Introduction to the Curricular Map

The curricular maps were created to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into two instructional components consisting of the standard sets to be taught, each component comprising roughly 1/2 of the time in a year-long course. Periodic assessments are calendared at the end of each instructional component. In order for students to be prepared for the assessment, the standard sets in each component must be completed. Students should be prepared to write to the Common Core Writing Standard indicated on the curricular map.

All instructional materials utilized in the classroom must specifically address the discipline-specific language and literacy demands required in a Secondary History/Social Science classroom as outlined in Common Core State Standards. Click here for additional information and support.

Common Core State Standards
The Common Core State Standards for Literacy in History/Social Science address the language demands specific to the content.

The curricular maps have an indicated writing emphasis of expository in the first instructional component and argument in the second. Click here for the reading emphasis per semester. Please note that those standards called out for emphasis denote the expectation that teachers will provide explicit instruction in these areas while incorporating all other Common Core Standards into their instructional program.

Reading Like a Historian
The Los Angeles Unified School District, in partnership with the Stanford History Education Group will bring the Reading Like a Historian (RLH) program to every Secondary History classroom within the District. The Reading Like a Historian (RLH) curriculum embodies the instructional shifts required by the Common Core State Standards. RLH makes disciplinary, historical inquiry accessible to diverse groups of learners. A disciplinary approach to history instruction engages students in the creation of historical knowledge. With this approach, students read closely, evaluate, and interpret historical sources in order to use text based evidence to reach a conclusion.

Setting up for Success
In order for students and teachers to effectively demonstrate mastery of the language and literacy demands of a History/Social Science classroom, structures and routines must be put in place to enhance instruction and support student learning. The key to student success with the Common Core State Standards is student to student dialogue, allowing them to acquire and demonstrate mastery of the discipline-specific language of the content.

In order for teachers to provide students the opportunities to engage in these dialogues, it is critical teachers use the first two weeks of school to focus on:

- Community
- Collaboration
- Communication

Click here for detailed information on the implementation of Setting up for Success in History/Social Science
Grade 11 U.S. History Geography: Continuity and Change in the 20th Century

Instructional Component 1

11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution; the divinely-bestowed unalienable natural rights philosophy of the Founding Fathers and the debates surrounding the drafting and ratification of the Constitution; the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late 19th century of the United States as a world power.

Concepts
• Society
• Constitution
• Democracy
• Natural Rights
• Civil War
• Development
• Growth
• Anarchism
• Revolution
• Federalism
• Reconstruction
• Demographics

Reading Like a Historian Lessons

CCSS Writing Emphasis
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, graphics, 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.

Sample Essential Questions

Big Idea: Individuals and groups as change agents
What does it mean to be an American?
Does joining a group affect a person’s freedom?
How important is individual participation to change?
Do citizens both individually and collectively influence government policy?

Big Idea: The evolution of democracy
What is a nation’s responsibility to the public good?

Big Idea: The American Identity
What does it mean to be an American?
What does “all men are created equal” mean?
What rights should everyone in the United States have?
How essential is compromise to democracy?

Should freedom and equality have limitations?
What are the responsibilities of citizens in a democracy?
### Grade 11 U.S. History Geography: Continuity and Change in the 20th Century

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty.

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Reading Like a Historian Lessons</th>
<th>CCSS Writing Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ideology</td>
<td>Scopes Trial</td>
<td>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</td>
</tr>
<tr>
<td>• Social Darwinism</td>
<td></td>
<td>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, graphics, and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>• Social reform</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>• Revival</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>• Intolerance</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>• Fundamentalism</td>
<td></td>
<td>e. Provide a concluding statement or section that follows from and supports the information or explanation provided.</td>
</tr>
<tr>
<td>• Religious pluralism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Separation of church and state</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Social gospel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sample Essential Questions**

**Big Idea: Individuals and groups as change agents**
- What are the responsibilities of citizens in a democracy?
- Do religious movements shape ideas about democracy?
- Do religious movements change society?
- What are the effects of religious intolerance?
- Should morality shape laws?

**Big Idea: The evolution of democracy**
- Does religion impact society?

**Big Idea: The American Identity**
- What role does religion play in envisioning the American dream?
- Does religious pluralism affect American identity?
- Does a belief system unite or divide people?

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Created by the Los Angeles School District
11.2 Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe.

1. Know the effect of industrialization on living and working conditions, including the treatment of working conditions and food safety in Upton Sinclair’s The Jungle.

2. Describe the changing landscape, including the growth of cities linked by industry and trade; the development of cities divided according to race, ethnicity, and class.

3. Trace the effect of the Americanization movement.

4. Analyze the effect of urban political machines and responses by immigrants and middle-class reformers.

5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.

6. Trace the economic development of the U.S. and its emergence as a major industrial power, including the gains from trade and advantages of its physical geography.

7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).

8. Examine the effect of political programs and activities of Populists.

9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children’s Bureau, the 16th Amendment, Theodore Roosevelt, Hiram Johnson).

Concepts
- Corporation
- Dissent
- Industrialization
- Progressivism
- Regulation
- Social Darwinism
- Trusts
- Pluralism
- Immigration
- Industrial Revolution
- Reform
- Industrialization
- Urbanization

Reading Like a Historian

Lessons
- Political Bosses
- Jacob Riis
- Settlement House Movement
- Japanese Segregation in San Francisco

CCSS Writing Emphasis
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, graphics, 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.

Sample Essential Questions

Big Idea: Individuals and groups as change agents
Does economics play a role in society’s view of equality?
What is a nation’s responsibility to the public good?
What are the perils of progress?
What is progress?

Can we learn from failure?
Does the government protect the rights of all people?

Big Idea: The American Identity
What is the relationship between immigration and the American identity?
Should government promote the “American Dream”?

Created by the Los Angeles School District
<table>
<thead>
<tr>
<th>Is there a difference between progress and development?</th>
<th>Can America accommodate all people?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea: The evolution of democracy</td>
<td>Are free markets really free?</td>
</tr>
<tr>
<td>What is progress?</td>
<td>Is capitalism essential to America?</td>
</tr>
<tr>
<td>What must the government do to “promote the general welfare?”</td>
<td>Is there a common American ideal?</td>
</tr>
<tr>
<td>Why do laws change over time?</td>
<td></td>
</tr>
</tbody>
</table>
Grade 11 U.S. History Geography: Continuity and Change in the 20th Century

11.4 Students trace the rise of the U.S. to its role as a world power in the 20th century.

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Reading Like a Historian Lessons</th>
<th>CCSS Writing Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Foreign policy</td>
<td>Maine Explosion</td>
<td>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</td>
</tr>
<tr>
<td>• Imperialism</td>
<td>Spanish-American War</td>
<td>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, graphics, and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>• Interventionism</td>
<td>Philippine-American War</td>
<td>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.</td>
</tr>
<tr>
<td>• Jingoism</td>
<td>US Entry into WWI</td>
<td>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.</td>
</tr>
<tr>
<td>• Pacifism</td>
<td>Sedition in WWI</td>
<td>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.</td>
</tr>
<tr>
<td>• Expansionism</td>
<td>League of Nations</td>
<td>e. Provide a concluding statement or section that follows from and supports the information or explanation provided.</td>
</tr>
<tr>
<td></td>
<td>Chicago Race Riots of 1919</td>
<td></td>
</tr>
</tbody>
</table>

Sample Essential Questions

Big Idea: Individuals and groups as change agents
Can one person make a difference?
Does might make right?
What does it mean to be a world power?
Do responsibilities come with being a world power?

Big Idea: The evolution of democracy
Should all governments be democratic?

Does the United States have the right or responsibility to spread democracy?
Does American foreign policy adhere to democratic ideals?

Big Idea: The American Identity
Is the United States obligated to spread its values?
Can the “American Dream” be used to further political goals?

Created by the Los Angeles School District
### Grade 11 U.S. History Geography: Continuity and Change in the 20th Century

**11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Reading Like a Historian Lessons</th>
<th>CCSS Writing Emphasis</th>
</tr>
</thead>
</table>
| • Equal rights  
• Industrialization  
• Suffrage  
• Isolationism  
• Mass production  
• Prohibition  
• Mass media  
• Segregation  
• Popular culture  
• Renaissance | Background on Women's Suffrage  
Anti-Suffragists  
Prohibition  
Marcus Garvey  
Palmer Raids  
Mexican American Labor  
Booker T Washington vs. W.E.B. DuBois | 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, graphics, 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. |

1. Discuss the policies of Warren Harding, Calvin Coolidge, and Herbert Hoover.

2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's “back-to-Africa” movement, the Ku Klux Klan, immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.

3. Examine the passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition).

4. Analyze the passage of the 19th Amendment and the changing role of women in society.

5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).

6. Trace the growth and effects of radio and movies and their role in the wide world diffusion of popular culture.

7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

### Sample Essential Questions

**Big Idea: Individuals and groups as change agents**

- Does gender affect liberty?
- What happens when cultures collide?
- Must old and new ideas clash?
- Should morality shape laws?
- What is worth fighting for?
- What causes people to be suspicious of others?

**Big Idea: The evolution of democracy**

- Does economic status influence equality?
- Does culture shape politics?

**Big Idea: The American Identity**

- How can the minority change the minds of the majority?
- How does advertising reflect and reinforce American identity?
- What happens when dreams are deferred?
- Is the American Dream exclusive?
### Grade 11 U.S. History Geography: Continuity and Change in the 20th Century

**Instructional Component 2**

#### 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Reading Like a Historian Lessons</th>
<th>CCSS Writing Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression</td>
<td>Social Security</td>
<td>1. Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>Extremism</td>
<td>New Deal SAC</td>
<td>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
</tr>
<tr>
<td>Government activism</td>
<td>The Dust Bowl</td>
<td>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</td>
</tr>
<tr>
<td>Government expansion</td>
<td></td>
<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>Public works</td>
<td></td>
<td>d. Establish and maintain a formal style.</td>
</tr>
<tr>
<td>Separation of powers</td>
<td></td>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
<tr>
<td>Unemployment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welfare program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized labor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Sample Essential Questions

**Big Idea: Individuals and groups as change agents**

- What is a nation’s responsibility to the public good?
- How should nations respond to crises?
- Can one person make a difference?
- What can be learned from failure?
- Do national crises unite or divide?
- How does a government gain the trust of the people?

**Big Idea: The evolution of democracy**

- What is the “greater good”?
- Do we learn from the past?
- Are people entitled to “freedom from want”?

**Big Idea: The American Identity**

- Are all people entitled to the American Dream?
- Is a stable economy needed to make the American Dream possible?
- Do times of crisis undermine Americans’ sense of self?
# Grade 11 U.S. History Geography: Continuity and Change in the 20th Century

11.7 Students analyze the American participation in World War II.

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Reading Like a Historian Lessons</th>
<th>CCSS Writing Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dictatorship</td>
<td>Japanese Internment</td>
<td>1. Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>• Genocide</td>
<td>Zoot Suit Riots</td>
<td>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
</tr>
<tr>
<td>• Internment</td>
<td>The Atomic Bomb</td>
<td>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</td>
</tr>
<tr>
<td>• National security</td>
<td></td>
<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>• Sphere of influence</td>
<td></td>
<td>d. Establish and maintain a formal style.</td>
</tr>
<tr>
<td>• Hegemony</td>
<td></td>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
<tr>
<td>• Geopolitics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Foreign aid</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## CCSS Writing Emphasis

1. Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

## Sample Essential Questions

**Big Idea: Individuals and groups as change agents**

- Should individual rights be limited in wartime?
- Do national crises unite or divide?
- What are the costs of war?
- Who pays the costs of war?
- What is sacrifice?
- What motivates people to make sacrifices for their country?
- Does the government have obligations to those who make sacrifices for the nation?

## Sample Essential Questions

**Big Idea: The evolution of democracy**

- Are people entitled to “freedom from want”?
- Must civil liberties be limited during times of war?
- Can changing technology affect the actions and power of government?

## Sample Essential Questions

**Big Idea: The American Identity**

- Does a national identity change during wartime?
- How does a nation preserve the safety of its people?
- How do minority groups preserve and enrich the American identity?
# Grade 11 U.S. History Geography: Continuity and Change in the 20th Century

## 11.9 Students analyze United States foreign policy since World War II.

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Reading Like a Historian Lessons</th>
<th>CCSS Writing Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racism</td>
<td>The Cold War</td>
<td>1. Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>Aggression</td>
<td>Cuban Missile Crisis</td>
<td>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
</tr>
<tr>
<td>Anti-Semitism</td>
<td>Guatemala</td>
<td>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</td>
</tr>
<tr>
<td>Appeasement</td>
<td>Korean War</td>
<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>Expropriation</td>
<td>Truman and MacArthur</td>
<td>d. Establish and maintain a formal style.</td>
</tr>
<tr>
<td>Occupation</td>
<td>Gulf of Tonkin Resolution</td>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
<tr>
<td>Partition</td>
<td>Anti-Vietnam War Movement</td>
<td></td>
</tr>
<tr>
<td>Non-intervention/isolationism</td>
<td>Castro and the United States</td>
<td></td>
</tr>
<tr>
<td>Diplomacy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Discuss the establishment of the United Nations and International Declaration of Human Rights, IMF, the World Bank, and GATT, and their importance in shaping modern Europe and maintaining peace and international order.

2. Understand the role of military alliances including NATO and SEATO in deterring communist aggression and maintaining security during the Cold War.

3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
   - The era of McCarthyism, instances of domestic communism (e.g., Alger Hiss) and blacklisting
   - The Truman Doctrine
   - The Berlin Blockade
   - The Korean War
   - The Bay of Pigs invasion and the Cuban Missile Crisis
   - Atomic testing in the American west, the “mutual assured destruction” doctrine, and disarmament policies
   - The Vietnam War
   - Latin American policy

4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).

5. Analyze the role of the Reagan Administration and other factors in the victory of the West in the Cold War.

6. Describe the strategic, political, and economic factors in Middle East policy, including those related to the Gulf War.

7. Examine U.S.-Mexican relations in the twentieth century, including key economic, political, immigration, and environmental issues.

## Sample Essential Questions

**Big Idea: Individuals and groups as change agents**

- What causes people to be suspicious of others?
- What causes nations to distrust each other?
- What are the obligations of a super power?
- How are foreign and domestic policies connected?

**Big Idea: The American Identity**

- Should democracies befriend undemocratic nations?
- Does war inspire economic cooperation or conflict?
- Do domestic and international policies intersect?
- Can you have both liberty and security?
- How has the United States influenced other nations?

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Created by the Los Angeles School District
<table>
<thead>
<tr>
<th>Big Idea: The evolution of democracy</th>
<th>How have rebels shaped American identity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can changing technology affect the actions and power of government?</td>
<td>How should threats to the United States be handled?</td>
</tr>
<tr>
<td>Can money be used as a weapon?</td>
<td>What role does American capitalism play in transnational entities?</td>
</tr>
<tr>
<td></td>
<td>Is containment more effective than engagement?</td>
</tr>
</tbody>
</table>
### Grade 11 U.S. History Geography: Continuity and Change in the 20th Century

#### 11.8 Students analyze the economic boom and social transformation of post-World War II America.

<table>
<thead>
<tr>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military industrial complex</td>
</tr>
<tr>
<td>Standard of living</td>
</tr>
<tr>
<td>Ideology</td>
</tr>
<tr>
<td>Geopolitics</td>
</tr>
<tr>
<td>Nuclear age</td>
</tr>
<tr>
<td>Sphere of influence</td>
</tr>
<tr>
<td>Hegemony</td>
</tr>
</tbody>
</table>

#### Reading Like a Historian Lessons

1. Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

#### Sample Essential Questions

**Big Idea: Individuals and groups as change agents**

- How much power should the president have?
- Are people shaped by their environment or vice versa?
- What role does education play in a democratic society?
- Does technology expand or restrict freedom?
- How does immigration impact society?

**Big Idea: The evolution of democracy**

- Does culture shape politics?
- How does economic change impact society?

**Big Idea: The American Identity**

- Does conformity threaten freedom?
- Does technology shape who we are or can be?
- Is innovation an essential ingredient in America’s growth?
- Do representations of an idealized America shape behavior?
11.10 Students analyze the development of federal civil rights and voting rights developments.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Reading Like a Historian Lessons</th>
<th>CCSS Writing Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil disobedience</td>
<td>Montgomery Bus Boycott</td>
<td>1. Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>Civil rights</td>
<td>Civil Rights Act of 1964</td>
<td>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
</tr>
<tr>
<td>Equal opportunity</td>
<td></td>
<td>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</td>
</tr>
<tr>
<td>Integration</td>
<td></td>
<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>Nonviolence</td>
<td></td>
<td>d. Establish and maintain a formal style.</td>
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<tr>
<td>Segregation</td>
<td></td>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
<tr>
<td>Freedom of expression</td>
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<tr>
<td>Judicial activism</td>
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</table>

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African American service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.

2. Examine and analyze the key events, policies and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.

3. Describe the collaboration on legal strategy between African-American and white civil rights lawyers to end racial segregation in higher education.

4. Examine the role of civil rights advocates (e.g., biographies of A. Philip Randolph, Martin Luther King Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King’s “Letter from Birmingham Jail” and “I Have a Dream” Speech.

5. Discuss the diffusion of the civil rights movement from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham and how the advances influenced the agendas, strategies, and effectiveness of the quest of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

6. Analyze the passage and effect of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the 24th Amendment with an emphasis on equality of access to education and to the political process.

7. Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the 19th Amendment to the movement launched in the 1960s, including differing perspectives on the role of women.

Sample Essential Questions

*Big Idea: Individuals and groups as change agents*

- Do people shape their government?
- Has the meaning of citizenship evolved?

*Big Idea: The American Identity*

- Did the civil rights movement redress civil wrongs?
- What role does race play in shaping American identity?
- How does the justice system exclude or expand equality of
<table>
<thead>
<tr>
<th>Are freedom and equality the same thing?</th>
<th>opportunity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the price of freedom?</td>
<td>Are Americans entitled to equality of opportunity or equality of outcome?</td>
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<tr>
<td>What does “liberty and justice for all mean?”</td>
<td></td>
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<tr>
<td>Can one person make a difference?</td>
<td></td>
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<tr>
<td>Do people have the right to resist unjust laws?</td>
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<tr>
<td><strong>Big Idea: The evolution of democracy</strong></td>
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<tr>
<td>Does the American justice system adequately protect individual rights?</td>
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<td>What impact does activism make on national policy?</td>
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<td>How does an individual become empowered?</td>
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<td>Is equality possible?</td>
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</table>
11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

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<thead>
<tr>
<th>Concept(s)</th>
<th>Reading Like a Historian</th>
<th>CCSS Writing Emphasis</th>
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</thead>
<tbody>
<tr>
<td>Immigration</td>
<td>Women in the 1950's</td>
<td>1. Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>Environmental protection</td>
<td>Great Society</td>
<td>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
</tr>
<tr>
<td>Demographic change</td>
<td></td>
<td>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</td>
</tr>
<tr>
<td>Pluralism</td>
<td></td>
<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>Multiculturalism</td>
<td></td>
<td>d. Establish and maintain a formal style.</td>
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<tr>
<td>Political left</td>
<td></td>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
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<tr>
<td>Political right</td>
<td></td>
<td></td>
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<tr>
<td>Counterculture</td>
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**Sample Essential Questions**

**Big Idea: Individuals and groups as change agents**
- Do Americans have a responsibility to each other?
- What is the environmental impact of growth and development?
- What obligations to future generations do people have?

**Big Idea: The evolution of democracy**
- How can Americans “insure the blessings of liberty to ourselves and our posterity”?
- How does a nation lose the trust of its people?
- Do government services foster independence or dependency?
- What does it mean to be an American?
- Does opening doors for some close them for others?
- What experiences do immigrant groups share?
- Is mistrust of government an American condition?