

Overview of Year

11th Grade U.S. History & Government Curriculum

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
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Opening Transitions and Procedures	Unit 1 Forming a Union: Colonial and Constitutional Foundations (1607 – ca. 1800)	Unit 2 Expansion, Nationalism, and Sectionalism (1800 – 1865)	Unit 3 Post-Civil War America Industrialization, Urbanization and the Progressive Movement (1865 – ca. 1900)	Unit 4 Prosperity and Depression: At Home and Abroad (ca. 1890 – 1941)	Unit 5 World War II and the Cold War (1935 – 1990)	Unit 6 Domestic Issues (1945 – present)	Unit 7 The United States and Globalization (1990 – present)	Closing Regents Review	
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Unit 1	Understanding	Essential Questions
Forming a Union: Colonial and Constitutional Foundations (1607 – ca. 1800)	Cultural diffusion and exchange has the potential to lead to conflict Revolutions can occur when there are political, social and economic tensions.	<ol style="list-style-type: none"> 1. What happens when cultures meet? 2. Do cities have a positive or negative effect on geography? 3. How does one group establish power over another group? 4. Why do people leave home to live in a new place? 5. What does a revolution look like in a society? 6. Are your Constitutional rights being protected by the government?
Performance Task: Scholars' Constitution for governing scholars of East High School.		
Common Formative Assessment(s): <i>Position paper (with claims and evidence) addressing the Constitutionality and effects of the Patriot Act</i> DBQ claim write (MEAL) EQ write (MEAL) Position Paper using Ethos, Pathos & Logos Debate		

Unit 2	Understanding	Essential Question
Expansion, Nationalism, and Sectionalism <i>(1800 – 1865)</i>	<p>Expansion causes change</p> <p>Reality is based on your perspective of life</p> <p>Social, Political and Economic reforms can stem from conflict</p>	<ol style="list-style-type: none"> 1. Are all people created equal? 2. Does the government guarantee equal opportunity before the law? 3. Are there any benefits to following the laws of the nation? 4. Are there times when it is morally responsible not to follow the law? 5. What happens when a group resists a greater power? 6. Does mass production have a positive or negative effect on society? 7. Who owns the product in the factory, the owner of the factory or the worker who makes it? 8. Should workers have the right to form a group which negotiates pay and working conditions for all workers?
Performance Task: Impeachment Trial—James K. Polk Town Hall Meeting – Big Knife Jackson		
Common Formative Assessment(s): Mapping activity - Graphing patterns of American migration addressing and analyzing push/pull factors DBQ claim write (MEAL) EQ write (MEAL) Position Paper using Ethos, Pathos & Logos - Is James K. Polk innocent or guilty of the charges?		

Unit 3	Understanding	Essential Question
Post-Civil War America <i>(1895—ca. 1900)</i>	Conflicts can evolve into new issues Change can lead to difficult transitions	<ol style="list-style-type: none"> 1. Can laws and their enforcement end racism? 2. Can people disobey the law and get away with it? 3. Who owns the land? How? 4. Are we responsible for the living conditions of others in our community? 5. What do machines do to a work place? 6. What kinds of effects can new technology have on society? 7. What causes reform and progress to happen? 8. What are the greatest challenges of moving to a new place? 9. Why did labor organize? Was it necessary?
Performance Task: Create a podcast addressing the role of cultural unity and diversity in the past and/ or present after a conflict		
Common Formative Assessment(s): <i>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?)</i> Comparative essay DBQ claim write (MEAL) EQ write (MEAL) Position Paper using Ethos, Pathos & Logos Debate		

Unit 4	Understanding	Essential Question
Prosperity and Depression: At Home and Abroad <i>(ca. 1890—1941)</i>	A nation can evolve over time Concepts and ideas alter culture/ A country's self-perception can influence its interactions with others	<ol style="list-style-type: none"> 1. Should our nation give aid to other nations? 2. Are some nations superior to other nations? 3. When is a nation an empire? 4. Can war be good for a nation? 5. What causes a nation to radically change its social values? 6. How does a nation react to when foreigners arrive? 7. Why do people fear to stand up to hate groups? 8. What is wealth? How does one lose it? 9. Does the government have a responsibility to spend tax dollars to help those in need?
Performance Task: Research and present (in some visual or audio form) the ripple effects of public policies (ex. New Deal policies and effects on current American society)		
Common Formative Assessment(s): Evaluating claims of the Constitutionality of the New Deal and writing and defending a position Comparative essay DBQ claim write (MEAL) EQ write (MEAL) Position Paper using Ethos, Pathos & Logos Debate		

Unit 5	Understanding	Essential Question
World War II and the Cold War <i>(1935—1990)</i>	<p>Conflict can occur with increased engagement of countries</p> <p>A country's self-perception can influence its interactions with others</p> <p>Conflict reforms society and culture</p>	<ol style="list-style-type: none"> 1. Are some wars more just than others? How and Why? 2. Does wartime excuse taking rights from the people? 3. Do newer and better weapons protect or endanger the people? 4. Should everyone be paid the same for working 40 hours? 5. Should the government own all property and set prices? 6. How can you mediate a conflict between people with religious differences? 7. How can you mediate a conflict where both sides have murdered the friends and family members of the other?
Performance Task: Write an action plan for addressing a conflict—what the issue? How could it be addressed? What would be the desired outcomes?		
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) Comparative essay DBQ claim write (MEAL) EQ write (MEAL) Position Paper using Ethos, Pathos & Logos Debate		

Unit 6	Understanding	Essential Question
Domestic Issues: 1945—Present	<p>Equality is not the same as equity</p> <p>Societal flexibility is necessary for change</p> <p>Change can be brought by various factors</p>	<ol style="list-style-type: none"> 1. How do people behave when they fear the world (as they know it) is about to end? 2. What is the greatest way for people to travel? 3. Can the freedom to travel transform the values of a nation? 4. Can laws and their enforcement end racism? 5. Are all people created equal? 6. Does the government guarantee equal opportunity before the law? 7. Why are some people non-conformists? (behave differently from everyone else) 8. Are we a racially segregated society?
Performance Task: Create documentary interviews on current or past issues that highlight the societal consequences and the varied positions of those impacted.		
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 Comparative essay DBQ claim write (MEAL) EQ write (MEAL) Position Paper using Ethos, Pathos & Logos Debate		

Unit 7	Understanding	Essential Question
The United States and Globalization	<p>Conflict can occur with increased engagement of countries</p> <p>A country's self-perception can influence its interactions with others</p> <p>Consequences of ideas</p>	<ol style="list-style-type: none"> 1. Should our nation give aid to other nations? 2. What effects can globalization have on a nation? 3. Is the nation addicted to war? 4. How does a nation best combat terrorism? 5. Are we a nation of haves and have-nots? 6. Why is it so difficult to discuss class in the U.S.? 7. Are your Constitutional rights being protected by the government? 8. How does one end up with a "fri-enemy"?
<p>Performance Task:</p> <p>Letter to an elected representative to clarify their position on cloning.</p>		
<p>Common Formative Assessment(s):</p> <p>Interpret/ Analyze media reports about current "war on terror" and explain how these reports influence people, producers and government</p> <p>Comparative essay</p> <p>DBQ claim write (MEAL)</p> <p>EQ write (MEAL)</p> <p>Position Paper using Ethos, Pathos & Logos</p> <p>Debate</p>		