**Overview of Year**

**11th Grade U.S. History & Government Curriculum**

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| **SEPT** | **OCT** | **NOV** | **DEC** | **JAN** | **FEB** | **MARCH** | **APRIL** | **MAY** | **JUNE** |

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| Unit 1  Forming a Union:  Colonial and  Constitutional  Foundations  (1607 – ca. 1800) | Unit 2  Constitutional Foundations  (1776—ca. 1780s) | Unit 3  Early American Republic and Manifest Destiny  (1800 – ca. 1870) | Unit 4  Civil War and Reconstruction  (1800-1876) | Unit 5  Post-Civil  War America:  Industrialization and Imperialism  (1865 – ca. 1900) | Unit 6  Early 20th Century:  Progressive Era, Prosperity and Depression  (ca. 1890 – 1941) | Unit 7  World War II  and the Cold War  (ca. 1935 – 1990) | Unit 8  Domestic Issues  (1945 – present) | Unit 9  The United States and Globalization  (1990 – present) | R  E  V  I  E  W |

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| **Unit 1** | **Understandings** | **Essential Questions** |
| **Forming a Union:**  **Colonial**  **Foundations**  *(1607 – ca. 1800)* | 1. Contact between different groups can lead to conflict & change (cultural exchanges/ resistance/ transfer). 2. Maintaining unity is a challenge when people of different backgrounds & cultures interact. 3. People defend their rights when they believe the government has become too powerful. 4. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant data and evidence. | 1. What happens when cultures meet? 2. How does one group establish power over another group? 3. Is violence justifiable to protect our freedoms? What is the threshold for the use of violence? 4. How do people advocate for themselves? |
| **Practices:**  Gathering, Interpreting and Using Evidence, Chronological Reasoning and Causation, Comparison and Contextualization, Geographic Reasoning and Economic and Economic Systems | **Criteria for Performance Task Assessment:**  Claim, Counter-Claim, Effective use of historical evidence/ content knowledge, Use of persuasive appeals, Language Use |
| **Performance Task:**  **Claim/ Counter-Claim—A violent revolution was necessary to protect the American colonists’ freedoms.**  *Scholars will evaluate the above statement to produce a claim and counter-claim. They will determine its validity and accuracy using effective historical evidence and persuasive appeals.*  \*Understanding 3: People aggressively defend their rights when they believe the government has become too powerful. | | |
| **Common Formative Assessment(s):**   * (3) three document analyses and claim syntheses (self-assess, peer assessment and teacher assessment) | | |
| **Transfer Goal:** Thinks purposefully and critically about domestic and global issues. | | |

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| **Unit 2** | **Understandings** | **Essential Questions** |
| **Forming a Union: Constitutional Foundations** | 1. *Students will understand that compromise is important in a democracy* 2. *Collaboration is necessary to reach a compromise* 3. *America’s domestic policies were shaped by historical events and its’ core values* | 1. What effect did economic interests have on the Constitution? 2. What does collaboration look and sound like? 3. How was the Constitution structured to meet the needs of the people in a democratic society? |
| **Practices:**  Gathering, Interpreting and Using Evidence, Chronological Reasoning and Causation, Comparison and Contextualization, Geographic Reasoning and Economic and Economic Systems | **Criteria for Performance Task Assessment:**  Takes Responsibility for Oneself, Helps the Teams, Respects Others, Makes and Follows Agreements, Organizes Work, Works as Whole Team |
| **Performance Task:**  **Creation of a Scholars’ Constitution for High School.**  Scholars will hold a constitutional convention and collaboratively create a scholar constitution for a high school. Sub-committees will focus on the creation of (1) an executive branch, (2) a legislative branch, (3) a judicial branch and (4) a Bill of Scholars’ Rights. A final debate, including an amendment process, will result in the creation of a final draft of a Scholars’ constitution which creates a scholars’ run government for their high school.  \*Understanding 1: Students will understand that compromise is important in a democracy | | |
| **Common Formative Assessment(s):**   * Interpret and paraphrase the U.S. Constitution to create a “scholars-edition” | | |
| **Transfer Goal:** Seek to understand and respect the role of identity and culture in shaping individuals and societies recognizing similarities and differences. | | |

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| **Unit 3** | **Understandings** | **Essential Questions** |
| **Early American Republic and Manifest Destiny**  *(1800 – 1865)* | 1. The system of checks and balances is meant to prevent a concentration and an abuse of power 2. A nation’s foreign and domestic policies are shaped by historical events and its core values 3. Analysis of various sources is necessary to guide comprehension of history | 1. What challenges confronted the framers of the Constitution, and how did they address them? 2. Was Hamilton’s financial plan necessary? 3. Why was neutrality the best foreign policy option for an emerging nation? 4. Does the U.S. have the right to police the western hemisphere? 5. How did the concept of Manifest Destiny conflict with America’s core values? 6. What role does cartography play in conflicts? |
| **Practices:**  Gathering, Interpreting and Using Evidence, Chronological Reasoning and Causation, Comparison and Contextualization, Geographic Reasoning and Economic and Economic Systems | **Criteria for Performance Task Assessment:**  Factual Information, Persuasiveness, Delivery, Rebuttal |
| **Performance Task:**  Simulation: Impeachment Trial—James K. Polk  \*Understanding #1: The system of checks and balances is meant to prevent a concentration and an abuse of power | | |
| **Common Formative Assessment(s):**  Position Paper using Ethos, Pathos & Logos - Is James K. Polk in innocent or guilty of the charges? | | |
| **Transfer Goals:**   * Thinks purposefully and critically about domestic and global issues. * Seek to understand and respect the role of identity and culture in shaping individuals and societies recognizing similarities and differences. | | |

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| **Unit 4** | **Understandings** | **Essential Questions** |
| **Civil War and Reconstruction**  *(ca.1800-1876)* | 1) Democracies allow for change when citizens feel it’s necessary  2) U.S. domestic policies are shaped by historic events and a change in its core values  3) Different economic interests advocate for themselves in various ways  4) groups in history have struggled for human rights both violently and non-violently | * Can laws and their enforcement end racism? * Should unjust laws be disobeyed? * Should popular sovereignty be used to settle the issue of slavery? * Why did the federal government breakdown in 1861? |
| **Practices:**  Gathering, Interpreting and Using Evidence, Chronological Reasoning and Causation, Comparison and Contextualization, Geographic Reasoning and Economic and Economic Systems | **Criteria for Performance Task Assessment:**  Creating, Evaluating, Analyzing |
| **Performance Task:**  Write a speech to your students from the lens of a principal of a Freedmen’s School (evaluating the history and challenges)  \*Understanding #4: Groups in history have struggled for human rights both violently and non-violently | | |
| **Common Formative Assessment(s):**  *Argumentative paper on a past or present problem or issues that analyzes the cultural patterns of groups and how they contribute to present obstacles to finding solutions (ex. Analyze why Jim Crows Law were created and the snowball effect on integration of former enslaved peoples into American society—was it successful?)* | | |
| **Transfer Goal:** Seek to understand and respect the role of identity and culture in shaping individuals and societies recognizing similarities and differences | | |

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| **Unit 5** | | **Understandings** | | **Essential Questions** |
| **Industrialization and Imperialism**  **(***1865-ca.1900)* | | 1. *U.S. foreign and domestic policies reflect historical events and a change in the nation’s core values* 2. *Different economic interests advocate for themselves in various ways.* 3. *Industrialization transforms people lives.* | | * Why would the U.S. want more territory? / Who owns the land? How?      * What rights, if any, should workers have? * Should the economy be regulated by the government? * How has the government (judicial, legislative and executive branch) attempted to address controversial issues? * How did industrialization profoundly affect American society? |
| **Practices:**  Gathering, Interpreting and Using Evidence, Chronological Reasoning and Causation, Comparison and Contextualization, Geographic Reasoning and Economic and Economic Systems | | **Criteria for Performance Task Assessment:**  Claim, Effective use of historical evidence/ content knowledge, Use of persuasive appeals, Language Use |
| **Performance Task:**  To what extent has the federal government achieved the goals set forth by the preamble of the Constitution:   1. Establish a more perfect union 2. Establish justice 3. Domestic tranquility 4. Provide common defense 5. Promote general welfare 6. Secure the blessing of liberty for ourselves and posterity.   Students will develop a claim and use historical evidence to support it in a debate situation. | | | | |
| **Common Formative Assessment(s):**  Debate – Did the United States have the right to control the Philippines after the Spanish-American war?  \*Understanding # 1: U.S. foreign and domestics policies reflect historical events and change in its core values | | | | |
| **Transfer Goal:** Thinking purposely and critically about domestic and global issues. | | | | |
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| **Unit 6** | **Understandings** | | **Essential Questions** | |
| **Early 20th Century:**  **Progressive Era, Prosperity and Depression:**  *(ca. 1890—1941)* | 1. A nation can change socially, politically and economically over time 2. The changing needs of the people can alter government policy 3. Different economic interests advocate for themselves in different ways | | 1. To what extent did reform movements improve American politics and society? 2. Are we responsible for the living conditions of others in our community? 3. What causes reform and progress to happen? 4. How does a nation react when foreigners arrive? 5. Does the government have a responsibility to spend tax dollars to help those in need? | |
| **Practices:**  Gathering, Interpreting and Using Evidence, Chronological Reasoning and Causation, Comparison and Contextualization, Geographic Reasoning and Economic and Economic Systems | | **Criteria for Performance Task Assessment:**  Compare, Contrast, Evaluate | |
| **Performance Task:**  Congressional Debate: Huey Long’s Share-Our-Wealth Program, “Every Man A King”  \*Understanding # 3: Different economic interests advocate for themselves in different ways | | | | |
| **Common Formative Assessment(s):**  DBQ Essay – Compare and Contrast Constitutional Amendments, Supreme Court Decisions, Congressional Legislation of the Progressive Era with New Deal legislation | | | | |
| **Transfer Goal:**   * Advocate for yourself and others by acting as informed participant in our democracy and promoting social justice. * Solve a problem by integrating and evaluating multiple perspectives from diverse media. | | | | |

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| **Unit 7** | **Understanding** | **Essential Question** |
| **World War II and the Cold War**  *(1935—1990)* | 1. America’s foreign policy is determined by historic events and changes in our core values 2. Different political ideologies can cause conflict on the world stage | 1. Can war be good for a nation? 2. Are some wars more just than others? How and Why? 3. Do newer and better weapons protect or endanger the people? 4. Should the government own all property and set prices? 5. How can you mediate a conflict where both sides have murdered the friends and family members of the other? |
| **Practices:**  Gathering, Interpreting and Using Evidence, Chronological Reasoning and Causation, Comparison and Contextualization, Geographic Reasoning and Economic and Economic Systems | **Criteria for Performance Task Assessment:**  Analysis, Compare, Contrast, Evaluate |
| **Performance Task:**  Write an action plan for ending the Vietnam War.  \*Understanding # 1: America’s foreign policy is determined by historic events and changes in its core values | | |
| **Common Formative Assessment(s):**  Document analysis of American and Soviet Union media/ propaganda during Cold War to identify multiple perspectives to same conflict (ex. Space race) | | |
| **Transfer Goal:** Thinks purposefully and critically about domestic and global issues. | | |

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| **Unit 8** | **Understanding** | **Essential Question** |
| **Domestic Issues**  *(1945—Present)* | Equality is not the same as equity  Societal flexibility is necessary for change  America’s domestic policies are shaped by historical events and changes in its core values  Democracies are structured to meet the needs of its citizens | 1. Do you have the ability to affect governmental change? 2. How do people behave when they fear the world about to end? 3. What is the greatest way for people to travel? 4. Can laws and their enforcement end racism? 5. Should government guarantee equal opportunity before the law? 6. Are we a racially segregated society? |
| **Practices:**  Gathering, Interpreting and Using Evidence, Chronological Reasoning and Causation, Comparison and Contextualization, Geographic Reasoning and Economic and Economic Systems | **Criteria for Performance Task Assessment:**  Claim, Effective use of historical evidence/ content knowledge, Use of persuasive appeals, Language Use |
| **Performance Task:**  Create documentary interviews on current or past issues that highlight the societal consequences and the varied positions of those impacted.  \*Understanding # 2: Societal flexibility is necessary for change | | |
| **Common Formative Assessment(s):**  Select a local problem related to domestic issues or concerns, explore several perspectives and prepare a presentation with supporting evidence for a solution | | |
| **Transfer Goal:** Advocate for yourself and others by acting as an informed participant in our democracy and promoting social justice. | | |

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| **Unit 9** | **Understanding** | **Essential Question** |
| **The United States and Globalization** | A country’s self-perception can influence its interactions with others  Consequences of ideas  America’s foreign and domestic policies are shaped by historic events and changes in its core values | 1. Should America police the world? 2. Can you justify all wars? 3. Are you willing to give up your freedoms for safety? |
| **Practices:**  Gathering, Interpreting and Using Evidence, Chronological Reasoning and Causation, Comparison and Contextualization, Geographic Reasoning and Economic and Economic Systems | **Criteria for Performance Task Assessment:**  Claim, Appropriate Evidence, Persuasiveness, Delivery, Organization |
| **Performance Task:**  Letter to an elected representative to clarify their position on war on terror  \* Understanding # 2: Consequences of ideas  \* Understanding #3: America’s foreign policies are shaped by historic events and changes in its core values | | |
| **Common Formative Assessment(s):**  Interpret/ Analyze media reports about current “war on terror” and explain how these reports influence people, producers and government | | |
| **Transfer Goal:** Thinks purposefully and critically about domestic and global issues. | | |