

Niagara Falls City School District 11th Gr. U.S. History and Government Social Studies 2022 Curriculum Map

10 WEEK – UNIT 1	Unit Description:
Colonial Foundations (1607– 1763) (4 weeks)	11.1 - European colonization in North America prompted cultural contact and exchange between diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America. (Standards: 1, 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, EXCH)

ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • How were Native Americans cultures impacted from European Exploration? • What were the economic and political motivations for European exploration • What are the roots of American Democracy 	<ul style="list-style-type: none"> • 11.1a Contact between Native American* groups and Europeans occurred through cultural exchanges, resistance efforts, and conflict. • 11.1b A number of factors influenced colonial economic development, social structures, and labor systems, causing variation by region • 11.1c Colonial political developments were influenced by 	<ul style="list-style-type: none"> ➤ Students will trace European contact with Native Americans, including the Dutch, the English, the French and the Spanish. (11.1a) ➤ Students will examine the impacts of European colonization on Native Americans, who eventually lost much of their land and experienced a drastic decline in population through diseases and armed conflict. (11.1a) ➤ Students will examine the impacts of geographic factors on patterns of settlement and the development of colonial economic systems. (11.1b) ➤ Students will examine the factors influencing variations in colonial social structures and labor systems. (11.1b) ➤ Students will analyze slavery as a deeply established component of the colonial economic system and social structure, indentured servitude vs. slavery, the increased concentration of slaves in the South, and the development of slavery as a racial institution. (11.1b) 	<p>Unit 1: New Visions Framework Aligned Assessments and Tasks</p> <ul style="list-style-type: none"> • Colonial America synthesis Task • Stimulus Based Multi-choice • End of the Unit Assessment • DBQ: Foundations of US Government (11.1C) <p>Seal of Civic Readiness: Civic Knowledge:</p> <ul style="list-style-type: none"> • Magna Carta: Cornerstone of the U.S. Constitution • The Roots of Democracy in the United States: Iroquois or Athens?

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<ul style="list-style-type: none"> • How did the environment impact the develop of different colonial economics? 	<p>British political traditions, Enlightenment ideas, and the colonial experience. Self-governing structures were common, and yet varied across the colonies.</p>	<ul style="list-style-type: none"> ➤ Students will examine colonial political institutions to determine how they were influenced by Enlightenment ideas,10 British traditions such as the Magna Carta, and the colonial experience. (11.1c) ➤ Students will examine colonial democratic principles by studying documents such as the Mayflower Compact and the Maryland Toleration Act of 1649, colonial governmental structures such as New England town meetings and the Virginia House of Burgesses, and the practice of the right of petition in New Netherland. (11.1c) 	
<p>Resources Textbook: 11.1a: Native American Cultures and the Colonial Period, Topic 1: Lessons 1, 2, 3, 4 (pgs 2-22) 11.1b: Native American Cultures and the Colonial Period, Topic 1: Lessons 5, 6 (pgs 23- 34) 11.1c: Native American Cultures and the Colonial Period, Topic 1: Lessons 7 (pgs 35-40)</p> <p>New Visions 11.1a: Native American Speeches or Differential Native American Speeches 11.1a: Bacon’s Rebellion 11.1b: Geography of the 13 Colonies 11.1b Economics of Colonial America or Differential Economics of Colonial America 11.1b: Indentured Servitude vs Slavery 11.1b: Enslaved Peoples in Colonial America</p>		<p>Stanford History Edu. 11.1a: Pocahontas 11.1a &b: Mapping the New World</p>	

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<p>10 WEEK – UNIT 2</p> <p>CONSTITUTIONAL FOUNDATIONS (1763-1824)</p> <p>(6 weeks)</p>	<p>Unit Description:</p> <p>Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. (Standards: 1, 5; Themes: TCC, GOV, CIV, ECO)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • How did America evolve from a colony to an independent nation? • How do systems, ideas, or beliefs change over time? • How does the Constitution shape the lives as Americans? 	<ul style="list-style-type: none"> • 11.2a Following the French and Indian War, the British government attempted to gain greater political and economic control over the colonies. Colonists resisted these efforts, leading to increasing tensions between the colonists and the British government. • 11.2b Failed attempts to mitigate the conflicts between the British government and the colonists led the colonists to declare 	<ul style="list-style-type: none"> ➤ Students will examine British efforts to gain greater political and economic control, such as the Proclamation of 1763, the Stamp Act, the Townsend Acts, the Tea Act, the Boston Massacre, and the Coercive Acts, and colonial reactions to these efforts. (11.2a) ➤ Students will examine the purpose of and the ideas contained in the Declaration of Independence and consider its long term impacts. (11.2b) ➤ Students will examine the impacts of the Revolutionary War on workers, African Americans, women, and Native Americans. (11.2b) ➤ Students will examine the weaknesses and successes of government under the Articles of Confederation. (11.2c) ➤ Students will explore the development of the Constitution, including the major debates and their resolutions, which included compromises over representation, taxation, and slavery. (11.2c) 	<p>Unit 2: New Visions Framework Aligned Assessments and Tasks</p> <ul style="list-style-type: none"> • DBQ: Causes of the American Revolution (11.2a) • Thematic Essay: Compromise and the Constitution (11.2c) • Thematic Essay: Separation of Powers (11.2c) • Stimulus based Multiple Choice • American Revolution and Constitutional Foundations Synthesis Task • End of the Unit Assessment <p>Seal of Civic Readiness: Civic Skills and Actions:</p>

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	<p>independence, which they eventually won through the Revolutionary War, which affected individuals in different ways.</p> <ul style="list-style-type: none"> • 11.2c Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution. • 11.2d Under the new Constitution, the young nation sought to achieve national security and political stability, as the three branches of government 	<ul style="list-style-type: none"> ➤ Students will examine the structure, power, and function of the federal government as created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the separation of powers at the federal level, the creation of checks and balances, the sovereignty of the people, and judicial independence. (11.2c) ➤ Students will examine the key points of debate expressed in the Federalist Papers and the Antifederalist Papers, focusing on the protection of individual rights and the proper size for a republic. (11.2c) ➤ Students will examine the rights and protections provided by the Bill of Rights and to whom they initially applied. (11.2c) ➤ Students will identify presidential actions and precedents established by George Washington, including those articulated in his Farewell Address. (11.2d) ➤ Students will examine Hamilton’s economic plan, the debate surrounding the plan, and its impacts on the development of political parties. (11.2d) ➤ Students will examine the tradition of a peaceful transfer of power established in the presidential election of 1800 and compare it to the presidential election of 2000, focusing on the roles of the Electoral College and Congress in 1800 and the Electoral College and the Supreme Court in 2000. (11.2d) 	<ul style="list-style-type: none"> • <u>Should the Government Support Gun Research?</u>
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	<p>established their relationships with each other and the states.</p>	<p>➤ Students will examine Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden, and analyze how these decisions strengthened the powers of the federal government. (11.2d)</p>	
<p>Resources Textbook: 11.2a: The American Revolution: Lessons 1, 2, 3 (pgs 46-62) 11.2b: The American Revolution; Lessons 4, 5 (pgs 63-68; 75-80) 11.2b: The Declaration of Independence: (pgs 70 – 73) 11.2c: The American Revolution; Lessons 1, 2, 3, 4, 5, 6 (pgs 92-113; 143-148) 11.2c: The Constitution (pgs 123-142) 11.2d: The American Revolution; Lessons 7, 8 (pgs 149-158)</p> <p>New Visions 11.2a: Join or Die 11.2a: Proclamation Line 11.2a: Excise Taxes 11.2a: Bloody Massacre 11.2a Bostonians Paying the Excise Man 11.2a: Common Sense</p>	<p>New Visions Cont. 11.2b: Declaration of Independence or Differential Declaration of Independence 11.2b: Revolutionary War: Soldier's Perspective 11.2b: Impacts of the Revolutionary War: Women, Native Americans, Enslaved Peoples 11.2c: Foundational Documents of America 11.2c: US Constitution: Parts 11.2c: US Constitution: Amendments 11.2c: Federalists Papers vs. Antifederalists Papers 11.2c: Articles of Confederation vs. Constitution 11.2d: Hamilton vs Jefferson 11.2d: Washington’s Farewell Address 11.2d: Marshall Court</p>	<p>Stanford History Edu. 11.2a: Stamp Act 11.2a: American Revolution SAC * 11.2a: Boston Massacre * 11.2b: Declaration of Independence 11.2c: Shay’s Rebellion 11.2c: Federalists and Antifederalists 11.2c: Slavery in the Constitution * 11.2d: Hamilton vs. Jefferson</p>	

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<p>20 WEEK – UNIT 3</p> <p>EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865)</p> <p>(5 weeks)</p>	<p>Unit Description:</p> <p>11.3 - As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • How does the Constitution shape our lives as Americans? • What led the United States declared war on Great Britain (War of 1812)? • What was the social, political and economic impact of manifest destiny and westward expansion? • How did social reform efforts in a 	<ul style="list-style-type: none"> • 11.3a American nationalism was both strengthened and challenged by territorial expansion and economic growth • 11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism. • 11.3c Long-standing disputes 	<ul style="list-style-type: none"> ➤ Students will examine how the Louisiana Purchase, the War of 1812, and the Monroe Doctrine strengthened nationalism. (11.3a) ➤ Students will examine the market revolution, including technological developments, the development of transportation networks, the growth of domestic industries, the increased demands for free and enslaved labor, the changing role of women, and the rise of political democracy. (11.3a) ➤ Students will examine Jackson’s presidency, noting the ways it strengthened presidential power yet challenged constitutional principles in the case of Worcester v. Georgia (1832), including the controversy concerning the Indian Removal Act and its implementation. (11.3a) ➤ Students will compare different perspectives on States rights by examining the Kentucky and Virginia Resolutions and the nullification crisis. (11.3b) 	<p>Unit 3A & B: New Visions Framework Aligned Assessments and Tasks:</p> <ul style="list-style-type: none"> • 3A Stimulus Based Multiple Choice • 3A Short Essay Question Set • 3A Building a Nation Synthesis Task • End of the Unit Assessment • 3B Stimulus Based Multiple Choice • 3B Short Essay Question Set <p style="background-color: #fff9c4;">Seal of Civic Readiness: Civic Skills and Actions:</p>

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<p>variety of areas and explain how it generated a woman-led fight for greater equality</p> <ul style="list-style-type: none"> • How did the institution of slavery affect the enslaved people and how did slavery economy affect Southern culture? • What were the causes and effects of the American Civil War? 	<p>over States rights and slavery and the secession of Southern states from the Union, sparked by the election of Abraham Lincoln, led to the Civil War. After the issuance of the Emancipation Proclamation, freeing the slaves became a major Union goal. The Civil War resulted in tremendous human loss and physical destruction.</p>	<ul style="list-style-type: none"> ➤ Students will investigate the development of the abolitionist movement, focusing on Nat Turner’s Rebellion, Sojourner Truth, William Lloyd Garrison (<i>The Liberator</i>), Frederick Douglass (<i>The Autobiography of Frederick Douglass</i> and <i>The North Star</i>), and Harriet Beecher Stowe (<i>Uncle Tom’s Cabin</i>). (11.3b) ➤ Students will examine the emergence of the women’s rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848). (11.3b) ➤ Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American war, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and John Brown’s raid. (11.3b) ➤ Students will compare the relative strengths of the Union and the Confederacy in terms of industrial capacity, transportation facilities, and military leadership, and evaluate the reasons why the North prevailed over the South and the impacts of the war. (11.3c) ➤ Students will examine the expansion of executive and federal power as they relate to the suspension of habeas corpus within the Union and the issuance of the Emancipation Proclamation. (11.3c) ➤ Students will analyze the ideas expressed in the Gettysburg Address, considering its long-term effects. (11.3c) 	<ul style="list-style-type: none"> • Differing Depictions of Slavery in Different Centuries
<p>Resources</p>	<p>New Visions Activities:</p>		<p>New Visions Activities Cont:</p>

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Textbook:	11.3a: Louisiana Purchase	11.3b: Abolition: Douglass & Stowe
11.3a Introducing Expanding Early America, Topic 4: Lessons 1, 2, 3, 4, 5, 6 (pg 160-192)	11.3a: The War of 1812	11.3c: Causes of the Civil War, DBQ
11.3b Introduction Expanding Early America, Topic 4: Lessons 7, 8, 9, 10, 11, 12 (pgs 193-224)	11.3a: The Monroe Doctrine	11.3c: Union v. Confederacy
11.3b Sectionalism and the Civil War, Topic 5: Lessons 1, 2, 3, 4, 5, 6, 7, 9 (pgs 230- 279)	11.3a: The Erie Canal	11.3c: Emancipation Proclamation & Gettysburg Address
	11.3a: Indian Removal Act	
	11.3b: Manifest Destiny	Stanford History Edu.
	11.3b: The Early Women's Rights Movement	11.3a: Manifest Destiny
	11.3b: The Early Abolition Movement	11.3a: Lewis and Clark SAC *
	11.3b: Nat Turner's Rebellion	11.3a: Louisiana Purchase
	11.3b: Compromise: Slavery & Expansion	11.3b: Freedom's Journal
	11.3b: Texas Annexation	11.3b: Slavery Narratives *
	11.3b: Dred Scott v. Sandford	11.3b: John Brown's Motivation

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20 WEEK – UNIT 4	Unit Description:
POST-CIVIL WAR ERA (1865-1900) (5 weeks)	11.4 - Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. (Standards: 1, 4, 5; Themes: ID, TCC, CIV, ECO)

ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • Is there one American experience? • What federal policies revolving around economic and political reform resulted in expansion of the economy, as well as an expansion of constitutional rights? • How were those rights undermined for African Americans, women, Native Americans, Mexican 	<ul style="list-style-type: none"> • 11.4a Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions. • 11.4b The 14th and 15th amendments failed to address the rights of women • 11.4c Federal policies regarding westward expansion had 	<ul style="list-style-type: none"> ➤ Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction. (11.4a) ➤ Students will investigate the ways individuals, groups, and government institutions limited the rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and <i>Plessy v. Ferguson</i> (1896). (11.4a) ➤ Students will examine the ways in which freedmen attempted to build independent lives, including the activities of the Freedmen’s Bureau, the creation of educational institutions, and political participation. (11.4a) ➤ Students will examine the impacts of the election of 1876 and the compromise of 1877 on African Americans. (11.4a) 	<p>Unit 4: New Visions Framework Aligned Assessments and Tasks</p> <ul style="list-style-type: none"> • Stimulus Based Multiple Choice • Short Essay Question Set • Civic Literacy Essay • Reconstruction Synthesis Task • End of the Unit Assessment <p>Seal of Civic Readiness: Civic Skills and Actions:</p> <ul style="list-style-type: none"> • Were African Americans free During Reconstruction

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<p>Americans, and Chinese immigrants?</p>	<p>positive effects on the national economy but negative consequences for Native Americans.</p> <ul style="list-style-type: none"> 11.4d Racial and economic motives contributed to long-standing discrimination against Mexican Americans and opposition to Chinese immigration. 	<ul style="list-style-type: none"> ➤ Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property rights in the late 19th century. The students will examine the work of Susan B. Anthony. (11.4b) ➤ Students will examine the economic effects of the Homestead Act (1862) and the Pacific Railway Act (1862) on westward expansion. (11.4b) ➤ Students will examine the effect of federal policies on Native Americans on the Great Plains, including reservation policies, the Dawes Act (1887), and forced acculturation efforts (Carlisle Indian School). (11.4c) ➤ Students will analyze relevant provisions of the Treaty of Guadalupe Hidalgo as compared with the actual treatment of Mexicans and Mexican Americans in the Southwest, including California, from 1848 to 1900. (11.4d) ➤ Students will examine the contributions of Chinese to the national economy and reasons for nativist opposition to their continued immigration (Chinese Exclusion Act of 1882). (11.4d) 	
<p>Resources: Textbook: 11.4a: Reconstruction: Lessons 1, 2, 3, 4, 5, 6 (pgs 290-318) 11.4a Migration, Industry and Urban Society, Topic 7: Lesson 11 (pgs 379-382)</p>	<p>New Visions Activities: 11.4a: Jim Crow Laws 11.4a: Literacy Tests and Poll Tax 11.4a: Plessy v. Ferguson 11.4b: The United States v. Susan B. Anthony</p>	<p>Stanford History Edu 11.4a Radical Republicans * 11.4a Reconstruction SAC * 11.4a Thomas Nast Political Cartoons 11.4c Carlisle Indian Industrial School 11.4d Chinese Immigration and Exclusion</p>	

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11.4b: Reconstruction: Lessons 2 (pgs 295-300)	11.4b: Impact of Reconstruction on the Women's Rights Movement
11.4c: Migration, Industry, and Urban Society: Lessons 1, 2, 3 (pgs 324-344)	11.4c: Westward Expansion
11.4d: Migration, Industry, and Urban Society: Lesson 2, 7 (pgs 329-332; 357-360)	11.4c: Westward Expansion & Native Americans
	11.4d: The Chinese Exclusion Act

<p style="text-align: center;">30 WEEK – UNIT 5</p> <p style="text-align: center;">INDUSTRIALIZATION AND URBANIZATION (1870 – 1920):</p> <p style="text-align: center;">(3 weeks)</p>	<p>Unit Description:</p> <p>11.5 - The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • Is there one American experience? • What factors and circumstances supported the development of an industrial economy? • To what extent does American Economy shape the American 	<ul style="list-style-type: none"> • 11.5a New technologies and economic models created rapid industrial growth and transformed the United States. • 11.5b Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts. 	<ul style="list-style-type: none"> ➤ Students will examine the technological innovations that facilitated industrialization, considering energy sources, natural resources, transportation, and communication. (11.5a) ➤ Students will examine the growth of industries under the leadership of businessmen such as John D. Rockefeller, Andrew Carnegie, J.P. Morgan, and Henry Ford and analyze their business practices and organizational structures. (11.5a) ➤ Students will evaluate the effectiveness of state and federal attempts to regulate business by examining the Supreme Court decision in <i>Wabash, St. Louis & Pacific R.R. v. Illinois</i> (1886), the Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and President Theodore Roosevelt’s trust-busting role as evidenced in <i>Northern Securities Co. v. United States</i> (1904). (11.5a) ➤ Students will examine demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and eastern Europe. (11.5b) 	<p>Unit 5: New Visions Framework Aligned Assessments and Tasks</p> <ul style="list-style-type: none"> • DBQ- Women Suffrage (11.5b) • DBQ- Progressive Era Reforms (11.5b) • Gilded Age and Progressive Era Synthesis Task • Stimulus Based Multiple Choice • Short Essay Question Set • Civil Literacy Essay • End of the unit Assessment <p style="text-align: right;"><i>Seal of Civic Readiness:</i></p>

<p>Experience ?</p> <ul style="list-style-type: none"> • How do people affect change? • Who were the key individuals leading the reform movements during this period? 		<ul style="list-style-type: none"> ➤ Students will examine problems faced by farmers between 1870 and 1900 and examine the goals and achievements of the Grange Movement and the Populist Party. (11.5b) ➤ Students will examine the attempts of workers to unionize from 1870 to 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers’ Union, and the Industrial Workers of the World, considering actions taken by the unions and the responses to these actions. (11.5b) ➤ Students will examine Progressive Era reforms, such as the 16th and 17th amendments (1913) and the establishment of the Federal Reserve System (1913). (11.5b) ➤ Students will examine the efforts of the woman’s suffrage movement after 1900, leading to ratification of the 19th amendment (1920). (11.5b) ➤ Students will trace the temperance and prohibition movements leading to the ratification of the 18th amendment (1919). (11.5b) ➤ Students will trace reform efforts by individuals and the consequences of those efforts, including: <ul style="list-style-type: none"> ○ Jane Addams and Hull House ○ Jacob Riis’ <i>How the Other Half Lives</i> ○ New York Governor Theodore Roosevelt and the Tenement Reform Commission ○ Upton Sinclair’s <i>The Jungle</i> and the Meat Inspection Act ○ Margaret Sanger and birth control ○ Ida Tarbell’s <i>The History of the Standard Oil Company</i> ○ Ida Wells and her writings about lynching of African Americans ○ Booker T. Washington’s contributions to education, including the creation of Tuskegee Institute 	<p>Civic Knowledge:</p> <ul style="list-style-type: none"> • Women’s Suffrage: Why the Women’s Vote Was Important Then and Is Now <p>Seal of Civic Readiness:</p> <p>Civic Mindset:</p> <ul style="list-style-type: none"> • How did the Rise of Organized Labor impact America?
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		<ul style="list-style-type: none"> ○ W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of <i>The Crisis</i>, and the Silent Protest (1917) (11.5b) 	
<p>Textbook: 11.5a: Migration, Industry, Urban Society, Topic 7: Lesson 5, 6 (pgs 345-356) 11.5b: Migration, Industry, Urban Society, Topic 7: Lesson 6 (Unions), 7, 8, 9, 10 (pgs 351- 378) 11.5b: Progressivism and the Jazz Age, Topic 9: Lesson 1,2, 3) (pgs 429- 442)</p> <p>New Visions 11.5a: Impact of Railroads 11.5a: Industrialization in the Gilded Age 11.5a: Cause and Effects of Industrialization 11.5a: Robber Barons or Captain of Industry 11.5a: Political Cartoons of the Gilded Age 11.5b: Immigration and Urbanization 11.5b: Labor Movement in the Gilded Age 11.5b: Media Bias and Labor Unions 11.5b: Populist Party</p>		<p>New Visions Cont. 11.5b: Progressive Era Reforms 11.5b: Booker T. Washington and W.E.B Dubois 11.5b: Pure Food and Drug Act 11.5b: 19th Amendment 11.5b: How the Other Half Lives</p> <p>Stanford History Edu 11.5b: Homestead Strike 11.5b: Populism and the Election of 1896 11.5b: Albert Parson SAC 11.5b: Settlement House Movement SAC 11.5b: Woman Suffrage * 11.5b: Jacob Riis 11.5b: Child Labor 11.5b: Booker T Washington and W.E.B Dubois *</p>	

<p>30 WEEK – UNIT 6</p> <p>THE RISE OF AMERICAN POWER (1890-1920)</p> <p>(2 weeks)</p>	<p>Unit Description:</p> <p>11.6 - Numerous factors contributed to the rise of the United States as a world power. Debates over the United States’ role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. (Standards: 1, 2, 3, 4: Themes: GEO, SOC, GOV, ECO)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • What forces shape American foreign policy? • What factors contributed to the rise of the United States as a world power? • How did debates over the United States’ role in world affairs shape overseas expansion and involvement in World War I? 	<ul style="list-style-type: none"> • 11.6a In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States’ role in the world. • 11.6b While the United States attempted to follow its traditional policy of neutrality at the beginning of World War I, the nation eventually became involved in the war. President Woodrow 	<ul style="list-style-type: none"> ➤ Students will examine factors such as the economic and strategic interests that led the United States to seek foreign markets, resources, and coaling stations, including interest in Hawaii. (11.5a) ➤ Students will investigate the causes and effects of the Spanish-American War, evaluating Spanish, Cuban, and United States interests and actions. (11.5a) ➤ Students will examine debates between anti-imperialists and imperialists surrounding ratification of the Treaty of Paris of 1898 and annexation of the Philippines. (11.5a) ➤ Students will investigate expanding American influence in the Caribbean and Latin America through the creation of the Panama Canal and the Roosevelt Corollary. (11.5a) ➤ Students will investigate the reasons for President Wilson’s shift from neutrality to involvement in World War I. (11.5b) 	<p>Unit 5: New Visions Framework Aligned Assessments and Tasks</p> <ul style="list-style-type: none"> • Stimulus Based Multiple Choice • Short Essay Question Set • Civil Literacy Essay • Rise of American Power Synthesis Task • End of the Unit Assessment • Thematic Essay- US & Foreign Policy • DBQ- Ratifying the Treaty of Versailles (11.6b)

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<ul style="list-style-type: none"> • How did America change, socially, politically and economically in the late 1800's and early 1900s? • What effects did the United States participation in the war have on American society? 	<p>Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points</p> <ul style="list-style-type: none"> • 11.6c World War I had important social, political, and economic effects on American society. 	<ul style="list-style-type: none"> ➤ Students will examine Wilson's goals as expressed in the Fourteen Points, his role at the Versailles Peace Conference, and the compromises he was forced to make to gain approval for the League of Nations. (11.5b) ➤ Students will examine the reasons why President Wilson was unsuccessful in gaining support for Senate ratification of the Treaty of Versailles. (11.5b) ➤ Students will investigate the effects of mobilization on the United States economy, including the role and contributions of women and African Americans in the war effort. (11.5c) ➤ Students will investigate the causes and effects of the Great Migration on American society. (11.5c) ➤ Students will examine the Supreme Court decision concerning civil liberties in Schenck v. United States (1919). (11.5c) ➤ Students will examine the relationship between postwar recession, fear of radicals, xenophobia, and the Red Scare (1919–1921) (11.5c) 	<p>Seal of Civic Readiness: Civic Knowledge:</p> <ul style="list-style-type: none"> • Questioning Manifest Destiny • Explain the impact of American Expansion • Imperialism or Expansion or Both?
<p>Resources:</p> <p>Textbook:</p> <p>11.6a: American Expansion and World War I; Lessons 1, 2, 3 (388 - 402)</p> <p>11.6b: American Expansion and World War I; Lessons 4, 6, 8 (403-408; 415-418; 423-424)</p> <p>11.6c: American Expansion and World War I; Lessons 5, 7 (409-414; 419-422)</p> <p>New Visions Activities:</p> <p>11.6a: The Annexation of Hawaii</p> <p>Stanford History Edu.</p> <p>11.6a: Annexation of Hawaii *</p> <p>11.6a: Spanish- American War</p> <p>11.6ba: Philippine-American War Political Cartoons</p> <p>11.6b: League of Nations</p> <p>11.6c Great Migration *</p> <p>11.6c: Palmer Raids</p>			

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11.6a: [Causes of the Spanish American War](#)

11.6a: [The Annexation of Philippines](#)

11.6a: [Debate over American Imperialism](#)

11.6a: [Roosevelt Corollary](#)

11.6a: [The Panama Canal](#)

11.6b: [The U.S. & World War I](#)

11.6b: [Fourteen Points](#)

11.6b: [The Treaty of Versailles & the Senate, a DBQ](#)

11.6c: [World War I Impact on American society](#)

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30 WEEK – UNIT 7	<p>Unit Description:</p> <p>11.7 - The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. (Standards: 1, 4; Themes: ID, TCC, SOC, CIV)</p>
<p>PROSPERITY AND DEPRESSION (1920 – 1939):</p> <p>(3 weeks)</p>	

ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> To what extent does the American economy shape the American experience during the 1920s and 1930s? What were the important cultural and artistic contributions during the Jazz Age What were the causes and the effects of the Great Depression? 	<ul style="list-style-type: none"> 11.7a The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values. 11.7b African Americans continued to struggle for social and economic equality while expanding their own thriving and unique culture. African American cultural achievements were increasingly integrated into 	<ul style="list-style-type: none"> Students will examine the cultural trends associated with the Roaring Twenties, including women’s efforts at self-expression and their changing roles. (11.7a) Students will examine the impact of Prohibition on American society. (11.7a) Students will examine change in immigration policy as reflected by the passage of the Quota Acts of the 1920s. (11.7a) Students will examine the reasons for the resurgence of the Ku Klux Klan. (11.7a) Students will examine the key issues related to the Scopes trial. (11.7a) Students will examine literary and artistic contributions associated with the Harlem Renaissance and its impact on national culture. (11.7b) 	<p>Unit 7: New Visions Framework Aligned Assessments and Tasks</p> <ul style="list-style-type: none"> DBQ- 1920s of Change (11.7a) Stimulus Based Multiple Choice Short Essay Question Set Civic Literacy Essay End of the Unit Assessment Prosperity and Depression Synthesis Task <p>Seal of Civic Readiness: Civic Knowledge:</p> <ul style="list-style-type: none"> How did immigration change the nation in 1920's & 1930's?

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<ul style="list-style-type: none"> • What domestic challenges did Americans face in the 1930s. 	<p>national culture. international order through his Fourteen Points</p> <ul style="list-style-type: none"> • 11.7c For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelt’s responses to the Great Depression increased the role of the federal government. 	<ul style="list-style-type: none"> ➤ Students will examine the rise of African American racial pride and Black Nationalism, including the role of Marcus Garvey. (11.7b) ➤ Students will examine the reasons for economic prosperity during the 1920s. (11.7c) ➤ Students will examine the underlying weaknesses of the economy that led to the stock market crash of 1929 and the Great Depression. (11.7c) ➤ Students will compare and contrast the responses of Presidents Herbert Hoover and Franklin D. Roosevelt to the Great Depression. (11.7c) ➤ Students will examine the human and environmental causes of the Dust Bowl and its effects. (11.7c) ➤ Students will evaluate President Roosevelt’s leadership during the Depression, including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his court-packing effort. (11.7c) 	
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Resources: Textbook: 11.7a: Progressivism and the Jazz Age: Lessons 4, 5, 7 (pgs 443-452; 459-464) 11.7b: Progressivism and the Jazz Age: Lessons 5, 6 (pgs 449- 458) 11.7c: The Great Depression and the New Deal: Lessons 1, 2, 3, 4, 5, 6, 7 (pgs 470-506)	New Visions 11.7a: Cultural Movements 11.7a: Inquiry- Prohibition and Temperance Movement 11.7a: Immigration in the 1920s 11.7b: Zora Neale Hurston and Langston Hughes 11.7b: Langston Hughes Poetry 11.7b: Harlem Renaissance- Symbols in Songs and Poems	New Visions Cont. 11.7c: Great Depression Stats 11.7c: Environment and the Economy 11.7c: Hoover vs. FDR 11.7c: Dust Bowl Migrants 11.7c: Fireside Chat 11.7c: Alphabet Soup Stanford History Edu 11.7a: Chicago Race Riots 11.7a: Prohibition 11.7a: Scopes Trial 11.7b: Marcus Garvey Stanford History Edu 11.7c: The Dust Bowl 11.7c: New Deal SAC 11.7c: Social Security
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40 WEEK – UNIT 8	<p>Unit Description:</p> <p>11.8 - The participation of the United States in World War II was a transformative event for the nation and its role in the world. (Standards: 1, 2; Themes: TCC, GOV, CIV, TECH)</p>
<p>WORLD WAR II (1935 – 1945)</p> <p>(2 weeks)</p>	

ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • What does it mean to be a global leader? • How have foreign affairs shaped or influenced modern American society? • What factors led to the decision for the United States to participate in WWII? 	<ul style="list-style-type: none"> • 11.8a As situations overseas deteriorated, President Roosevelt’s leadership helped to move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war • 11.8b United States entry into World War II had a 	<ul style="list-style-type: none"> ➤ Students will examine reasons for the passage of the Neutrality Acts (1935–1937) and consider the national debate as a shift to pro-Allied policies, including “cash and carry” and Lend-Lease. (11.8a) ➤ Students will trace ongoing negotiations with Japan and United States efforts to stop Japanese aggression without resorting to war and without appeasing Japanese demands. (11.8a) ➤ Students will examine the impact of the Japanese attack on Pearl Harbor. (11.8a) ➤ Students will examine President Roosevelt’s leadership during World War II, including his role as commander in chief and his diplomatic efforts to maintain the Grand Alliance. (11.8a) ➤ Students will examine how technological advancements altered the nature of war and the extent of its devastation, including the use of air power over civilian targets and President Truman’s decision to use the atomic bomb against the Japanese cities of Hiroshima and Nagasaki. (11.8a) 	<p>Unit 8: New Visions Framework Aligned Assessments and Tasks</p> <ul style="list-style-type: none"> • Stimulus Based Multiple Choice • Short Essay Question Set • Civic Literacy Essay • WW II Synthesis Task • End of the Unit Assessment • DBQ- Woodrow Wilson and FDR (11.8a) • DBQ- WW II and the Atomic Bomb (11.8a) <p style="background-color: #ffff00;">Seal of Civic Readiness: Civic Skills and Actions:</p>

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<ul style="list-style-type: none"> How was the participation of the United States in WWII a transformative event for the nation and its role in the world? 	<p>significant impact on American society.</p> <ul style="list-style-type: none"> 11.8c In response to World War II and the Holocaust, the United States played a major role in efforts to prevent such human suffering in the future 	<ul style="list-style-type: none"> Students will examine United States mobilization efforts and wartime production and their effects on unemployment rates. (11.8b) Students will examine the reasons for President Roosevelt’s executive order for Japanese removal, the impact of removal on Japanese people living in the United States, and the Supreme Court’s decision in <i>Korematsu v. United States</i> (1944). (11.8b) Students will examine the contributions of women, African Americans, Native Americans, Asian Americans, Mexican workers, and Mexican Americans to the war effort, as well as the discrimination that they experienced in the military and workforce. (11.8b) Students will investigate American officials' knowledge of the Holocaust, evaluating the degree to which intervention may have been possible. (11.8c) Students will examine the contributions of Supreme Court Justice Robert Jackson and his arguments made as Chief Prosecutor for the United States at the Nuremberg War Crimes trials. (11.8c) Students will investigate the role of Eleanor Roosevelt in creating the United Nations Universal Declaration of Human Rights. (11.8c) 	<ul style="list-style-type: none"> Differing Points of View of the Events of D-Day
<p>Resources: Textbook: 11.8a: World War II: Lessons 2, 4, 6, 7, 8 (pgs 517-522; 529-534; 541-546; 547-554; 555-558) 11.8b: World War II: Lessons 1, 5 (pgs 512-516; 535-540) 11.8c: World War II Lessons 3, 9 (pgs 523-528; 559-560)</p>	<p>New Visions 11.8a: Neutrality or Involvement 11.8a: Pearl Harbor 11.8b: WW II Propaganda 11.8b: Japanese Internment- Geographic Reasoning 11.8b: Primary Source Deep Dive: Japanese Internment Version One & Version Two 11.8b: Executive Order 9981 11.8c: Human Declaration of Human Rights</p>	<p>Stanford Group Edu. 11.8a: The Atomic Bomb 11.8b: Japanese American Incarceration 11.8b: Ansel Adam at Manzanar</p>	

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40 WEEK – UNIT 9	Unit Description: 11.9 - In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years.
COLD WAR (1945 – 1990) (4 weeks)	

ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • What outside forces influenced US foreign policy from 1946 to 1992? • How did the Cold War events influence changes in modern American society? • How did the diplomatic tension of 	<p>(Standards: 1, 2, 3; Themes: TCC, GOV, ECON)</p> <ul style="list-style-type: none"> • 11.9a After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment. • 11.9b The United States and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited the arms buildup 	<ul style="list-style-type: none"> ➤ Students will trace key decisions made at wartime conferences as they applied to Poland, Eastern Europe, and postwar Germany, and note how continuing disagreements over these decisions helped bring about the start of the Cold War. (11.9a) ➤ Students will trace United States containment policies, including the Truman Doctrine (1947), the Marshall Plan (1948), and the North Atlantic Treaty Organization (1949), and actions taken during the Berlin blockade, and consider how they represent a shift in American foreign policy. (11.9a) ➤ Students will examine domestic concerns about the spread of communism and the rise of McCarthyism. (11.9a) ➤ Students will examine the consequences of Truman’s decision to fight a limited war in defense of South Korea. (11.9a) ➤ Students will trace the United States involvement in Vietnam, including President Johnson’s decision to escalate the fighting in Vietnam. (11.9a) 	<p>Unit 9: New Visions Framework Aligned Assessments and Tasks</p> <ul style="list-style-type: none"> • Stimulus Based Multiple Choice • Short Essay Question Sets • Cold War Synthesis Task • End of the Unit Assessment • DBQ- Impact of the Cold War (11.9a) <p style="background-color: #ffff00;">Seal of Civic Readiness: Civic Knowledge:</p> <ul style="list-style-type: none"> • The House Un-American Activities Committee

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<p>the Cold War between the United States and the Soviet Union after WWII shape the role of the United States as a global leader in the modern world?</p> <ul style="list-style-type: none"> • What was the impact of the Cold War on the day-to-day activities of American citizens? 	<p>and improved United States-Soviet relations.</p> <ul style="list-style-type: none"> • 11.9c American strategic interests in the Middle East grew with the Cold War, the creation of the State of Israel, and the increased United States dependence on Middle Eastern oil. The continuing nature of the Arab-Israeli dispute has helped to define the contours of American policy in the Middle East • 11.9d A combination of factors contributed to the end of the Cold War, including American policies and Soviet economic and political problems that led to the loss of Soviet control over Eastern Europe. 	<ul style="list-style-type: none"> ➤ Students will examine reasons for declining public confidence in government, including America’s involvement in Vietnam, student protests, the growing antiwar movement, and the Watergate affair. (11.9a) ➤ Students will examine the congressional effort to limit presidential power through the War Powers Act. (11.9a) ➤ Students will trace the acceleration of the nuclear arms race, beginning with the detonation of an atomic bomb by the Soviet Union in 1949, through 1969, including the effects of Sputnik and the Space Race. (11.9b) ➤ Students will examine Soviet motives for placing missiles in Cuba and the impact of the Cuban missile crisis on Soviet-American relations, leading to the adoption of the Nuclear Test Ban Treaty. (11.9b) ➤ Students will examine the policy of détente and its effect on the nuclear arms race. (11.9b) ➤ Students will examine United States foreign policy toward the Middle East, including the recognition of and support for the State of Israel, the Camp David Accords, and the interaction with radical groups in the region. (11.9c) ➤ Students will trace factors that led to the fall of the Berlin Wall and the end of the Cold War, including American policies, Soviet economic problems, Soviet efforts at reform, and the loss of Soviet control over Eastern Europe. (11.9d) 	<p>Civic Experiences:</p> <ul style="list-style-type: none"> • Interpret Media Depictions of the Vietnam War
<p>Resources: Textbook:</p>	<p>New Visions 11.9a: Truman Doctrine & Containment</p>	<p>Stanford History Edu. 11.9a: Anti-Vietnam War Movement</p>	

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<p>11.9a: Cold War Foreign Policy: Lessons 1, 2, 3, 5, 8 (pgs 564-579; 587-589; 599-602) 11.9a: Post-War Domestic Issues: Lesson 2 (pgs 609-612) 11.9a: The Vietnam War: Lessons, 1, 2, 3, 4, 5, 6 (pgs 682-712) 11.9a: Political Divisions: Lessons 2, 3 (pgs 757-766) 11.9b: Cold War Foreign Policy: Lessons 3, 4, 5 (pgs 579-589) 11.9b: Post-War Domestic Issues: Lesson 1 (pgs 604-608) 11.9c: Cold War Foreign Policy: Lesson 5 (pgs 589-590) 11.9d: Cold War Foreign Policy: Lessons 6, 7, 8 (pgs 591-602)</p>	<p>11.9a: Marshall Plan 11.9a: Alliances of the Cold War 11.9a: McCarthyism 11.9a: Korean War New Visons Cont. 11.9a Vietnam War Timeline 11.9a: Vietnam War Political Cartoons 11.9a: Vietnam War Protest Songs 11.9a: African Americans respond to Vietnam 11.9a: Latinos & the Vietnam War 11.9a: War Powers Act 11.9b: Cuban Missile Crisis 11.9b: Space Race 11.9b: Nuclear Arms Race Timeline</p>	<p>11.9: (all): The Cold War 11.9a: The Korean War 11.9b: Castro and the United States 11.9b: Cuban Missile Crisis 11.9b: Gulf of Tonkin Resolution</p>
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<p>40 WEEK – UNIT 10</p> <p>SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present)</p> <p>(3 weeks)</p>	<p>Unit Description:</p> <p>11.10 - Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. (Standards: 1, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, ECO)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS /ASSESSMENTS
<ul style="list-style-type: none"> How were racial, gender, and socioeconomic inequalities addressed by individuals, groups, and organizations? Why did varying political philosophies prompt debates over the role of the federal government in regulating the economy and 	<ul style="list-style-type: none"> 11.10a After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved. 11.10b Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. 	<ul style="list-style-type: none"> Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change. (11.10a) Students will examine the role of groups such as the National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and Student Non-Violent Coordinating Committee (SNCC) in the movement, their goals and strategies, and major contributions. (11.10a) Students will examine judicial actions and legislative achievements during the movement, such as Brown v. Board of Education of Topeka (1954), the Civil Rights Act of 1964, Heart of Atlanta Motel, Inc. v. United States (1964) and the Voting Rights Act of 1965. (11.10a) Students will analyze the significance of key events in the movement, including the Montgomery bus boycott, federal 	<p>Unit 10: New Visions Framework Aligned Assessments and Tasks</p> <ul style="list-style-type: none"> Stimulus Based Multiple Choice Short Essay Question Set End of the Unit Assessment <p>Seal of Civic Readiness:</p>

<p>providing a social safety net?</p>	<ul style="list-style-type: none"> 11.10c Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. 	<p>intervention at Little Rock, Arkansas; the Birmingham protest; and the March on Washington. (11.10a)</p> <ul style="list-style-type: none"> ➤ Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: <ul style="list-style-type: none"> ○ Modern women’s movement (<i>The Feminine Mystique</i> [1963], National Organization for Women, Equal Pay Act and Title IX, <i>Roe v. Wade</i>) ○ Native Americans (e.g., American Indian Movement, Russell Means, native identity, and land claims) ○ Brown Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers) ○ People with disabilities (Individuals with Disabilities Education Act [1975], Americans with Disabilities Act [1990]) ○ Rights of the accused (<i>Mapp v. Ohio</i> [1961], <i>Gideon v. Wainwright</i> [1963], <i>Miranda v. Arizona</i> [1966]) ○ Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration) ○ Gay Rights and the LGBT movement (e.g., Stonewall Inn riots [1969], efforts for equal legal rights) ○ Environment (e.g., <i>Silent Spring</i> [1962], Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, Environmental Protection Agency [1970], Reagan’s policy) ○ Student rights (e.g., <i>Engel v. Vitale</i> [1962], <i>Tinker v. Des Moines School District</i> [1969], <i>New Jersey v. TLO</i> [1985]) (11.10b) ➤ Students will thoroughly investigate at least one of the efforts above. (11.10b) 	<p><i>Civic Skills and Actions and Civic Knowledge:</i></p> <ul style="list-style-type: none"> • <u>JFK, Freedom Riders, and the Civil Rights Movement</u> • <u>Comparing Media Depictions of Dr. King</u>
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		<ul style="list-style-type: none"> ➤ Students will compare and contrast the economic policies of President Johnson (Great Society) and President Reagan (Reaganomics) regarding the size and role of the federal government. (11.10c) ➤ Students will examine the causes of the financial panic of 2008 and the federal government’s response to the Great Recession. (11.10c) ➤ Students will examine the debates over the role of the government in providing a social safety net, including the stability of the Social Security Trust Fund and Medicare Trust Fund, as well as changes under the Affordable Care Act. (11.10c) 	
<p>Resources:</p> <p>Textbook:</p> <p>11.10a: The Civil Rights Movement: Lessons 1, 2, 3, 4, 5, 6, 7 (pgs 642-680)</p> <p>11.10a: Post-War Domestic Issues: Lesson 5 (pgs 627-630; 634)</p> <p>11.10b: More Civil Rights Voices: Lessons 1, 2, 3, 4, 5, 6, 7 (pgs 714-749)</p> <p>11.10b: Post-War Domestic Issues: Lessons 4, 5 (pgs 622-623; 627-630)</p> <p>11.10b: Political Divisions: Lesson 1 (pgs 752-756)</p> <p>11.10b: The New Millennium Lesson 5 (pgs 813-816)</p> <p>11.10c: Post-War Domestic Issues: Lesson 4, 6 (pgs 623-625; 631-636)</p> <p>11.10c: Political Divisions: Lesson 4 (pgs 767-772)</p> <p>11.10c: The New Millennium: Lessons 1, 4, 6 (pgs 794-798; 812; 817-824)</p>		<p>New Visions</p> <p>11.10a Outline of Civil Rights Inquiry</p> <p>11.10a: Civil Rights Inquiry</p> <p>11.10b & 11.10c: Inquiry into Government and the Economy</p> <p>Stanford History Edu.</p> <p>11.10a: NAACP Letters</p> <p>11.10a: Little Rock Nine</p> <p>11.10a: Montgomery Bus Boycott</p> <p>11.10a: Great Society</p> <p>11.10a: John F. Kennedy and Civil Rights</p> <p>11.10a: The Black Power Movement</p> <p>11.11b: Stonewall Riots</p> <p>11.11b: Equal Rights Amendment</p> <p>11.11c: Reaganomics SAC</p>	

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<p>40 WEEK – UNIT 11</p> <p>THE UNITED STATES IN A CHANGING WORLD (1990 – present)</p> <p>(1 week)</p>	<p>Unit Description:</p> <p>11.11 - The United States’ political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world. (Standards: 1, 2, 4, 5; Themes: TCC, GOV, CIV, TECH, EXCH)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ ASSESSMENTS
<ul style="list-style-type: none"> How has the Cold War shaped future American Foreign Policies in the subsequent years? How did the events of September 11, 2001, shape American foreign and domestic policy in the new millennium? What impact does the continuing innovation of the 21st century have 	<ul style="list-style-type: none"> 11.11 a The United States created a coalition to defeat Iraq in the Persian Gulf War (1991) but was reluctant to commit American military power through the rest of the decade. 11.11 b In response to the terrorist attacks of September 11, 2001, the United States launched the War on Terror, which involved 	<ul style="list-style-type: none"> ➤ Students will examine the decision of President George H. W. Bush to oppose Iraq’s invasion of Kuwait. Students will evaluate the positive and negative consequences of the Persian Gulf War. (11.11a) ➤ Students will trace United States foreign policy regarding Bosnia, Rwanda, and Kosovo, exploring the tension between defending human rights and the reluctance to intervene stemming from the Vietnam syndrome. (11.11a) ➤ Students will trace the reactions to the September 11, 2001, attacks, including responses of the American public, the authorization of the War on Terror, the invasion of Afghanistan, and the passage of the USA PATRIOT Act. (11.11b) ➤ Students will examine the decision to invade Iraq, which was based on allegations concerning weapons of mass destruction and trace the course of the war. (11.11b) ➤ Students will evaluate the USA PATRIOT Act, including constitutional issues raised about the violation of civil liberties by 	<p>McGraw- Hill Textbook- Topic 17 (Political Divisions)</p> <p>Civic Seal of Readiness: Civic Mindset:</p> <ul style="list-style-type: none"> • Environmentalism & its impact on 21st Century

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<p>on the United States both domestically and internationally?</p>	<p>controversial foreign and domestic policies.</p> <ul style="list-style-type: none"> • 11.11 c Globalization and advances in technology have affected the United States economy and society. 	<p>the federal government’s electronic surveillance programs. (11.11b)</p> <ul style="list-style-type: none"> ➤ Students will examine the positive and negative consequences of globalization in relation to the United States economy. (11.11c) ➤ Students will investigate the role of multinational corporations and their influence on both the United States economy and on other countries around the world. (11.11c) ➤ Students will examine the economic relationship and the strategic rivalry between the United States and China. (11.11c) 	
<p>Resources: Textbook: 11.11a: Political Divisions: Lessons 5, 7, 8 (pgs 773-776; 786; 790) 11.11a: Cold War Foreign Policy: Lesson 6 (pg 594) 11.11a: The Vietnam War: Lesson 5 (pgs 706-708) 11.11b: The New Millennium: Lessons 3, 4, 6 (pgs 803-810; 821-823) 11.11c: Political Divisions: Lessons 2, 3 (pgs 757-766)</p>		<p>Stanford History Edu. 11.11b Iraq Resolution</p>	