

Seymour Public Schools Curriculum

Grade **Eleven** United States History

The purpose of Social Studies is to help young people recognize their roles as participants in a democratic society. By acquiring knowledge, developing skills and examining values. Seymour High School students will begin to understand themselves as individuals, family members, consumers, responsible citizens, and life-long learners in a diverse society.

Students will study the development of the United States from **the turn of the twentieth century** to present time. The class will provide an in depth study of major eras in the growth of America including: Industrialization and the Gilded Age, Urbanization and Progressivism, Imperialism, the Roaring Twenties, the Great Depression & New Deal, World War II, the Cold War, and Years of Turmoil to Current Times. The goal of this study is to develop an understanding of our shared history, and how the past shapes our nation today.

In the course, students will answer the question, “How have the events in our nation’s history shaped who we are and who we have become?” In answering this question, students will develop the overarching enduring understanding that students will understand that the more we know about the past enables us to ask richer and more provocative questions about who we are today.

Unit 1- Life at the turn of the Twentieth Century (Quarter 1)

- Gilded Age
- Industrialization
- Urbanization/Immigration
- Progressivism

Unit 2- Imperialism

- Spanish-American War
- World War I
- Panama Canal
- Mexican Conflict
- Emergence of American Foreign Policy

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Unit 3- Causes and Reactions to the Great Depression (Quarter 2)

- The Roaring Twenties
- The Great Depression
- The New Deal

(Midterm)

Unit 4- World War II (Quarter 3)

- European Theater
- Pacific Theater
- Home front

Unit 5- Policy of the Cold War Era (Quarter 4)

- Potsdam
- Korea
- Cuban Missile Crisis
- Vietnam
- Detente
- Glasnost & Perestroika
- Space Race
- Berlin Wall

Unit 6- Culture of the Cold War Era (Quarter 4)

- Red Scare/McCarthyism
- Baby Boom
- Suburbanization
- Music/Television

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- Civil Rights
- Anti-War Movement
- Nixon & Watergate
- Great Society
- JFK
- The Eighties
- Contemporary Issues

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Grade: 11	United States History Unit 1-Life at the turn of the Twentieth Century
CCSS Standard	CCSS.ELA-Literacy.RH.9-10.1-10, CCSS.ELA-Literacy.WHST.9-10.1-8, CCSS.ELA-Literacy.WHST.11-12.1-8 Specific Standards and Crosswalk with SAT
Enduring Understanding	Life at the turn of the century saw many economic, social, political and cultural trends.
Essential Questions	<ol style="list-style-type: none"> 1. What responsibility does the government have to the people? 2. How did various scientific discoveries and manufacturing innovations affect the nature of work, the American labor movement, and businesses? 3. How did economic, social, and political influence the immigrant experience? 4. How did technology, education, race relations, and mass culture manifest themselves as significant turn-of-the-20th-century trends? 5. How does the progressive movement manage to increase the power of government to regulate business and to protect society from the injustices fostered by big business?
CSDE Content Themes:	<p>Industrialization</p> <ul style="list-style-type: none"> • Analyze how technology, the factory system, and mass production provided opportunities for economic growth, but also negatively affected some people’s quality of life. • Evaluate the benefits and challenges of a changing standard of living for Americans. • Analyze the ways that early industrialization altered the role of men and women in the workplace. <p>Movements of People (immigration and migration)</p> <ul style="list-style-type: none"> • Analyze the main reasons for immigration to the United States from different world regions, and assess the impact of immigration on society. • Analyze the impact that immigrants had on Connecticut during this era. • Explore how immigration to the U.S. influenced ideas about national unity and cultural diversity. • Analyze why people migrated from one area of the U.S. to another.

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	<ul style="list-style-type: none"> • Evaluate the impact of migrations on politics, social movements, and economic conditions, including from farms to cities, from South to North, and others. <p>The Gilded Age</p> <ul style="list-style-type: none"> • Analyze how economic and political forces affected the distribution of income and wealth during the period. • Assess the advantages and disadvantages of laissez-faire capitalism on the production and consumption of goods. 	
<p>Performance Expectations (Student outcomes)</p>	<ul style="list-style-type: none"> ▪ Analyzing primary source documents from the era ▪ Drawing inferences from factual materials ▪ Comparing/contrasting content in order to reach and justify a conclusion ▪ Determining bias and point of view in sources ▪ Developing and composing informed arguments of cultural issues that emerge from the unit 	
<p>Strategies/Modes (examples)</p> <p>Direct Instruction, Directed Reading-Thinking Activities, Question Answer Relationship (QAR), KWL Charts, Comparison Matrix, Response Notebooks/Journals, Classification Charts, Semantic Maps, Graphic Thinking Organizers (Time Order, Sequencing, Flow, Problem-Solution-Organization, Venn, Fishbone, Fact and Opinion), Metacognitive Processes/Think-Alouds, Google Apps for Education.</p>	<p>Materials/Resources (examples)</p> <p>Textbook: <i>The Americans: Reconstruction to the 21st Century</i>, primary source documents associated with the era (<i>US History: A Document-Based Skillbook</i>).</p> <p>Unit content will be selected from Chapters 6-9.</p>	<p>Assessments (examples)</p> <p><u>Suggested Unit Performance Task</u></p> <p>Creating a historical narrative: Use a variety of sources (photographs, primary and secondary sources, drawings, journals, etc.) to demonstrate how the urban bosses earned the support of immigrants.</p> <p><u>Unit Performance Assessments</u></p> <p>Various homework assignments, quizzes/tests, SBAC-ELA performance tasks</p>

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Grade: 11	United States History Unit 2-American Imperialism
CCSS Standard	CCSS.ELA-Literacy.RH.9-10.1-10, CCSS.ELA-Literacy.WHST.9-10.1-8, CCSS.ELA-Literacy.WHST.11-12.1-8 Specific Standards and Crosswalk with SAT
Enduring Understanding	<ol style="list-style-type: none"> 1. In the 1890's, many Americans wanted to gain colonies in order to spread democracy and Christianity, secure markets and increase America's prestige and security. 2. For the first time in history the U.S. acquired overseas possessions. 3. As World War I broke out in Europe, the U.S. found it difficult to maintain neutrality because of conflicting ethnic loyalties, trade and propaganda.
Essential Questions	<ol style="list-style-type: none"> 1. What is America's mission? 2. How does money shape foreign policy? 3. What do we fight wars over? When does a problem "over there" become a problem "over here?" 4. How does war change the participant's world? 5. How does the government balance individual rights with the common good?
CSDE Content Themes:	<p>Imperialism/U.S. Foreign Policy</p> <ul style="list-style-type: none"> • Analyze the changing role of the U.S. in different world regions during the late 1800s and early 1900s. • Evaluate cases in which U.S. foreign policy supported or compromised the ideals of freedom, justice, and opportunity. <p>Globalization and Economic Interdependence</p> <ul style="list-style-type: none"> • Analyze how changes in transportation and information and communication technologies have affected U.S. trade, investment, and financial dealings in the global economy <p>The Role of the United States in World Affairs</p> <ul style="list-style-type: none"> • Evaluate the role of the United States in preventing and responding to global human rights issues. • Evaluate the effectiveness of America's foreign policies that have been based on military intervention, diplomacy, and/or participation in a multilateral response

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Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> ▪ Analyzing primary source documents from the era ▪ Drawing inferences from factual materials ▪ Comparing/contrasting content in order to reach and justify a conclusion ▪ Determining bias and point of view in sources ▪ Composing an argument that has a thesis and content evidence to support that thesis ▪ Developing informed opinions of cultural issues that emerge from the unit ▪ The Seymour High School graduate uses standard English to write effectively for a variety of purposes ▪ The Seymour High School graduate reads critically with understanding ▪ The Seymour High School graduate recognizes problems and uses effective strategies to solve them ▪ The Seymour High School graduate learns to work actively and cooperatively with one another to achieve group goals. 		
Strategies/Modes (examples) Direct Instruction, Directed Reading-Thinking Activities, Question Answer Relationship (QAR), KWL Charts, Comparison Matrix, Response Notebooks/Journals, Classification Charts, Semantic Maps, Graphic Thinking Organizers (Time Order, Sequencing, Flow, Problem-Solution-Organization, Venn, Fishbone, Fact and Opinion), Metacognitive Processes/Think-Alouds.	Materials/Resources (examples) Textbook: <i>The Americans: Reconstruction to the 21st Century</i> , primary source documents associated with the era (<i>US History: A Document-Based Skillbook</i>)	Assessments (examples) <u>Suggested Unit Performance Task</u> <u>Unit Performance Assessments</u> Various homework assignments, quizzes/tests, persuasive essay.	

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Grade: 11	United States History Unit 3 The Roaring Twenties, Depression, & New Deal
CCSS Standard	CCSS.ELA-Literacy.RH.9-10.1-10, CCSS.ELA-Literacy.WHST.9-10.1-8, CCSS.ELA-Literacy.WHST.11-12.1-8 Specific Standards and Crosswalk with SAT
Enduring Understanding	<ol style="list-style-type: none"> 1. Advances in technology and innovation led to increased economic prosperity, changes in lifestyles, and shifts in traditional attitudes in many Americans. 2. Post-war fears of foreigners and radicalism fostered a climate of hysteria among many people and government officials. 3. A variety of economic problems including post-war debt, inequitable distribution of wealth and corporate and speculative excesses led to the Great Depression. 4. Art, music and literature of the period reflected both ethnic diversity and changing values. 5. The federal government shifted its approach from laissez-faire to one of active intervention in support of social programs and business regulation. 6. Successes, failures, and overall significance of The New Deal to the society and politics of the United States.
Essential Questions	<ol style="list-style-type: none"> 1. How do our fears shape government policy? 2. How do the arts reflect and shape society? 3. Were the 1920's "roaring" for all Americans? 4. Why do some historians consider the 1920's to be a divisive decade socially, economically, morally, and politically? 5. How far should the government go to promote or secure the economy? 6. How did policies of The New Deal change the attitudes of Americans towards the role of government in their lives?
CSDE Content Themes:	<p>The Roaring 1920s and the Great Depression</p> <ul style="list-style-type: none"> • Analyze cultural changes that occurred during the 1920s, and responses to these changes. • Compare and contrast the role of government in the lives of Americans during the 1920s and 1930s. • Analyze the causes of the Great Depression in the United States. • Analyze how the Great Depression affected different groups of Americans.

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	<ul style="list-style-type: none"> • Evaluate the impact of the New Deal on various groups from that group’s perspective, including the views of men, women, children, underrepresented groups, industrial workers, farmers, and the elderly. 	
<p>Performance Expectations (Student outcomes)</p>	<ul style="list-style-type: none"> ▪ Analyzing primary source documents from the era ▪ Drawing inferences from factual materials ▪ Comparing/contrasting content in order to reach and justify a conclusion ▪ Determining bias and point of view in sources ▪ Composing an argument that has a thesis and content evidence to support that thesis ▪ Developing informed opinions of cultural issues that emerge from the unit ▪ The Seymour High School graduate uses standard English to write effectively for a variety of purposes ▪ The Seymour High School graduate reads critically with understanding ▪ The Seymour High School graduate recognizes problems and uses effective strategies to solve them ▪ The Seymour High School graduate learns to work actively and cooperatively with one another to achieve group goals. 	
<p style="text-align: center;">Strategies/Modes (examples)</p> <p>Direct Instruction, Directed Reading-Thinking Activities, Question Answer Relationship (QAR), KWL Charts, Comparison Matrix, Response Notebooks/Journals, Classification Charts, Semantic Maps, Graphic Thinking Organizers (Time Order, Sequencing, Flow, Problem-Solution-Organization, Venn, Fishbone, Fact and Opinion), Metacognitive Processes/Think-Alouds.</p>	<p style="text-align: center;">Materials/Resources (examples)</p> <p>Textbook: <i>The Americans: Reconstruction to the 21st Century</i>, primary source documents associated with the era (<i>US History: A Document-Based Skillbook</i>)</p>	<p style="text-align: center;">Assessments (examples)</p> <p><u>Suggested Unit Performance Task</u></p> <p>Create a decade newspaper using primary and secondary source documents, or create a multimedia presentation of cultural and/or social changes from the 1920’s.</p> <p><u>Unit Performance Assessments</u></p> <p>Various homework assignments, quizzes/tests, persuasive essay, projects.</p>

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Grade: 11	United States History Unit 4 Isolationism & World War II
CCSS Standard	CCSS.ELA-Literacy.RH.9-10.1-10, CCSS.ELA-Literacy.WHST.9-10.1-8, CCSS.ELA-Literacy.WHST.11-12.1-8 Specific Standards and Crosswalk with SAT
Enduring Understanding	<ol style="list-style-type: none"> 1. Scientific and technological developments affect people’s lives, the environment and transform societies. 2. Americans disillusionment with World War I helped pave the way for an isolationist mentality. 3. Conditions in a society or a belief in superiority can lead to the belief that genocide or mass extermination is acceptable. 4. World War II forced sacrifices at home and led to significant demographic, social, economic and political shifts. 5. The development of the atomic bomb and the decision to use it changed the face of warfare and cemented America as a superpower.
Essential Questions	<ol style="list-style-type: none"> 1. How did our fears shape foreign policy? Why did we move from isolation to intervention? 2. How does a man like Hitler come to power? 3. How can genocide happen? 4. How much individual freedom should we sacrifice for common good? 5. How does war change the participants? How did it change those at home?
CSDE Content Themes:	Global Wars (World War II) <ul style="list-style-type: none"> • Analyze how World War II contributed to changing roles for women and underrepresented groups in society. • Analyze turning points in the World War II and the role of the United States during it • Analyze how the World War II affected American identity. • Evaluate the role of the United States during the Holocaust

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<p>Performance Expectations (Student outcomes)</p>	<ul style="list-style-type: none"> ▪ Analyzing primary source documents from the era ▪ Drawing inferences from factual materials ▪ Comparing/contrasting content in order to reach and justify a conclusion ▪ Determining bias and point of view in sources ▪ Composing an argument that has a thesis and content evidence to support that thesis ▪ Developing informed opinions of cultural issues that emerge from the unit ▪ The Seymour High School graduate uses standard English to write effectively for a variety of purposes ▪ The Seymour High School graduate reads critically with understanding ▪ The Seymour High School graduate recognizes problems and uses effective strategies to solve them ▪ The Seymour High School graduate learns to work actively and cooperatively with one another to achieve group goals. 	
<p>Strategies/Modes (examples) Direct Instruction, Directed Reading-Thinking Activities, Question Answer Relationship (QAR), KWL Charts, Comparison Matrix, Response Notebooks/Journals, Classification Charts, Semantic Maps, Graphic Thinking Organizers (Time Order, Sequencing, Flow, Problem-Solution-Organization, Venn, Fishbone, Fact and Opinion), Metacognitive Processes/Think-Alouds.</p>	<p>Materials/Resources (examples) Textbook: <i>The Americans: Reconstruction to the 21st Century</i>, primary source documents associated with the era (<i>US History: A Document-Based Skillbook</i>)</p>	<p>Assessments (examples) <u>Suggested Unit Performance Task</u> Students will select a topic from the WWII era and create a multimedia presentation.</p> <p><u>Unit Performance Assessments</u> Various homework assignments, quizzes/tests, persuasive essay, projects</p>

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Grade: 11	United States History Unit 5 Policy of the Cold War
CCSS Standard	CCSS.ELA-Literacy.RH.9-10.1-10, CCSS.ELA-Literacy.WHST.9-10.1-8, CCSS.ELA-Literacy.WHST.11-12.1-8 Specific Standards and Crosswalk with SAT
Enduring Understanding	<ol style="list-style-type: none"> 1. Democratic societies must balance the rights and responsibilities of individuals with the common good. 2. Competition for spheres of influence between the Soviet Union and the United States led to a polarization of the world. 3. Post-war fears of foreigners and radicalism again fostered a climate of hysteria among many people and government officials. 4. Both the United States and the Soviet Union had the military might and economic ability after WWII to grow into superpowers. 5. The Cold War was fought on several fronts, including the arms race, the space race, espionage, and proxy wars. 6. To what extent has the United States' role in the world changed since 1950? since 1990?
Essential Questions	<ol style="list-style-type: none"> 1. What responsibility does the United States have to the security of the world? 2. What caused the Cold War and how did it divide the world? 3. How do fears shape foreign policy? 4. Were America's foreign policy objectives met?
CSDE Content Themes:	<p>The Cold War</p> <ul style="list-style-type: none"> • Analyze the role of nuclear power during the Cold War. • Compare and contrast the Cold War policies of various U.S. presidents. • Analyze how the Cold War influenced public attitudes and views. • Analyze the effectiveness of the U.S. policy of containment. • Explain regional conflicts in the context of U.S. foreign policy (Korean War, Vietnam War) <p>Contemporary Global Issues and Challenges (1970s–Present)</p> <ul style="list-style-type: none"> • Analyze the impact of the Cold War on America's foreign policy during the 1970s, 1980s, and early 1990s.

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Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> ▪ Analyzing primary source documents from the era ▪ Drawing inferences from factual materials ▪ Comparing/contrasting content in order to reach and justify a conclusion ▪ Determining bias and point of view in sources ▪ Composing an argument that has a thesis and content evidence to support that thesis ▪ Developing informed opinions of cultural issues that emerge from the unit ▪ The Seymour High School graduate uses standard English to write effectively for a variety of purposes ▪ The Seymour High School graduate reads critically with understanding ▪ The Seymour High School graduate recognizes problems and uses effective strategies to solve them ▪ The Seymour High School graduate learns to work actively and cooperatively with one another to achieve group goals. 	
Strategies/Modes (examples) Direct Instruction, Directed Reading-Thinking Activities, Question Answer Relationship (QAR), KWL Charts, Comparison Matrix, Response Notebooks/Journals, Classification Charts, Semantic Maps, Graphic Thinking Organizers (Time Order, Sequencing, Flow, Problem-Solution-Organization, Venn, Fishbone, Fact and Opinion), Metacognitive Processes/Think-Alouds.	Materials/Resources (examples) Textbook: <i>The Americans: Reconstruction to the 21st Century</i> , primary source documents associated with the era (<i>US History: A Document-Based Skillbook</i>)	Assessments (examples) <u>Suggested Unit Performance Task</u> Students will work in small groups to develop a narrative and visual presentation which compares and contrasts the ideologies of the United States and the Soviet Union during The Cold War period. <u>Unit Performance Assessments</u> Various homework assignments, quizzes/tests, persuasive essay, projects.

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Grade: 11	United States History Unit 6- Culture of the Cold War Era
CCSS Standard	CCSS.ELA-Literacy.RH.9-10.1-10, CCSS.ELA-Literacy.WHST.9-10.1-8, CCSS.ELA-Literacy.WHST.11-12.1-8 Specific Standards and Crosswalk with SAT
Enduring Understanding	<ol style="list-style-type: none"> 1. Post-war society and culture. 2. Social protest on a variety of fronts peaked in the 1960's as groups demanded an equal voice. 3. During the decade, the federal government took on a larger supporting role with the intent of elevating the quality of life and protecting rights of individuals. 4. Major foreign policy developments of the past forty years have shaped the United States' role in that of other nations.
Essential Questions	<ol style="list-style-type: none"> 1. What responsibility does the government have to the people? 2. To what extent do the 1980's represent a shift in American political and economic philosophies? 3. What impact did The Cold War rivalry have on American society? 4. Was Lyndon Johnson's Great Society achievable? 5. How has television impacted America politically, economically, and socially since 1960? 6. To what extent has American society changed since 1950? In your lifetime?
CSDE Content Themes:	<p>The Civil Rights Movement (1950s and 1960s) and other Reform Movements since the 1950s</p> <ul style="list-style-type: none"> • Analyze the causes and the methods of the civil rights movement of the 1950s and 1960s. • Evaluate the effectiveness of the civil rights movement in improving political, economic, and social conditions for African Americans in the United States. • Analyze other social reform movements since the 1950s including those dealing with the rights and opportunities for women, racial and ethnic minorities, the disabled, LGBTQ community, and other underrepresented groups; and movements related to peace, the environment, and consumer rights <p>Contemporary Domestic Issues and Challenges (1970s–Present)</p>

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	<ul style="list-style-type: none"> • Analyze the causes and effects of domestic economic problems (energy crises such as the oil price shocks and embargo of 1973; major recessions of 1973-75, 1980-82, the Great Recession; persistent trade imbalances; a growing national debt; income inequality and poverty; and the changing role of government in the economy). • Evaluate the causes, effects, and perceptions of political polarization (issues such as gun control, immigration and immigration reform, health care, equity in educational and economic opportunities, privacy rights, and states’ rights v. federalism). <p>Contemporary Global Issues and Challenges (1970s–Present)</p> <ul style="list-style-type: none"> • Analyze the causes and effects of global terrorism in the post-9/11 world
<p>Performance Expectations (Student outcomes)</p>	<ul style="list-style-type: none"> ▪ Analyzing primary source documents from the era ▪ Drawing inferences from factual materials ▪ Comparing/contrasting content in order to reach and justify a conclusion ▪ Determining bias and point of view in sources ▪ Composing an argument that has a thesis and content evidence to support that thesis ▪ Developing informed opinions of cultural issues that emerge from the unit ▪ The Seymour High School graduate uses standard English to write effectively for a variety of purposes ▪ The Seymour High School graduate reads critically with understanding ▪ The Seymour High School graduate recognizes problems and uses effective strategies to solve them ▪ The Seymour High School graduate learns to work actively and cooperatively with one another to achieve group goals.

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Direct Instruction, Directed Reading-Thinking Activities, Question Answer Relationship (QAR), KWL Charts, Comparison Matrix, Response Notebooks/Journals, Classification Charts, Semantic Maps, Graphic Thinking Organizers (Time Order, Sequencing, Flow, Problem-Solution-Organization, Venn, Fishbone, Fact and Opinion), Metacognitive Processes/Think-Alouds.</p>	<p>Textbook: <i>The Americans: Reconstruction to the 21st Century</i>, primary source documents associated with the era (<i>US History: A Document-Based Skillbook</i>)</p>	<p><u>Suggested Unit Performance Task</u> A persuasive essay on the question “what values and beliefs unite Americans and define our nation and its purpose?”</p> <p><u>Unit Performance Assessments</u></p> <p>Various homework assignments, quizzes/tests, persuasive essay, projects.</p>