

# Curriculum Guide

Course: U.S. History

Grade 11

## Description

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. Students consider the major political, economic and social problems of our time and trace their causes in history. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

## Meets Requirements for:

SUHSD Graduation – Social Science  
UC & CSU Requirements

## Length of Course:

1 Year

## Prerequisite:

11<sup>th</sup> grade status

## Units

10

## Requisite Concepts:

### THE NATION'S BEGINNINGS

constitution  
democracy  
natural rights

### THE UNITED STATES TO 1900

civil war  
development  
growth

### THE PROGRESSIVE ERA

anarchism  
city "bosses" (11.2)  
corporation  
dissent  
foreign policy (11.4)  
imperialism (11.4)  
industrialization (11.2, 11.5)  
interventionism (11.4)  
jingoism (11.4)  
pacifism (11.4)  
progressivism (11.2)

regulation  
social Darwinism (11.2, 11.3)  
socialism  
suffrage (11.5, 11.10)  
trusts (11.2)

### THE JAZZ AGE

isolationism (11.5)  
mass production (11.5)  
prohibition (11.5)  
mass media (11.5)

### THE GREAT DEPRESSION

depression (11.6)  
extremism  
government activism/government expansion (11.6)  
public works (11.6)  
separation of powers  
unemployment (11.6)  
welfare program (11.6)

### WORLD WAR II

dictatorship (11.7)  
genocide (11.7)  
internment (11.7)  
national society (11.7, 11.9)

### THE COLD WAR

containment (11.9)  
communism (11.9)  
"cold war" (11.9)  
deterrence (11.9)  
military-industrial complex (11.8)  
nuclear age (11.8, 11.9)  
sphere of influence/hegemony (11.7, 11.8)

### HEMISPHERIC RELATIONS

global interrelatedness (11.9)  
negotiated settlement  
social reforms

### THE CIVIL RIGHTS

#### MOVEMENT

civil disobedience (11.10)  
civil rights (11.10)  
equal opportunity (11.10)  
integration (11.10)  
nonviolence (11.10)  
segregation (11.1, 11.5, 11.10)

### AMERICAN SOCIETY IN THE

#### POSTWAR ERA

bipartisanship (11.9)  
counterculture  
freedom of expression (11.10)  
judicial activism (11.10, 11.11)  
multiculturalism (11.11)  
political left  
political right  
standard of living (11.8)

**Essential Content and Skills (Standards):**

**Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.**

(11.1.4, 11.2.1-5,7-9)

1. 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.
2. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and 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 to them 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. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel.
7. Examine the effect of political programs and activities of Populists.
8. Understand the effect of political programs and activities of the Progressives.

**Students trace the rise of the United States to its role as a world power in the twentieth century.**

(11.4.1-6)

1. List the purpose and the effects of the Open Door policy.
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 Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy.
5. Analyze the political, economic, and social ramifications of World War I on the home front.
6. Trace the expanding role of the United States in world affairs after World War II.

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

(11.5.1-7)

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, 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.
3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).

4. Analyze the passage of the Nineteenth 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 Huston, Langston Hughes).
6. Trace the growth and effects of radio and movies and their role in the worldwide 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.

**Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.** (11.6.2-5)

1. 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.
2. 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.
3. 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 and California Central Valley Project).
4. 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.

**Students analyze America's participation in World War II.** (11.7.1-8)

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
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 442<sup>nd</sup> Regimental Combat team, the Navajo Code Talkers).
4. Analyze Roosevelt's foreign policy during World War II.
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 roles of women in military production; and the roles and growing political demands of African Americans.
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.
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).

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 U.S. economy.

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

(11.8.1-8)

1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
3. Examine Truman's labor policy and congressional reaction to it.
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education.
5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
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.
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.
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, and artistic styles).

**Students analyze U.S. foreign policy since World War II.**

(11.9.1-7)

1. Discuss the establishment of the United Nations.
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
3. Trace the origins and geopolitical consequences (foreign and domestic) of the cold War and containment policy, including the following:
  - The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting.
  - The Truman Doctrine
  - The Berlin Blockage
  - The Korean War
  - The Bay of Pigs invasion and the Cuban Missile Crisis
  - Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies.
  - The Vietnam War
  - Latin American policy
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam).
5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.

7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

**Students analyze the development of federal civil rights and voting rights.** (11.10.1-7)

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.
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*, and *Regents of the University of California v. Bakke*.
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. Examine the roles of civil rights advocates (e.g., Martin Luther King, Jr., Malcolm X, Thurgood Marshall, and Rosa Parks).
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, the United Farm workers and Cesar Chavez.
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.
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.

**Students analyze the major social problems and domestic policy issues in contemporary American society.** (11.11.1-5)

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.
2. Discuss the significant domestic policy of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
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.
4. Explain the constitutional crisis originating from the Watergate scandal.
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.
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
- \* Discuss the constitutional crisis resulting from presidential scandals.

Social Science Curriculum Guide Planning Worksheet

Time Frame	Content	Content Standard	Historical & Social Science Analysis Skills*			Resources & Teaching Strategies	Specified Assignments	Assessment
			C/S/T	H/R	H/I			
3 weeks	<p><b>Evolution of Democracy:</b></p> <ul style="list-style-type: none"> <li>Enlightenment</li> <li>Ideological origins of American Revolution</li> <li>Philosophy of Founding Fathers in Declaration of Independence</li> <li>Debates on Constitution</li> <li>Federal vs state authority &amp; growing democratization after 1787</li> <li>Effects of the Civil War &amp; Reconstruction</li> </ul>	11.1 Students analyze significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.	1 2 3	1 2 3 4	1 2 3 4	<ul style="list-style-type: none"> <li>Textbook (Ch. 1-4)</li> <li>Create theme/biography “maps” (library, internet)</li> <li>Videos: “American Revolution”, “Blessings of Liberty” – keep video journal</li> <li>Group discussion on govt securing natural rights (<a href="http://www.civiced.org">www.civiced.org</a>)</li> <li>The Civil War (Ken Burns series)</li> <li>See: <a href="http://www.score.rims.k12.ca.us/grade11">www.score.rims.k12.ca.us/grade11</a> for numerous resources &amp; activities</li> </ul>	<ul style="list-style-type: none"> <li>Map review 50 states/capitols/major geographic features</li> <li>Comparative discussion 18<sup>th</sup> &amp; 20<sup>th</sup> century forms of resistance (<a href="http://www.history.org">www.history.org</a>)</li> <li>Group activity: can people be trusted to govern?</li> <li>Causes/effects of Civil War video/lecture</li> </ul>	<ul style="list-style-type: none"> <li>Geography test</li> <li>Objective tests</li> <li>Essay</li> </ul>
3 weeks	<p><b>Industrialism:</b></p> <ul style="list-style-type: none"> <li>The economic development of the U.S., trade &amp; physical geography</li> <li>Corporate mergers and the economic &amp; political policies of industrial leaders</li> <li>Similarities/differences between Social Darwinism &amp; Social Gospel</li> <li>Effect of industrialization on living &amp; working conditions</li> <li>The West:                             <ul style="list-style-type: none"> <li>3 frontiers/myths of West</li> </ul> </li> </ul>	11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern & Eastern Europe.	1 2 3 4	1 2 3 4	1 2 3 4 5 6	<ul style="list-style-type: none"> <li>Textbook (Ch. 5-6)</li> <li>Documentary on Gilded Age (project) (<a href="http://oswego.org">http://oswego.org</a>)</li> <li>Turn of the Century biographies (project) (<a href="http://score.rims.k12.ca.us/activity/turncent">http://score.rims.k12.ca.us/activity/turncent</a>)</li> <li>Rockefeller &amp; Carnegie on trial/compare with a modern tycoon (<a href="http://www.crf-usa.org">www.crf-usa.org</a>)</li> <li>Videos: “Rise of Big Business”, “Out of the Depths” - keep video journal</li> <li>Supplementary readings</li> </ul>	<ul style="list-style-type: none"> <li>Carnegie/Rockefeller on trial</li> <li>Student groups—research, present major labor conflicts</li> <li>Excerpts from <u>The Jungle</u></li> <li>Primary sources study Social Darwinism vs Social Gospel</li> <li>Maps of resources, transportation</li> <li>Current analysis of business practices</li> </ul>	<ul style="list-style-type: none"> <li>Objective test</li> <li>Essay Captains of Industry vs Robber Barons</li> <li>Project rubric</li> </ul>

Textbook: “The Americans: Reconstruction to the 21<sup>st</sup> Century” © 2006, McDougal-Littell

Social Science Curriculum Guide Planning Worksheet

Time Frame	Content	Content Standard	Historical & Social Science Analysis Skills*			Resources & Teaching Strategies	Specified Assignments	Assessment
			C/S/T	H/R	H/I			
2 weeks	<p><b>Urbanization,Immigration:</b></p> <ul style="list-style-type: none"> <li>• The changing landscape including the growth of cities linked by industry/trade</li> <li>• Development of cities divided by race, ethnicity &amp; class</li> <li>• The effect of urban political machines</li> <li>• The effect of the Americanization movement</li> </ul>	11.2	1 2 3	1 2 3	1 2 3 4 5	<ul style="list-style-type: none"> <li>• Textbook (Ch. 7-8)</li> <li>• Supplementary readings</li> <li>• Videos: “Journey to America”, “America 1900”, “History of New York City”</li> <li>• Internet</li> <li>• Tenement Virtual Tour <a href="http://www.wnet.org/archive/tenement">www.wnet.org/archive/tenement</a></li> <li>• <a href="http://www.ellisland.org">www.ellisland.org</a> for storyboards on immigration to U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Readings on urban problems, political machines</li> <li>• Immigrant contributions (JFK’s <u>A Nation of Immigrants</u>)</li> <li>• Study of Thomas Nast political cartoons</li> <li>• Excerpts from Jacob Rii’s <u>How the Other Half Lives</u></li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> <li>• Journal notes</li> <li>• Essay</li> </ul>
3 weeks	<p><b>Political responses to industrialism:</b></p> <ul style="list-style-type: none"> <li>• Effect of political programs &amp; activities of the Populists</li> <li>• Effect of political programs of the Progressives</li> </ul>	11.2	1 2 3 4	1 2 3 4	1 2 3 4 5 6	<ul style="list-style-type: none"> <li>• Textbook (Ch.5-3, 8-9)</li> <li>• Lecture, primary sources on Populists—Cross of Gold speech</li> <li>• Simulation on progressive legislation</li> <li>• Supplementary readings</li> <li>• Literature excerpts</li> <li>• Videos: “Coney Island”, “TR”, “Gifford Pinchot”</li> </ul>	<ul style="list-style-type: none"> <li>• Wizard of Oz as allegory</li> <li>• Progressive VIP tour of Shasta County project</li> <li>• Progressive Women’s Accomplishments group research</li> <li>• WEB Du Bois vs B.T. Washington debate</li> <li>• Conservation movement (see National Parks website)</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> <li>• Essay</li> <li>• Rubric on Progressive Tour</li> </ul>
3 weeks	<p><b>Trade rise of U.S. as a world power:</b></p> <ul style="list-style-type: none"> <li>• The Spanish-American War &amp; US expansion in South Pacific</li> <li>• The U.S. role in the Panama Revolution, Panama Canal</li> <li>• Purpose &amp; effects of the Open Door Policy</li> <li>• Roosevelt’s Big Stick Diplomacy, Taft’s Dollar Diplomacy, Wilson’s Foreign Policy</li> <li>• Political, economic, &amp; social effects of WWI on the home front</li> </ul>	11.4 Students trace the rise of the U.S. to its role as a world power in the 20 <sup>th</sup> century.	1 2 3 4	1 2 3 4	1 2 3 4 5 6	<ul style="list-style-type: none"> <li>• Textbook (Ch. 10, 11)</li> <li>• Supplementary readings/documents</li> <li>• Videos: “Spanish-American War”, “Philippines”, “Panama Canal”, “The Great War”, “Arming the Earth”</li> <li>• Imperialism &amp; effects group project</li> <li>• WWI propaganda group study</li> </ul>	<ul style="list-style-type: none"> <li>• Map/geography skills                             <ul style="list-style-type: none"> <li>• U.S. colonies</li> <li>• Europe before/after WWI</li> </ul> </li> <li>• Literature excerpts</li> <li>• Speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> <li>• Essay</li> <li>• Map test</li> <li>• Group reports</li> </ul>

Social Science Curriculum Guide Planning Worksheet

Time Frame	Content	Content Standard	Historical & Social Science Analysis Skills*			Resources & Teaching Strategies	Specified Assignments	Assessment
			C/S/T	H/R	H/I			
3 weeks	<p><b>The Twenties:</b></p> <ul style="list-style-type: none"> <li>International &amp; domestic events prompting attacks on civil liberties—Palmer Raids</li> <li>Harlem Renaissance</li> <li>KKK, immigration quotas</li> <li>Responses of NAACP, ACLU</li> <li>18<sup>th</sup> Amendment &amp; Prohibition</li> <li>19<sup>th</sup> Amendment &amp; changing role of women</li> <li>Growth &amp; effects of radio, movies, sports</li> <li>Mass production, impact of new technologies, resulting prosperity</li> <li>Policies of Harding, Coolidge, &amp; Hoover</li> </ul>	11.5 Students analyze major political, social, economic, technological, & cultural developments of the 1920s.	1 2 3 4	1 2 3 4	1 2 3 4 5 6	<ul style="list-style-type: none"> <li>Textbook (Ch. 12,13)</li> <li>Supplementary readings &amp; documents</li> <li>Videos: “Demon Rum”, “Not for Ourselves Alone”, “Flappers”, “KKK”, “Black Leaders/Harlem Renaissance”, “American Century: Boom Times”, “Lindbergh”, “Stockmarket Crash”</li> <li>Literature excerpts</li> <li>Lectures</li> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Thematic maps</li> <li>Primary source documents                             <ul style="list-style-type: none"> <li>Red Scare/Steel Strike 1919</li> <li>Prohibition</li> </ul> </li> <li>Research paper (Internet/Library)</li> </ul>	<ul style="list-style-type: none"> <li>Objective test</li> <li>Essay</li> <li>Stock market Account sheet</li> <li>Research paper</li> </ul>
3 weeks	<p><b>Great Depression &amp; New Deal:</b></p> <ul style="list-style-type: none"> <li>Human toll, Dust bowl-causes/effects</li> <li>Causes of Great Depression, President &amp; Congress response</li> <li>Effects &amp; controversies of the New Deal</li> <li>Advances &amp; retreats of organized labor</li> </ul>	11.6 Students analyze different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal govt.	1 2 3 4	1 2 3 4	1 2 3 4 5 6	<ul style="list-style-type: none"> <li>Textbook (Ch. 14,15)</li> <li>Supplementary readings &amp; documents</li> <li>FDR/Hoover election campaigns</li> <li>Videos: “Surviving the Dust Bowl”, “Riding the Rails”, “Great Depression Part I, III, IV”, “FDR”</li> <li>Groups research New Deal legislation</li> <li>Lecture on business cycles</li> <li>Sea Biscuit</li> </ul>	<ul style="list-style-type: none"> <li>Readings on depression experience</li> <li>Interview of Depression era individual</li> <li>Movie: Grapes of Wrath</li> <li>Debate: Responsibility of Govt for Individual Welfare</li> <li>FDR on trial</li> </ul>	<ul style="list-style-type: none"> <li>Objective test</li> <li>Essay</li> <li>Group legislative presentation</li> <li>Debate &amp; response</li> <li>Reaction to FDR trial</li> </ul>

## Social Science Curriculum Guide Planning Worksheet

Time Frame	Content	Content Standard	Historical & Social Science Analysis Skills*			Resources & Teaching Strategies	Specified Assignments	Assessment
			C/S/T	H/R	H/I			
3 weeks	<b>World War II:</b> <ul style="list-style-type: none"> <li>Origins of U.S. involvement to Pearl Harbor</li> <li>US war strategies in Europe &amp; Pacific</li> <li>Role of individual soldiers &amp; special units (eg Tuskegee Airmen, Navaho Codetalkers, 442 Regiment)</li> <li>FDR's foreign policies</li> <li>Constitutional issues &amp; impact of events on home front—Japanese-American internment, response to the Holocaust, role of women and African Americans</li> </ul>	11.7 Students analyze America's participation in World War II.	1 2 3 4	1 2 3 4	1 2 3	<ul style="list-style-type: none"> <li>Textbook (Ch. 16,17)</li> <li>Supplementary readings</li> <li>Speeches—FDR, Truman</li> <li>Chart foreign policy 1937-1941</li> <li>Videos: "Pearl Harbor— Surprise &amp; Remembrance", "American Reaction to Holocaust", "D-Day", "Topaz", "Rosie the Riveter &amp; Homefront", "African-Americans in WWII", "Hiroshima"</li> <li>Debate on A-bomb decision</li> <li>Saving Private Ryan</li> <li>Matrix</li> <li>Perspective on Jews</li> <li>Remember the Camps</li> </ul>	<ul style="list-style-type: none"> <li>Map &amp; lecture on US WWII strategies</li> <li>Research WWII experience</li> <li>Interview WWII vet</li> <li>WWII film critique</li> <li>U.S. reaction to Holocaust group project</li> <li>Wartime conferences chart</li> </ul>	<ul style="list-style-type: none"> <li>Objective test</li> <li>Essay</li> <li>Holocaust matrix</li> <li>Video journal notes</li> </ul>
1 ½ weeks	<b>Post-WWII U.S. foreign/ domestic 1945-1960:</b> <ul style="list-style-type: none"> <li>Establishment of UN</li> <li>Origins &amp; consequences of Cold War: Truman Doctrine, Berlin Blockade, Military alliances, Korean War, nuclear arms race</li> <li>McCarthyism &amp; blacklisting</li> </ul>	11.9 Students analyze U.S. foreign policy since World War II.	1 2 3 4	1 2 3 4	1 2 3 4 5 6	<ul style="list-style-type: none"> <li>Textbook (Ch. 18)</li> <li>Supplementary readings</li> <li>Cold War origin theories— primary sources</li> <li>Lecture</li> <li>Videos: "Postwar Hopes &amp; Fears", "Forgotten War", "McCarthyism"</li> <li>Document study on Cold War at home</li> </ul>	<ul style="list-style-type: none"> <li>Cold War blocs map</li> </ul>	<ul style="list-style-type: none"> <li>Objective test</li> <li>Geography test</li> <li>Essay</li> <li>Video Journal</li> </ul>
2 ½ weeks	<b>Economic &amp; social boom of 1950s:</b> <ul style="list-style-type: none"> <li>Growth of white collar, govt jobs</li> <li>Truman's labor policy/ congressional reaction</li> <li>New federal govt defense spending</li> <li>Increased Presidential powers</li> <li>Effects of new technology</li> <li>Popular culture</li> </ul>	11.8 Students analyze the economic boom and social transformation of post-World War II America.	1 2 3 4	1 2 3 4	1 2 3 4 5 6	<ul style="list-style-type: none"> <li>Textbook (Ch 19,20)</li> <li>Supplementary readings</li> <li>Lectures</li> <li>Videos: "1950s (David Halberstam)", "Rebel Without a Cause", "History of Rock 'n' Roll"</li> </ul>	<ul style="list-style-type: none"> <li>Literature excerpts</li> <li>Fifties research project</li> </ul>	<ul style="list-style-type: none"> <li>Objective test</li> <li>Essay</li> <li>Project findings</li> <li>Video Journal</li> </ul>

**Social Science Curriculum Guide Planning Worksheet**

Time Frame	Content	Content Standard	Historical & Social Science Analysis Skills*			Resources & Teaching Strategies	Specified Assignments	Assessment
			C/S/T	H/R	H/I			
2 ½ weeks	<p><b>Civil Rights Movement:</b></p> <ul style="list-style-type: none"> <li>• Key events, policies, court cases in the evolution of civil rights</li> <li>• Role of civil rights advocates</li> <li>• Presidential, congressional role</li> <li>• Civil Rights movements- African-Americans, women, Native-Americans, Latinos, etc.</li> <li>• Environmental movement</li> </ul>	11.10 Students analyze the development of federal civil rights and voting rights.	1 2 3 4	1 2 3 4	1 2 3 4 5 6	<ul style="list-style-type: none"> <li>• Textbook (Ch 21)</li> <li>• Supplementary readings</li> <li>• Lectures</li> <li>• Videos: “Eyes on the Prize”, “Chicano Movement”</li> <li>• Group research/role-play civil rights events</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline project 1960s-2001 civil rights</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> <li>• Essay</li> </ul>
4 ½ weeks	<p>Contemporary Society (1960-2005):</p> <ul style="list-style-type: none"> <li>• Foreign Policy                             <ul style="list-style-type: none"> <li>- JFK &amp; Cuba</li> <li>- Vietnam War</li> <li>- Nixon, Reagan, Cold War</li> <li>- Latin America</li> <li>- Middle East &amp; Gulf War</li> </ul> </li> <li>• Domestic Issues                             <ul style="list-style-type: none"> <li>- Immigration 1960s-2001</li> <li>- Policy Speeches Truman to G. Bush</li> <li>- Watergate</li> <li>- Women’s roles change</li> <li>- Environmental issues</li> <li>- Poverty, welfare, other social policies</li> <li>- Popular culture</li> </ul> </li> </ul>	11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.	1 2 3 4	1 2 3 4	1 2 3 4 5 6	<ul style="list-style-type: none"> <li>• Textbook (Ch •20-26)</li> <li>Supplementary readings</li> <li>• Videos: “JFK in His Own Words”, “Dear America: Letters Home from Vietnam”, “Poverty in America”, “American Century 70s, 80s, 90s”, “Reagan”, “Clinton’s Achievements”, “Merchants of Cool”</li> </ul>	<ul style="list-style-type: none"> <li>• Research on contemporary issue &amp; presentation</li> <li>• US World trade map</li> <li>• Document study: Watergate scandal</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> <li>• Essay</li> </ul>

**\*Key:**

- C/S/T – Chronological and Spatial Thinking
- H/R – Historical Research, Evidence and Point of View
- H/I – Historical Interpretation

**Textbook: America - Pathways to the Present**