



YEAR AT A GLANCE
SOCIAL STUDIES - U.S. HISTORY

GRADE(S)	UNIT(S)
GRADE 11	10
LEVELS	

Program Transfer Goals

- Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.
- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.
- Investigate places and regions and the connections among them.
- Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.
- Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

PACING

1st Nine Weeks			2nd Nine Weeks			3rd Nine Weeks			4th Nine Weeks	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	

Assurances for a Guaranteed and Viable Curriculum

Adherence to this scope and sequence affords every member of the learning community clarity on the knowledge and skills on which each learner should demonstrate proficiency. In order to deliver a guaranteed and viable curriculum, our team commits to and ensures the following understandings:

Shared Accountability: Responding to the Needs of All Learners

- High levels of learning for all students.
- The district and course formative assessments aligned to the standards for this course support educators and learners in monitoring academic achievement and leveraging interventions.

Shared Understanding: Curriculum Design

- The district curriculum design weaves together the elements of content, skills and assessments in order to adhere to curriculum design at the macro and micro level, ensuring vertical alignment.
- The district curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments, and recommended resources.

Interdependence: Curriculum Units

Members of the learning community utilize the curriculum units, plan collaboratively, and reflect on results for continuous improvement.

UNIT 1: GILDED AGE**TIMELINE: 4 WEEKS**

Unit Summary: The Transcontinental Railroad established a permanent link between the East and West coasts. This created new markets for the goods being produced as a result of industrialization. This led to the Gilded Age which gets its name from the wealth that is created during this time and the way of life this wealth supported, although not everyone in this period enjoyed the privileges that wealth can provide. Topics include industrialization and the rise of big business, immigration, urbanization, and the rise of labor unions.

Transfer Goal:

- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.

Students will know...

- Conflict with Native Americans continued as settlers moved further West.
- Innovation fueled the rise of big business and industry.
- American workers responded to the rise of industrialism by organizing into labor unions.
- “New” immigrants from southern and eastern Europe and Asia arrived and faced challenges assimilating to American society.

Students will be skilled at...

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

UNIT 2: PROGRESSIVE ERA**TIMELINE: 2 WEEKS**

Unit Summary: The Progressive movement started as a social movement to correct the problems that rapid industrialization created for America. Progressives felt that problems that Americans faced in the Gilded Age could be solved by a good education, safe environment, and a safe workplace. It would eventually turn into a political movement. Topics include the reforms, the reformers, and the politics of this era.

Transfer Goal:

- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.

Students will know...

- Americans faced many social, political, and environmental problems at the beginning of the 20th century.
- Roosevelt, Taft, and Wilson promoted progressive goals in national policy.

Students will be skilled at...

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

UNIT 3: IMPERIALISM

TIMELINE: 3 WEEKS

Unit Summary: This time period sees the United States become more involved around the world as industrialization spurs the need for more resources and markets. The later part of this time period sees the world engulfed in its first world war. Topics include the Spanish American War, US expansion, and the causes and results of World War I.

Transfer Goal:

- Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.

Students will know...

- As a result of its victory in the Spanish-American War, the U.S. became a world power.
- At the start of the 20th century, the U.S. was an imperialist nation with overseas possessions.
- World War I in Europe had many underlying causes, and the U.S. remained neutral until 1917 when they joined the fight on the side of the Allies
- World War I was the world's first truly modern war.
- During World War I, the federal government worked to mobilize the country for war.
- After World War I, President Wilson hoped to create a lasting peace by establishing a peacekeeping organization called the League of Nations.

Students will be skilled at...

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

UNIT 4: 1920s

TIMELINE: 3 WEEKS

Unit Summary: The Roaring 20's brought economic prosperity to America. Automobiles became more affordable thanks to Henry Ford's assembly line. Changing values saw conflicts over Prohibition, Science and Religion, and fear of communism surfacing after the Russian Revolution of 1917. Women became more independent and the Harlem Renaissance showcased the talents of the African American community. Topics include adjusting to post war time peace, conflicting values, and the economy of the 1920s.

Transfer Goal:

- *Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.*

Students will know...

- Rising economic, political, and social tension marked the years after World War I
- The Election of 1920 launched a decade long era of Republican politics.
- New ideas and prosperity brought change to American popular culture in the Roaring 20s.
- During the Roaring 20s, the United States became a deeply divided nation.

Students will be skilled at...

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

UNIT 5: GREAT DEPRESSION AND NEW DEAL

TIMELINE: 3 WEEKS

Unit Summary: The Great Depression of the 1930's was characterized by bank and business failures and high unemployment. The New Deal was President Franklin Roosevelt's program to address the problems of the Depression. He focused on relief to the unemployed by providing jobs through work relief projects. His focus on recovery was to create programs that would help rebuild the ability of people to purchase items thus stimulating the economy. Finally, he sought to reform the parts of the economy that led to the Depression. Topics include causes of the depression, life during the depression, and the response by government to the depression.

Transfer Goal:

- Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions

Students will know...

- The Great Depression was triggered by the stock market crash of 1929, but many other causes contributed to what became the worst economic crisis in U.S. history.
- The election of 1932 presented voters with a choice between Republican president Herbert Hoover's conservative approach and Democratic challenger Franklin Roosevelt's promise of a New Deal.
- The Great Depression inflicted terrible hardships on millions of Americans.
- FDR promoted his New Deal policies to end the Great Depression and help needy Americans. These policies greatly expanded the role of the federal government in American life.

Students will be skilled at...

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

UNIT 6: WORLD WAR II

TIMELINE: 3 WEEKS

Unit Summary: The failure of European nations to stop the aggression of Adolf Hitler leads to World War II, with the United States officially being drawn into the war as a result of the Japanese bombing of Pearl Harbor. This global war fought in Europe and the Pacific would end with the use of nuclear weapons. Topics include the causes of the war, fighting in Europe and the Pacific, how the home front responded, and the post war period.

Transfer Goal:

- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.]

Students will know...

- The causes of World War II and why the United States joined.
- The two theatres of the war, the major battles, and the use of atomic weapons to bring the war to an end.
- How the war impacted Americans living at home including rationing.

Students will be skilled at...

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

UNIT 7: EARLY COLD WAR ERA

TIMELINE: 3 WEEKS

Unit Summary: Following World War II, the United States and the Soviet Union entered a 45 year period of tension between the two countries known as the Cold War. The failure of the Soviet Union to allow free elections in Eastern Europe (following the end of WWII) and the establishment of communist countries prompted the United States to engage in a policy of containment. Topics include U.S. responses to Soviet aggression and how the effects of the Cold War at home.

Transfer Goal:

- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.

Students will know...

- How Soviet aggression led to the Cold War and how the U.S. responded including the Truman Doctrine and the Marshall Plan.
- The role of the United Nations in the Korean War.

Students will be skilled at...

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

UNIT 8: CIVIL RIGHTS [OVERHAULING SOCIETY]

TIMELINE: 3 WEEKS

Unit Summary: While the Civil Rights movement began soon after the Civil War with the passage of the 13th, 14th, and 15th amendments it would gain momentum in the 1950s with the key decision in *Brown v Board of Education* overturning segregation. The civil rights movement would see gains for African Americans, Latinos, American Indians, and women. Topics include the origins of the movement, the individuals and organizations of the movement, as well as court cases.

- **Transfer Goal:** Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

Students will know...

- That the Civil Rights movement can be traced over time beginning with the 13th, 14th, and 15th amendments to modern day issues.
- That the U.S. Congress passed significant legislation and the U.S. Supreme Court issued significant rulings that helped to advance civil rights.

Students will be skilled at...

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

UNIT 9: VIETNAM**TIMELINE: 3 WEEKS**

Unit Summary: The policy of containment and the domino theory would engage the United States in the Vietnam conflict. This war fought with widespread exposure through television would divide the United States. An anti war movement would emerge and engulf the 1960s in a period of protest and change. Topics include the issues and events of the Vietnam War, the New Frontier, and the Great Society.

Transfer Goal:

- Investigate places and regions and the connections among them.

Students will know...

- The policy of containment guided U.S. foreign policy in the Vietnam War.
- There was discontent at home that led to protests against the war.

Students will be skilled at...

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

UNIT 10: POLITICS OF THE MODERN ERA**TIMELINE: 5 WEEKS**

Unit Summary: In this unit, students will examine how American foreign policy begins to change as we see the end of the Cold War and a terrorist attack at home. On the domestic front the role of the federal government and increases in government spending become the prime sources of debate.

Transfer Goal:

- Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

Students will know...

- The 1980s saw a conservative resurgence in Modern Politics.
- That foreign policy changed during this time period especially with the terrorist attack of 2001.

Students will be skilled at...

- analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;