through the beginnings of the manipulations of spheres of influence in the new nuclear world. Students will identify how ideological and nationalistic pride intertwined to create numerous confrontations. Students will trace the national/ideological decisions that were made that perpetuated the competition. They will also survey the societal environments that supported Cold War paranoia. Students will see how this duel for power divided the world into competing spheres of influence and forced most countries to choose sides. Students will evaluate the origins of the Space Race and its part in the Cold War. By the end of this unit, students will have had an opportunity to understand the reasons why a Third World War did not occur despite numerous "close calls."
(4 Weeks)

Unit 5 Vocabulary/Ideas			
Competing Ideologies (Economic & Political): Capitalism Chiang Kai-Shek Collectivization Communism Containment Democracy Harry Truman Mao Zedong	Marshall Plan Nikita Khrushchev Socialism Spheres of Influence Truman Doctrine Globalized Cold War Arms Race Bay of Pigs Berlin Airlift Brinkmanship	Cuban Missile Crisis Douglas MacArthur Iron Curtain Korean War Limited War v. Total War NATO UN Warsaw Pact Yalta Conference Domestic Cold War Espionage (China, USA, USSR)	Hollywood 10 House Committee on Un-American Activities (HUAC) Increased education, Math & Science McCarthyism/Joseph McCarthy Red Scare Sputnik

<p>Grade: 11th Subject: Social Studies Unit: Post WWII / Early Cold War (1944-1962) Lens: <i>Competing Ideologies</i></p>	
Enduring Understandings	Guiding Questions
<p>1. Alliances are often outgrowths of global competition between spheres of influence.</p> <p>3.1.3 Analyze the role of the modern United States in the global economy.</p> <p>5.1.1 Compare competing belief systems of the 20th century, including communism, totalitarianism, isolationism, and internationalism.</p> <p>5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.</p> <p>5.1.3 Explain the significance of principal events in the United States' relations with the world, such as World Wars I and II, formation of the United Nations, Marshall Plan, NATO, Korean and Vietnam Wars, end of the Cold War, and interventions in Latin America and the Middle East.</p> <p>5.1.4 Explain how and why the United States assumed the role of world leader after World War II and analyze its leadership role in the world today.</p>	<p>a. What significant alliances were created during this time frame?</p> <p>b. Can a modern superpower achieve its national goals without alliances?</p>
<p>—</p> <p>2. Social and political tensions reflect issues of power and control between competing political systems.</p> <p>1.1.2 Discuss the causes and effects of various compromises and conflicts in American history</p> <p>4.3.2 Provide and evaluate examples of social and political leadership in American history.</p> <p>5.1.1 Compare competing belief systems of the 20th century, including communism, totalitarianism, isolationism, and internationalism.</p>	<p>—</p> <p>a. Why do governments often perceive foreign political systems as a threat?</p> <p>b. What impact do the tensions between spheres of influence have upon different populations?</p>

Grade: 11th Subject: Social Studies Unit: Post WWII / Early Cold War (1944-1962) Lens: <i>Competing Ideologies</i>			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests	P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC	Students will be able to...	AC
1. Roots of the Cold War in World War Two. 2. Competing ideologies during the Cold War, including capitalism, democracy, communism, socialism, collectivization, dictatorship, authoritarianism, and totalitarianism. 3. Significant world and domestic leaders that reflected the heating up of the Cold War. 4. Development of spheres of influence including the creation of United Nations, NATO and the Warsaw Pact. 5. The difference between Limited War v. Total War in regards to the policy of containment. 6. Impact of proliferation of nuclear weapons on the Cold War. 7. Importance of the Space Race on the world and the superpowers. 8. Development of McCarthyism and the "Red Scare" of the 1940's and 50's. 9. The major tests of the policy of containment including, Berlin Airlift, the "loss" of China the Korean War, Cuban Crises.		18. Make, use, read and interpret timelines. 1. Take notes. 2. Listen for information. 3. Map skills. <ul style="list-style-type: none"> • Locate places on a map. • Compare maps and make inferences. 4. Interpret graphs and maps 5. Communicate orally and in writing. 6. Keep information on current issues that affect society. 7. Recognize and understand an increasing number of social studies terms. 8. Interpret social and political messages of cartoons. 9. Reinterpret events in terms of what might have happened and show the likely effects and events. 10. Communicate orally 11. Recognize the values implicit in the situation and the issues that flow from them. 12. Communicate own beliefs, feelings and convictions. 13. Recognize the mutual relationship between human beings in satisfying one another's needs through compromise. 14. Participate in delegating, organizing, planning, making decisions, and taking action in-group settings. 15. Identify situations in which social action is required. 16. Recognize social responsibilities associated with citizenship in a free society.	
Demonstrate Proficiency in the Common Core State Standards for Literacy in History/Social Studies 11-12 Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units. Please see pages 31-33 of this document for a complete list of the CCSS for Literacy in History/Social Studies			

Critical Content/Concept Web

Unit Planner

Unit 6 Topic: Era of Social Change (1948-1968)

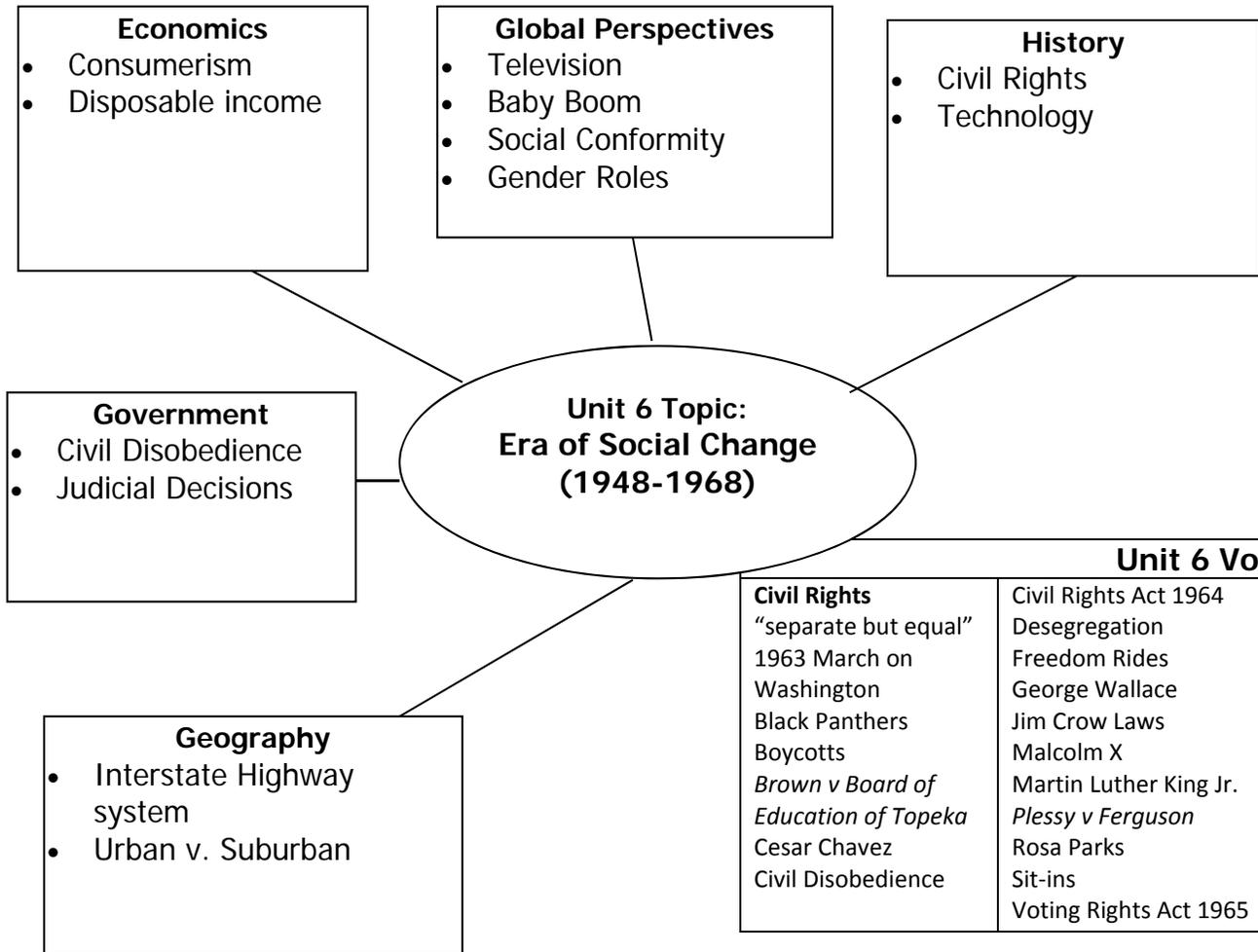
Conceptual Lens: Affluence and Opportunity

Grade: 11th Instructional Timeline: February

Unit 6 Overview

Students will be able to identify the emergence of numerous critical cultural shifts such as Rock and Roll, suburbia, and consumerism. Students will investigate the emergence of movements toward equality. The unity and conformity of the 1950's began to break down in the 1960's. Not all sections of the population experienced affluence and opportunity. This era led to social changes that continue to impact modern society.

(4 Weeks)



Unit 6 Vocabulary/Ideas			
Civil Rights "separate but equal" 1963 March on Washington Black Panthers Boycotts <i>Brown v Board of Education of Topeka</i> Cesar Chavez Civil Disobedience	Civil Rights Act 1964 Desegregation Freedom Rides George Wallace Jim Crow Laws Malcolm X Martin Luther King Jr. <i>Plessy v Ferguson</i> Rosa Parks Sit-ins Voting Rights Act 1965	1950's Americana Baby Boom Consumerism Nuclear Family Polio Vaccine Rock & Roll Suburbia Television Domestic Policies/Issues 1960 Election Apollo Program	Dwight Eisenhower GI Bill of Rights Great Society Interstate Highway System John F. Kennedy Kennedy/Nixon Debates New Frontier Robert Kennedy Space Race

<p>Grade: 11th Subject: Social Studies Unit: Era of Social Change Lens: <i>Affluence and Opportunity</i></p>	
Enduring Understandings	Guiding Questions
<p>1. Desire for social conformity and the nuclear family can cause a growth in consumerism. 1.2.3 Discuss the causes and effects of 20th century migration and settlement patterns. 3.1.2 Describe the development of a consumer economy. 3.4.1 Analyze how economic conditions affect personal finance.</p> <hr/> <p>2. Governmental policies adapt to social change. 1.1.3 Analyze significant movements for social change. 3.2.1 Analyze the role of government policy in the economic development of the modern United States. 4.2.1 Analyze the relationship between the three federal branches of government. 4.3.1 Identify the impact of landmark United States Supreme Court cases, including <i>Plessy v. Ferguson</i> and <i>Brown v. Board of Education of Topeka</i>. 4.3.2 Provide and evaluate examples of social and political leadership in American history. 4.4.1 Trace the development and expansion of political, civil, and economic rights.</p> <hr/> <p>—</p> <p>3. Governmental decisions reflect ethics and beliefs of a specific time period about domestic issues. 1.1.2 Discuss the causes and effects of various compromises and conflicts in American history 1.2.2 Analyze the changes in the political, social, and economic conditions of immigrant groups 1.1.3 Analyze significant movements for social change. 4.3.1 Identify the impact of landmark United States Supreme Court cases, including <i>Plessy v. Ferguson</i> and <i>Brown v. Board of Education of Topeka</i>. 4.4.1 Trace the development and expansion of political, civil, and economic rights.</p>	<p>a. Why is social conformity so powerful? b. How did T.V. drive the image of the nuclear family? c. What factors contribute to growth of economies? d. How does social conformity contribute to growth in a consumer economy?</p> <hr/> <p>—</p> <p>a. What are the social/political issues that develop tension? b. Why is power/control essential to the maintenance of competing political systems?</p> <hr/> <p>—</p> <p>a. What are the governmental decisions that reflected/impacted this time-period? b. How do governmental decisions reflect ethics, values, and beliefs about domestic issues? c. How do governmental decisions of this time period compare/differ to decisions of previous time periods? And why?</p>

Grade: 11th Subject: Social Studies Unit: Era of Social Change <i>Lens: Affluence and Opportunity</i>		<h3>Unit 7 Overview</h3> <p>A war on the other side of the world, the desire for civil rights by minority groups, women and youth, and a president who resigned in disgrace had virtually every American feeling that we had lost our way as a nation. The result of the turmoil of this era was a politically dynamic culture that began to tolerate and, to some extent, revel in its diversity. The birth of a modern environmental movement and the energy crisis of the 1970's caused America to reflect once again on its interdependent role in the world.</p> <p>(3 Weeks)</p>	
Critical Content and Skills		AC = Assessment Code: Q – Quizzes O – Observat D – Dialogue T - Tests	
Students will Know...	AC	Students will be able to...	
<ol style="list-style-type: none"> The factors that contributed to the development of suburbs and the problems that were created as a result. Rock and Roll developed as a unique American art form. Change in American education brought on by the Cold War and Sputnik in particular. The positive and negative fallout from an intense consumer-driven economy. The changes television brought to many aspects of American Society. The circumstances that necessitated the Civil Rights movement including Jim Crow Laws and segregation. Stated goals and actions of the Civil Rights Movement (i.e. voting rights, desegregation, worker-compensation and working conditions). Significant groups that demonstrated for their rights and the methods they utilized to call attention to their fight. Significant court cases that set the precedents for the Civil Rights Movement (Plessy v. Ferguson, Brown v. Board of Education). Significant changes in gender roles in the home and workplace. The image of the nuclear family as the ideal family structure in the 1950s. The increase in population due to medical advancements. (i.e. Baby Boom generation, polio vaccine). 		<ol style="list-style-type: none"> Make, use, read and interpret Take notes. Listen for information. Map skills. <ul style="list-style-type: none"> Locate places on a r Compare maps and Interpret graphs and maps Communicate orally and in w Keep information on current Recognize and understand ar Interpret social and political Reinterpret events in terms of likely effects and events. Communicate orally Recognize the values implicit them. Communicate own beliefs, fe Recognize the mutual relationship between human beings in satisfying one another's needs through compromise. Participate in delegating, organizing, planning, making decisions, and taking action in-group settings. Identify situations in which social action is required. Recognize social responsibilities associated with citizenship in a free society. 	
		<p>Demonstrate Proficiency in the Common Core State Standards for Literacy in History/Social Studies 11-12</p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p>Please see pages 31-33 of this document for a complete list of the CCSS for Literacy in History/Social Studies</p>	

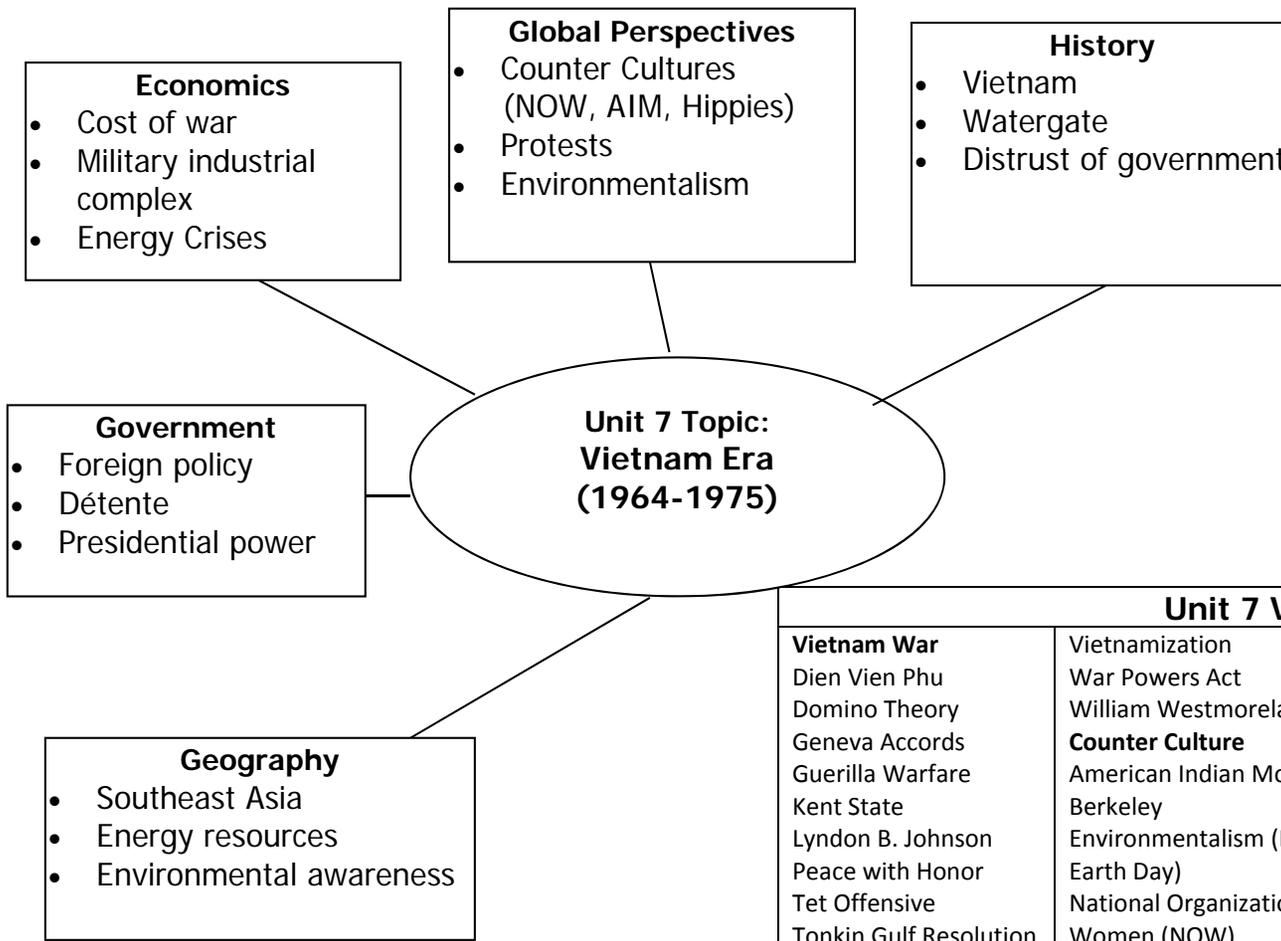
Critical Content/Concept Web

Unit Planner

Unit 7 Topic: **Vietnam Era (1964-1975)**

Conceptual Lens: Idealism v. Realism

Grade: 11th Instructional Timeline: March



Unit 7 Vocabulary/Ideas			
Vietnam War Dien Vien Phu Domino Theory Geneva Accords Guerilla Warfare Kent State Lyndon B. Johnson Peace with Honor Tet Offensive Tonkin Gulf Resolution	Vietnamization War Powers Act William Westmoreland Counter Culture American Indian Movement Berkeley Environmentalism (EPA, Earth Day) National Organization for Women (NOW)	Hippies Title IX Woodstock Distrust of Gov./Rise of Cynicism CIA FBI Democratic National Committee Gerald Ford	Détente (USSR & China) Pardons Republican National Committee Richard Nixon Watergate

Grade: 11th
 Subject: Social Studies
 Unit: Vietnam Era (1964-1975)
 Lens: *Idealism v. Realism*

Enduring Understandings	Guiding Questions
<p>1. Unrestrained leadership in government may use political power to restrict and/or manipulate public opinion.</p> <p>1.1.2 Discuss the causes and effects of various compromises and conflicts in American history</p> <p>4.3.2 Provide and evaluate examples of social and political leadership in American history.</p> <p>5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.</p> <hr/> <p>—</p> <p>2. Counter cultures often reflect values and attitudes of a changing society.</p> <p>1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society.</p> <p>1.1.2 Discuss the causes and effects of various compromises and conflicts in American history</p> <p>1.1.3 Analyze significant movements for social change.</p> <p>1.3.1 Trace federal policies such as Indian citizenship, Indian Reorganization Act, Termination, AIM, and self determination throughout history that have impacted contemporary American Indians.</p> <p>4.4.1 Trace the development and expansion of political, civil, and economic rights.</p>	<p>a. What are examples of unrestrained leadership in government?</p> <p>b. How has political power been used to restrict or manipulate public opinion?</p> <p>c. Why would leaders manipulate public opinion?</p> <p>d. What are the effects of unrestricted political power?</p> <hr/> <p>—</p> <p>a. What is a counter culture?</p> <p>b. What were some specific examples of counter cultures during the Vietnam Era?</p> <p>c. How do counter cultures reflect changing values and attitudes?</p>

Grade: 11th Subject: Social Studies Unit: Vietnam Era (1964-1975) Lens: <i>Idealism v. Realism</i>			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests	P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC	Students will be able to...	AC
1. The foreign policy decisions that brought the U.S. into Vietnam. 2. Significant groups that demonstrated for their rights and the methods they utilized to call attention to their fight. 3. Despite the costs, the U.S. failed to obtain its objective of containment in Southeast Asia. 4. U.S. citizens began to question both foreign and domestic policies based on actions and decisions made during the Vietnam War. 5. The geopolitical realities that led to détente with China and the Soviet Union. 6. The dangers of the emergence of a military industrial complex. 7. The impact of countercultures on society including, AIM, N.O.W., and hippies. 8. The influence that the energy crisis and environmental movement had on national decision-making (i.e. EPA, Earth Day, etc.). 9. The impact of Watergate as a reflection of the highs and lows of the American Justice System. *highs - removed from office/the system worked *lows- distrust of government		1. Make, use, read and interpret timelines. 2. Take notes. 3. Listen for information. 4. Map skills. <ul style="list-style-type: none"> • Locate places on a map. • Compare maps and make inferences. 5. Interpret graphs and maps 6. Communicate orally and in writing. 7. Keep information on current issues that affect society. 8. Recognize and understand an increasing number of social studies terms. 9. Interpret social and political messages of cartoons. 10. Reinterpret events in terms of what might have happened and show the likely effects and events. 11. Communicate orally 12. Recognize the values implicit in the situation and the issues that flow from them. 13. Communicate own beliefs, feelings and convictions. 14. Recognize the mutual relationship between human beings in satisfying one another's needs through compromise. 15. Participate in delegating, organizing, planning, making decisions, and taking action in-group settings. 16. Identify situations in which social action is required. 17. Recognize social responsibilities associated with citizenship in a free society.	
<p>Demonstrate Proficiency in the Common Core State Standards for Literacy in History/Social Studies 11-12</p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p>Please see pages 31-33 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</p>			

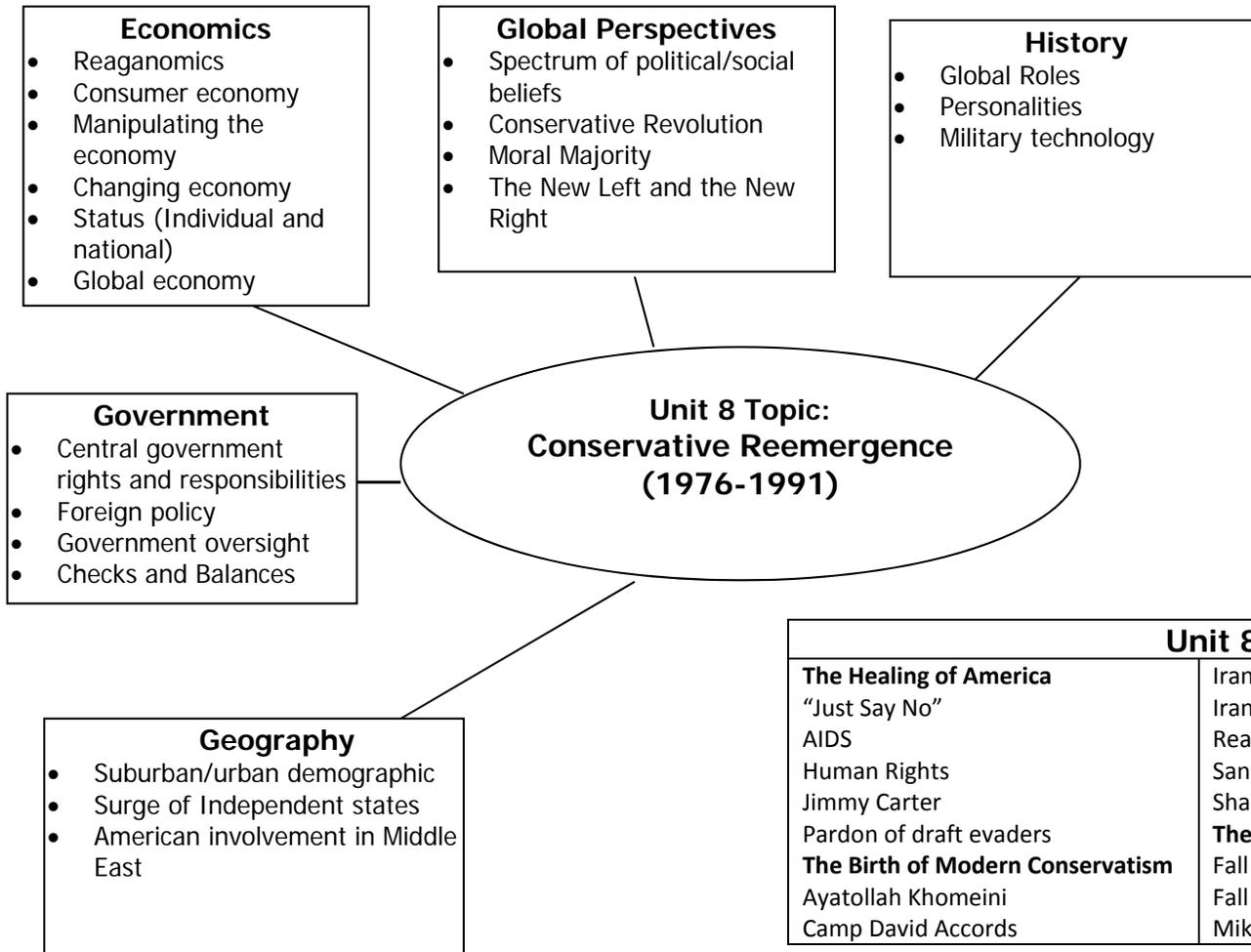
Critical Content/Concept Web

Unit Planner

Unit 8 Topic: Conservative Reemergence (1976-1991)

Conceptual Lens: Values and Ideologies

Grade: 11th Instructional Timeline: April



Unit 8 Overview

At the end of the Vietnam War America is eager to heal the division at home and adopts a cautious outlook on foreign affairs. This leads to a resurgence of conservative American values, a rejection of liberal values and the emergence of a movement toward individualism. Our economic system was a reflection of this ideology. Reagan's economic ideas created an increase in materialism and consumer spending and created a model that is still used today. An unintended consequence was the widening gap between the rich and poor. During this time global events illustrated the decline of communism and the eventual collapse of the Soviet Union.

(3 Weeks)

Unit 8 Vocabulary/Ideas		
<p>The Healing of America</p> <p>"Just Say No"</p> <p>AIDS</p> <p>Human Rights</p> <p>Jimmy Carter</p> <p>Pardon of draft evaders</p> <p>The Birth of Modern Conservatism</p> <p>Ayatollah Khomeini</p> <p>Camp David Accords</p>	<p>Iran Contra Affair</p> <p>Iran Hostage Crisis</p> <p>Reaganomics</p> <p>Sandra Day O'Connor</p> <p>Shah of Iran</p> <p>The End of the Cold War</p> <p>Fall of the Berlin Wall</p> <p>Fall of the Soviet Union</p> <p>Mikhail Gorbachev</p>	<p>Strategic Defense Initiative (SDI-Star Wars)</p> <p>Tiananmen Square</p> <p>Totalitarianism</p>

Grade: 11th
 Subject: Social Studies
 Unit: Conservative Reemergence (1976-1991)
 Lens: *Values and Ideologies*

Enduring Understandings	Guiding Questions
<p>1. Manipulation of an economic system often impacts the status of nations and individuals.</p> <p>3.1.2 Describe the development of a consumer economy.</p> <p>3.1.3 Analyze the role of the modern United States in the global economy.</p> <p>3.2.1 Analyze the role of government policy in the economic development of the modern United States.</p> <p>3.4.1 Analyze how economic conditions affect personal finance.</p>	<p>a. How are economic systems manipulated?</p> <p>b. How is national and individual status tied to the economy?</p> <p>c. How do nations accomplish their goals by manipulating their economies?</p> <p>d. How did Reaganomics and <i>Perestroika</i> affect the citizens of the U.S. and U.S.S.R?</p>
<p>—</p> <p>2. Nationalism and global conflict may drive foreign policy.</p> <p>1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society.</p> <p>1.1.2 Discuss the causes and effects of various compromises and conflicts in American history</p> <p>1.1.3 Analyze significant movements for social change.</p> <p>4.4.1 Trace the development and expansion of political, civil, and economic rights.</p> <p>4.3.2 Provide and evaluate examples of social and political leadership in American history.</p> <p>5.1.1 Compare competing belief systems of the 20th century, including communism, totalitarianism, isolationism, and internationalism.</p> <p>5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.</p> <p>5.1.3 Explain the significance of principal events in the United States' relations with the world, such as World Wars I and II, formation of the United Nations, Marshall Plan, NATO, Korean and Vietnam Wars, end of the Cold War, and interventions in Latin America and the Middle East.</p> <p>5.1.4 Explain how and why the United States assumed the role of world leader after World War II and analyze its leadership role in the world today.</p>	<p>—</p> <p>a. How do changes within nations influence interactions among them?</p> <p>b. How do nations promote self-preservation (e.g., defense, resources, and national organizations)?</p> <p>c. How did the conservatism under Reagan drive his foreign policy?</p> <p>d. How did Carter's idealism drive his foreign policy and change throughout his presidency?</p>

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Grade: 11th Subject: Social Studies Unit: Conservative Reemergence (1976-1991) Lens: Values and Ideologies			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests P - Prompts WS – Work Samples SA – Student Self-Assessment	
Students will Know...	AC	Students will be able to...	AC
1. The significant interventions of U.S. foreign policy; Iran Hostage Crisis, Camp David, Iran Contra Affair, Panama, Desert Storm. 2. The Carter administration began with the desire to heal the division within American society (i.e. focus on human rights and pardon draft evaders). 3. The Carter administration ended in turmoil with the Iran Hostage Crisis, Soviet invasion of Afghanistan and the energy crisis. 4. The Reagan administration was faced with the social problems of escalating drug use and the spread of AIDS. 5. The central tenets of Reaganomics (Trickledown Economics) and its effect upon society (i.e. homelessness, large income gap, reduction of entitlement programs, materialism). 6. During the Reagan administration the American population made a shift to moral Conservatism (i.e. the Moral Majority and Supreme Court). 7. The factors that lead to the demise of the Soviet Union and the decline of communism to include the fall of the Berlin Wall, Tiananmen Square and Gorbachev's reforms. 8. The shift of Cold War intensity under Ronald Reagan with the creation of a Strategic Defense Initiative (SDI – Star Wars).		1. Make, use, read and interpret timelines. 2. Take notes. 3. Listen for information. 4. Map skills. <ul style="list-style-type: none"> • Locate places on a map. • Compare maps and make inferences. 5. Interpret graphs and maps 6. Communicate orally and in writing. 7. Keep information on current issues that affect society. 8. Recognize and understand an increasing number of social studies terms. 9. Interpret social and political messages of cartoons. 10. Reinterpret events in terms of what might have happened and show the likely effects and events. 11. Communicate orally 12. Recognize the values implicit in the situation and the issues that flow from them. 13. Communicate own beliefs, feelings and convictions. 14. Recognize the mutual relationship between human beings in satisfying one another's needs through compromise. 15. Participate in delegating, organizing, planning, making decisions, and taking action in-group settings. 16. Identify situations in which social action is required. 17. Recognize social responsibilities associated with citizenship in a free society.	
<p>Demonstrate Proficiency in the Common Core State Standards for Literacy in History/Social Studies 11-12</p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p>Please see pages 31-33 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</p>			

Critical Content/Concept Web

Unit Planner

Unit 9 Topic: U.S. as a Global Leader (1991-Current)

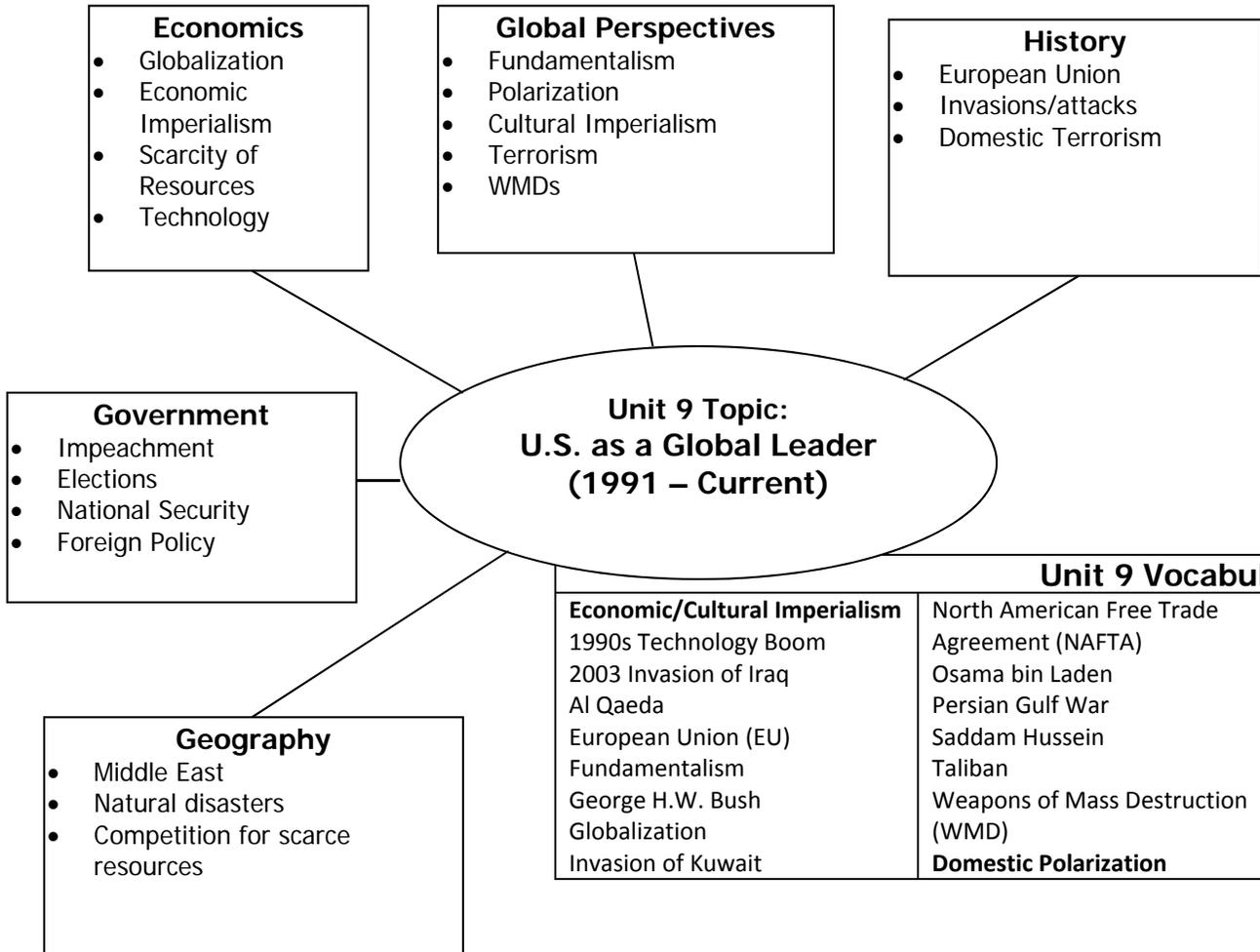
Conceptual Lens: Identity and Interdependence

Grade: 11th Instructional Timeline: May

Unit 9 Overview

Recent events have led the United States to continue its leadership role in an increasingly globally interdependent world. The rapid shift to a post industrial culture has increased economic opportunities while rendering long-standing traditional roles vulnerable to new realities. The increased reach of technology in individual's lives has caused the increased participation in a global community while sacrificing our distinctiveness as individuals and communities. Rigid adherence to extremist philosophies has increased vulnerabilities and conflicts in both domestic and foreign scenarios.

(3 Weeks)



Unit 9 Vocabulary/Ideas			
Economic/Cultural Imperialism 1990s Technology Boom 2003 Invasion of Iraq Al Qaeda European Union (EU) Fundamentalism George H.W. Bush Globalization Invasion of Kuwait	North American Free Trade Agreement (NAFTA) Osama bin Laden Persian Gulf War Saddam Hussein Taliban Weapons of Mass Destruction (WMD)	Al Gore Barack Obama Bill Clinton George W. Bush Great Recession H. Ross Perot Hurricane Katrina Impeachment Popular v. Electoral Vote	National Security 2001 Invasion of Afghanistan 9/11 Attacks Domestic v. Foreign Terrorism Oklahoma City Bombing Patriot Act Waco, TX Stand-Off
Domestic Polarization			

Grade: 11th
 Subject: Social Studies
 Unit: U.S. as a Global Leader
 Lens: *Identity and Interdependence*

Enduring Understandings	Guiding Questions
<p>1. Needs of national security shift due to new threats both foreign and domestic.</p> <p>1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society.</p> <p>5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.</p> <p>5.1.3 Explain the significance of principal events in the United States' relations with the world, such as World Wars I and II, formation of the United Nations, Marshall Plan, NATO, Korean and Vietnam Wars, end of the Cold War, and interventions in Latin America and the Middle East.</p> <p>5.1.4 Explain how and why the United States assumed the role of world leader after World War II and analyze its leadership role in the world today.</p> <hr/> <p>–</p>	<p>a. What national security threat exists today that did not exist before?</p> <p>b. How has national security shifted in the last 30 years?</p> <p>c. How do national security officials prioritize national security threats with limited resources?</p> <hr/> <p>–</p>
<p>2. Technological advancements have created a global community and immediacy of information.</p> <p>1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society.</p> <p>1.4.5 Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century.</p> <p>3.1.1 Describe the emergence of the modern corporation.</p> <p>3.1.2 Describe the development of a consumer economy.</p> <hr/> <p>–</p>	<p>a. How have Steve Jobs and Bill Gates changed the world?</p> <p>b. How have technological advancements affected the role of media, government, entertainment, education and socialization?</p> <p>c. How have technological advancements affected the lives of youth?</p> <hr/> <p>–</p>
<p>3. Cultural and economic imperialism often promote the rise of extreme ideologies.</p> <p>4.3.2 Provide and evaluate examples of social and political leadership in American history.</p> <p>4.4.1 Trace the development and expansion of political, civil, and economic rights.</p> <p>5.1.1 Compare competing belief systems of the 20th century, including communism, totalitarianism, isolationism, and internationalism.</p>	<p>a. What extreme ideologies have emerged in reaction to new cultures and/or economic systems?</p> <p>b. How have reactions to cultural or economic changes been reflected in extremist movements at home and abroad?</p>

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|---|--|
| <p>5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.</p> <p>5.1.3 Explain the significance of principal events in the United States' relations with the world, such as World Wars I and II, formation of the United Nations, Marshall Plan, NATO, Korean and Vietnam Wars, end of the Cold War, and interventions in Latin America and the Middle East.</p> <p>5.1.4 Explain how and why the United States assumed the role of world-leader after World War II and analyze its leadership role in the world today.</p> | |
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Grade: 11th Subject: Social Studies Unit: U.S. as a Global Leader Lens: <i>Identity and Interdependence</i>			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests P - Prompts WS – Work Samples SA – Student Self-Assessment	
Students will Know...	AC	Students will be able to...	AC
1. The effects that technology has on creating a global community (education, business, politics, society, security, economics). 2. The growth of Microsoft, Apple and access to the World Wide Web has provided immediate access to all types of information throughout the world. 3. The costs and benefits of economic and cultural imperialism. 4. The impact of our dependence on foreign oil as well as security concerns led us into numerous conflicts in the Middle East. 5. Islamic fundamentalism has targeted the United States due to our presence in the Middle East (1993 World Trade Center, U.S.S. Cole, 9/11 attacks, U.S. Embassy bombings 6. The continued impacts of OPEC, as well as the emergence of the EU and NAFTA are examples of globalized economics and interdependence. 7. Modern elections have illustrated the polarization and shifting of American politics (i.e. 1992-third party candidates, 2000-electoral v. popular vote, & 2008-the Great Recession). 8. The role of government in response to national crisis gave rise to anti-government attitudes (i.e. Hurricane Katrina, Waco, TX, Oklahoma City bombing, Patriot Act, Ruby Ridge, Impeachment).		1. Make, use, read and interpret timelines. 2. Take notes. 3. Listen for information. 4. Map skills. <ul style="list-style-type: none"> • Locate places on a map. • Compare maps and make inferences. 5. Interpret graphs and maps 6. Communicate orally and in writing. 7. Keep information on current issues that affect society. 8. Recognize and understand an increasing number of social studies terms. 9. Interpret social and political messages of cartoons. 10. Reinterpret events in terms of what might have happened and show the likely effects and events. 11. Communicate orally 12. Recognize the values implicit in the situation and the issues that flow from them. 13. Communicate own beliefs, feelings and convictions. 14. Recognize the mutual relationship between human beings in satisfying one another's needs through compromise. 15. Participate in delegating, organizing, planning, making decisions, and taking action in-group settings. 16. Identify situations in which social action is required. 17. Recognize social responsibilities associated with citizenship in a free society.	
		<p align="center">Demonstrate Proficiency in the Common Core State Standards for Literacy in History/Social Studies 11-12</p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p align="center">Please see pages 31-33 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</p>	

Reading Standards for Literacy in History/Social Studies

The Reading standards specific to the content areas begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading Informational Text

RH

Key Ideas and Details

- 11-12.RH.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.
- 11-12.RH.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.
- 11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

- 11-12.RH.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).
- 11-12.RH.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.
- 11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

- 11-12.RH.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.
- 11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

- 11-12.RH.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies

The Writing standards specific to the content areas begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Writing

WHST

Text Types and Purposes

11-12.WHST.1 Write arguments focused on *discipline-specific content*.

- 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.

11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. 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.
- b. 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.
- c. 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.
- d. 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.

- e. 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).

11-12.WHST.3 (See note below; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Production and Distribution of Writing

- 11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.WHST.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.
- 11-12.WHST.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.

Research to Build and Present Knowledge

- 11-12.WHST.7 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.
- 11-12.WHST.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 one source and following a standard format for citation.
- 11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 11-12.WHST.10 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.