

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.			
<p>1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.</p> <p>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.</p> <p>3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.</p> <p>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.</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Society • Constitution • Democracy • Natural Rights • Civil War • Development • Growth • Anarchism • Revolution • Federalism • Reconstruction • Demographics 	<p>Reading Like a Historian Lessons</p>	<p style="text-align: center;">CCSS Writing Emphasis</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided.</p>
<p>Sample Essential Questions</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>What does it mean to be an American?</p> <p>Does joining a group affect a person's freedom?</p> <p>How important is individual participation to change?</p> <p>Do citizens both individually and collectively influence government policy?</p> <p>What is a nation's responsibility to the public good?</p> <p><i>Big Idea: The evolution of democracy</i></p> <p>How democratic is the United States?</p> <p>How are individual rights protected against the rights of the majority?</p>		<p>Should freedom and equality have limitations?</p> <p>What are the responsibilities of citizens in a democracy?</p> <p><i>Big Idea: The American Identity</i></p> <p>What does it mean to be an American?</p> <p>What does "all men are created equal" mean?</p> <p>What rights should everyone in the United States have?</p> <p>How essential is compromise to democracy?</p>	

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.			
	Concepts	Reading Like a Historian Lessons	CCSS Writing Emphasis
1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, anti-monarchy and self-rule, worker protection, family-centered communities).	<ul style="list-style-type: none"> • Ideology • Social Darwinism • Social reform • Revival • Intolerance • Fundamentalism • Religious pluralism • Separation of church and state • Social gospel 	<p style="color: blue; font-weight: bold;">Scopes Trial</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided.</p>
2. Analyze the great religious revivals and the leaders involved, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in 19th century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.			
3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).			
4. Discuss the expanding religious pluralism in the United States and California as a result of large-scale immigration in the twentieth century.			
5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.			
<p>Sample Essential Questions</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>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?</p> <p><i>Big Idea: The evolution of democracy</i></p> <p>Is there a connection between religious tolerance and democracy?</p>		<p>Does religion impact society?</p> <p><i>Big Idea: The American Identity</i></p> <p>What role does religion play in envisioning the American dream? Does religious pluralism affect American identity? Does a belief system unite or divide people?</p>	

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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.			
	Concepts	Reading Like a Historian Lessons	CCSS Writing Emphasis
1. Know the effect of industrialization on living and working conditions, including the treatment of working conditions and food safety in Upton Sinclair's <i>The Jungle</i> .	<ul style="list-style-type: none"> • Corporation • Dissent industrialization • Progressivism • Regulation • Social Darwinism • Trusts • Pluralism • Immigration • Industrial Revolution • Reform • Industrialization • Urbanization 	<p>Political Bosses</p> <p>Jacob Riis</p> <p>Settlement House Movement</p> <p>Japanese Segregation in San Francisco</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided.</p>
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).			
<p>Sample Essential Questions</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>Does economics play a role in society's view of equality?</p> <p>What is a nation's responsibility to the public good?</p> <p>What are the perils of progress?</p> <p>What is progress?</p>		<p>Can we learn from failure?</p> <p>Does the government protect the rights of all people?</p> <p><i>Big Idea: The American Identity</i></p> <p>What is the relationship between immigration and the American identity?</p> <p>Should government promote the "American Dream"?</p>	

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Is there a difference between progress and development?

Big Idea: The evolution of democracy

What is progress?

What must the government do to “promote the general welfare?”

Why do laws change over time?

Can America accommodate all people?

Are free markets really free?

Is capitalism essential to America?

Is there a common American ideal?

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.			
1. List the purpose and the effects of the Open Door policy.	Concepts <ul style="list-style-type: none"> • Foreign policy • Imperialism • Interventionism • Jingoism • Pacifism • Expansionism 	Reading Like a Historian Lessons Maine Explosion Spanish-American War Philippine-American War Political Cartoon Soldiers in the Philippines US Entry into WWI Sedition in WWI League of Nations Chicago Race Riots of 1919	CCSS Writing Emphasis 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> 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.
2. Describe the Spanish-American War and U.S. expansion in the South Pacific.			
3. Discuss America’s role in the Panama Revolution and the building of the Panama Canal.			
4. Explain Roosevelt’s Big Stick diplomacy, Taft’s Dollar Diplomacy, and Wilson’s Moral Diplomacy, drawing on relevant speeches.			
5. Analyze the political, economic, and social ramifications of World War I on the home front.			
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.			
Sample Essential Questions <i>Big Idea: Individuals and groups as change agents</i> 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? <i>Big Idea: The evolution of democracy</i> 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? <i>Big Idea: The American Identity</i> Is the United States obligated to spread its values? Can the “American Dream” be used to further political goals?	

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11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.			
	Concepts	Reading Like a Historian Lessons	CCSS Writing Emphasis
1. Discuss the policies of Warren Harding, Calvin Coolidge, and Herbert Hoover.	<ul style="list-style-type: none"> • Equal rights • Industrialization • Suffrage • Isolationism • Mass production • Prohibition • Mass media • Segregation • Popular culture • Renaissance 	<p>Background on Women’s Suffrage</p> <p>Anti-Suffragists</p> <p>Prohibition</p> <p>Marcus Garvey</p> <p>Palmer Raids</p> <p>Mexican American Labor</p> <p>Booker T Washington vs. W.E.B. DuBois</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided.</p>
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.			
<p>Sample Essential Questions</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>Does gender affect liberty?</p> <p>What happens when cultures collide?</p> <p>Must old and new ideas clash?</p> <p>Should morality shape laws?</p> <p>What is worth fighting for?</p> <p>What causes people to be suspicious of others?</p>		<p><i>Big Idea: The evolution of democracy</i></p> <p>Does economic status influence equality?</p> <p>Does culture shape politics?</p> <p><i>Big Idea: The American Identity</i></p> <p>How can the minority change the minds of the majority?</p> <p>How does advertising reflect and reinforce American identity?</p> <p>What happens when dreams are deferred?</p> <p>Is the American Dream exclusive?</p>	

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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.			
<p>1. Describe the monetary issues of the late 19th and early 20th century that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920's.</p> <p>2. Understand the principal explanations of the causes of the Great Depression and steps taken by the Federal Reserve, Congress and the President to combat the economic crisis.</p> <p>3. Discuss the human toll of the Depression, natural disasters, unwise agricultural practices and their effect on the depopulation of rural regions and on political movements of the left and right with particular attention to the Dust Bowl refugees and their social and economic impacts in California.</p> <p>4. Analyze the effects and controversies of New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930's (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies and energy development such as the Tennessee Valley Authority, California Central Valley Project, Bonneville Dam).</p> <p>5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and Congress of Industrial Organization to current issues of a post-industrial multinational economy, including the United Farm Workers in California.</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Depression • Extremism • Government activism • Government expansion • Public works • Separation of powers • Unemployment • Welfare program • Organized labor 	<p>Reading Like a Historian Lessons</p> <p style="color: blue;">Social Security</p> <p style="color: blue;">New Deal SAC</p> <p style="color: blue;">The Dust Bowl</p>	<p>CCSS Writing Emphasis</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>Sample Essential Questions</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>What is a nation's responsibility to the public good?</p> <p>How should nations respond to crises?</p> <p>Can one person make a difference?</p> <p>What can be learned from failure?</p> <p>Do national crises unite or divide?</p> <p>How does a government gain the trust of the people?</p>	<p><i>Big Idea: The evolution of democracy</i></p> <p>What is the "greater good"?</p> <p>Do we learn from the past?</p> <p>Are people entitled to "freedom from want"?</p> <p><i>Big Idea: The American Identity</i></p> <p>Are all people entitled to the American Dream?</p> <p>Is a stable economy needed to make the American Dream possible?</p> <p>Do times of crisis undermine Americans' sense of self?</p>		

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11.7 Students analyze the American participation in World War II.			
<p>1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.</p> <p>2. Explain United States and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.</p> <p>3. Identify the role and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Codetalkers).</p> <p>4. Analyze Roosevelt’s foreign policies during World War II (e.g., Four Freedoms speech).</p> <p>5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler’s atrocities against Jews and other groups; the role of women in military production; the role and growing political demands of African Americans.</p> <p>6. Describe major developments in aviation, weaponry, communication, and medicine and the war’s impact on the location of American industry and use of resources.</p> <p>7. Discuss the decision to drop atomic bombs and the consequences (Hiroshima and Nagasaki).</p> <p>8. Analyze the effect of massive aid given to western Europe under the Marshall Plan to rebuild itself after the war, and its importance to the U.S. economy.</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Dictatorship • Genocide • Internment • National security • Sphere of influence • Hegemony • Geopolitics • Foreign aid 	<p>Reading Like a Historian Lessons</p> <p style="color: blue;">Japanese Internment</p> <p style="color: blue;">Zoot Suit Riots</p> <p style="color: blue;">The Atomic Bomb</p>	<p>CCSS Writing Emphasis</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>Sample Essential Questions</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>Should individual rights be limited in wartime?</p> <p>Do national crises unite or divide?</p> <p>What are the costs of war?</p> <p>Who pays the costs of war?</p> <p>What is sacrifice?</p> <p>What motivates people to make sacrifices for their country?</p> <p>Does the government have obligations to those who make sacrifices for the nation?</p>		<p><i>Big Idea: The evolution of democracy</i></p> <p>Are people entitled to “freedom from want”?</p> <p>Must civil liberties be limited during times of war?</p> <p>Can changing technology affect the actions and power of government?</p> <p><i>Big Idea: The American Identity</i></p> <p>Does a national identity change during wartime?</p> <p>How does a nation preserve the safety of its people?</p> <p>How do minority groups preserve and enrich the American identity?</p>	

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.			
<p>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.</p> <p>2. Understand the role of military alliances including NATO and SEATO in deterring communist aggression and maintaining security during the Cold War.</p> <p>3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:</p> <ul style="list-style-type: none"> • 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 <p>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).</p> <p>5. Analyze the role of the Reagan Administration and other factors in the victory of the West in the Cold War.</p> <p>6. Describe the strategic, political, and economic factors in Middle East policy, including those related to the Gulf War.</p> <p>7. Examine U.S.-Mexican relations in the twentieth century, including key economic, political, immigration, and environmental issues.</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Racism • Aggression • Anti-Semitism • Appeasement • Expropriation • Occupation • Partition • Non-intervention/ isolationism • Diplomacy 	<p>Reading Like a Historian Lessons</p> <p>The Cold War</p> <p>Cuban Missile Crisis</p> <p>Guatemala</p> <p>Korean War</p> <p>Truman and MacArthur</p> <p>Gulf of Tonkin Resolution</p> <p>Anti-Vietnam War Movement</p> <p>Castro and the United States</p>	<p>CCSS Writing Emphasis</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>Sample Essential Questions</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>What causes people to be suspicious of others?</p> <p>What causes nations to distrust each other?</p> <p>What are the obligations of a super power?</p> <p>How are foreign and domestic policies connected?</p>		<p>Should democracies befriend undemocratic nations?</p> <p>Does war inspire economic cooperation or conflict?</p> <p>Do domestic and international policies intersect?</p> <p>Can you have both liberty and security?</p> <p><i>Big Idea: The American Identity</i></p> <p>How has the United States influenced other nations?</p>	

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Big Idea: The evolution of democracy

Can changing technology affect the actions and power of government?

Can money be used as a weapon?

How have rebels shaped American identity?

How should threats to the United States be handled?

What role does American capitalism play in transnational entities?

Is containment more effective than engagement?

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.			
<p>1. Trace the growth of service sector, white collar, and professional sector jobs in government and business.</p> <p>2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.</p> <p>3. Examine Truman’s labor policy and congressional reaction to it.</p> <p>4. Analyze new federal government spending on defense, welfare, interest on the national debt, and Federal and state spending on education, including the California Master Plan.</p> <p>5. Describe the increased powers of the presidency in response to the Great Depression, World War II and the Cold War.</p> <p>6. Discuss the diverse environmental regions in North America, their relation to particular forms of economic life, and the origins and prospects of environmental problems in those regions.</p> <p>7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.</p> <p>8. Discuss forms of popular culture with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Military industrial complex • Standard of living • Ideology • Geopolitics • Nuclear age • Sphere of influence • Hegemony 	<p>Reading Like a Historian Lessons</p>	<p>CCSS Writing Emphasis</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>Sample Essential Questions</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>How much power should the president have?</p> <p>Are people shaped by their environment or vice versa?</p> <p><i>Big Idea: The evolution of democracy</i></p> <p>What role does education play in a democratic society?</p> <p>Does technology expand or restrict freedom?</p> <p>How does immigration impact society?</p>		<p>Does culture shape politics?</p> <p>How does economic change impact society?</p> <p><i>Big Idea: The American Identity</i></p> <p>Does conformity threaten freedom?</p> <p>Does technology shape who we are or can be?</p> <p>Is innovation an essential ingredient in America’s growth?</p> <p>Do representations of an idealized America shape behavior?</p>	

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11.10 Students analyze the development of federal civil rights and voting rights developments.			
<p>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.</p> <p>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.</p> <p>3. Describe the collaboration on legal strategy between African-American and white civil rights lawyers to end racial segregation in higher education.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Civil disobedience • Civil rights • Equal opportunity • Integration • Nonviolence • Segregation • Freedom of expression • Judicial activism 	<p>Reading Like a Historian Lessons</p> <p style="color: blue;">Montgomery Bus Boycott</p> <p style="color: blue;">Civil Rights Act of 1964</p>	<p>CCSS Writing Emphasis</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>Sample Essential Questions</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>Do people shape their government? Has the meaning of citizenship evolved?</p>		<p><i>Big Idea: The American Identity</i></p> <p>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</p>	

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Are freedom and equality the same thing?

What is the price of freedom?

What does “liberty and justice for all mean?”

Can one person make a difference?

Do people have the right to resist unjust laws?

Big Idea: The evolution of democracy

Does the American justice system adequately protect individual rights?

What impact does activism make on national policy?

How does an individual become empowered?

Is equality possible?

opportunity?

Are Americans entitled to equality of opportunity or equality of outcome?

GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20TH CENTURY

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.			
1. Discuss the reasons for the nation’s changing immigration policy with emphasis on the way the Immigration Act of 1965 and successor acts have transformed American society.	Concepts	Reading Like a Historian Lessons	CCSS Writing Emphasis
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., education, civil rights, economic policy, environmental policy).	<ul style="list-style-type: none"> • Immigration • Environmental protection • Demographic change • Pluralism • Multiculturalism • Political left • Political right • Counterculture 	<p style="color: blue; margin: 0;">Women in the 1950’s</p> <p style="color: blue; margin: 0;">Great Society</p>	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
3. Describe the changing role of women in society as reflected in the major entry of women into the labor force and the changing family structure.			
4. Explain the constitutional crisis originating from the Watergate scandal.			
5. Trace the impact, need and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.			
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform and other social policies.			
7. Explain how the federal, state and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt to Sunbelt migration, international migration, decline of the family farm, increase in out-of-wedlock births, and drug abuse.			
<p>Sample Essential Questions</p> <p><i>Big Idea: Individuals and groups as change agents</i></p> <p>Do Americans have a responsibility to each other?</p> <p>What is the environmental impact of growth and development?</p> <p>What obligations to future generations do people have?</p> <p><i>Big Idea: The evolution of democracy</i></p> <p>How can Americans “insure the blessings of liberty to ourselves and our posterity”?</p>			