

11th GRADE US HISTORY ESSENTIAL QUESTIONS

What does it mean to be an American? How have diverse groups influenced American culture?	How do economic factors motivate decision-making? What is the proper balance between freedom and security?	How have environmental and cultural practices shaped the American landscape?
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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)	
Unit #1 (2-4 Weeks) The Gilded Age to the Progressive Era	History	<p>SS.9-12.US.14. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout U.S. history.</p> <p>SS.9-12.US.16. Interpret historical events in U.S. history from a variety of historical and cultural perspectives.</p> <p>SS.9-12.US.17. Investigate the evolution of gender roles and equality within social and economic life in the U.S.</p> <p>SS.9-12.US.18. Examine the causes and effects of socio-economic diversity throughout U.S. history.</p>	<p>Central Topic to Study The rise of U.S. industry in the late 1800s and its effects on individuals and the environment</p> <p>The response to industrialization in the form of Progressive movements</p> <p>Suggested Essential Questions: How have environmental and cultural practices shaped the American landscape? How do economic factors motivate decision-making?</p> <p>Important Concepts Industrialization Robber Barons Social Darwinism <i>Plessy v. Ferguson</i> Jim Crow laws Political Machines Boycotts/Strikes Capitalism Suffrage Horizontal v. Vertical Integration Progressivism Urban planning Mass Culture NAACP Tenements Labor Unions Socialism Muckrakers Populism Public Education Conservation Trustbusting Square Deal</p>	<p>Project Tahoe <u>Wealth and Trade Unions</u> Close Read (3, 6, 10) <u>What are the most important issues of the populist movement?</u> (DBQ 3, 4, 6, 8, 9) <u>Was Theodore Roosevelt deserving of the 1906 Nobel Peace Prize?</u> (3, 4, 6, 8, 9)</p> <p>CommonLit <u>Triangle Shirtwaist Factory Fire</u> (8, 10) <u>Excerpt from The Jungle</u> (8, 10) <u>Workers' Rights and the History of Labor Units</u> (9, 10) <u>The Rush of Immigrants</u> (9, 10)</p> <p>SHEG <u>Chinese Immigration and Exclusion</u> (3, 4, 6, 7, 8, 9) <u>The Homestead Strike</u> (3, 4, 6, 7, 8, 9) <u>The Pullman Strike</u> (3, 4, 6, 7, 8, 9) <u>SHEG Political Bosses: Were they Corrupt?</u> (3, 4, 6, 7, 8, 9) <u>SHEG W.E.B. DuBois v Booker T. Washington</u> (3, 4, 6, 7, 8, 9)</p> <p>C3 Inquiries <u>Immigration: Is Anything New about Today's Immigration Policy Debate?</u> (2, 4, 6, 8, 9, 10, 12, 13)</p> <p>DBQ Binder <u>Was Andrew Carnegie a Hero?</u> (3, 4, 6, 7, 8, 9)</p> <p>Library of Congress <u>Explorations in American Environmental History</u> (2, 4, 6, 7, 8, 9, 10, 13) <u>Labor Unions and Working Conditions: United We Stand</u> (3, 4, 6, 7, 8, 9)</p> <p>Inquiry Lesson <u>In what ways, and how much, should the government regulate industry?</u></p>
	Multi-Cultural	<p>SS.9-12.US.26. Examine and explore the ways in which diverse groups have been denied equality and opportunity, both institutionally and informally, at various times throughout U.S. history.</p> <p>SS.9-12.US.27. Analyze how resistance movements have organized and responded to oppression and infringement of civil liberties, and evaluate the impact of the responses.</p> <p>SS.9-12.US.28. Examine how American culture has been influenced and shaped by diverse groups and individuals throughout U.S. history.</p>		
	Civics	<p>SS.9-12.US.32. Examine the changing roles, impact, and power of political leaders, parties, and voting blocs over time.</p> <p>SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies throughout U.S. history.</p>		
	Geography	<p>SS.9-12.US.40. Analyze how and why the U.S. landscape has changed as people adapted the environment to meet their needs.</p> <p>SS.9-12.US.41. Analyze how diffusion of ideas, technologies, and cultural practices have influenced migration and immigration patterns and the distribution of human population throughout U.S. history.</p>		
	Economics	<p>SS.9-12.US.43. Examine the effect of individuals, communities, businesses, and government on the economic policies and decisions of the U.S. over time.</p>		

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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
Unit #2 (2-4 Weeks) Imperialism and WWI	History	<p>Central Topic to Study U.S. expansion and influence as an world imperial power.</p> <p>The role of the U.S. in WWI</p> <p>Suggested Essential Questions</p> <p>How do economic factor motivate decision making?</p> <p>What is the proper balance between freedom and security?</p>	<p>CommonLit <u>President Woodrow Wilson's Fourteen Points</u> (8,10) <u>To the Front Lines: America in World War I</u> (8,10) <u>"A Mad Dash to Disaster": The First World War</u> (8,10)</p> <p>SHEG <u>Maine Explosion</u> (3, 4, 6, 7, 8, 9) <u>Spanish American War Political Cartoons</u> (3, 4, 6, 7 8, 9) <u>Soldiers in the Philippines</u>.(3, 4, 6, 7, 8, 9) <u>Sedition in WWI</u> (3, 4, 6, 7, 8, 9) <u>League of Nations</u> (3, 4, 6, 7, 8, 9)</p>
	Multi-Cultural	<p>Important Concepts:</p> <p>Imperialism Annexation of Hawaii Puerto Rico Spanish American War Philippine War Yellow Journalism Open Door Notes Panama Canal Propaganda</p>	<p>HERB: American Social History Project/Center for Media and Learning <u>Debate: Should the U.S. Annex the Philippines?</u> (3, 6, 7, 8, 9, 10)</p>
	Civics	<p>WWI Lusitania Conscientious Objectors Espionage and Sedition Acts Schenck v. U.S. Fourteen Points Unrestricted Submarine Warfare Zimmerman Note Big Stick Diplomacy Platt Corollary Open Door Notes</p>	
	Geography	<p>SS.9-12.US.15. Evaluate the factors that have shaped group and national identity and how the American identity has evolved throughout U.S. history. SS.9-12.US.23. Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective. SS.9-12.US.24. Analyze the causes, impacts, and attitudes towards conflict and war from various points of view throughout U.S. history. SS.9-12.US.25. Analyze the reciprocal nature of international relations as the U.S. and other governments interact and influence one another.</p>	
	Economics	<p>SS.9-12.US.26. Examine and explore the ways in which diverse groups have been denied equality and opportunity, both institutionally and informally, at various times throughout U.S. history. SS.9-12.US.27. Analyze how resistance movements have organized and responded to oppression and infringement of civil liberties, and evaluate the impact of the responses.</p>	

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Unit #3 (2-4 Weeks) The Post-WWI Experience	History	<p>Central Topic to Study Compare and contrast the experiences of different groups within the U.S. during the 1920s</p> <p>Reactions to the changing racial and cultural landscape of the U.S.</p> <p>Suggested Essential Questions How have diverse groups influenced American culture? What does it mean to be an American?</p> <p>Important Concepts Nativism Isolationism KKK Red Scare Labor Unrest Prohibition Women's Suffrage American Business Haves v. Have Nots Mass Culture Teapot Dome Scandal Great Migration Harlem Renaissance Black Wall Street Scopes Trial Flapper Jazz Immigration (Quota System)</p>	<p>DBQ Binder Prohibition: Why did America Change its Mind? (3, 4, 6, 7, 8, 9)</p> <p>Project Tahoe "The Lost Generation" Close Read (6, 8)</p> <p>SHEG <u>Anti-Suffragists</u> (3, 4, 6, 7, 8, 9) <u>Prohibition</u> (3, 4, 6, 7, 8, 9) <u>Marcus Garvey</u> (3, 4, 6, 7, 8, 9) <u>Scopes Monkey Trial</u> (3, 4, 6, 7, 8, 9) <u>Mexican Labor in the 1920's</u> (3, 4, 6, 7, 8, 9) <u>Palmer Raids</u> (3, 4, 6, 7, 8, 9) <u>Chicago Race Riots</u> (3, 4, 6, 7, 8, 9)</p>	
	Multi-Cultural			<p>SS.9-12.US.15. Evaluate the factors that have shaped group and national identity and how the American identity has evolved throughout U.S. history. SS.9-12.US.19. Analyze the impact of religious, intellectual, and artistic changes throughout the course of U.S. history.</p>
	Multi-Cultural			<p>SS.9-12.US.31. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in the U.S. to the modern world.</p>
	Civics			<p>SS.9-12.US.35. Explain how American identity has been shaped by founding documents, political participation, democratic institutions, and the interactions among diverse cultures throughout U.S. history. SS.9-12.US.38. Evaluate the social, political, and economic changes that have impacted the interpretation of the Constitution and evolution of law throughout U.S. history.</p>
	Geography			<p>SS.9-12.US.41. Analyze how diffusion of ideas, technologies, and cultural practices have influenced migration and immigration patterns and the distribution of human population throughout U.S. history.</p>
Economics	<p>SS.9-12.US.43. Examine the effect of individuals, communities, businesses, and government on the economic policies and decisions of the U.S. over time.</p>			

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UNIT	CONTENT THEME STANDARDS		RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
Unit #4 (2-4 Weeks) Great Depression & the New Deal	History	<p>SS.9-12.US.15. Evaluate the factors that have shaped group and national identity and how the American identity has evolved throughout U.S. history.</p> <p>SS.9-12.US.18. Examine the causes and effects of socioeconomic diversity throughout U.S. history.</p> <p>SS.9-12.US.20. Explore how individuals and events in Nevada's history both influence and are influenced by the larger national context.</p>	<p>Central Topic to Study Causes of the Great Depression</p> <p>Effects of the Great Depression on various groups throughout the United States</p>	<p>DBQ Binder <u>What Caused the Great Depression?</u> (3, 4, 6, 7, 8, 9)</p> <p>Project Tahoe <u>Legacy of the New Deal</u> (3, 4, 6, 7, 8, 10)</p>
	Multi-Cultural	<p>SS.9-12.US.26. Examine and explore the ways in which diverse groups have been denied equality and opportunity, both institutionally and informally, at various times throughout U.S. history.</p>	<p>Short and long term effects of the New Deal</p> <p>Suggested Essential Questions: How do economic factors motivate decision making? How have environmental and cultural practices shaped the American landscape?</p>	<p>SHEG <u>What Caused the Dust Bowl?</u> (3, 4, 6, 7, 8, 9) <u>Social Security</u> (3, 4, 6, 7, 8, 9) <u>New Deal: Was it a Success?</u> (3, 4, 6, 7, 8, 9, 10)</p>
	Civics	<p>SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies throughout U.S. history.</p> <p>SS.9-12.US.36. Explain the historical background of a current national issue and propose a course of action to solve it.</p>	<p>How have environmental and cultural practices shaped the American landscape?</p>	<p>Discussion Lessons <u>What Caused the Great Depression?</u> (3, 5, 6, 10)</p> <p><u>Was the New Deal a Success or a Failure?</u> (6, 7, 10)</p>
	Geography	<p>SS.9-12.US.39. Create, interpret, and utilize maps that display and explain the geo-spatial patterns of cultural, economic, political, and environmental characteristics of the U.S.</p> <p>SS.9-12.US.40. Analyze how and why the U.S. landscape has changed as people adapted the environment to meet their needs.</p> <p>SS.9-12.US.42. Explain how global circumstances and interaction affect resources, land use, culture, and population distribution in the U.S.</p>	<p>Important Concepts Hoover Dam Stock Market Black Friday Great Depression New Deal Social Security Glass-Steagall Dust Bowl Keynesian Economics Laissez-faire Shantytowns</p>	
	Economics	<p>SS.9-12.US.43. Examine the effect of individuals, communities, businesses, and government on the economic policies and decisions of the U.S. over time.</p>		

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Unit #5 (2-4 Weeks) WWII	History	<p>SS.9-12.US.15. Evaluate the factors that have shaped group and national identity and how the American identity has evolved throughout U.S. history.</p> <p>SS.9-12.US.17. Investigate the evolution of gender roles and equality within social and economic life in the U.S.</p> <p>SS.9-12.US.23. Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective.</p> <p>SS.9-12.US.24. Analyze the causes, impacts, and attitudes towards conflict and war from various points of view throughout U.S. history.</p> <p>SS.9-12.US.25. Analyze the reciprocal nature of international relations as the U.S. and other governments interact and influence one another.</p>	<p>Central Topic to Study U.S. involvement in WWII, specifically in regards to the home front and Pacific Theater</p> <p>Suggested Essential Questions What does it mean to be an American?</p> <p>What is the proper balance between freedom and security?</p>	<p>C3 Inquiry <u>Why Was the U.S. on the Winning Side of WWII?</u> (2, 4, 6, 8, 9, 10, 12, 13)</p> <p>Project Tahoe <u>Should Truman Have Dropped the Bomb?</u> (3, 4, 6, 7, 8) <u>Was the Atomic Bomb Justified?</u> (3, 4, 6, 7, 8, 10) <u>Was Wartime Mobilization a Success Due to the Use of Propaganda During WWII?</u> -DBQ (3, 6, 7, 8) <u>Korematsu v United States</u> (Close Read) (8, 9)</p> <p>SHEG <u>The Atomic Bomb</u> (3, 4, 6, 7, 8, 9) <u>Zoot Suit Riots: What Caused Them?</u> (3, 4, 6, 7, 8, 9)</p>
	Multi-Cultural	<p>SS.9-12.US.26. Examine and explore the ways in which diverse groups have been denied equality and opportunity, both institutionally and informally, at various times throughout U.S. history.</p> <p>SS.9-12.US.29. Investigate and apply the successful principles of groups in U.S. history in order to create communities of respect, equity, and diversity at the school and at the local level.</p>	<p>Important Concepts Total War Propaganda Rationing Women's roles War Bonds Japanese Internment Manhattan Project</p>	
	Civics	<p>SS.9-12.US.34. Analyze the effects of media in shaping public perception and policies throughout U.S. history.</p> <p>SS.9-12.US.37. Analyze major political policies and landmark Supreme Court cases and their impact on U.S. history</p>		
	Geography	<p>SS.9-12.US.42. Explain how global circumstances and interaction effect resources, land use, culture, and population distribution in the U.S.</p>	<p>Pacific Theater Pearl Harbor Island Hopping Hiroshima and Nagasaki</p>	
	Economics	<p>SS.9-12.US.44. Evaluate multiple factors that have impacted the U.S. economy over time including, but not limited to: trade, resources, labor, and monetary systems.</p>		

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UNIT	CONTENT THEME STANDARDS	RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
Unit #6 (2-4 Weeks) Origins of the Cold War	History SS.9-12.US.17. Investigate the evolution of gender roles and equality within social and economic life in the U.S. SS.9-12.US.22. Trace the evolution of Nevada’s economy across U.S. history as it relates to national and global issues. SS.9-12.US.23. Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective. SS.9-12.US.24. Analyze the causes, impacts, and attitudes towards conflict and war from various points of view throughout U.S. history. SS.9-12.US.25. Analyze the reciprocal nature of international relations as the U.S. and other governments interact and influence one another.	Central Topic to Study -Causes of the Cold War and its impact on foreign policy as well as domestic culture. -U.S. international entanglement Suggested Essential Questions: What does it mean to be an American? What is the proper balance between freedom and security? Important Concepts	Project Tahoe <u>Propaganda and the Cold War</u> (3, 4, 6, 7, 8, 9, 10) <u>Were the 1950's a Time of Conformity?</u> (3, 4, 6, 7, 8, 9) DBQ <u>Violent or non-violent? Which Philosophy made the most sense for America in the 1960s?</u> (3, 4, 6, 7, 8, 9) <u>One Pager: Agree or Disagree: The U.S. Planned to escalate the Vietnam Conflict Prior to the Gulf of Tonkin</u> (3, 4, 6, 7, 8, 9) <u>What Effect did the Protest Movements of the 1960's have on Ending the War in Vietnam</u> (3, 4, 6, 7, 8, 9) <u>Discussion: The Vietnam War and Its Impact on American Society</u> (3, 4, 6, 7, 8, 9, 10) SHEG <u>Women in the 1950's</u> (3, 4, 6, 7, 8, 9) <u>The Cold War</u> (3, 4, 6, 7, 8, 9) <u>The Cuban Missile Crisis</u> (3, 4, 6, 7, 8, 9) <u>Korean War</u> (3, 4, 6, 7, 8, 9) <u>Truman and MacArthur</u> (3, 4, 6, 7, 8, 9) <u>Gulf of Tonkin Resolution</u> (3, 4, 6, 7, 8, 9) <u>Anti-Vietnam War Movement</u> (3, 4, 6, 7, 8, 9) PBS: Elvis and Race in the 1950s C3 Inquiry <u>Why was the Korean War “Forgotten”?</u> (3, 6, 8) Common Lit <u>A Defiant Muhammad Ali</u> (8,10) <u>Resistance to the Vietnam War</u> (8,10) Inquiry Lesson <u>Unexploded Ordnances- Who is Responsible for Clean-Up Once War is Over?</u> (3, 5, 8, 9, 11, 12)
	Multi-Cultural SS.9-12.US.26. Examine and explore the ways in which diverse groups have been denied equality and opportunity, both institutionally and informally, at various times throughout U.S. history. SS.9-12.US.27. Analyze how resistance movements have organized and responded to oppression and infringement of civil liberties, and evaluate the impact of the responses.	Cold War NATO Warsaw Pact Containment Korean War Brinkmanship	
	Civics SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies throughout U.S. history. SS.9-12.US.34. Analyze the effects of media in shaping public perception and policies throughout U.S. history.	Cuban Missile Crisis McCarthyism Vietnam War Draft	
	Geography SS.9-12.US.41. Analyze how diffusion of ideas, technologies, and cultural practices have influenced migration and immigration patterns and the distribution of human population throughout U.S. history. SS.9-12.US.42. Explain how global circumstances and interaction affect resources, land use, culture, and population distribution in the U.S.	NVA/Vietcong Guerilla Warfare Gulf of Tonkin War Powers Act Arms Race	
	Economics SS.9-12.US.43. Examine the effect of individuals, communities, businesses, and government on the economic policies and decisions of the U.S. over time.	Ho Chi Minh Trail Dove/Hawk Vietnamization 1950s Culture Baby Boom Rock and Roll Suburbanization Interstate Highway System Mass Media Religious Revival Rise of the Teenager	

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Unit #7 (2-4 Weeks) Movements	History	<p>SS.9-12.US.14. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout U.S. history.</p> <p>SS.9-12.US.15. Evaluate the factors that have shaped group and national identity and how the American identity has evolved throughout U.S. history.</p> <p>SS.9-12.US.16. Interpret historical events in U.S. history from a variety of historical and cultural perspectives.</p> <p>SS.9-12.US.17. Investigate the evolution of gender roles and equality within social and economic life in the U.S.</p> <p>SS.9-12.US.18. Examine the causes and effects of socioeconomic diversity throughout U.S. history.</p>	<p>Central Topic to Study The struggle for various groups in demanding civil rights.</p> <p>Suggested Essential Questions: What does it mean to be an American? How have diverse groups influenced American culture?</p>	<p>DBQ Binder <u>Why Was the Equal Rights Amendment Defeated?</u> (3, 6, 7, 8, 9)</p> <p>Project Tahoe <u>Cesar Chavez and the Farm Labor Movement (OUT)</u> (3, 4, 6, 7, 8, 9)</p> <p><u>African American Struggle for Equality (controversial issue)</u> (3, 4, 6, 7, 8, 9, 10)</p>
	Multi-Cultural	<p>SS.9-12.US.26. Examine and explore the ways in which diverse groups have been denied equality and opportunity, both institutionally and informally, at various times throughout U.S. history.</p> <p>SS.9-12.US.27. Analyze how resistance movements have organized and responded to oppression and infringement of civil liberties, and evaluate the impact of the responses.</p> <p>SS.9-12.US.29. Investigate and apply the successful principles of groups in U.S. history in order to create communities of respect, equity, and diversity at the school and local level.</p> <p>SS.9-12.US.30. Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation.</p>	<p>Important Concepts Great Society Kennedy Assassination Medicare/Medicaid Federal education programs “War on Poverty” Civil Rights <i>Brown v. Board of Education</i> Murder of Emmitt Till Montgomery Bus Boycott Freedom Riders SNCC/SCLC Black Panthers Black Power Social/Student Movements United Farmworkers The Feminine Mystique Earth Day Environmental Protection Agency Stonewall Riots</p>	<p>SHEG <u>The Montgomery Bus Boycott</u> (3 4, 6, 7, 8, 9) <u>Civil Rights Act of 1964</u> (3, 4, 6, 7, 8, 9) <u>The Great Society</u> (3, 4, 6, 7, 8, 9)</p> <p>C3 Inquiry <u>What made nonviolent protest effective during the Civil Rights Movement?</u> (2, 4, 6, 8, 9, 10, 12, 13)</p> <p>Inquiry Lesson <u>Does accuracy matter in our collective historical memory? (Foot Soldier of Birmingham)</u> (1, 2, 3, 5, 6, 9, 10, 12)</p> <p>Discussion Lessons <u>Great Society and Social Movements</u> (10) <u>To what extent can young people make a difference in our country?</u> (3)</p> <p>PBS <u>Aretha Franklin's New Voice For Women</u></p>
	Civics	<p>SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies throughout U.S. history.</p> <p>SS.9-12.US.36. Explain the historical background of a current national issue and propose a course of action to solve it.</p> <p>SS.9-12.US.38. Evaluate the social, political, and economic changes that have impacted the interpretation of the Constitution and evolution of law throughout U.S. history.</p>		
	Geography	<p>SS.9-12.US.39. Create, interpret, and utilize maps that display and explain the geo-spatial patterns of cultural, economic, political, and environmental characteristics of the U.S.</p> <p>SS.9-12.US.40. Analyze how and why the U.S. landscape has changed as people adapted the environment to meet their needs.</p>		
	Economics	<p>SS.9-12.US.43. Examine the effect of individuals, communities, businesses, and government on the economic policies and decisions of the U.S. over time.</p> <p>SS.9-12.US.44. Evaluate multiple factors that have impacted the U.S. economy over time including, but not limited to: trade, resources, labor, and monetary systems.</p>		

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Unit #8 (2-4 Weeks) Foreign Entanglement and Divisions at Home	History SS.9-12.US.23. Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective.	Central Topic to Study As the Cold War ends, the U.S. deals with the consequences of the proxy wars. A spirit of discontent prevails among U.S. citizens as they grapple with economic, cultural, and political change Suggested Essential Questions: How do economic factors motivate decision-making? What does it mean to be an American? Important Concepts Counter Culture Music/Woodstock Kent State Protests Silent Majority Détente Watergate Conservative Coalition New Right AIDS Strategic Defense Initiative Fall of Berlin Wall End of Cold War Reaganomics Oil/energy crisis Iran-Contra Camp David Accords Persian Gulf War NAFTA Kyoto Protocol Bosnia	SHEG <u>Reaganomics</u> (3, 4, 6, 7, 8, 9) <u>What were the arguments for and against ratifying NAFTA?</u> (3, 4, 6, 7, 8, 9) <u>Why didn't the US ratify the Kyoto Protocol?</u> (3, 4, 6, 7, 8, 9) C3 Inquiry <u>Johnson and Reagan: How Should the President Foster Economic Opportunity?</u> (2, 4, 6, 7, 8, 9) Gilder Lehrman Institute <u>Jerry Falwell and the Moral Majority</u> (3, 6, 7, 8, 9, 10) Inquiry Lessons <u>Women in the Workplace</u> (2, 3, 4, 5, 6) <u>The Environmental Movement</u> (2, 3, 4, 5, 6)
	Multi-Cultural SS.9-12.US.26. Examine and explore the ways in which diverse groups have been denied equality and opportunity, both institutionally and informally, at various times throughout U.S. history. SS.9-12.US.31. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in America to our modern world.		
	Civics SS.9-12.US.32. Examine the changing roles, impact, and power of political leaders, parties, and voting blocs over time. SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies throughout U.S. history. SS.9-12.US.35. Explain how American identity has been shaped by founding documents, political participation, democratic institutions, and the interactions among diverse cultures throughout U.S. history. SS.9-12.US.36. Explain the historical background of a current national issue and propose a course of action to solve it.		
	Geography SS.9-12.US.40. Analyze how and why the U.S. landscape has changed as people adapted the environment to meet their needs. SS.9-12.US.41. Analyze how diffusion of ideas, technologies, and cultural practices have influenced migration and immigration patterns and the distribution of human population throughout U.S. history.		
	Economics SS.9-12.US.43. Examine the effect of individuals, communities, businesses, and government on the economic policies and decisions of the U.S. over time.		

11th GRADE US HISTORY ESSENTIAL QUESTIONS

What does it mean to be an American? How have diverse groups influenced American culture?	How do economic factors motivate decision-making? What is the proper balance between freedom and security?	How have environmental and cultural practices shaped the American landscape?
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UNIT	CONTENT THEME STANDARDS		RELEVANT CONTENT	ALIGNED RESOURCES (Disciplinary Skill Standards)
Unit #9 (2-4 Weeks) Current Issues in Nevada & the U.S.	History	<p>SS.9-12.US.14. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout U.S. history.</p> <p>SS.9-12.US.15. Evaluate the factors that have shaped group and national identity and how the American identity has evolved throughout U.S. history.</p> <p>SS.9-12.US.17. Investigate the evolution of gender roles and equality within social and economic life in the U.S.</p> <p>SS.9-12.US.20. Explore how individuals and events in Nevada’s history both influence and are influenced by the larger national context.</p> <p>SS.9-12.US.21. Analyze the causes of changing migration and immigration patterns to Nevada from Reconstruction to today.</p> <p>SS.9-12.US.22. Trace the evolution of Nevada’s economy across U.S. history as it relates to national and global issues.</p>	<p>Central Topic to Study The most pressing issues facing the U.S. today along with any background knowledge necessary to understand them.</p> <p>Important Concepts Failure of the War on Drugs Immigration Internet/Technology Revolution Enhanced Interrogation Healthcare Racism/Social Unrest LGBTQ rights/legislation Mass Incarceration Rise of White Nationalism Gerrymandering Fake News State’s Rights Laboratories of Democracy Public Land Disputes The Great Recession September 11, 2001 Afghan War Iraq War ISIS</p>	<p>Project Tahoe <u>Should the Electoral College be Eliminated?</u> (DBQ) (3, 6, 7, 8, 9, 10)</p> <p><u>Is Affirmative Action a Good Thing, or Reverse Racism?</u> (controversial issue)</p> <p><u>Collective Memory and the Reimagining of Monuments</u> (discussion lesson)</p> <p>C3 Inquiries <u>Who’s to Blame for the Great Recession?</u> (2, 4, 6, 7, 8, 9, 10, 11)</p> <p>Inquiry Lesson <u>How do monuments and memorials cloud history?</u> (1, 2, 5, 6, 7, 9, 12)</p> <p>Population Education.org Lesson <u>Mysteries of the U.S. Pyramids</u> (2, 10, 11)</p> <p>Gilder Lehrman <u>Osama bin Laden and 9/11</u> (3, 4, 6, 7, 8, 9)</p>
	Multi-Cultural	<p>SS.9-12.US.26. Examine and explore the ways in which diverse groups have been denied equality and opportunity, both institutionally and informally, at various times throughout U.S. history.</p> <p>SS.9-12.US.27. Analyze how resistance movements have organized and responded to oppression and infringement of civil liberties, and evaluate the impact of the responses.</p> <p>SS.9-12.US.30. Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation.</p>		
	Civics	<p>SS.9-12.US.32. Examine the changing roles, impact, and power of political leaders, parties, and voting blocs over time.</p> <p>SS.9-12.US.34. Analyze the effects of media in shaping public perception and policies throughout U.S. history.</p> <p>SS.9-12.US.37. Analyze major political policies and landmark Supreme Court cases and their impact on U.S. history.</p>		
	Geography	<p>SS.9-12.US.42. Explain how global circumstances and interaction affect resources, land use, culture, and population distribution in the U.S.</p>		
	Economics	<p>SS.9-12.US.43. Examine the effect of individuals, communities, businesses, and government on the economic policies and decisions of the U.S. over time.</p> <p>SS.9-12.US.45. Evaluate the U.S.’s role and responses to globalization and the impact on the U.S. economy, including trade policy, embargoes, exchange rates, and trade agreements.</p>		