

Colton Joint Unified School District Course of Study
High School Course Description for 11th U.S. History

Course Title: U.S. History

Curricular Area: History/Social Science

Course Number: SOC503/SOC504 and SOC583/SOC584

Length: One Year

Grade Level(s): 11th

Prerequisites: None

Meets a UC a-g Requirement: Yes

Meets NCAA Requirement: Yes

Meets High School Graduation Requirement for:

History/Social Science

(5 credits per semester; 10 credits max)

Course Description

In this course students examine major turning points in American history in the twentieth century. During the year certain themes should be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the role of the federal government and Federal Reserve System in the economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power. In each unit students should examine American culture, including religion, literature, art, drama, architecture, education, and the mass media.

Alignment

This course is aligned to the California Grade 11 United States and Geography: Continuity and Change in the Twentieth Century Standards and the California History/ Social Science Framework for Grade 11.

Instructional Materials

Required Textbook(s)

1. National Geographic U. S. History: America Through the Lens 1877 to the Present, Cengage Learning 2018

Novels and Other Readings

1. Animal Farm

Supplemental Materials

1. Varies by site per department choice

Suggested Video/DVDs//Films

1. America Story of Us
2. Encyclopedia of the 20th Century
3. The Century
4. Ken Burns
5. Ultimate Guide to the Presidents

Web Sites

1. SHEG (Stanford History Education Group)
2. Crash Course
3. Kahoot
4. Quizlet

Software/Applications

1. InspiED

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Exit Criteria

Activities

Percentage

A. Learning Tasks/Activities/Applications: 60 %

In these tasks students are developing levels of mastery in Historical Thinking Skills, Literacy, and Content Standards through specific tasks to measure competency and Activities/ Assignments were Students apply learning from Learning Tasks to demonstrate levels of mastery.

These tasks may include: Classwork (document analysis, quick writes), Formative Assessments, Annotations, Homework, Performance Participation, Warm-Up, Exit Tickets, independent practice, critical thinking using projects, group work, DBQs (comparisons), debates/ Socratic Seminars, group discussions, station rotations

B. Unit Culminating Tasks / Assessments/Final Exam: 40 %

In these tasks, students are demonstrating independent mastery of skills, content knowledge, and writing tasks in Unit or end of semester/ course Tests, Quizzes (Using stimulus based multiple Choice, short answer questions and/ or long essays) or assessments.

Development Team

This Course of Study was developed/revised in 2019 by

Bloomington HS

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Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Annotated reading
- Think-pair-share
- Reciprocal teaching
- Close reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

- ELD standards will be integrated into Lesson Design, Implementation, and Assessment
- Teaching will be intentional (Purpose will be clear and coherent, goals will be determined collaboratively in response to assessed student needs)
- A variety of models of instruction will be employed, including but not limited to: Inquiry-Based Learning, Collaborative Learning, and Direct Instruction.
- Culturally and Linguistically Responsive Pedagogy will be implemented
- Students will be provided multiple means of acquiring skills and knowledge, multiple means of expressing their understandings, and multiple means of engaging with the content.
- A variety of grouping strategies will be employed to maximize student learning.
- Linguistic Scaffolding (planned and just-in-time) will be provided to allow learners to successfully access the learning.
- Students' primary language will be leveraged as a resource in a student's acquisition of English and content.
- Collaborative literacy tasks, including but not limited to, whole and small group discussions, will be utilized to amplify content and language understanding.

Support for Special Education Students:

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

Stretching the Lesson for GATE Students:

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Compacting
- Acceleration
- Depth & Complexity icons
- Modified texts
- Modified assignments
- Flexible grouping
- Inquiry-based Learning
- Enriched materials and learning experiences

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Pacing Guide - For Common Assessments & Benchmark Purposes

<u>Semester One</u>	<u>Semester Two</u>
<p><u>(Review) Unit 1: Early America (Beginnings - 1877)</u> Chapter 1 Exploration and Settlement Chapter 2 Revolution and A New Republic Chapter 3 Expansion and Reform Chapter 4 Civil War and Reconstruction</p>	<p><u>Unit 4: A New World (1931-1960)</u> Chapter 12 A Threatening World Chapter 13 America in World War II Chapter 14 The Cold War and Korea Chapter 15 Postwar Prosperity</p>
<p><u>Unit 2: Growth and Reform (1877-1920)</u> Chapter 5 Expansion & Conflict in the West</p> <p style="text-align: center;">Quarter 1 Assessment</p> <p style="text-align: center;">Chapter 6 Industrial America Chapter 7 The Progressive Era and Expansionism</p>	<p><u>Unit 5: A Years of Turbulence (1954-1975)</u> Chapter 16 The Civil Rights Movement Chapter 17 Reforms in the 1960's</p> <p style="text-align: center;">Quarter 3 Assessment</p> <p style="text-align: center;">Chapter 18 The Vietnam War Chapter 19 Changes in Society</p>
<p><u>Unit 3: From the Great War to the New Deal</u> Chapter 8 The Great War Chapter 9 The Jazz Age and Mass Culture Chapter 10 The Great Depression Chapter 11 The New Deal</p> <p style="text-align: center;">Quarter 2 Assessment</p>	<p><u>Unit 6: Challenges of a New Century</u> Chapter 20 Presidential Successes and Failures Chapter 21 The Conservative Revolution Chapter 22 America in a Global Society</p> <p style="text-align: center;">Quarter 4 Assessment</p>

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<u>Semester One</u>	<u>Semester Two</u>
<p>First Quarter</p> <p>Week: 1 <i>Course Introduction and Expectations</i> Standards: N/A</p> <p>Weeks: 2 <u>(Review) Unit 1: Early America (Beginnings - 1877)</u> <i>Chapter 1 Exploration and Settlement</i> Standard: 11.1.1</p> <p>Weeks: 3-4 <i>Chapter 2 Revolution and A New Republic</i> Standards: 11.1.2</p> <p>Week: 5 <i>Chapter 3 Expansion and Reform</i> Standard: 11.1.3</p> <p>Weeks: 6-7 <i>Chapter 4 Civil War and Reconstruction</i> Standards: 11.1.3, 11.1.4</p> <p>Week: 8-9 <u>Unit 2: Growth and Reform (1877-1920)</u> <i>Chapter 5 Expansion & Conflict in the West</i> Standards: 11.2.8</p> <p>Quarter 1 Assessment</p>	<p>Third Quarter</p> <p>Week: 19 <u>Unit 4: A New World (1931-1960)</u> <i>Chapter 12 A Threatening World</i> Standards: 11.7, 11.7.1, 11.7.5, 11.7.6</p> <p>Weeks: 20-21 <i>Chapter 13 America in World War II</i> Standards: 11.7.1, 11.7.2, 11.7.3, 11.7.4, 11.7.5, 11.7.6, 11.7.7</p> <p>Week: 22-23 <i>Chapter 14 The Cold War and Korea</i> Standards: 11.8.1, 11.8.2, 11.8.3, 11.8.4, 11.8.7, 11.8.8, 11.9.1, 11.9.2, 11.9.3</p> <p>Week: 24-25 <i>Chapter 15 Postwar Prosperity</i> Standards: 11.8.1, 11.8.2, 11.8.4, 11.8.6, 11.8.7, 11.8.8, 11.9.3, 11.9.7, 11.10.5, 11.11.7, 11.5.6</p> <p>Week: 26 <u>Unit 5: A Years of Turbulence (1954-1975)</u> <i>Chapter 16 The Civil Rights Movement</i> Standards: 11.10.1, 11.10.2, 11.10.4, 11.10.5,</p> <p>Week: 27 <i>Chapter 17 Reforms in the 1960's</i> Main Standards: 11.11, 11.11.6, Other Supporting Standards: 11.8.4, 11.8.5, 11.8.7, 11.10.1, 11.10.4, 11.10.5, 11.10.6, 11.9.3,</p> <p>Quarter 3 Assessment</p>

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Second Quarter	Fourth Quarter
<p>Weeks: 10-11 <i>Chapter 6 Industrial America (And Immigration)</i> Standards: 11.1.4</p> <p>Weeks: 12-13 <i>Chapter 7 The Progressive Era and Expansionism</i> Standards: 11.2.4</p> <p>Weeks: 14 <u>Unit 3: From the Great War to the New Deal</u> <i>Chapter 8 The Great War</i> Standards: 11.4.5</p> <p>Weeks: 15-16 <i>Chapter 9 The Jazz Age and Mass Culture</i> Standards: 11.5.1, 11.5.2, 11.5.6, 11.5.7</p> <p>Weeks: 17 <i>Chapter 10 The Great Depression</i> Standards: 11.6.1, 11.6.2, 11.6.3</p> <p>Week: 18 <i>Chapter 11 The New Deal</i> Standards: 11.6.4, 11.6.5</p> <p>Week: 18 <i>Semester One Review</i> Standards: N/A</p> <p style="text-align: center;">Quarter 2 Assessment</p>	<p>Week: 28-29 <i>Chapter 18 The Vietnam War</i> Standards: 11.9.3, 11.9.4, 11.9.5, 11.10.4</p> <p>Week: 30 <i>Chapter 19 Changes in Society</i> Standards: 11.10, 11.10.2, 11.10.5, 11.10.6, 11.10.7, 11.11.1, 11.11.2, 11.11.3, <i>Other Supporting Standards: 11.8.2, 11.8.7</i></p> <p>Week: 31 <u>Unit 6: Challenges of a New Century</u> <i>Chapter 20 Presidential Successes and Failures</i> Standards: 11.11.2 <i>Other Supporting Standards: 11.9.6, 11.10.2,</i></p> <p>Week: 32-33 <i>Chapter 21 The Conservative Revolution</i> Standards: 11.9, 11.9.1, 11.9.3, 11.9.4, 11.9.5, 11.9.6, 11.11.2, 11.11.3, 11.11.5, 11.11.7</p> <p>Week: 34-35 <i>Chapter 22 America in a Global Society</i> Standards: 11.11, 11.11.2, 11.11.3, 11.11.5, 11.11.6, 11.11.7, <i>Other Supporting Standards: 11.8.1, 11.8.6, 11.9.6, 11.8.7, 11.9.7</i></p> <p>Week: 36 <i>Semester Two Review</i> Standards: N/A</p> <p style="text-align: center;">Quarter 4 Assessment</p>

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Unit 01: Early America (Chapters 1-4 National Geographic: America Through the Lens)

Semester One: Weeks 1-7

OVERVIEW	
<p>CA State Standard 11.1-Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.</p> <ul style="list-style-type: none"> ● 11.1.1-Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded ● 11.1.2-Analyze the ideological origins of the American Revolution, the Founding Fathers’ philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights ● 11.1.3-Understanding the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization ● 11.1.4-Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power 	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> ● The ideas of John Locke and the Enlightenment and the incorporation of these ideas into the Declaration of Independence and United States Constitution. ● Arguments and compromises that led to the ratification of the US Constitution. ● The importance of the Bill of Rights to individual freedoms of Americans. ● Manifest Destiny and the expansion of the United States ● Causes and events leading to the Civil War and Reconstruction. 	<ul style="list-style-type: none"> ● Factual: <ol style="list-style-type: none"> 1. What was life like for the variety of Native American cultures before European settlers arrived in North America? 2. How and why did the economies of the New England Colonies, Middle Colonies, and Southern Colonies differ? 3. Which British law most burdened the colonies? 4. What are powers the Constitution grants the federal government? What are powers the Constitution grants the state government? What are powers that are shared by the state and federal governments? 5. What did the 13th, 14th, and 15th amendments do? What was the role of the Freedmen's Bureau? What were some technological changes that arose before, during, and after the Civil War? ● Conceptual: <ol style="list-style-type: none"> 1. Why did the New England, Middle, and Southern colonies develop differently? 2. How did declaring independence and forming a new government help shape American identity? 3. How did expansion impact the United States politically, economically, and socially? 4. What led to the Civil War, and what was its aftermath? ● Debatable:

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	<ol style="list-style-type: none"> 1. Did geography greatly affect the development of colonial America? 2. Did the Declaration of Independence establish the foundation of American government? 3. Was the American Revolution inevitable? 4. Is a strong federal system the most effective government for the United States? 5. Is the Constitution a living document? 6. Can the Supreme Court settle moral issues? 7. Does Abraham Lincoln deserve to be called the Great Emancipator? 8. Was the Civil War worth the costs? 9. Did the Reconstruction governments rule the South well? 10. Can political freedom exist without a strong economic foundation?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> ● Exploration, Peopling, and Settlement of North America to 1765. ● Ideological origins of the American Revolution ● The Declaration of Independence ● Adoption of the Articles of Confederation. ● The concepts, compromises, drafting and ratification of the US Constitution. ● Early Presidencies ● War of 1812 ● Physical expansion of the United States 1800-1860 ● Religious and educational reform 1800-1850 ● Sectionalism and events leading to the Civil War ● The Civil War ● The Emancipation Proclamation ● Reconstruction, North and South begins to evolve after the war ● Impact of Diverse People on Early America 	<ul style="list-style-type: none"> ● Analyze Cause and Effect ● Analyze Environmental Connections ● Analyze Language ● Analyze Visuals ● Ask and Answer Questions ● Categorize ● Compare and Contrast ● Contextualization ● Determine Chronology ● Draw Conclusions ● Evaluate ● Explain ● Form and Support Opinions ● Identify ● Identify Main Ideas and Details ● Identify Problems and Solutions ● Integrate Visuals ● Interpret Graphs ● Interpret Maps ● Make Connections ● Make Generalizations ● Make Inferences ● Make Predictions ● Sequence Events ● Summarize ● Synthesize

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UNIT OBJECTIVES TO BE ASSESSED

**This unit serves as a review unit from 8th grade US history. Concepts to be reviewed include the impact of the Enlightenment on American Revolutionary ideals, the debates that raged over the ratification of the Constitution, the early days of the new Republic, the development of political parties, expansion of the USA and Manifest Destiny, the tension caused by slavery, the Civil War, Reconstruction, and the United States' journey towards becoming an industrial power in the 19th century.*

- Analyze the significant events and ideological origins, based on the Enlightenment and the Great Awakening, that led to a break with Great Britain.
- Learn how the rise of democratic ideals and the ideological origins of the American Revolution helped the colonies win independence.
- Understand how the new nation realized the philosophy of government described in the Declaration of Independence by adopting the Articles of Confederation.
- Learn about one of the most significant events in the founding of the United States as the Framers debated and drafted a new Constitution.
- Learn about the three branches of government and the addition of the Bill of Rights.
- Understand the history of the Constitution after it was drafted and signed, the ongoing debate regarding state versus federal authority, and the country's growing democratization.
- Explore the political and economic causes and consequences of the War of 1812 and learn about its major leaders, battles, and events.
- Identify the purpose, challenges, and economic incentives associated with the Louisiana Purchase.
- Trace the rise of the U.S. economy during the industrial transformation of the early 19th century.
- Identify key factors in the geographic and economic expansion of the United States in the early years of the 19th century.
- Analyze Andrew Jackson's presidency in terms of key U.S. political, economic, and social changes during his administration.
- Trace the development of the abolition movement in the 1830s and 1840s.
- Analyze the intersection of religion and social reform movements in American society during the 19th century.
- Trace the development of the 19th-century women's rights movement.
- Identify the challenges Americans faced as they moved to the West.
- Describe the events that resulted in Texas becoming a state.
- Analyze events leading up to and following the Mexican-American War.
- Make a connection between the gold rush of 1849 and California statehood.
- Analyze why the North and South clashed over slavery in the new states and territories.
- Identify the reasons for and the results of the Kansas-Nebraska Act.
- Identify the significance of the Underground Railroad in the antislavery movement.
- Understand the connection between the 1860 election of Abraham Lincoln and the founding of the Confederate States of America.
- Explain how geographic factors influenced the outcome of the Civil War.
- Explain how strengths and weaknesses on both sides influenced strategies during the Civil War.
- Analyze Abraham Lincoln's reasons for issuing the Emancipation Proclamation.
- Identify why the battles of Vicksburg and Gettysburg were key turning points in the war.
- Analyze the final strategies that Union generals employed to achieve victory over the Confederacy.
- Analyze the goals and methods of the various Reconstruction plans.

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UNIT ASSESSMENT:	
<ul style="list-style-type: none"> ● Technology Extension of Hands-On Chapter Project ● Inquiry Journal Workbook ● Interactive Graphic Organizers ● Written paragraphs ● Assess Prior Knowledge ● Chapter Assessments ● Chapter Tests ● Lesson Reviews ● Online Self-Check Quizzes ● Primary and Secondary Sources Activities ● Economics and History Activities ● Geography and History Activity 	
RECOMMENDED KEY ASSIGNMENTS	
<p>Various assignments such as:</p> <ul style="list-style-type: none"> ● Analyze Primary and Secondary sources from Stanford History Education Group ● Causes of the American Revolution storyboard ● Creating a Representative Democracy at school-what would “yours look like” ● Inspired Ed activities for U.S. History ● Watch various selections from “America Story of Us” and answer questions ● Concept Posters 	
TEXTS	
<ul style="list-style-type: none"> ● National Geographic Textbook: America Through the Lens ● <i>Common Sense</i> ● <i>The Federalist/The Anti-Federalist Papers</i> ● <i>Uncle Tom’s Cabin</i> 	
ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
<ul style="list-style-type: none"> ● Compromise ● Constitution ● Culture ● Foreign Policy ● Freedom ● Geography ● Immigration/Emigration ● Legislation ● Nationalism ● Politics ● Precedent ● Religion ● Repression ● Revolutionary ● Slavery ● Technology ● Tension ● Trade 	<ul style="list-style-type: none"> ● Anti-Federalists ● Articles of Confederation ● Bill of Rights ● Bleeding Kansas ● Boston Tea Party ● Chesapeake Bay ● Civil War ● Declaration of Independence ● Emancipation Proclamation ● Enlightenment ● Federalists ● French and Indian War ● Fugitive Slave Law ● Great Awakening ● Great Compromise ● Industrial Revolution ● Jacksonian Democracy ● Jamestown, Virginia

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	<ul style="list-style-type: none"> ● Judicial Review ● Lewis and Clark Expedition ● Louisiana Purchase ● Magna Carta ● Manifest Destiny ● Massachusetts Bay Colony ● Mesoamerica ● Mexican-American War ● Middle Passage ● Monroe Doctrine ● Mormon Trail ● Reconstruction ● Reformation ● Second Great Awakening ● Seneca Falls Convention ● Telegraph ● Three-Fifths Compromise ● Trail of Tears ● US Constitution ● Underground Railroad ● War of 1812
PRIORITY STANDARDS	SUPPORTING STANDARDS
<p>11.1</p> <p>11.2</p>	<p>11.3</p>
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<ul style="list-style-type: none"> ● American Gallery Online ● American Stories Online ● American Voices Biography ● Document-Based Question Template ● History Notebook ● Literature Analysis ● National Geographic Learning Framework ● Online Atlas ● Projects for Inquiry-Based Learning ● Reading and Note-taking ● Review Chapter Worksheets ● Study Primary Sources ● Vocabulary Practice 	

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Unit 02: Growth and Reform (Chapters 5-7)

Semester One — Weeks 8-13

OVERVIEW	
<p>CA State Standard 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</p> <ul style="list-style-type: none"> ● 11.1.4 Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power. ● 11.8.6 Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions. ● 11.2.8 Examine the effects of political programs and activities of populists. ● 11.3.3 Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism). ● 11.2.2 Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class. ● 11.2.6 Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantage of its physical geography. ● 11.2.9 Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroads, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt's Conservancy). ● 11.10.7 Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles on woman. 	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> ● Immigration ● Industrial Growth of the United States ● Jim Crow and Segregation ● Labor Unions ● Progressivism under Roosevelt, Taft, Wilson ● Settlement of the West. ● Spanish-American War ● The Progressive Era ● Urbanization of the United States and its effects ● Women in the Progressive Era 	<ul style="list-style-type: none"> ● Factual: <ol style="list-style-type: none"> 1. How did the federal government affect the country's growth in the years following the Civil War? 2. How did America's economy, industries, and population grow after the Civil War? 3. Why did the US government try to ban the Ghost Dance? 4. What impact did settlement have on the Great Plains? 5. What role did capitalism play in the growth of industry? 6. Why did nativists oppose immigration? 7. What problems did Progressive hope to solve? ● Conceptual: <ol style="list-style-type: none"> 1. How did expansion alter the West and its native populations? 2. What were the overall positive and negative effects of industrialization on the United States? 3. What reforms and expansion took place during the Progressive Era? 4. Why is Theodore Roosevelt's presidency so strongly associated with the Progressive Era?

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	<p>5. How did the women's suffrage movement impact the overall progressive movement?</p> <ul style="list-style-type: none"> ● Debatable: <ol style="list-style-type: none"> 1. Was rapid industrial development a blessing or a curse for Americans? 2. Were business leaders more “captains of industry” or “robber barons”? 3. Has immigration been the “key” to the success and growth of the United States? 4. Has the “West” been romanticized? 5. Can the conquest of Native Americans in the West be justified? 6. Is muckraking an effective tool in reforming American politics? 7. Can reform movements improve American society and politics?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> ● The effects of the Civil War and Reconstruction ● Western Expansion ● The effects of the Industrial revolution ● The programs and effects of Populism ● Urbanization ● Immigration ● Anti-Religious Tolerance of the U.S. ● The Progressive Era ● Women’s Rights 	<ul style="list-style-type: none"> ● Analyze Cause and Effects ● Analyze Environmental Concepts ● Analyze Language Use ● Analyze Primary Sources ● Analyze Visuals ● Compare and Contrast ● Contextualization ● Describe ● Determine Chronology ● Distinguish Fact and Opinion ● Draw Conclusions ● Evaluate ● Form and Support Opinions ● Identify ● Identify Main Ideas and Details ● Identify Problems and Solutions ● Integrate Visuals ● Interpret Graphs ● Interpret Maps ● Make Connections ● Make Inferences ● Make Predictions ● Summarize ● Synthesize

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UNIT OBJECTIVES TO BE ASSESSED

- Understand the economic opportunities taken and the challenges faced by settlers traveling west to farm, ranch , and mine.
- Discuss how farmers on the Great Plains struggled to water their crops and how farming practices resulted in environmental problems.
- Analyze the struggles of farmers in the late 1880's and learn how farmers strengthened their economic status and their political voice.
- Learn about the role the Great Plains region continues to play in providing grain to American cities and to other countries.
- Analyze the conflicts that arose as settlers moved west and onto Native American lands.
- Analyze how the Federal government's actions caused its relationship with Native Americans to deteriorate in the late 19th century.
- Learn how the settling of the frontier helped shape an American identity and inspired tale-telling about the Wild West.
- Learn about the causes and consequences of the second Industrial Revolution.
- Analyze how inventions and new technologies improved life and work for Americans and led to economic growth in the late 1800s.
- Examine the causes and consequences of working conditions that many Americans faced in the late 1800s and early 1900s.
- Explore the rise of unions in the late 1800s and the causes and outcomes of major strikes.
- Analyze the growth of labor unrest in the steel and railroad industries of the late 1890s and the response from employers and the federal government.
- Analyze the push-pull motivations and experiences of immigrants coming to the United States in the late 1800s and early 1900s.
- Learn about immigrant experience in the United States in the late 1800s and early 1900s.
- Examine how Jane Addams helped immigrants and encouraged social reform.
- Identify factors that contributed to urban growth in the late 1800s and early 1900s, including characteristics of city life, demographic shifts, and other developments.
- Identify problems caused by urbanization and political corruption in the 1890s and the reformers who addressed them.
- Learn about discrimination against African Americans after the Civil War.
- Identify how social, political, and economic inequalities informed the actions of the progressives in the early 20th century.
- Describe contributions to social reform movements by Midwest and West Coast women.
- Analyze the effects of progressive reforms in city and state governments.
- Examine Theodore Roosevelt's progressive philosophy and its translation into legislation.
- Learn how William Howard Taft and Woodrow Wilson tried to promote progressive goals.
- Understand the motivations and early impacts of United States expansion.
- Understand the impact of Western expansion into East Asia.
- Analyze the causes and consequences of American involvement in Cuba and the Pacific in the late 1800s.
- Describe the outcome of the United States possession of the Philippines.
- Examine the impact of U.S. foreign policy on Latin America at the turn of the 20th century.

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UNIT ASSESSMENT:	
<ul style="list-style-type: none"> ● Technology Extension of Hands-On Chapter Project ● Inquiry Journal Workbook ● Interactive Graphic Organizers ● Written paragraphs ● Assess Prior Knowledge ● Chapter Assessments ● Chapter Tests ● Lesson Reviews ● Online Self-Check Quizzes ● Primary and Secondary Sources Activities ● Economics and History Activities ● Geography and History Activity 	
RECOMMENDED KEY ASSIGNMENTS	
<p>Various assignments such as:</p> <ul style="list-style-type: none"> ● Ellis Island: The immigrant Experience from TCI ● “Frontier House” experience (Homesteading) ● “The Jungle” by Upton Sinclair excerpt activity ● Industrialization Newspaper ● Progressive Era Essay examining the role of progressives in general, women and African Americans ● Progressive Era (key people) speed dating or POP’s ● Analyze Primary and Secondary sources from Stanford History Education Group ● Inspired Ed activities for U.S. History ● Watch various selections from “America Story of Us” and answer questions ● Scholar Group discussion on The Spanish American Cuban War 	
TEXTS	
<ul style="list-style-type: none"> ● National Geographic Textbook: America Through the Lens ● <i>Dime Novels- Great Western Library</i> ● <i>Frontier Thesis - Frederick Jackson Turner</i> ● <i>The Jungle - Upton Sinclair</i> ● <i>How The Other Half Lives - Jacob Riis</i> ● <i>Animal Farm-George Orwell</i> ● <i>Women's Suffrage - Millicent Fawcett</i> 	
ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
<ul style="list-style-type: none"> ● Environment ● Foreign Policy ● Government Regulations ● Immigration/Emigration ● Nationalism ● Native American Reservation ● Reform ● Religion ● Repression 	<ul style="list-style-type: none"> ● American Anti-Imperialist League ● Americanization ● Annex ● Bessemer process ● Boxer Rebellion ● Children’s Bureau ● Dawes Act ● Exoduster ● Free Silver Movement

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- Suffrage
- Technology
- Textiles
- Trade

- Ghost Dance
- Gold Standard
- Haymarket Riot
- Homestead Act
- Horizontal integration
- Interstate Commerce Act
- Jim Crow laws
- Open Door Policy
- Populism
- Progressive Era
- Sharecropper
- Social Darwinism
- Tenant Farming
- Anti-semitism
- Assimilate
- Conservation
- Direct primary
- Imperialism
- Income tax
- Initiative
- Isolationism
- Labor union
- Laissez-faire
- Monopoly
- Muckrakers
- Nativist
- Plessy vs. Ferguson
- Political machine
- Poll tax
- Progressivism
- Recall
- Recession
- Referendum
- Scientific management
- Social security
- Socialism
- Temperance movement
- Tenement
- Trust
- Vertical integration
- Women's suffrage
- Yellow journalism

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PRIORITY STANDARDS	SUPPORTING STANDARDS
11.2	11.3
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<ul style="list-style-type: none"> ● American Gallery Online ● American Stories Online ● American Voices Biography ● Document-Based Question Template ● History Notebook ● Literature Analysis ● NG Learning Framework ● Online Atlas ● Projects for Inquiry-Based Learning ● Reading and Note-taking ● Review Chapter Worksheets ● Study Primary Sources ● Vocabulary Practice 	

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High School Course Description for 11th U.S. History
Unit 03: From the Great War to the New Deal (Chapters 8-11)
Semester One: Weeks 14-17

OVERVIEW

CA State Standard 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

- 11.4.5 Analyze the political, economic, and social Ramifications of World War 1 on the home front.
- 11.4.1 List the purpose and the effects of the Open Door policy.
- 11.4.4 Explain Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy, drawing on relevant speeches
- 11.5.2 Analyze the international and domestic events, interest, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa” movement, the Ku Klux Klan, and 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.
- 11.3.1 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).
- 11.5.7 Discuss the rise of mass production techniques, the growth of cities, and impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.
- 11.5.1 Discuss the policies of President Warren Harding, Calvin Coolidge, and Herbert Hoover
- 11.5.6 Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
- 11.5.4 Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
- 11.10.7 Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960’s including differing perspectives on the roles of women.
- 11.6.2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.
- 11.6.3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects 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.
- 11.6.1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.
- 11.8.5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
- 11.6.3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects 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.
- 11.6.4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).
- 11.6.5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

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BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> ● Activist Government ● Changing roles for Women, ● Consumerism, The Automobile ● Evolution of Labor ● Impact of the New Deal on Women, African Americans, Mexican Americans ● The 1920's, Mass Culture ● The Dust Bowl ● The Great Depression ● The Harlem Renaissance ● The New Deal ● The Red Scare ● The United States and The Treaty of Versailles ● World War I 	<ul style="list-style-type: none"> ● Factual: <ol style="list-style-type: none"> 1. How did the network of alliances in Europe contribute to the Great War? 2. How were members of minority groups treated during the Great War? 3. In what ways did Wilson and the Allies disagree about a peace treaty for Europe? 4. What factors led to the Palmer Raids? 5. How did new communications technology help popularize jazz? 6. How did the image of the flapper reflect the changing status of women? 7. Why did so many African-Americans move to Harlem in the 1910s and 1920s? 8. What strides in politics did women make after the passage of the 19th Amendment? 9. How did income inequality and overproduction in manufacturing work together to create problems in the 1920s? 10. How did worldwide economic problems influence the emergence of fascism? 11. How did the Dust Bowl contribute to the depopulation of rural areas in the Great Plains? 12. In what ways did Americans respond to the Great Depression? 13. In what ways did Franklin Roosevelt's 1932 election indicate a change in direction for the United States? 14. What was the purpose of the Social Security Act? 15. How did the New Deal attempt to remedy problems created by the Great Depression? ● Conceptual: <ol style="list-style-type: none"> 1. How did World War I affect the United States politically, economically, and socially? 2. How did the Roaring Twenties both divide and unite Americans? 3. What impact did the Great Depression have on the American people, culture, economy, and spirit? 4. In what ways were Franklin Roosevelt's policies during the Great Depression groundbreaking? ● Debatable:

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	<ol style="list-style-type: none"> 1. Was the decade of the 1920s one of conservatism or of innovation? 2. Did the passage of the 19th Amendment radically change women’s role in American life? 3. Should the United States have enacted Prohibition? 4. Was the Great Depression inevitable? 5. Was the New Deal an effective response to the Great Depression? 6. Did the New Deal undermine the principles of separation of powers and checks and balances?
CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> ● The context of World politics 1900 ● Isolationism of the United States ● Contrast President Wilson’s 14 Points Speech to The Treaty of Versailles ● Impact of World War I on the United States ● US Foreign Policy 1900-1941 ● Social, Cultural, Political changes in the 1920’s ● Pro business decade of the Twenties ● Implementation of the assembly line in American factories ● Impact of the Automobile ● African Americans migrate north, Harlem Renaissance ● Causes of The Great Depression ● Rugged Individualism vs. Government Intervention ● Impact of The New Deal 	<ul style="list-style-type: none"> ● Analyze Cause and Effects ● Analyze Environmental Concepts ● Analyze Language Use ● Analyze Primary Sources ● Analyze Visuals ● Compare and Contrast ● Contextualization ● Describe ● Determine Chronology ● Distinguish Fact and Opinion ● Draw Conclusions ● Evaluate ● Form and Support Opinions ● Identify ● Identify Main Ideas and Details ● Identify Problems and Solutions ● Integrate Visuals ● Interpret Graphs ● Interpret Maps ● Make Connections ● Make Inferences ● Make Predictions ● Summarize ● Synthesize
UNIT OBJECTIVES TO BE ASSESSED	

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- Understand the complex relationships among nations that fought in the Great War.
- Understand President Wilson’s reasons for declaring neutrality and how the war in Europe nevertheless affected the United States.
- Discuss how successful naval blockades caused Germany to escalate attacks, pushing the United States to join the war.
- Explore how the federal government made military and economic changes and changes in civil liberties after entering the war.
- Understand how new warfare technology and the conditions in the trenches affected American soldiers fighting in World War I.
- Analyze the social upheaval of the Great Migration, Prohibition, the woman suffrage movement, and the flu pandemic
- Understand how American forces helped achieve an Allied victory and how Woodrow Wilson attempted to forge a peace plan.
Understand the peace process at the end of World War I and the postwar political, social, and economic unrest in the United States.
- Analyze the effects of the Red Scare of 1919 and 1920 on civil liberties in the United States.
- Describe how clashing values divided American society in the 1920s.
- Analyze factors leading to the emergence of a new consumer society, the plight of farmers, and scandals in the government.
- Identify the factors that led to the popularity of jazz.
- Describe how movies, heroes, and writers influenced popular culture in the 1920s.
- Examine how women’s roles changed in the 1920s.
- Assess how women’s political roles changed in the 1920s after passage of the 19th Amendment.
- Discuss discrimination and violence against African Americans and African-American responses during the Great Migration.
- Explore the Harlem Renaissance and the trends in literature, music, and art that it fostered.
- Examine Langston Hughes’s contribution to the Harlem Renaissance.
- Understand the principle causes, both at home and abroad, that put the U.S. economy at risk.
- Understand how and why the stock market crashed in 1929.
- Recognize complex causes and effects that helped bring about the Great Depression.
- Learn how unwise agricultural practices created an environmental disaster that depopulated many rural areas.
- Examine how 1930s culture both distracted people from their troubles and documented their hardships.
- Learn how President Hoover’s policies failed to combat the economic crisis and how international insecurity led to the rise of fascism.
- Analyze the actions that led to Herbert Hoover’s decreasing popularity and the Democrats’ increasing power.
- Explain how the Great Depression influenced the outcome of the 1932 election.
- Explain how Roosevelt’s policies to improve the national economy expanded the role of the federal government.
- Explain how the continuing economic problems in the United States and the rise of dictators in Europe affected Roosevelt’s second New Deal.
- Identify rights workers gained through New Deal legislation.
- Describe how New Deal policies affected women’s benefits and opportunities.
- Explain and evaluate the effectiveness of New Deal relief efforts for African Americans, Mexican Americans, and Native Americans.

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- Analyze why the New Deal became less effective at the end of the 1930s.
- Describe how certain federal programs developed during the New Deal are still in operation today.

UNIT ASSESSMENT:

- Technology Extension of Hands-On Chapter Project
- Inquiry Journal Workbook
- Interactive Graphic Organizers
- Written paragraphs
- Assess Prior Knowledge
- Chapter Assessments
- Chapter Tests
- Lesson Reviews
- Online Self-Check Quizzes
- Primary and Secondary Sources Activities
- Economics and History Activities
- Geography and History Activity
- To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

RECOMMENDED KEY ASSIGNMENTS

Various assignments such as:

- Analyze Primary and Secondary sources from Stanford History Education Group
- Inspired Ed activities for U.S. History
- Watch various selections from “America Story of Us” and answer questions
- Assassination of Archduke Franz Ferdinand Stimulation
- M.A.I.N. Causes of World War I Project
- Langston Hughes Poem Analysis
- FDR HIPPO Document Analysis Stations
- New Deal Cereal Box Agencies
- New Deal Agencies (story book)
- Dust Bowl: Representing the Victim from Teaching Tolerance
- Stock Market Game
- 1920’s One Pager
- 1920’s Time Capsule
- Animal Farm
- 1920’s Google Slide Project (assign each category in groups of 6: National events, Economics, Fashion and Fads, Crime and Criminals, Music, Literature)
- Trench warfare is alive

TEXTS

- National Geographic Textbook: America Through the Lens
- *Memoirs of an Infantry Officer - Siegfried Sassoon*
- *The Diamond as Big as the Ritz - F. Scott Fitzgerald*
- *An Oral History of the Great Depression - Studs Terkel*

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ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
<ul style="list-style-type: none"> ● Deficit ● Deport ● Disposable Income ● Drought ● Economy ● Eugenics ● Foreign Policy ● Geography ● Immigration/Emigration ● Injunction ● Legislation ● Margin ● Nationalism ● Pandemic ● Politics ● Religion ● Scarcity ● Sovereignty ● Technology ● Tension ● Trade 	<ul style="list-style-type: none"> ● 14 Points ● 18th Amendment ● Alliance ● American Civil Liberties Union (ACLU) ● Armistice ● Assassination of Archduke Franz Ferdinand ● Assembly Line ● Back-to-Africa Movement ● Bonus Army ● Bootlegger ● Capitalism ● Civil Liberties ● Collective Bargaining ● Communism ● Deficit Spending ● Dust Bowl ● Espionage ● Fascism ● Fireside Chats ● Flapper ● Fundamentalism ● Great Depression ● Great Migration ● Harlem Renaissance ● Jazz ● Kellogg-Briand Pact ● League of Nations ● Liberty Bond ● Mobilization ● Moral Diplomacy ● Nationalism ● Nativism ● New Deal ● Populist ● Red Scare ● Sedition ● Speakeasy ● Stock Market ● The Schlieffen Plan ● Totalitarian ● Treaty of Versailles

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	<ul style="list-style-type: none"> ● Trench Warfare ● Zimmerman Telegram
PRIORITY STANDARDS	SUPPORTING STANDARDS
11.4.5, 11.5.4, 11.5.5, 11.5.7, 11.6	11.5.1, 11.5.2, 11.5.4, 11.5.6, 11.10.7, 11.6.1, 11.6.2, 11.6.3, 11.6.4, 11.6.5
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<ul style="list-style-type: none"> ● American Gallery Online ● American Stories Online ● American Voices Biography ● Document-Based Question Template ● History Notebook ● Literature Analysis ● National Geographic Learning Framework ● Online Atlas ● Projects for Inquiry-Based Learning ● Reading and Note-taking ● Review Chapter Worksheets ● Study Primary Sources ● Vocabulary Practice 	

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Unit 04: A New World Power (Chapters 12-15)

Semester Two — weeks 19-25

OVERVIEW	
<p>CA State Standard 11.7-Students analyze America’s participation in World War II.</p> <ul style="list-style-type: none"> ● 11.7.1-Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor ● 11.7.2-Explain US and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge ● 11.7.3-Identify the roles 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 Code Talkers) ● 11.7.4-Analyze Roosevelt’s foreign policy during World War II (e.g. Four Freedoms speech) ● 11.7.5-Discuss the constitutional issues and impacts of events on the US homefront, including the internment of Japanese Americans (e.g. <i>Fred Korematsu v. United States of America</i>) and the restriction on German and Italian resident aliens; the response of the administration to Hitler’s atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans ● 11.7.6-Describe major developments in aviation, weaponry, communication, and medicine and the war’s impact on the location of American industry and use of resources ● 11.7.7-Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki) ● 11.7.8-Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the US economy <p>CA State Standard 11.8-Students analyze the economic boom and social transformation of post-World War II America</p> <ul style="list-style-type: none"> ● 11.8.1-Trace the growth of service sector, white collar, and professional sector jobs in business and government ● 11.8.2-Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially California ● 11.8.3-Examine Truman’s labor policy and congressional reaction to it. ● 11.8.4-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 ● 11.8.5-Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War ● 11.8.6-Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions ● 11.8.7-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 ● 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) 	
BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> ● American Neutrality ● Code Talkers, Women, Japanese Americans ● Cold War Congests ● Consumerism in the 1950’s ● Culture of the 1950’s ● Fair Deal 	<ul style="list-style-type: none"> ● Factual: <ol style="list-style-type: none"> 1. How did changes to the Neutrality Act over the years lead to greater US involvement in the war effort? 2. How did President Roosevelt intend to make America an “arsenal of democracy?”

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| <ul style="list-style-type: none">● Isolationism and the rise of Fascism● Native Americans, Mexican Americans● Post War America● Red Scare, McCarthyism● The Cold War● The Holocaust● The Korean War● Truman Doctrine● United States enters the War● Urban and Rural poverty● World War II | <ol style="list-style-type: none">3. How did the US government justify the internment of Japanese residents and Japanese-Americans during WWII?4. How was the war mobilized and fought differently in the Atlantic versus the Pacific?5. How did American foreign policy shift after World War II?6. What groups were singled out by Joseph McCarthy as a threat to the United States? Why?7. How was the system used to build houses in Levittown similar to production on an assembly line?8. What aspects of American life did the Beat poets rebel against?9. What were some long-lasting effects of the Bracero Program?10. How did the baby boom affect American society?11. How did minority groups fare after World War II ended? <ul style="list-style-type: none">● Conceptual:<ol style="list-style-type: none">1. What ideas and events brought about World War II?2. How did World War II and the Holocaust impact Americans and the world?3. What impact did communism have on the United States and rest of the world?4. How did the prosperity of the post-World War II period shape American society?● Debatable:<ol style="list-style-type: none">1. Could the United States have prevented the outbreak of World War II?2. How important was the home front in the United States' victory in World War II?3. Can the United States' treatment of Japanese and Japanese-Americans during World War II be justified or was it a setback for democracy?4. Was World War II a "good" war?5. Was the Cold War inevitable?6. Was containment an effective policy in regards to the spread of communism?7. Were the 1950s a time a great peace, progress and for Americans? |
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CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> ● The passage of the Neutrality Acts and President Roosevelt’s attempts to aid the Allies ● Japan’s bombing of Pearl Harbor ● The United States’ response to the Holocaust ● Minority groups fighting in the US military ● Internment of Japanese and Japanese-Americans ● The US economy’s movement towards production for war ● The United States’ decision to drop atomic bombs ● The post-war economic changes in US society ● Fears of communism both at home and abroad ● McCarthyism ● Korean War ● The development of international institutions after the war (United Nations, NATO, World Bank, etc.) ● Baby Boom ● Consumerism ● Reactions to popular culture (Beatniks) 	<ul style="list-style-type: none"> ● Analyze Cause and Effects ● Analyze Environmental Concepts ● Analyze Language Use ● Analyze Primary Sources ● Analyze Visuals ● Compare and Contrast ● Contextualization ● Describe ● Determine Chronology ● Distinguish Fact and Opinion ● Draw Conclusions ● Evaluate ● Form and Support Opinions ● Identify ● Identify Main Ideas and Details ● Identify Problems and Solutions ● Integrate Visuals ● Interpret Graphs ● Interpret Maps ● Make Connections ● Make Inferences ● Make Predictions ● Summarize ● Synthesize

UNIT OBJECTIVES TO BE ASSESSED

**Objectives to be assessed include: reasons why the United States did not want to enter into World War II, how the United States eventually entered World War II, differences in how the US fought in the European and Pacific theatres, treatment of minorities both in the field and at home during the war, the United States’ shift into a bipolar world, the postwar boom (both baby and economic), changes in the American economy, and reactions to Communism, both at home and abroad.*

- Examine the causes and consequences of the rise of fascist regimes in Europe.
- Understand why Americans favored neutrality and a policy of isolationism as the threat of war in Europe grew.
- Understand events leading to Britain and France declaring war on Germany and Germany’s response.
- Understand how political developments and military actions in Asia increased tensions between the United States and Japan.
- Analyze the reasons for, methods of, and response to President Roosevelt’s increased support of Britain.
- Understand why Germany’s acts of aggression pushed the United States toward war.
- Explore how the United States entered World War II and the early fighting in the Philippines.
- Analyze how the government, the military, and private citizens prepared for and contributed to the war effort.
- Examine women’s roles in the military and in industry to help the war effort.
- Examine the causes and consequences of internment during World War II.
- Explain how the Allied campaigns in North Africa, the Soviet Union, and Italy progressed during World War II.
- Examine the Allied strategy in the Pacific.
- Analyze the battles and events that led to an Allied victory in Europe.

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- Analyze the battles and events that led to an Allied victory in Asia.
- Examine Hitler’s plan for exterminating Jews and other minorities.
- Learn about the U.S. response to the mass murder of European Jews and the Nuremberg trials of former Nazi officials.
- Analyze efforts to rebuild Europe and create a framework for diplomacy and peace after World War II.
- Learn how political ideologies clashed after the war and established two opposing economic and geopolitical factions.
- Examine President Truman’s efforts to transform the U.S. wartime economy to a progressive peacetime economy.
- Analyze the military and nuclear power growth of the United States and the Soviet Union and their alliances with other countries.
- Trace the spread of communism into Asia after the Chinese Revolution.
- Examine the involvement of the United States and the Soviet Union in the Korean War.
- Learn how the spread of communism in Eastern Europe and Asia created fear at home in the United States.
- Examine how U.S. Senator Joseph McCarthy fueled Americans’ fear of communism through accusations and congressional investigations.
- Analyze how the Cold War affected foreign policy and the lives of everyday Americans.
- Describe the 1950s in terms of changing attitudes toward sexuality, advances in many fields, and a rise in consumerism.
- Identify how government programs directed at public works and new housing technologies encouraged the growth of suburbs.
- Analyze the impact of the auto industry on the American economy and changing lifestyle.
- Identify new forms of cultural expression from the 1950s and understand how they changed American society.
- Examine the reasons for and identify the consequences of urban and rural poverty in the United States during the 1950s.
- Evaluate the government’s response to poverty and civil rights issues among Native Americans and Mexican Americans in the 1950s.

UNIT ASSESSMENT:

- Technology Extension of Hands-On Chapter Project
- Inquiry Journal Workbook
- Interactive Graphic Organizers
- Written paragraphs
- Entry Test
- Chapter Assessments
- Chapter Tests
- Lesson Reviews
- Online Self-Check Quizzes
- Primary and Secondary Sources Activities
- Economics and History Activities
- Geography and History Activity

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RECOMMENDED KEY ASSIGNMENTS	
<p>Various assignments such as:</p> <ul style="list-style-type: none"> ● Analyze Primary and Secondary sources from Stanford History Education Group ● Inspired Ed activities for U.S. History ● Watch various selections from “America Story of Us” and answer questions ● World War II Propaganda Cartoon Analysis (ex. Disney’s Commando Duck) ● Holocaust Webquest (From the Museum of Tolerance) ● To Drop or Not Drop Debate (Hiroshima and Nagasaki) ● Japanese Internment Camp Webquest ● “Kenji” by Fort Minor Song Analysis (Japanese Internment Camps) ● Dot Game (Fear of Communism & the Red Scare) ● Cold War Events Stations (McCarthyism, Red Scare, Hollywood 10, Julius & Ethel Rosenberg, etc) ● Dictators Threaten World Peace Graphic Organizer ● History of Rock and Roll through Music (The Day the Music Died-American Pie by Don McLean) ● Google Drive Newspaper project connecting vocabulary ● Zoot Suit Riot Newspaper Analysis (L.A. Times and La Opinion) ● Ken Burns Baseball DVDs ● Field trip with required assignment for the Museum of Tolerance ● Field trip with required assignment to Patton Museum 	
TEXTS	
<ul style="list-style-type: none"> ● National Geographic: America Through the Lens ● Dr. Seuss Goes to War - Dr. Seuss ● Yertle the Turtle - Dr. Seuss ● Butter Battle Book Dr. Seuss ● Night - Elie Wiesel ● Farewell to Manzanar - Wakatsuki Houston ● Graphic Novel: Gaijin 	
ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
<ul style="list-style-type: none"> ● Geography ● Foreign Policy ● Immigration/Emigration ● Politics ● Technology ● Tension ● Trade 	<ul style="list-style-type: none"> ● Allied Powers ● Atlantic Charter ● Axis Powers ● Containment ● D-Day ● GI Bill ● Holocaust ● Iron Curtain ● Marshall Plan ● McCarthyism ● Sunbelt ● Third Reich ● Tuskegee Airmen ● Zoot Suit Riots

Colton Joint Unified School District Course of Study
High School Course Description for 11th U.S. History

	<ul style="list-style-type: none"> ● Appeasement ● Arms race ● Baby boom ● Brinkmanship ● Communism ● Concentration camp ● Consumer society ● Consumerism ● Demilitarized zone ● Domino theory ● Embargo ● Executive order ● Homogeneity ● Internment camp ● Island hopping ● Kamikaze ● Loyalty oath ● Military-industrial-complex ● Non-aggression pact ● Nuclear weapons ● Occupation zone ● Pacifism ● Penicillin ● Proxy war ● Ration ● Refugee ● Rock and roll ● Space race ● Suburbanization ● Truman Doctrine ● Termination policy ● Urban renewal ● War bond ● White-collar
PRIORITY STANDARDS	SUPPORTING STANDARDS
11.7 11.8 11.9	11.10

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INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- American Gallery Online
- American Stories Online
- American Voices Biography
- Document-Based Question Template
- History Notebook
- Literature Analysis
- National Geographic Learning Framework
- Online Atlas
- Projects for Inquiry-Based Learning
- Reading and Note-taking
- Review Chapter Worksheets
- Study Primary Sources
- Vocabulary Practice

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Unit 05: Years of Turbulence (Chapters 16-19)

Semester Two: Weeks 26-30

OVERVIEW

CA State Standard CA.11.10. United States History and Geography: Continuity and Change in the Twentieth Century: Students analyze the development of federal civil rights and voting rights.

- 11.10.1. 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 Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
- 11.10.2. 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.
- 11.10.3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
- 11.10.4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s 'Letter from Birmingham Jail' and 'I Have a Dream' speech.
- 11.10.5. Discuss the diffusion of the civil rights movement of African Americans 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 quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
- 11.10.6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
- 11.10.7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.
- CA.11.11. United States History and Geography: Continuity and Change in the Twentieth Century: Students analyze the major social problems and domestic policy issues in contemporary American society.
- 11.11.1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
- 11.11.2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
- 11.11.3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
- 11.11.4. Explain the constitutional crisis originating from the Watergate scandal.
- 11.11.5. Trace the impact of, need for, 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.
- 11.8.4. 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.
- 11.9.3. 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.

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- CA.11.11. United States History and Geography: Continuity and Change in the Twentieth Century: Students analyze the major social problems and domestic policy issues in contemporary American society.
- 11.6.5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
<ul style="list-style-type: none"> ● Civil Rights Movement in the 1960's ● Cold War issues of the 1960's ● New Frontier, The Great Society ● Reform in the 1960's ● Societal Changes 1960-1975 <ul style="list-style-type: none"> ○ Mexican-Americans ○ Native-Americans ○ Asian-Americans ○ Women ○ LGBT ● Space Race ● The Civil Rights Movement ● The Counterculture ● Various Civil Rights Stories (The Disabled, Marriage Equality) ● War in Vietnam 	<ul style="list-style-type: none"> ● Factual: <ol style="list-style-type: none"> 1. What led to a strong Civil Rights movement during the 1960s? 2. What were the goals of the Civil Rights movement? 3. How did the Montgomery African-American community react to the arrest of Rosa Parks? What were the effects of her arrest? 4. What role did the federal government play in the Civil Rights movement? 5. What were the goals of the Selma-Montgomery marches? 6. In what ways was the war in Vietnam different from other Cold War struggles? 7. What were the goals of the National Organization for Women? 8. What was the American Indian Movement? 9. What factors led to the Latino Rights movement? ● Conceptual: <ol style="list-style-type: none"> 1. How did the civil rights movement redefine American identity? 2. What challenges did Americans face during the 1960s? 3. How did the Vietnam War affect Americans at home and on the battlefield? 4. How did new calls for equality and the space race impact American society? ● Debatable: <ol style="list-style-type: none"> 1. Did American Presidents have good reasons to fight the war in Vietnam? 2. Did the "Great Society" programs fulfill their promise? 3. Is civil disobedience the most effective way of achieving civil rights? 4. Did the Civil Rights movement effectively change the United States? 5. Do the ideas of the 1960s still have relevance today?

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CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> ● The Evolution of Civil Rights ● Plessy vs. Ferguson ● Brown vs. Board of Education ● Regents of the University of California vs. Bakke ● NAACP ● Civil Disobedience used by Martin Luther King Jr., Rosa Parks, etc. ● The Roles of Activists (ex. MLK, Rosa Parks, Malcom X, Thurgood Marshall, Phillip Randolph, James Farmer, etc.) ● African American Civil Rights ● Mexican American Civil Rights ● Women’s Civil Rights ● LGBTQ Civil Rights ● The Rights of the Disabled ● Pop Culture ● Mendez vs. Westminster ● Boycotts (ex. Montgomery Bus Boycott) ● The 1960 Election ● Reforms in the 1960’s ● The New Frontier ● The Great Society ● Fidel Castro and the Bay of Pigs ● The Era of McCarthyism ● The Truman Doctrine ● The Berlin Blockade ● Proxy Wars (The Korean & The Vietnam War) ● The Berlin Wall ● Space Race ● The Kennedy Clan ● Lyndon Johnson ● Civil Rights Acts of 1964 ● The Cold War ● Gulf of Tonkin ● Tet Offensive ● The Counterculture ● Latinos in the 1950’s and 1960’s ● Native Americans in the 1960’s ● Asian American Civil Rights ● NOW (National Organization for Women) ● Richard Nixon’s Presidency ● 1968 Election ● Conflict in the Persian Gulf 	<ul style="list-style-type: none"> ● Analyze Cause and Effects ● Analyze Environmental Concepts ● Analyze Language Use ● Analyze Primary Sources ● Analyze Visuals ● Compare and Contrast ● Contextualization ● Describe ● Determine Chronology ● Distinguish Fact and Opinion ● Draw Conclusions ● Evaluate ● Form and Support Opinions ● Identify ● Identify Main Ideas and Details ● Identify Problems and Solutions ● Integrate Visuals ● Interpret Graphs ● Interpret Maps ● Make Connections ● Make Inferences ● Make Predictions ● Summarize ● Synthesize

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UNIT OBJECTIVES TO BE ASSESSED

- Examine post-World War II efforts to raise awareness of civil rights.
- Understand the role of artists in raising public awareness of long-standing inequality during the civil rights movement.
- Learn how years of legal cases resulted in the Supreme Court decision that desegregated public schools.
- Explore Thurgood Marshall's contributions to the civil rights movement.
- Examine the causes and effects of the Montgomery Bus Boycott.
- Examine the development of the civil rights movement and the leadership of Martin Luther King, Jr.
- Examine how events in Birmingham in 1963 resulted in proposed civil rights legislation.
- Understand the reasons for the March on Washington and the cultural and political environment in which it took place.
- Learn how John F. Kennedy won the 1960 election and how he used his presidential powers to contain communism during the Cold War.
- Learn about President Kennedy's achievements and setbacks as he set his New Frontier agenda.
- Understand the geopolitical consequences of the Cuban Missile Crisis and the effects of John F. Kennedy's assassination.
- Analyze Lyndon Johnson's transition to president and the passage-and effects-of key civil rights legislation in the country.
- Learn about the government programs Lyndon Johnson enacted to help improve people's lives.
- Learn about the role of African-American civil rights leaders in the passage of the Voting Rights Act of 1965.
- Learn about the emergence of militant civil rights advocates and the diffusion of the civil rights movement to the North.
- Examine the United States' early involvement in South Vietnam's unstable political scene.
- Discuss the events that led to President Johnson's escalation of U.S. involvement in Vietnam.
- Assess the military strategies used by both sides in the Vietnam War.
- Explain how media coverage and protests affected public perceptions of the Vietnam War.
- Analyze the Tet Offensive as a turning point in the Vietnam War.
- Describe how events in Vietnam and on the homefront affected the 1968 Democratic primaries and nominating convention.
- Examine the values and characteristics of the 1960s counterculture.
- Understand the factors that brought the Vietnam War to an end in 1973.
- Evaluate the consequences of the Vietnam War in terms of human costs and political and social change.
- Analyze the problems faced by the growing Latino community in the 1950s and 1960s and ways in which Latinos began to seek solutions.
- Learn how Mexican American and Filipino American farmworkers mobilized to improve working conditions and fight for civil rights.
- Understand how Native Americans sought greater opportunities and self-determination.
- Analyze why and how some Native Americans adopted more aggressive tactics in campaigning for Native Americans' civil rights.
- Understand how Asian Americans faced discrimination but achieved some reforms in the 1960s and 1970s.
- Explore the reawakening of the women's movement—its supporters' beliefs and the actions they took—in the 1960s.
- Learn about legal decisions in the 1960s and 1970s that increased equality for women in a number of areas of life.

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- Explore the ways in which the LGBT community joined the campaign for civil rights and equal treatment under the laws of the United States.
- Understand how the Soviet Union’s successful launch of Sputnik 1 in 1957 challenged the United States to push its own space program.
- Discuss the Apollo 11 mission and ways in which NASA has explored space since the first manned moon landing.

UNIT ASSESSMENT:

- Technology Extension of Hands-On Chapter Project
- Inquiry Journal Workbook
- Interactive Graphic Organizers
- Written paragraphs
- Assess Prior Knowledge
- Chapter Assessments
- Chapter Tests
- Lesson Reviews
- Online Self-Check Quizzes
- Primary and Secondary Sources Activities
- Economics and History Activities
- Geography and History Activity

RECOMMENDED KEY ASSIGNMENTS

Various assignments such as:

- Analyze Primary and Secondary sources from Stanford History Education Group
- Inspired Ed activities for U.S. History
- Watch various selections from “America Story of Us” and answer questions
- Kennedy Inauguration Speech-analyze
- Political/Historical Cartoons
- Segregation Simulation (segregate the class by some arbitrary attribute like eye color, hair color, clothing, etc and have a meaningless assignment that both groups have to do, but give all the resources and favors to one group over the other)
- Civil Rights Court Cases Analysis
- Vietnam Media Coverage
- Civil Rights Movement Powerpoint Project (1950’s African American, 1960’s African Americans, Chicanos, Women, American Indian, Students, LGBT and Environment)
- Kennedy assassination conspiracy theories
- Comparison essay of the 1920’s and the 1950’s

TEXTS

- National Geographic Textbook: America Through the Lens
- *Freshwater Road - Denise Nicholas*
- *The Cuban Missile Crisis in American Memory: Myths Versus Reality - Sheldon Stern*
- *One Very Hot Day - David Halberstam*
- *The Feminine Mystique - Betty Friedan*

ACADEMIC VOCABULARY

CONTENT-SPECIFIC VOCABULARY

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<ul style="list-style-type: none"> ● Culture ● Debate ● Desegregation ● Disenfranchise ● Economy ● Environment ● Foreign Policy ● Geography ● Immigration/Emigration ● Integrate ● Politics ● Trade ● Bipartisan ● Coup ● Deferment ● Dove/ hawk ● Escalation ● Feminism ● Militant ● Misogyny ● Precedent ● Reparations ● Stalemate ● Third world 	<ul style="list-style-type: none"> ● Agent Orange ● American Indian Movement ● Bay of Pigs ● Black Panthers ● Brown v. Board of Education ● Civil Disobedience ● Cuban Missile Crisis ● Equal Rights Amendment ● Freedom Riders ● Japanese American League ● Little Rock Nine ● Medicaid ● Medicare ● Mendez v. Westminster ● Montgomery Bus Boycott ● National Organization for Women ● New Frontier ● Roe v. Wade ● Stonewall Inn ● Title IX ● Affirmative action ● Containment ● Counterculture ● De facto segregation ● De jure segregation ● Military industrial complex ● Sit-in ● Solitary confinement ● Space race ● Voter registration drive ● War of attrition
PRIORITY STANDARDS	SUPPORTING STANDARDS
11.10	11.9
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<ul style="list-style-type: none"> ● American Gallery Online ● American Stories Online ● American Voices Biography ● Document-Based Question Template ● History Notebook ● Literature Analysis ● National Geographic Learning Framework ● Online Atlas 	

Colton Joint Unified School District Course of Study
High School Course Description for 11th U.S. History

- Projects for Inquiry-Based Learning
- Reading and Note-taking
- Review Chapter Worksheets
- Study Primary Sources
- Vocabulary Practice

Unit 06: Challenges of a New Century (Chapters 20-22)

Semester Two: Weeks 31-35

OVERVIEW

CA State Standard 11.11.7. 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 family farms, increases in out-of-wedlock births, and drug abuse.

- 11.11.1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
- 11.11.2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
- 11.10.2. 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.
- 11.9.6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
- 11.11.5. Trace the impact of, need for, 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.
- 11.11.4. Explain the constitutional crisis originating from the Watergate scandal.
- CA.11.9. United States History and Geography: Continuity and Change in the Twentieth Century: Students analyze U.S. foreign policy since World War II.
- 11.11.7. 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 family farms, increases in out-of-wedlock births, and drug abuse.
- 11.11.6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

BIG IDEAS/ ESSENTIAL UNDERSTANDING

- Changes in Europe
- Civil Rights in the 21st Century
- Collapse of the Soviet Union
- Conservative Movement
- Economic Boom
- Election of 1968
- Election of Reagan
- Energy Crises
- Environmental Challenges

ESSENTIAL/GUIDING QUESTIONS

- Factual:
 1. How has the role of the federal government changed from the 1970s to the present?
 2. How did the Watergate scandal provoke a constitutional crisis?
 3. How did the conservative movement respond to Johnson's Great Society programs?

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- Environmentalism Today
- Foreign Policies of the 1980's
- Globalization and Immigration
- Growth of the Sunbelt
- Interconnected World
- Internet and impact on American Culture
- Iran Hostage Crisis
- Persian Gulf War
- Social Changes and the internet
- The Election of 2016
- The Environment
- The Great Recession
- The Watergate Scandal
- War on Terror

4. How did the collapse of communism after the fall of the Soviet Union affect the United States' role in global politics?
 5. What international challenges were faced by Presidents in the 21st century?
 6. What does globalization mean, and how has it affected the United States?
 7. What impact did the Great Recession have on American industries and society?
 8. Why is the United States more diverse now than it was in the middle of the 20th century?
 9. In what ways have civil rights movements for minorities (people of color, LGBTQ, disabled Americans) built upon previous civil rights movements in the United States?
- Conceptual:
 1. What policies and challenges characterized the presidencies of Nixon, Ford, and Carter?
 2. What major changes occurred in the United States during Ronald Reagan's presidency?
 3. What does it mean to be an Americans in the 21st century?
 - Debatable:
 1. Did the Warren Court expand or undermine the concept of personal liberties?
 2. Should affirmative action policies be used as a means to make up for past injustices?
 3. Was the Watergate scandal a sign of strength or weakness in the United States system of government?
 4. Did the policy of detente with communist nations effectively maintain world peace?
 5. Should a president be permitted to conduct a covert foreign policy?
 6. Did the United States win the Cold War?
 7. Is it the responsibility of the United States to be the world's "policeman"?
 8. Does the United States have an effective and fair immigration policy?
 9. Can global terrorism be stopped?
 10. Should the United States restrict foreign trade?

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CONCEPTS (Students will know)	SKILLS (Students will be able to do)
<ul style="list-style-type: none"> ● Context of the 1968 Presidential Election ● Various Movements of the 1960's ● Counterculture ● Watergate Scandal and its impact ● Energy Crises and it's context ● Iran Hostage Crisis and its ramifications on US Foreign Policy ● Conservative backlash and the election of Ronald Reagan ● Sunbelt/Rustbelt ● Impact of computer technology (social, political,cultural) ● Impact of collapse of the Soviet Union ● The Environment, AIDS, Globalization, Immigration, LGBT issues ● Terrorist Attack, September 11, 2001 and its impacts ● The Great Recession ● Elections of 2008/2016 	<ul style="list-style-type: none"> ● Analyze Cause and Effects ● Analyze Environmental Concepts ● Analyze Language Use ● Analyze Primary Sources ● Analyze Visuals ● Compare and Contrast ● Contextualization ● Describe ● Determine Chronology ● Distinguish Fact and Opinion ● Draw Conclusions ● Evaluate ● Form and Support Opinions ● Identify ● Identify Main Ideas and Details ● Identify Problems and Solutions ● Integrate Visuals ● Interpret Graphs ● Interpret Maps ● Make Connections ● Make Inferences ● Make Predictions ● Summarize ● Synthesize

UNIT OBJECTIVES TO BE ASSESSED
<ul style="list-style-type: none"> ● Understand the events and strategies that contributed to Richard Nixon's political reemergence and winning of the presidency. ● Describe the domestic reforms and foreign policy of the Nixon administration. ● Explore the people, events, and legislation that shaped the environmental movement. ● Understand why Richard Nixon resigned from office. ● Explain how President Ford addressed the problems inherited from Nixon's administration. ● Describe President Carter's domestic and foreign policies and accomplishments. ● Explain why President Carter lost the support of the American people. ● Analyze the emergence of the conservative movement in the 1970s and 1980s and how it affected American life. ● Explain how the conservative movement gained momentum in the fast-growing southern and western regions of the country. ● Identify the conservative principles that won the vote and resulted in the election of Ronald Reagan as president of the United States in 1980. ● Describe the economic principles President Reagan put into place to encourage economic growth and evaluate their effectiveness. ● Learn how President Reagan's support of U.S. Cold War and containment policies became a strong focus of his administration. ● Describe the effects on American society of new technologies, a health epidemic, and a shift in demographics.

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- Analyze how Reagan’s policies and other world factors led to the West’s Cold War victory.
- Describe the response of the Bush administration to tensions in the Middle East and to a sluggish domestic economy.
- Examine the 1992 presidential election and Bill Clinton’s first term as president.
- Analyze the social and economic effects of globalization and immigration on the United States and Mexico.
- Examine President Clinton’s second term in office and the technology boom.
- Understand the outcome and impact of the 2000 election and how events might have taken a different direction.
- Summarize the effects of the 9/11 attacks on U.S. domestic and Middle East policies.
- Explain how the war on terror affected the strategic, political, and economic interests of U.S. Middle East policy.
- Understand the causes and effects of the Great Recession.
- Examine how Barack Obama became the first African-American president and what his priorities were following his election.
- Analyze how the quest for civil rights and the debate over immigration shaped attitudes and events in the early 21st century.
- Assess the challenges of and viewpoints about climate change and global warming.
- Analyze the economic, social, and environmental effects of globalization.
- Analyze how U.S. foreign policy has improved international relations and been affected by global terrorism.

UNIT ASSESSMENT:

- Technology Extension of Hands-On Chapter Project
- Inquiry Journal Workbook
- Interactive Graphic Organizers
- Written paragraphs
- Assess Prior Knowledge
- Chapter Assessments
- Chapter Tests
- Lesson Reviews
- Online Self-Check Quizzes
- Primary and Secondary Sources Activities
- Economics and History Activities
- Geography and History Activity
- To be created by a committee from all high schools. Minimum 1 common semester assessments and 1 quarterly assessments, for a total of 2 per year.

RECOMMENDED KEY ASSIGNMENTS

Various assignments such as:

- Analyze Primary and Secondary sources from Stanford History Education Group
- Inspired Ed activities for U.S. History
- Watch various selections from “America Story of Us” and answer questions
- Field Trip with required assignment to Nixon Library
- Field Trip with required assignment to Reagan Library
- Time Capsule
- 9/11 Project
- Decade Project 1950’s through 1990’s (use google slides)

TEXTS

Colton Joint Unified School District Course of Study
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- National Geographic Textbook: America Through the Lens
- *All the President's Men* - Bob Woodward and Carl Bernstein
- *The Year that Changed the World: The Untold Story Behind the Fall of the Berlin Wall* - Michael Meyer
- *Flight Behavior* - Barbara Kingsolver

ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
<ul style="list-style-type: none"> ● Culture ● Debate ● Economy ● Environment ● Foreign Policy ● Freedom ● Geography ● Immigration/Emigration ● Infer ● Interpret ● Legislation ● Nationalism ● Politics ● Religion ● Repression ● Technology ● Tension ● Trade 	<ul style="list-style-type: none"> ● American Exceptionalism ● Antiballistic missile (ABM) ● Islamic Republic ● New Federalism ● Politburo ● Rustbelt ● Watergate Scandal ● Acquired immunodeficiency syndrome (AIDS) ● Conservative ● Deficit reduction ● Deregulation ● Detente ● Disintegration ● Evangelist ● Executive privilege ● Foreclosure ● Genetically modified food ● Glasnost ● Globalization ● Greenhouse effect ● Impeachment ● Income inequality ● Integration ● Internet ● Investment bank ● Malaise ● Obergefell v. Hodges ● New media ● Overregulation ● Perestroika ● Perjury

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	<ul style="list-style-type: none"> ● Personal computer ● Property rights ● Recession ● Silent majority ● Stagflation ● Supply-side ● Terrorism ● Weapons of mass destruction (WMD)
PRIORITY STANDARDS	SUPPORTING STANDARDS
CA.11.11	CA.11.10
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<ul style="list-style-type: none"> ● American Gallery Online ● American Stories Online ● American Voices Biography ● Document-Based Question Template ● History Notebook ● Literature Analysis ● National Geographic Learning Framework ● Online Atlas ● Projects for Inquiry-Based Learning ● Reading and Note-taking ● Review Chapter Worksheets ● Study Primary Sources ● Vocabulary Practice 	