

## 11<sup>th</sup> Grade U.S. History Scope and Sequence

Unit	Block Days	Trad. Days	Unit Descriptions	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RH.11-12.1, 11-12.2, 11-12.10 WHST.11-12.4, 11-12.5, 11-12.9 and 11-12.10 apply to each unit.	DC Content Supporting Standards
<a href="#"><u>Unit 1</u></a> <a href="#"><u>Foundations of American Democracy</u></a>	10 days	20 days	Students review the content of 8 <sup>th</sup> grade United States History (colonization, revolution, and civil war) by examining the major trends from colonialism to Reconstruction. In particular, they consider the expanding role of government, issues of freedom and equality, and the definition of citizenship. Students read complex primary sources, summarizing based on evidence while developing historical vocabulary. Students should communicate their conclusions using explanatory writing, potentially adapting these explanations into other formats to share within or outside their classroom. Students begin to examine the relationship between compelling and supporting questions.	<b>11.1.6:</b> Influences on American Revolution <b>11.1.7:</b> Formation of Constitution <b>11.1.9:</b> Effects of Civil War and Reconstruction	<b>D1.4:</b> Emerging questions <b>D4.2:</b> Construct explanations  <b>Apply to each unit:</b> <b>RH.11-12.1:</b> Sources <b>D4.3:</b> Present information <b>D4.6:</b> Analyze problems	<b>RH.11-12.4:</b> Vocabulary  <b>WHST.11-12.2:</b> Explanatory Writing  <b>Apply to each unit:</b> <b>RH.11-12.1:</b> Cite evidence <b>RH.11-12.2:</b> Central idea <b>RH.11-12.10:</b> Comprehension  <b>WHST.11-12.4:</b> Appropriate writing <b>WHST.11-12.5:</b> Writing process <b>WHST.11-12.9:</b> Using evidence <b>WHST.11-12.10:</b> Write routinely	11.1.1-11.1.5 11.1.8 11.1.10
<a href="#"><u>Unit 2</u></a> <a href="#"><u>Gilded Age and Progressivism</u></a>	10 days (End of 1 <sup>st</sup> Advisory 10/31)	20 Days	Students consider the extent to which the Progressive Era was caused by the Gilded Age, focusing on the costs and benefits of industrialization, urbanization, and immigration. Students deepen their analyses of primary and secondary sources by examining the context, structure, and the background of authors as they write increasingly sophisticated explanations of questions.	<b>11.4.1:</b> Industrialization <b>11.4.2:</b> Urbanization <b>11.4.9:</b> Progressive policies	<b>D1.2/1.3:</b> Compelling/ Supporting questions <b>D3.2:</b> Source credibility <b>D4.2/4.5:</b> Construct/Critique explanations	<b>RH.11-12.4:</b> Vocabulary <b>RH.11-12.9:</b> Primary and secondary sources  <b>WHST.11-12.2:</b> Explanatory Writing	11.2.1-11.2.8 11.3.1-11.3.5, 11.4.3-11.4.6, 11.4.8, 11.4.10, 11.4.11
<a href="#"><u>Unit 3</u></a> <a href="#"><u>Imperialism, Isolationism, &amp; World War I</u></a>	7 days	14 days	Students analyze isolationism and engagement as foreign policies. They examine the role of the United States as a world power and the international justifications for war in the historical context. Students read primary and secondary accounts of imperialism, isolationism, and war, citing evidence to support an understanding of the main ideas and continuing to write historical explanations.	<b>11.5.4:</b> United States diplomacy <b>11.5.6:</b> Entrance into WWI	<b>D1.2/1.3:</b> Compelling/ Supporting questions <b>D3.2:</b> Source credibility <b>D4.2/4.5:</b> Construct/Critique explanations	<b>RH.11-12.9:</b> Primary and secondary sources  <b>WHST.11-12.2:</b> Explanatory Writing	11.5.1-11.5.3 11.5.5 11.5.7-11.5.9
<a href="#"><u>Unit 4</u></a> <a href="#"><u>Roaring Twenties and the Great Depression</u></a>	10 days	20 days	Students explore the cultural and economic changes of the Inter-War Period, concentrating on the role of government in the economy and the influence of economics on different social groups. Students read differing interpretations of the Great Depression and the New Deal to debate historiography, using evidence to support their claims in argumentative writing in response to text.	<b>11.6.3:</b> Presidents of the 1920 <b>11.6.8:</b> New Negro Movement <b>11.7.2:</b> Great Depression <b>11.7.6:</b> New Deal	<b>D1.2/1.3:</b> Compelling/ Supporting questions <b>D4.1/4.4:</b> Construct arguments	<b>RH.11-12.3:</b> Cause/effect <b>RH.11-12.6:</b> Point of view  <b>WHST.11-12.2:</b> Explanatory Writing	11.6.1, 11.6.2 11.6.4, 11.6.6, 11.6.7, 11.6.9 11.7.1, 11.7.3, 11.7.7, 11.7.9

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<a href="#"><u>Unit 5</u></a> <a href="#"><u>World War II</u></a>	9 days (End of 1 <sup>st</sup> Advisory 10/31 End of 3 <sup>rd</sup> Advisory 4/3)	18 days (End of 2 <sup>nd</sup> Advisory 1/23)	Students investigate competing foreign policies of isolationism and interventionism, considering the rise of totalitarian leaders and the role of the United States as a world power. They analyze World War II through the European and Pacific fronts, issues around internment, and policies that led to the end of the war. Students read complex texts and analyze textual structure to determine meaning prior to writing an argumentative essay in response to a compelling question.	<b>11.8.2:</b> US Entrance into WWII <b>11.8.4:</b> Geography of War <b>11.8.6:</b> Japanese Internment <b>11.8.10:</b> Marshall Plan and United Nations	<b>D1.2/1.3:</b> Compelling/ Supporting questions <b>D4.1/4.4:</b> Construct/Critique arguments	<b>RH.11-12.5:</b> Text <b>RH.11-12.8:</b> Argument  <b>WHST.11-12.1:</b> Argumentative writing <b>WHST.11-12.7:</b> Research <b>WHST.11-12.8:</b> Sources	11.8.1, 11.8.3, 11.8.5, 11.8.7-11.8.9, 11.8.11, 11.8.12
<a href="#"><u>Unit 6</u></a> <a href="#"><u>Cold War America</u></a>	9 days	18 days	Students consider the clash of ideologies between the United States and the Soviet Union (freedom and equality, capitalism and socialism, democracy and totalitarianism, individualism and collectivism) and the international and domestic effects of the conflict, particularly McCarthyism. Students develop more complex research skills, making use of quotations and synthesizing multiple sources to support a claim in writing.	<b>11.9.2:</b> United States and USSR <b>11.9.3:</b> McCarthyism <b>11.10.1:</b> Economic and Education Growth	<b>D1.5:</b> Kinds of sources <b>D3.3:</b> Identify evidence <b>D4.1/4.7:</b> Construct arguments/Assess options for action	<b>RH.11-12.5:</b> Text <b>RH.11-12.8:</b> Argument  <b>WHST.11-12.1:</b> Argumentative writing <b>WHST.11-12.7:</b> Research <b>WHST.11-12.8:</b> Sources	11.9.1, 11.9.4-11.9.10, 11.10.2-11.10.4
<a href="#"><u>Unit 7</u></a> <a href="#"><u>An Age of Protest and Reform</u></a>	7 days	14 days (End of 3 <sup>rd</sup> Advisory 4/3)	Students examine the steps taken by African Americans and other groups to attain freedom and equality, culminating in the Civil Rights Movement. They debate the effectiveness of legal victories in the daily lives of contemporary and present-day Americans. They integrate diverse sources to write argumentative essays, refining claims and beginning to assess options for taking informed action.	<b>11.11.1:</b> Roots of Civil Rights <b>11.11.4:</b> Role of Institutions	<b>D1.5:</b> Kinds of sources <b>D3.4:</b> Refine claims <b>D4.1/4.7/4.8:</b> Construct arguments/Assess options for action/Take action	<b>RH.11-12.7:</b> Integrate different information types (visuals, text)  <b>WHST.11-12.1:</b> Argumentative writing <b>WHST.11-12.7:</b> Research <b>WHST.11-12.8:</b> Sources	11.10.5, 11.10.6, 11.11.2, 11.11.3, 11.11.5, 11.11.6, 11.12.10
<a href="#"><u>Unit 8</u></a> <a href="#"><u>Foreign and Domestic Turmoil</u></a>	10 days	20 days	Students investigate the domestic political upheavals from the 1960s to the 1980s, examining the women’s rights movement. They will examine the impact of competition between liberal and conservative ideologies on government policies and social structures. Students will continue writing argumentative essays, increasingly bringing in new research to supplement their work.	<b>11.12.1:</b> JFK Assassination <b>11.12.4:</b> Social Activism <b>11.12.8:</b> Advances <b>11.13.4:</b> Conservative movement	<b>D1.1:</b> Enduring issues <b>D3.2:</b> Source credibility and valuation <b>D4.1/4.8:</b> Construct arguments/Take action	<b>RH.11-12.8:</b> Argument  <b>WHST.11-12.1:</b> Argumentative writing <b>WHST.11-12.7:</b> Research <b>WHST.11-12.8:</b> Sources	11.12.2, 11.12.5-11.12.7, 11.12.9, 11.13.6, 11.13.8
<a href="#"><u>Unit 9</u></a> <a href="#"><u>Modern United States in a Global Society</u></a>	9 days (End of 2 <sup>nd</sup> Advisory 1/23 End of 4 <sup>th</sup> Advisory 6/17)	18 days (End of 4 <sup>th</sup> Advisory 6/17)	Students debate the role of the United States within a modern global society, its interactions with immigrants in the nation and foreigners outside the nation, and its intervention efforts in the Middle East. Additionally, students consider the intended and unintended consequences of balancing freedom and security, especially since September 11, 2001. Students will adapt arguments for different audiences to take informed action.	<b>11.13.5:</b> Immigration <b>11.13.11:</b> Geo-Politics <b>11.14.4:</b> Middle East Conflicts <b>11.14.9:</b> September 11 <sup>th</sup>	<b>D1.1:</b> Enduring issues <b>D3.2:</b> Source credibility and valuation <b>D4.1/4.8:</b> Construct arguments/Take action	<b>RH.11-12.8:</b> Argument  <b>WHST.12.6:</b> Technology	11.13.1-11.13.3, 11.13.7, 11.13.9, 11.13.10, 11.14.1, 11.14.3, 11.14.5, 11.14.7

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<p><b><u>Unit 1</u></b> <b><u>Foundations of American Democracy</u></b></p> <p><i>Block: 10 days</i> <i>Traditional: 20 days</i></p> <p>Students review the content of 8th grade United States History (colonization, revolution, and civil war) by examining the major trends from colonialism to Reconstruction. In particular, they consider the expanding role of government, issues of freedom and equality, and the definition of citizenship. Students read complex primary sources, summarizing based on evidence while developing historical vocabulary. Students should communicate their conclusions using explanatory writing, potentially adapting these explanations into other formats to share within or outside their classroom. Students begin to examine the relationship between compelling and supporting questions.</p>	<p><b>11.1.6:</b> Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government.</p> <p><b>11.1.7:</b> Explain the history of the Constitution after 1787, including federal versus state authority and growing democratization.</p> <p><b>11.1.9:</b> Explain the effects of the Civil War and Reconstruction and of the Industrial Revolution, including demographic shifts and the emergence in the late 19th century of the United States as a world power.</p>	<p><b>D1.4:</b> Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p><b>D4.2:</b> Construct explanations using sound reasoning, correct sequence (liner or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p>	<p><b>RH.11-12.4:</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p><b>WHST.11-12.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>(a)</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>(b)</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>(c)</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>(d)</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><b>(e)</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p><b>11.1.1:</b> Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.</p> <p><b>11.1.2:</b> Describe the early settlements in Jamestown and Plymouth, including the purpose of the Mayflower Compact and its principles of self-government.</p> <p><b>11.1.3:</b> Describe the origins, key events, and key figures of the American Revolution.</p> <p><b>11.1.4:</b> Analyze the framers' philosophy of divinely bestowed unalienable natural rights, the influence and ideas of the Declaration of Independence, and the reasons for the adoption of the Articles of Confederation.</p> <p><b>11.1.5:</b> Analyze the shortcomings of the Articles, and describe the crucial events leading to the ratification of the Constitution and the addition of the Bill of Rights, including the debates over slavery.</p> <p><b>11.1.8:</b> Examine a historical map, and identify the physical location of the states and geographical regions of the United States post-Reconstruction.</p> <p><b>11.1.10:</b> Trace the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p>

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<p><u><a href="#">Unit 1</a></u>  <u><a href="#">Foundations of American Democracy</a></u>                      (continued)</p>	<p>(see previous page)</p>	<p><u><i>Apply to each unit:</i></u></p> <p><b>D3.1:</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b>D4.3:</b> Present adaptations of arguments and explanations that feature evocative ideas and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p><b>D4.6:</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>	<p><u><i>Apply to each unit:</i></u></p> <p><b>RH.11-12.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RH.11-12.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>RH.11-12.10:</b> By the end of grade 12, read and comprehend history/ social studies texts in the grades 11–CCR text complexity band independently and proficiently.</p> <p><b>WHST.11-12.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.11-12.5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.11-12.9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>WHST.11-12.10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>(see previous page)</p>

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<p><b><u>Unit 2</u></b> <b><u>Gilded Age and Progressivism</u></b></p> <p><i>Block: 10 days</i> <i>Traditional: 20 days</i> <i>(End of 1<sup>st</sup> Advisory 10/31)</i></p> <p>Students consider the extent to which the Progressive Era was caused by the Gilded Age, focusing on the costs and benefits of industrialization, urbanization, and immigration. Students deepen their analyses of primary and secondary sources by examining the context, structure, and the background of authors as they write increasingly sophisticated explanations of questions.</p>	<p><b>11.4.1:</b> Trace the rise of industrialization.</p> <p><b>11.4.2:</b> Explain the large-scale rural-to-urban migration and massive immigration from Southern and Eastern Europe.</p> <p><b>11.4.9:</b> Explain the effect of the political programs and activities of the Progressives (e.g., the Children’s Bureau, the 16th Amendment, and Theodore Roosevelt).</p>	<p><b>D1.2:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p><b>D1.3:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p><b>D3.2:</b> Evaluate the credibility of a source by examining how experts value the source.</p> <p><b>D4.2:</b> Construct explanations using sound reasoning, correct sequence (liner or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p><b>D4.5:</b> Critique the use of reasoning, sequencing, and supporting details of explanations.</p>	<p><b>RH.11-12.4:</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p><b>RH.11-12.9:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>WHST.11-12.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>(a)</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>(b)</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>(c)</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>(d)</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><b>(e)</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p><b>11.2.1:</b> Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, and the location of such development on a map.</p> <p><b>11.2.2:</b> Outline the reasons for the development of federal Indian policy, the wars with American Indians, and their relationship to agricultural development and industrialization.</p> <p><b>11.2.3:</b> Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of reconstruction on African Americans (i.e., the rise of Jim Crow laws, lynching, the First Great Migration).</p> <p><b>11.2.4:</b> Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.</p> <p><b>11.2.5:</b> Identify the characteristics and impact of Grangerism and Populism.</p> <p><b>11.2.6:</b> Explain child labor, working conditions, and laissez-faire policies toward big business; the labor movement, including its leaders (e.g., Samuel Gompers), and its demand for collective bargaining; and union strikes and protests over labor conditions.</p> <p><b>11.2.7:</b> List and identify the significant inventors and their inventions and how they improved the quality of life (e.g., Thomas Edison, Lewis Latimer, Alexander Graham Bell, Orville and Wilbur Wright).</p> <p><b>11.2.8:</b> Describe entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford, Madame C.J. Walker).</p> <p><b>11.3.1:</b> Identify the new sources of large-scale immigration and locate on a map their countries of origin and where they have tended to settle in large numbers (e.g., Italians, Jews, Poles, Slovaks, Chinese, Koreans, and Japanese).</p> <p><b>11.3.2:</b> Explain the ways in which new social and economic patterns encourage assimilation of newcomers into the mainstream amid growing cultural diversity and how this relates to the new wave of nativism.</p> <p><b>11.3.3:</b> Identify the role that young immigrant women (e.g.,</p>

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<p><u><a href="#">Unit 2</a></u> <u><a href="#">Gilded Age and Progressivism</a></u> (continued)</p>	<p>(see previous page)</p>	<p>(see previous page)</p>	<p>(see previous page)</p>	<p>Irish, Italian, and Jewish) played within the expanding garment industry, the harsh conditions that they endured, and the impact their employment had on their families.</p> <p><b>11.3.4:</b> Trace the expansion and development of Western railroads (the Transcontinental Railroad), the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction.</p> <p><b>11.3.5:</b> Examine and analyze the Chinese Exclusion Act (1882) and its revisions (1884, 1892, 1902) and the effects that it had on Asian immigrants in the United States.</p> <p><b>11.4.3:</b> Explain, with the use of a map, the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.</p> <p><b>11.4.4:</b> Debate the ideas of Social Darwinism.</p> <p><b>11.4.5:</b> Debate the ideas of Social Gospel.</p> <p><b>11.4.6:</b> Debate the value of industrial education versus liberal arts education (as articulated in the ideas of Booker T. Washington and W.E.B. Dubois, respectively).</p> <p><b>11.4.8:</b> Describe corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.</p> <p><b>11.4.10:</b> Explain the effects of industrialization on living and working conditions, including food safety.</p> <p><b>11.4.11:</b> Trace on a map the Great Migration of African Americans that began in the early 1900s (and lasted through many decades) from the rural South to the industrial regions of the Northeast and Midwest, and examine how this mass migration initiated the change from a rural to urban lifestyle for many African Americans.</p>

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<p><b><u>Unit 3</u></b> <b><u>Imperialism, Isolationism, and World War I</u></b></p> <p><i>Block: 7 days</i> <i>Traditional: 14 days</i></p> <p>Students analyze isolationism and engagement as foreign policies. They examine the role of the United States as a world power and the international justifications for war in the historical context. Students read primary and secondary accounts of imperialism, isolationism, and war, citing evidence to support an understanding of the main ideas and continuing to write historical explanations.</p>	<p><b>11.5.4:</b> Describe America’s diplomacy (e.g., Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy).</p> <p><b>11.5.6:</b> List and identify the reasons for American entry into World War I, and explain how the entry of the United States affected the course and outcome of the war.</p>	<p><b>D1.2:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p><b>D1.3:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p><b>D3.2:</b> Evaluate the credibility of a source by examining how experts value the source.</p> <p><b>D4.2:</b> Construct explanations using sound reasoning, correct sequence (liner or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p><b>D4.5:</b> Critique the use of reasoning, sequencing, and supporting details of explanations.</p>	<p><b>RH.11-12.9:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>WHST.11-12.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  <b>(a)</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  <b>(b)</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  <b>(c)</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  <b>(d)</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  <b>(e)</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p><b>11.5.1:</b> List and explain the purpose and the effects of the Open Door Policy (expansion into Asia).</p> <p><b>11.5.2:</b> Describe responses, particularly from the African American community, to the U.S. partition of Africa, the Cuban-Spanish-American War, annexation of Philippines, Hawaii, occupation of Haiti and Puerto Rico.</p> <p><b>11.5.3:</b> Describe the role of the United States in the Panama Revolution and the building of the Panama Canal, and the intensified military and economic intervention in Central America and the Caribbean.</p> <p><b>11.5.5:</b> Explain the causes of World War I in 1914 and the reasons for the declaration of U.S. neutrality.</p> <p><b>11.5.7:</b> Identify and explain the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, and climate).</p> <p><b>11.5.8:</b> Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of U.S. rejection of the League of Nations on world politics.</p> <p><b>11.5.9:</b> Analyze the political, economic, and social ramifications of World War I on the home front.</p>

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<p><b><u>Unit 4</u></b> <b><u>Roaring Twenties and the Great Depression</u></b></p> <p><i>Block: 10 days</i> <i>Traditional: 20 days</i></p> <p>Students explore the cultural and economic changes of the Inter-War Period, concentrating on the role of government in the economy and the influence of economics on different social groups. Students read differing interpretations of the Great Depression and the New Deal to debate historiography, using evidence to support their claims in argumentative writing in response to text.</p>	<p><b>11.6.3:</b> Describe the policies of presidents Warren Harding, Calvin Coolidge, and Herbert Hoover (e.g., “associationism,” The Teapot Dome scandal, “New Era” politics).</p> <p><b>11.6.8:</b> Describe the New Negro Movement/ Harlem Renaissance and new trends in literature (e.g., Zora Neale Hurston, Langston Hughes, Sterling Brown, Ernest Hemingway, and F. Scott Fitzgerald) and music, with special attention to the Jazz Age (e.g., James Reese Europe, Duke Ellington, Louis Armstrong).</p> <p><b>11.7.2:</b> Describe 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 and mass unemployment.</p> <p><b>11.7.6:</b> Analyze the effects of and the controversies arising from New Deal economic policies.</p>	<p><b>D1.2:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p><b>D1.3:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p><b>D4.1:</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D4.4:</b> Critique the use of claims and evidence in arguments for credibility.</p>	<p><b>RH.11-12.3:</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>RH.11-12.6:</b> Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p><b>WHST.11-12.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  <b>(a)</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  <b>(b)</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  <b>(c)</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  <b>(d)</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  <b>(e)</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p><b>11.6.1:</b> Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.</p> <p><b>11.6.2:</b> Describe the rise of mass-production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity, airplanes), and the resulting prosperity, expansion of freedom (derived from the car and the building of roads/ highways), and effect on the American landscape.</p> <p><b>11.6.4:</b> Analyze the attacks on civil liberties and racial and ethnic tensions, including the Palmer Raids, the resurgence of the Ku Klux Klan, and the emergence of Garveyism.</p> <p><b>11.6.6:</b> Explain the passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition).</p> <p><b>11.6.7:</b> Analyze the passage of the 19th Amendment and the changing role of women in society.</p> <p><b>11.6.9:</b> Describe forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., professional sports, flappers).</p> <p><b>11.7.1:</b> Describe the monetary issues of the late 19th and early 20th centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.</p> <p><b>11.7.3:</b> Describe the human toll of the Depression, natural disasters, unwise agricultural practices, and their effects on the depopulation of rural regions and on political movements of the left and right.</p> <p><b>11.7.7:</b> Explain the expanded role of the federal government in society and the economy since the 1930s and how the role of the U.S. government with regard to the free market was altered (e.g., Works Progress Administration, Social Security, National Labor Relations Board, Federal Deposit Insurance Corporation, Securities and Exchange Commission, Fair</p>



<p><b>Unit Information</b></p>	<p><b>DC Content Power Standards</b></p>	<p><b>C3 Framework Indicators</b> D3.1, D4.3 and D4.6 apply to each unit.</p>	<p><b>Common Core Literacy Standards</b> RH.11-12.1, 11-12.2, 11-12.10 WHST.11-12.4, 11-12.5, 11-12.9 and 11-12.10 apply to each unit.</p>	<p><b>DC Content Supporting Standards</b></p>
<p><u><a href="#">Unit 4</a></u> <u><a href="#">Roaring Twenties and the Great Depression</a></u> (continued)</p>	<p>(see previous page)</p>	<p>(see previous page)</p>	<p>(see previous page)</p>	<p>Labor Standards Act, farm programs, regional development policies, and energy development projects, such as the Tennessee Valley Authority).</p> <p><b>11.7.9:</b> Trace the advances and retreats of organized labor (e.g., the creation of the American Federation of Labor and the Congress of Industrial Organizations).</p>

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<p><b><u>Unit 5</u></b> <b><u>World War II</u></b></p> <p><i>Block: 9 days</i> <i>(End of 1<sup>st</sup> Advisory 10/31</i> <i>End of 3<sup>rd</sup> Advisory 4/3)</i> <i>Traditional: 18 days</i> <i>(End of 2<sup>nd</sup> Advisory 1/23)</i></p> <p>Students investigate competing foreign policies of isolationism and interventionism, considering the rise of totalitarian leaders and the role of the United States as a world power. They analyze World War II through the European and Pacific fronts, issues around internment, and policies that led to the end of the war. Students read complex texts and analyze textual structure to determine meaning prior to writing an argumentative essay in response to a compelling question.</p>	<p><b>11.8.2:</b> Explain the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor, and the decision to join the Allies' fight against Nazi Germany and Imperial Japan for the freedom of those oppressed and attacked by these Axis nations.</p> <p><b>11.8.4:</b> Identify and locate on a map the Allied and Axis countries and the major theatres of the War.</p> <p><b>11.8.6:</b> Describe 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.</p> <p><b>11.8.10:</b> Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild and the establishment of the United Nations.</p>	<p><b>D1.2:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p><b>D1.3:</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p><b>D4.1:</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D4.4:</b> Critique the use of claims and evidence in arguments for credibility.</p>	<p><b>RH.11-12.5:</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>RH.11-12.8:</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>WHST.11-12.1:</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p><b>(a)</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><b>(b)</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p><b>(c)</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>(d)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>(e)</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>WHST.11-12.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.11-12.8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><b>11.8.1:</b> Analyze Roosevelt's foreign policy during World War II (e.g., "Four Freedoms" speech).</p> <p><b>11.8.3:</b> Trace the response of the administration to atrocities against Jews and other groups.</p> <p><b>11.8.5:</b> Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.</p> <p><b>11.8.7:</b> Identify the roles and sacrifices of individual American soldiers (more than 300,000 American soldiers died), as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, and the Navajo Code Talkers).</p> <p><b>11.8.8:</b> Examine and explain the entry of large numbers of women into the work-force, the roles and growing political demands of African Americans, and A. Philip Randolph and the efforts to eliminate employment discrimination.</p> <p><b>11.8.9:</b> Trace the Manhattan Project, the decision to drop atomic bombs on Hiroshima and Nagasaki, and the consequences of that decision.</p> <p><b>11.8.11:</b> Outline international organizations and their importance in shaping modern Europe and maintaining peace and international order (e.g., International Declaration of Human Rights, International Monetary Fund, World Bank, and the General Agreement on Tariffs and Trade, or GATT).</p> <p><b>11.8.12:</b> Describe the major developments in aviation, weaponry, communication, and medicine, and the war's impact on the location of American industry and use of resources.</p>

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<p><b><u>Unit 6</u></b> <b><u>Cold War America</u></b></p> <p><i>Block: 9 days</i> <i>Traditional: 18 days</i></p> <p>Students consider the clash of ideologies between the United States and the Soviet Union (freedom and equality, capitalism and socialism, democracy and totalitarianism, individualism and collectivism) and the international and domestic effects of the conflict, particularly McCarthyism. Students develop more complex research skills, making use of quotations and synthesizing multiple sources to support a claim in writing.</p>	<p><b>11.9.2:</b> Explain how the world was divided into two realms, the free world and the communist world, led by two superpowers, and explain how these “worlds” competed with each other (spying, misinformation and disinformation campaigns, sabotage, and infiltration).</p> <p><b>11.9.3:</b> Trace the roots of domestic anti-communism that grew out of a real threat from the Communists, including the origins and consequences of McCarthyism (e.g., Alger Hiss, J. Edgar Hoover, Senator Joseph McCarthy, the Rosenbergs) and blacklisting.</p> <p><b>11.10.1:</b> Trace the impact of economic growth, declining poverty, and an increase in education levels, with particular attention on the growth of the service sector, white-collar, and professional sector jobs in business and government.</p>	<p><b>D1.5:</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><b>D3.3:</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p><b>D4.1:</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D4.7:</b> Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p>	<p><b>RH.11-12.5:</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>RH.11-12.8:</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>WHST.11-12.1:</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p>(a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>(b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>(c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>(d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>(e) Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>WHST.11-12.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.11-12.8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><b>11.9.1:</b> Describe the role of military and other alliances, including NATO, SEATO, and the Alliance for Progress, in deterring communist aggression and maintaining security during the Cold War.</p> <p><b>11.9.4:</b> Explain American involvement in the Berlin Blockade and its effect on Americans.</p> <p><b>11.9.5:</b> Trace America’s involvement in the Korean War.</p> <p><b>11.9.6:</b> Explain the Bay of Pigs Invasion and the Cuban Missile Crisis.</p> <p><b>11.9.7:</b> Explain and debate atomic testing in the American West, the mutually assured destruction doctrine, and disarmament policies.</p> <p><b>11.9.8:</b> Outline the Vietnam War, including diplomatic and military policies of presidents Eisenhower, Kennedy, Johnson, and Nixon, and the rise of social activism.</p> <p><b>11.9.9:</b> Explain the Domino Theory, containment, and modern colonialism.</p> <p><b>11.9.10:</b> Describe Eisenhower’s response to the Soviets’ launching of Sputnik and the advances in the space race and exploration.</p> <p><b>11.10.2:</b> Explain the impact of the baby boomer generation and the growth of suburbs and home ownership.</p> <p><b>11.10.3:</b> Describe the effects of technological developments on society and the economy (e.g., the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology) and the increasing role of TV and mass media on the American home.</p> <p><b>11.10.4:</b> Describe the transformation of the Jazz Age into the rise of rhythm and blues, precursor to rock ‘n’ roll and the emergence of a youth culture.</p>

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<p><b><u>Unit 7</u></b> <b><u>An Age of Protest and Reform</u></b></p> <p><i>Block: 7 days</i> <i>Traditional: 14 days</i> <i>(End of 3<sup>rd</sup> Advisory 4/3)</i></p> <p>Students examine the steps taken by African Americans and other groups to attain freedom and equality, culminating in the Civil Rights Movement. They debate the effectiveness of legal victories in the daily lives of contemporary and present-day Americans. They integrate diverse sources to write argumentative essays, refining claims and beginning to assess options for taking informed action.</p>	<p><b>11.11.1:</b> Explain the roots of the 1950s and 1960s Civil Rights movement in the legal struggles and largely interracial coalition building of the 1940s (e.g., Congress of Racial Equality and NAACP Legal Defense Fund).</p> <p><b>11.11.4:</b> Explain the role of institutions (e.g., the National Association for the Advancement of Colored People, or NAACP; the Warren Court; the Nation of Islam; the Congress of Racial Equality; the Southern Christian Leadership Conference; League of United Latin American Citizens, or LULAC; the National Council of La Raza, or NCLR; the Mexican American Legal Defense and Education Fund, or MALDEF; the National Puerto Rican Coalition; and the Student Non-violent Coordinating Committee).</p>	<p><b>D1.5:</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><b>D3.4:</b> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p><b>D4.1:</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D4.7:</b> Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><b>D4.8:</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>	<p><b>RH.11-12.7:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>WHST.11-12.1:</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p><b>(a)</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><b>(b)</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p><b>(c)</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>(d)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>(e)</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>WHST.11-12.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.11-12.8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><b>11.10.5:</b> Describe Kennedy's New Frontier program to improve education, provide health care for the elderly, end racial discrimination against African Americans, and create the Peace Corps, and the kind of work corps members are involved in around the globe.</p> <p><b>11.10.6:</b> Explain the rise of the Dixiecrats and the Southern Manifesto, which set the stage for the ultimate exodus of Southern Whites from the Democratic Party to the Republican Party.</p> <p><b>11.11.2:</b> Describe the diffusion of the Civil Rights movement of African Americans from the churches of the rural South to the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how their advances influenced the agendas, strategies, and effectiveness of the quests of Native Americans, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.</p> <p><b>11.11.3:</b> Describe the birth and the spread of the Chicano Movement, from New Mexico to Denver to Washington, DC. And analyze its moderate and more militant arms (e.g., Brown Berets, United Farm Workers, Mexican American Political Association, and Raza Unida).</p> <p><b>11.11.5:</b> Describe the legacies and ideologies of key people (e.g., A. Philip Randolph, Dolores Huerta, Raúl Yzaguirre, Robert Kennedy, Martin Luther King Jr., Ella Jo Baker, Thurgood Marshall, Rosa Parks, and Malcolm X).</p> <p><b>11.11.6:</b> Outline the steps toward desegregation (e.g., Jackie Robinson and baseball, Harry Truman and the armed forces, and Adam Clayton Powell and Congress) and the integration of public schools, including <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, and <i>Bolling v. Sharpe</i>.</p> <p><b>11.12.10:</b> Describe the Black Power and black studies movements (e.g., the Black Panthers; Organization Us; black-themed film, music, and art; and the birth of academic black studies).</p>

Unit Information	DC Content Power Standards	C3 Framework Indicators	Common Core Literacy Standards	DC Content Supporting Standards
<p><b><u>Unit 8</u></b> <b><u>Foreign and Domestic Turmoil</u></b></p> <p><i>Block: 10 days</i> <i>Traditional: 20 days</i></p> <p>Students investigate the domestic political upheavals from the 1960s to the 1980s, examining the women’s rights movement. They will examine the impact of competition between liberal and conservative ideologies on government policies and social structures. Students will continue writing argumentative essays, increasingly bringing in new research to supplement their work.</p>	<p><b>11.12.1:</b> Explain the effect that the assassination of President Kennedy had on the nation.</p> <p><b>11.12.4:</b> Analyze the rise of social activism and the antiwar and countercultural movements.</p> <p><b>11.12.8:</b> Identify scientific, technological, and medical advances (e.g., VCR technology, jumbo jets, DNA and genetic engineering, and the first test-tube baby).</p> <p><b>11.13.4:</b> Explain the revitalization of the conservative movement during Reagan’s tenure as president, including the creation of the Moral Majority and the rise of Evangelical Protestants.</p>	<p><b>D3.1:</b> Explain how a question reflects an enduring issue in the field.</p> <p><b>D3.2:</b> Evaluate the credibility of a source by examining how experts value the source.</p> <p><b>D4.1:</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D4.8:</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>	<p><b>RH.11-12.1, 11-12.2, 11-12.10</b> <b>WHST.11-12.4, 11-12.5, 11-12.9 and 11-12.10</b> apply to each unit.</p> <p><b>RH.11-12.8:</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>WHST.11-12.1:</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p><b>(a)</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><b>(b)</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p><b>(c)</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>(d)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>(e)</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>WHST.11-12.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.11-12.8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><b>11.12.2:</b> List and identify the major components of Johnson’s Great Society programs: aid to education, attack on disease, Medicare, urban renewal, beautification, conservation, the war on poverty, crime prevention, and removal of obstacles to the right to vote.</p> <p><b>11.12.5:</b> Describe the dimensions of the energy crisis, the creation of a national energy policy, and the emergence of environmentalism (e.g., creation of the Environmental Protection Agency; Rachel Carson’s Silent Spring; disasters such as Love Canal, Three Mile Island, and the Exxon Valdez).</p> <p><b>11.12.6:</b> Explain the Watergate scandal (including the Supreme Court case, U.S. v. Nixon), the changing role of media and journalism in the United States as a result, and the controversies surrounding Ford’s pardon of Nixon.</p> <p><b>11.12.7:</b> Explain the 1972 Church Senate Commission and the uncovering of the FBI’s Counterintelligence (COINTELPRO) program of domestic spying on black and leftist organizations.</p> <p><b>11.12.9:</b> Analyze the women’s rights movement in the 1960s and 1970s (e.g., formation of NOW and the debate over the Equal Rights Amendment).</p> <p><b>11.13.6:</b> Trace and explain the weakening of the nuclear family, two-earner families, and the rise in divorce rates.</p> <p><b>11.13.8:</b> Analyze the impact on society of the incarceration of large numbers (disproportionate to their percentage of the general population) of African Americans and Latinos.</p>

Unit Information	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RH.11-12.1, 11-12.2, 11-12.10 WHST.11-12.4, 11-12.5, 11-12.9 and 11-12.10 apply to each unit.	DC Content Supporting Standards
<p><b><u>Unit 9</u></b> <b><u>Modern United States in a Global Society</u></b></p> <p><i>Block: 9 days (End of 2<sup>nd</sup> Advisory 1/23 End of 4<sup>th</sup> Advisory 6/17)</i> <i>Traditional: 18 days (End of 4<sup>th</sup> Advisory 6/17)</i></p> <p>Students debate the role of the United States within a modern global society, its interactions with immigrants in the nation and foreigners outside the nation, and its intervention efforts in the Middle East. Additionally, students consider the intended and unintended consequences of balancing freedom and security, especially since September 11, 2001. Students will adapt arguments for different audiences to take informed action.</p>	<p><b>11.13.5:</b> Describe the major issues in the immigration debate, such as the rising numbers of Asians and Hispanics; the impact of legal and illegal immigrants on the U.S. economy; and the delivery of social services, including bilingual education and ESL programs, to non-English-speaking groups.</p> <p><b>11.13.11:</b> Describe the increasing globalization of the American economy.</p> <p><b>11.14.4:</b> Debate the U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War and the attempts to negotiate a settlement to the Israeli-Palestinian conflict.</p> <p><b>11.14.9:</b> Describe America's response to the September 11, 2001, terrorist attack on the World Trade Center and Pentagon, including the intervention in Afghanistan and invasion of Iraq.</p>	<p><b>D1.1:</b> Explain how a question reflects an enduring issue in the field.</p> <p><b>D3.2:</b> Evaluate the credibility of a source by examining how experts value the source.</p> <p><b>D4.1:</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D4.8:</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>	<p><b>RH.11-12.8:</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>WHST.11-12.6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p><b>11.13.1:</b> Trace the computer and technological revolution of the 1980s and 1990s (e.g., World Wide Web, e-mail, the Internet, and cell phone).</p> <p><b>11.13.2:</b> Identify recent scientific and medical advances (e.g., Human Genome Project), and explain how medical advances and improved living standards have brought significant increases in life expectancy.</p> <p><b>11.13.3:</b> Explain the roots and ultimate success of the antiapartheid movement (boycotts, arrests, and organizing among African Americans and others).</p> <p><b>11.13.7:</b> Analyze the social and economic effects of various health crises, including increasing obesity and the AIDS epidemic.</p> <p><b>11.13.9:</b> Explain the Supreme Court case Bush v. Gore.</p> <p><b>11.13.10:</b> Examine the emergence of rap or hip-hop music and its influence on urban culture.</p> <p><b>11.14.1:</b> Analyze the role of the Reagan administration in ending the Cold War, and describe the administration's anticommunist foreign and defense policies.</p> <p><b>11.14.3:</b> Describe George H.W. Bush leading the U.N. coalition in the 1990–1991 Gulf War and his decision to liberate Kuwait but keep Saddam Hussein in power.</p> <p><b>11.14.5:</b> Explain American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo.</p> <p><b>11.14.7:</b> Describe relations between the United States and Mexico in the 20th century, including key economic, political, immigration, and environmental issues (e.g., North American Free Trade Agreement, or NAFTA).</p>