

**Fayette County Schools  
Curriculum Map  
20<sup>th</sup>/ 21<sup>st</sup> Century History  
Unit 1: Imperialism**

**Grade Level: 11**

**Grading Period: 2 weeks block/4 weeks year long**

**Enduring understanding:** The United States rose to become a world power at the beginning of the 20th century due to a desire for freedom, our strong leadership, and our vast resources.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Progressivism</b>	I can identify causes and effects of progressivism.	11.2.01 11.2.02 11.3.01 11.5.01 11.5.02 11.5.03	How and why did Progressivism rise and fall?  How did Progressivism change our government and society?	Progressivism Muckraker Suffrage Socialism	Journal writing  Benchmarks  Formative assessment using focused feedback	Using a publishing software program make a mock "newspaper front page" reflecting "yellow Journalism" influences on America. Discuss the parallels of today.
<b>Rise to Becoming a World Power</b>	I can identify and analyze the results of America's desire for world trade and how it changed American politics, geographic boundaries and the American military.	11.3.01 11.3.06 11.4.01 11.4.02 11.4.03 11.4.04 11.4.05 11.4.06 11.4.07 11.4.08 11.4.09 11.4.10 11.5.12	Why did America want to be a world power and how did this impact our society?	Imperialism Economy of Scale Industrialization	Conferences  Portfolio work  Completed projects  Formative assessment with explicit feedback is essential.	Write two opposing newspaper style articles / journals of the era (e. g, Hearst vs. common man, "Citizen Kane" style.).  Create and use a classroom blog (Wordpress or Blogger) to analyze and discuss political cartoons surrounding the Spanish American War.  Create a role playing scenario reflecting Hearst's desire for

<b>American Foreign Policy under Teddy Roosevelt</b>	<p>I can Identify Teddy Roosevelt's role in imperialism.</p> <p>I can discuss the Open Door Policy and how it affected United States relationships with Asian nations.</p> <p>I can interpret the meanings of political cartoons from this era.</p>	11.2.02 11.4.10 11.5.02	<p>How did expansionism change America?</p> <p>How did Teddy Roosevelt's policies expand American influence worldwide?</p>	Teddy Roosevelt Open Door Policy Matthew Perry Protectorate Great White Fleet		war, Teddy Roosevelt's desire for War, and a reluctant soldier and his family.
<b>American Policy Influenced by the Media</b>	I can locate basic geography of the Spanish-American war on a map and tell how the media led us into that conflict.	11.1.05 11.5.21	How did the press move politicians into leading America into conflict?	Yellow Journalism Jingoism "Remember the Maine" Joseph Pulitzer William Randolph Hearst		
<p><b>Reading Suggestions:</b> Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.</p> <p><b>Suggestions:</b> Use Google Earth in a lab setting or projected to the whole group to expose world location.</p> <p><b>Suggested Readings:</b> <b>Lexile=L</b> CSO 11.6-Correlate readings writings with language arts teachers. Examples include: "Bully for You, Teddy Roosevelt"-Jean Fritz- 980L, "The Little War of Private Post: Spanish American War Seen Up Close"- Charles Johnson Post 960L,</p> <p><b>Language Arts Connection:</b> Work with language arts on readings and writing, locate home places of famous authors or story locations.</p> <p>Use a Frayer model to connect concepts with prior knowledge.</p> <p>Have learners in collaborative groups choose a key term studied to research and teach its origin to the class.</p> <p>Brainstorm by making a Spider Graph on the board on "Spanish American War" by listing as many words and concepts as the class can generate- discuss and</p>						

use as a lesson launch.

Create Campaign posters for elections during the Progressive Era.

Construct a set of student generated flashcards on Teddy Roosevelt's Administration where a character or belief is on one side with the name on the reverse.

In collaborative pairs, make posters illustrating key points of this unit: Spanish American War, Teddy Roosevelt, Progressivism, or specifics on nations studied here.

**Tiered Instruction;**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools  
Curriculum Map  
20<sup>th</sup>/21<sup>st</sup> Century History  
Unit 2: World War I**

**Grade Level: 11**

**Grading Period: 2 weeks block/4 weeks year long**

**Enduring understanding:** World War I marked a shift in society as it reflected the world changing politically, economically, geographically and socially.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>The Great War</b>	<p>I can construct and label a map identifying the nations in World War I, political alliances, and sites of major battles reflecting the geography of the region.</p> <p>I can discuss how new techniques of warfare used during World War I impacted technology on the battlefield.</p>	<p>11.2.03 11.3.01 11.4.01 11.4.02 11.4.03 11.5.04 11.5.16 11.5.17 11.5.18 11.5.19 11.5.20 11.5.21</p>	<p>What were the real causes of World War I?</p> <p>Where were the major battlefields of World War I?</p>	<p>Nationalism Self-Determination U-Boat Machine Gun Airplane- Dogfights Gas Trench Warfare</p>	<p>Journal writing</p> <p>Benchmarks</p> <p>Formative assessment using focused feedback</p> <p>Conferences</p> <p>Portfolio work</p> <p>Completed projects</p> <p>Formative assessment with explicit feedback is essential.</p>	<p>Create a PowerPoint presentation that summarizes the causes of World War I.</p> <p>Use Google Earth and general research to have collaborative groups create maps of World War I battle sites. Display these on the Word Wall.</p>

<p><b>The Home Front</b></p>	<p>I can discuss United States of America programs to increase public support for the war and repress opposition to it.</p> <p>I can summarize United States efforts to rapidly expand, train, and fund its military forces.</p> <p>I can explain steps taken to regulate the economy to support the war effort.</p>	<p>11.1.02 11.1.05 11.1.07 11.1.08 11.2.02</p>	<p>In what ways did the “homefront” in the United States of America respond to World War I?</p>	<p>Propaganda Zimmerman Note Conscription Espionage Convoy Income Tax</p>		<p>Research music from World War I to create an audio presentation reflecting the music and lyrics of the era. Have students discuss this in their reflection blogs and journals.</p> <p>Create a presentation by researching important primary documents revealing America’s reasons for entering World War I (Zimmermann Note, Wilson’s letters, speeches, etc.).</p>
<p><b>Armistice</b></p>	<p>I can discuss how the war ended and how it affected America?</p> <p>I can discuss how the armistice failed to solve issues internationally.</p>	<p>11.1.07 11.4.10 11.5.01 11.5.02 11.5.04</p>	<p>What were the events leading to the end of the war and how did peace change America?</p> <p>What problems did the Treaty of Versailles cause between European nations?</p>	<p>League of Nations Treaty of Versailles Reparations Red scare A. Mitchell Palmer Deportation 14 Points League of Nations</p>		

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Google Earth in a lab setting or projected to the whole group to expose world locations.

**Student Project:** CSO 11.1.6- Participate in a volunteer service project.

**Suggested Readings: Lexile=L** CSO 11.6-Correlate readings & writings with language arts teachers. Examples include: "All Quiet on the Western Front"- Erich Maria Remarque 830L, "Woodrow Wilson"- Robert Green 790L, "Remember the Lusitania"-Diana Preston 1030L

**Language Arts Connection:** Work with language arts on readings and writing, locate home places of famous authors or story locations.

Use a Frayer model to connect concepts with prior knowledge.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the class.

Brainstorm by making a Spider Graph on the board on "World War I battles and heroes" by listing as many words and concepts as the class can generate-discuss and use as a lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated chart on World War I.

Construct a set of student generated flashcards on World War I battles or heroes where a character or belief is on one side with the name on the reverse.

In collaborative pairs, make posters illustrating and teaching key points of this unit: World War I causes, heroes, conscription, battles, newspapers, etc.

**Tiered Instruction;**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools**  
**Curriculum Map**  
**20<sup>th</sup> / 21<sup>st</sup> Century Studies**  
**Unit 3: 1920s**

**Grade Level: 11**

**Grading Period: 2 weeks block/4 weeks year long**

**Enduring understanding:** Sweeping changes in our society and culture in the 1920's came to a crashing climax in the 1930's as the Great Depression showed our institutions had not kept up with changing times.

Concept	Learning Target	CSO	Essential Questions	Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Roaring Twenties</b>	I can describe how the economy of the 1920's changed society.	11.2.01 11.2.02 11.2.03	How did the "Roaring Twenties" get its name?	Jazz Age Flappers Buy on Margin Prohibition	Journal Writing	Conduct a Web Quest to research the Harlem Renaissance to find information and characteristics of the era to produce a foldable, a mini-book, or a classroom display as a unit project.
	I can tell how and why Americans responded to new immigrants.	11.3.01 11.3.02 11.3.04 11.3.05	What was the reason for prejudices against new immigrants?		Benchmarks	
	I can tell how Prohibition and changing morals reflected a changed America after World War I.	11.3.06 11.3.07 11.3.08 11.5.01 11.5.02 11.5.03 11.5.04	What were the causes for the "new morality" of the 1920s?		Conferences	Research consumer products of the 1920s to find the purpose for the product and the advertising style of the era. Trace this product to today to see if it still exists or analyze when and why it failed.
<b>1920's Politics</b>	I can assess the impact of the Harding Philosophy on government, the scandal that followed, and change in public confidence.	11.3.03 11.5.01 11.5.04	What conditions prompted a decade of Republican dominance in the White House?	Jazz Age Anarchist Eugenics Ku Klux Klan (KKK)	Portfolio work	
	I can describe Coolidge's efforts to restore public confidence after Harding's death.				Completed projects	Using presentation software, collaborative groups research topics from the 1920s to create a Photo Story or standard presentation to share with the class. Conduct research to develop a
					Formative assessment with explicit feedback is essential	

<p><b>Changing Culture and Clashing Values</b></p>	<p>I can explain the rise of racism, nativism and isolationism, and describe the changing status of women in the 1920's.</p> <p>I can summarize the effects of sports, movies, radio, and music on popular culture on the world.</p> <p>I can analyze the importance of the automobile on American Culture in the 1920's.</p> <p>I can identify government policies intended to promote economic growth and improve business in the 1920's.</p> <p>I can explain the growing economic crisis of the 1920's.government policies intended to promote economic growth and improve business in the 1920's.</p> <p>I can explain the growing economic crisis of the 1920's.</p>	<p>11.1.01 11.1.02 11.1.03 11.1.07 11.2.01 11.2.04 11.3.01 11.3.02 11.3.03 11.3.04 11.3.05 11.5.01 11.5.21</p>	<p>How did writers, artists, and innovations of popular culture affect traditional ideas in the Untied States of America?</p> <p>How did the growing importance of the automobile and new industries improve the standard of living?</p> <p>What factors led to the growing economic crisis of the 1920's?</p>	<p>Assembly Line Mass Production Business Cycle Open Shop Harlem Renaissance Lost Generation Buying on Margin Flapper Nativism Isolationism</p>		<p>chart that compares economic conditions in the 1920s with economic conditions today.</p> <p>Have students view video clips (using a website such as the biography or history channel) to analyze examples of intolerance during the 1920s (Red Scare, Sacco and Vanzetti, Scopes Trial, Ku Klux Klan, etc.) Write a reflection paper on these types of attitudes to see if they still exist today.</p>
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**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L** CSO 11.6-Work with language arts to assign readings. Example readings: Star Fisher- Laurence Yep 850L, This Side of Paradise-F Scott Fitzgerald 1070L, Profits, Power, and Prohibition-John Rumbarger -1780L.

**Language Arts Connection:** Co-plan with language arts on readings on 1920s era literature and reflection for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the Roaring 1920s from this unit.

Create an illustrated display of the Roaring 20s with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction;**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools  
Curriculum Map  
20<sup>th</sup>/21<sup>st</sup> Century History  
Unit 4: Great Depression**

**Grade Level: 11**

**Grading Period: 2 weeks block/4 weeks year long**

**Enduring understanding:** Inflated stock prices, overproduction, high tariffs, and mistakes by the Federal Reserve led to The Great Depression.

Concept	Learning Target	CSO	Essential Questions	Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Social and Economic Impact Of the Great Depression</b>	<p>I can list and explain the major causes and how America dealt with the Great Depression.</p> <p>I can analyze the effectiveness of President Hoover's economic policies for dealing with the Great Depression.</p>	<p>11.1.01 11.1.02 11.1.03 11.1.07</p>	<p>What factors caused the Great Depression?</p> <p>What were the effects of the Depression on American society?</p>	<p>Stock Market Bull Market Margin Margin Call Speculation Black Tuesday</p>	<p>Ongoing formative</p> <p>Journal writing</p> <p>Benchmarks</p> <p>Formative assessment using focused feedback</p> <p>Conferences</p> <p>Portfolio work</p>	<p>Working in collaborative groups, research public works projects from the depression era, and create a visual and oral presentation highlighting their scope and effectiveness.</p> <p>Create a student generated graphic organizer illustrating the causes of and the attempted alphabet agency solutions to Great Depression.</p> <p>Use a website containing video and audio clips (such as the History Channel or Biography) to view actual</p>

<b>Hoover, Franklin D. Roosevelt (FDR), and the New Deal</b>	<p>I can analyze the effectiveness of FDR's economic policies for dealing with the Great Depression.</p> <p>I can explain FDR's efforts to restore public confidence through the New Deal.</p> <p>I can compare and contrast the first New Deal and the second New Deal with respect to effectiveness, critics, supporters and impact on American society.</p>	11.1.01 11.1.02 11.1.05 11.2.01 11.2.02 11.2.03 11.2.04 11.2.05 11.2.06 11.2.07 11.2.08 11.2.09 11.5.05	How did the government respond to the Great Depression?	Installment Dorothea Lange Shantytown Dust Bowl Soap Opera Hooverville Hobo	Completed projects	clips of depression era leaders to compose a reflection paper.
<b>Society and Change</b>	<p>I can explain how the New Deal brought new opportunities for minorities and women.</p> <p>I can demonstrate how Mexican Americans and Native Americans suffered during the Great Depression.</p>	11.2.08	What was the long term effect of FDR's policies and philosophies of dealing with the Great Depression?	Relief New Deal Bank Holiday Fireside Chats Federal Deposit Insurance Corporation (FDIC) Civilian Conservation Corps (CCC) Alphabet Soup Social Security Act Franklin D. Roosevelt (FDR) Eleanor Roosevelt Sit-Down Strike Court-Packing		

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L** CSO 11.6-Work with language arts to assign readings. Example readings: “Great Depression”-Conrad Stein- 990L, “Hear That Whistle Blow-The Great Depression”- Anne Schraff 760L, “No Promises in The Wind”-Irene Hunt 930L

**Language Arts Connection:** Co-plan with language arts on readings on the Great Depression for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the Depression from this unit.

Create an illustrated display of the Depression era with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools  
Curriculum Map  
20<sup>th</sup>/21<sup>st</sup> Century History  
Unit 5: World War II**

**Grade Level: 11**

**Grading Period: 4 weeks block / 8 weeks year long**

**Enduring understanding:** International cooperation for our common goals enabled allied nations to challenge widespread aggression and persecution.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Internationalism</b>	<p>I can trace causes and events that led to the start of World War II.</p> <p>I can summarize the attempts by certain nations to maintain neutrality.</p> <p>I can compare and contrast the dictatorships that arose in Germany, Japan, Italy, and the Union of Soviet Socialist Republics.</p> <p>I can explain why the United States of America entered World War II.</p>	<p>11.2.02 11.2.03 11.3.07 11.4.01 11.4.02 11.4.03 11.4.04 11.4.10 11.5.02 11.5.03 11.5.04 11.5.07 11.5.13 11.5.16 11.5.18 11.5.19</p>	<p>What were the factors which gave rise to the onset of World War II?</p>	<p>Internationalism Fascism Nazism Appeasement Anschluss Blitzkrieg Holocaust Lend-Lease Act Atlantic Charter</p>	<p>Journal writing</p> <p>Benchmarks</p> <p>Formative assessment using focused feedback</p> <p>Conferences</p> <p>Portfolio work</p> <p>Completed projects</p> <p>Formative assessment with explicit feedback is essential.</p>	<p>Interview an individual that lived during World War II and develop a PowerPoint or video presentation for the class.</p> <p>Research a “famous World War II individual” and write five major accomplishments that represent that individual. Make a foldable with five sections detailing accomplishments of the individual. Write a summary of the individual’s reasons for notoriety.</p> <p>Use Google Earth to create a student generated map, of key events during World War II (Nazi conquest, D-Day to Berlin, Island hopping, etc.) PowerPoint.</p> <p>In small groups create Venn</p>

<p><b>The European Theatre</b></p>	<p>I can identify the goals and strategies of the major Allied nations for fighting World War II.</p> <p>I can identify key battles in the European theatre and their Importance.</p> <p>I can identify the Allied and Axis campaigns to gain control of the Atlantic.</p>	<p>11.4.01 11.5.04</p>	<p>Why did most of the early fighting of World War II take place in Europe?</p>	<p>Phony War Blitz Buzz bombs</p>		<p>Diagrams comparing and contrasting Allied and Axis goals and strategies.</p> <p>Using materials from sites like the Holocaust Museum, students will read and evaluate relevant information about Holocaust survivors to produce a presentation.</p> <p>Interview an individual who lived during the World War II era to get their impressions of that time period on the national and local levels. Compose a reflection paper comparing and contrasting that era to today.</p>
<p><b>Holocaust</b></p>	<p>I can define anti-Semitism and summarize its origins.</p> <p>I can summarize Nazi policies and practices aimed at isolating and intimidating the Jews, which led to the Final Solution.</p> <p>I can recount the experiences of some of those who survived the Holocaust.</p>	<p>11.5.02 11.5.21</p>	<p>Who did the Nazi's persecute and why?</p>	<p>Genocide Concentration Camps Final solution</p>		<p>Research the Nuremberg Trials. In a mock trial, students assume roles of prosecutors, defense lawyers, witnesses, judges, and defendants. After the experience write a paper on the viewpoints of the characters involved.</p> <p>Research the Berlin Airlift, the Marshall Plan and the Truman Doctrine in relation to American response to stop communist aggression and make a presentation on how these events changed history.</p>
<p><b>The Pacific Theatre</b></p>	<p>I can explain events that brought the United States of America into World War II.</p>	<p>11.4.01 11.4.03 11.5.04 11.5.03 11.5.05</p>	<p>How was the war in the Pacific different from that in Europe?</p>	<p>Pearl Harbor Axis Allies Mobilization Segregation Disfranchised</p>		<p>Research the United Nations and make a chart on its divisions and functions.</p> <p>On a world map, show the changes in political boundaries</p>

	<p>I can summarize the American strategy of island hopping.</p> <p>I can identify the turning point battles in the Pacific war.</p> <p>I can discuss the debate over the use of nuclear weapons against Japan.</p>			<p>Liberty Ship Convoy Iwo Jima Midway</p>		<p>since the end of World War II.</p> <p>Research how Israel came to exist after World War II and discuss in a narrative how it has impacted our world.</p>
<b>The Home Front</b>	<p>I can describe measures taken by the federal government to increase production of war goods and identify voluntary measures to support the war effort.</p> <p>I can evaluate the impact of the war on various groups in American society including women, African-Americans, and other minorities.</p> <p>I can summarize the experiences of Japanese-Americans during World War II.</p>	<p>11.1.01 11.1.02 11.1.05 11.1.07 11.1.08 11.3.01</p>	<p>How did the United States of America meet the challenges to quickly mobilize its economy and armed forces to fight World War II?</p> <p>How did American citizens adapt to the war effort?</p>	<p>Rosie the Riveter Zoot Suit Riots, Rationing Ration Books Victory Gardens Windtalkers The Big Three</p>		

<b>Post War Issues</b>	<p>I can compare and contrast the post war goals of the Big Four Allied Powers.</p> <p>I can evaluate the American response to post war conditions in Germany and elsewhere in Europe.</p> <p>I can describe the structure of the United Nations.</p> <p>I can summarize the formation of the state of Israel.</p> <p>I can summarize the war trials of the leaders of the Axis Powers.</p>	11.4.05 11.5.06 11.5.09 11.5.10 11.5.12 11.5.15	What was the impact of World War II on the worldwide power of the United States of America?	Marshall Plan Inflation Baby Boomers Super Power United Nations (UN) Nuremberg Trails		
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**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L** CSO 11.6-Work with language arts to assign readings. Example readings: “All things Wise and Wonderful”- James Herriott 940L, “Agent for the Resistance- a Belgian Saboteur in WW II” –Herman Bodson 1030L, Anne Frank- Johanna Hurwitz- 990L, “America’s Secret Weapon- The Navajo Code Talkers of WW II”- Gunther Howard 940L.

**Language Arts Connection:** Co-plan with language arts on readings on World War II literature for discussion groups and projects. Access news articles from the era to compare with our modern press.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on World War II battles, generals, and impact from this unit.



Create an illustrated display of the World War II era with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction;**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools  
Curriculum Map  
20<sup>th</sup>/21<sup>st</sup> Century History  
Unit 6: Cold War**

**Grade Level: 11**

**Grading Period: 2 weeks block/4 weeks year long**

**Enduring understanding:** Post World War II saw the emergence of “Super Powers” with different philosophies on how nations should conduct business.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Containment</b>	<p>I can compare and contrast United States and Soviet policies and their view of the world.</p> <p>I can summarize the policy of containment.</p> <p>I can analyze the Truman and Monroe Doctrines.</p> <p>I can describe the causes, events, outcomes and consequences of the Korean War.</p>	<p>11.2.02 11.2.03 11.3.06 11.4.01 11.4.02 11.4.03 11.4.04 11.4.10 11.5.02 11.5.09 11.5.10 11.5.17</p>	<p>What policies and agencies were established to restrict the influences of the Union of Soviet Socialist Republic (USSR) on the world?</p>	<p>Cold War Totalitarian Iron Curtain Containment Truman Doctrine Marshall Plan Berlin Airlift North Atlantic Treaty Organization (NATO)</p>	<p>Journal writing</p> <p>Benchmarks</p> <p>Formative assessment using focused feedback</p> <p>Conferences</p> <p>Portfolio work</p> <p>Completed projects</p>	<p>Write a short biography of a key figure from the Cold War and produce a presentation highlighting their importance and effect on history.</p> <p>Use presentation software such as PowerPoint or Keynote to make a visual and oral report with maps and information to illustrate the spread of communism post World War II.</p> <p>Create a chart that displays Changes in weapon technology form the outbreak of World War II to today.</p>
<b>Culture of the 1950s</b>	<p>I can explain the reason for the economic boom after World War II.</p> <p>I can describe changes in the American family after World War II.</p> <p>I can analyze and explain the characteristics of the new “youth culture” and the contributions</p>	<p>11.1.01 11.1.02 11.1.03 11.1.07 11.1.08 11.3.03 11.3.04 11.5.01 11.5.08 11.5.12 11.5.14 11.5.19 11.5.21</p>	<p>How would one contrast/compare the culture of the 1950s with today?</p>	<p>House Un-American Activities Committee (HUAC), Alger Hiss Julius and Ethel Rosenberg Joseph R. McCarthy Baby Boom</p>		<p>Research 1950’s music styles and share examples of various genres from Big Band to Jazz to create a presentation to the class. Write a reflection in your blog or journal afterwards.</p> <p>Research literature of the 1950s to examine how women and minorities were portrayed. Report this in a narrative essay.</p>

	<p>of African-Americans to 1950's culture.</p> <p>I can summarize the events and individuals that produced the Red Scare to compare and contrast the political climate of the 1950's with that of today.</p>					
<b>Origins</b>	<p>I can analyze the growing postwar tensions between the United States of America and Union of Soviet Socialist Republic (USSR).</p> <p>I can identify Stalin's postwar foreign policy goals.</p> <p>I can evaluate President Eisenhower's strategies for reducing world tensions and dealing with communist expansion.</p>	<p>11.02.06 11.05.15 11.05.16</p>	<p>How did the United States of America and Union of Soviet Socialist Republic influence the shaping of the post war world?</p>	<p>Cold War Joe McCarthy House Un-American Committee (HUAC) Taft-Hartley Mao Tse Tung, 38th Parallel Domino Theory 17th parallel, Ho Chi Minh Fidel Castro House Un-American Activities Committee (HUAC) Alger Hiss Julius and Ethel Rosenberg</p>		
<p><b>Reading Suggestions:</b> Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.</p> <p><b>Suggestions:</b> Use Thinkfinity and SAS for interactive and upper level lessons.</p> <p><b>Suggested Readings: Lexile=L</b> CSO 11.6-Work with language arts to assign readings. Example readings: "Cold War Fugitive- A Personal Story of the McCarthy Years"- Gil Green 1090L, "The Cold War"-Josepha Sherman 1000L, "The Cold War Pigeon Patrols and other Animal Spies"- Danielle Denega 840L.</p> <p><b>Language Arts Connection:</b> Co-plan with language arts on readings on Cold War literature for discussion groups and projects.</p>						

Make flashcards on vocabulary from each area studied in the unit.

Use a KWL or Frayer to launch discussions.

Do a class wide word jigsaw on the background to the Cold War from this unit.

Create an illustrated display of the Cold War era with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction;**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools  
Curriculum Map  
20<sup>th</sup>/21<sup>st</sup> Century History  
Unit 7: New Frontier- 1960s**

**Grade Level: 11**

**Grading Period: 2 weeks block/4 weeks year long**

**Enduring understanding:** John F. Kennedy and Lyndon B. Johnson promoted a liberal agenda that increased government support for social programs while maintaining a strong defense against the Union of Soviet Socialist Republic and the spread of communism.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Civil Rights</b>	<p>I can describe conditions found throughout the United States of America that reflected inequality and racism.</p> <p>I can discuss the changing role of government in enforcing civil rights.</p> <p>I can summarize legislation passed in response to the civil rights protests.</p> <p>I can identify individuals and events that had a significant impact on the civil rights movement.</p> <p>I can summarize the domestic programs for both the New</p>	<p>11.1.01 11.1.02 11.1.03 11.1.07 11.2.04 11.2.07 11.2.08 11.2.09 11.3.01 11.4.02 11.4.06 11.5.03 11.5.08 11.5.11 11.5.12 11.5.14 11.5.19</p>	<p>What impact did the administrations of John F. Kennedy and Lyndon B. Johnson have on American society?</p>	<p>Reapportionment Due Process Missile Gap Kennedy Mystique Peace Corps Berlin Wall Space Race Consensus War on Poverty Medicaid Medicare Volunteers In Service to America (VISTA) Head Start Civil Rights Thurgood Marshall National Association for Advancement of Colored People (NAACP) Brown v .Board of Education Boycott Black Power Racism</p>	<p>Journal writing</p> <p>Benchmarks</p> <p>Formative assessment using focused feedback</p> <p>Conferences</p> <p>Portfolio work</p> <p>Completed projects</p>	<p>Use butcher paper or software to make a large timeline of events of the Civil Rights Movement. Display this on the classroom wall. Have students write reflections on their blog or journal entries.</p> <p>Make a chart illustrating the major events constitutionally leading to equality in voting rights.</p> <p>Construct a graphic organizer to compare and contrast the New Frontier and Great Society programs.</p> <p>Create a presentation containing examples of 1960s music and its message emphasizing undercurrents of anti-war or counter-culture sentiments. Share this with the whole class in presentations.</p>

	Frontier and the Great Society.						
<b>Counterculture</b>	<p>I can define the term counterculture.</p> <p>I can analyze the major events that took place in 1968 and the impact they had on society.</p> <p>I can analyze the impact the counterculture had on American society and politics.</p>	<p>11.1.07</p> <p>11.1.08</p> <p>11.5.21</p> <p>11.5.22</p>	<p>What impact did the counterculture have upon America?</p>	<p>Teach-In</p> <p>Counterculture</p> <p>Commune</p> <p>Hippies</p> <p>National Organization for Women (NOW)</p> <p>Affirmative Action Busing</p> <p>Rachel Carson</p> <p>Smog</p> <p>Ralph Nadar</p> <p>Feminism</p> <p>Title IX</p>			<p>Collaborative groups create rich visual and auditory presentations using software such as Audacity, PowerPoint, Keynote, Movie Maker, or Photo Story to analyze and display some of the issues or topics related to the Vietnam War and the 1960s.</p>

<b>Vietnam, Conflict and a Divided America</b>	<p>I can explain the reasons for American opposition to the Vietnamese independence movement after World War II.</p> <p>I can analyze reasons for Americas' deepening involvement in Vietnam under President Johnson.</p> <p>I can trace the growth of the antiwar movement in the United States of America and theorize on its impact.</p> <p>I can describe and theorize on the role of the media in shaping public opinion.</p>	11.01.01 11.02.02 11.02.03 11.02.06 11.02.09 11.04.01 11.04.02 11.04.03 11.04.04 11.04.06 11.04.09 11.04.11 11.05.13 11.05.16 11.05.17 11.05.18 11.05.20 11.05.23 11.05.26	What were the causes of the Vietnam War?  How did America change during the Vietnam era and why?	Truman Doctrine Saigon Hanoi Agent Orange Guerilla warfare Hippies Counter-Culture		
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**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L** CSO 11.6-Work with language arts to assign readings. Example readings: "Free At Last- the story of Martin Luther King, Jr"-Angela Bull 720L, "I Have a Dream-Story of Martin Luther King, Jr." -Margaret Davidson 680L, "A Patriot Afterall: Story of a Chicano Vietnam Vet"- Juan Ramirez- 920L, "Time to Remember- American Women in the Vietnam War"-Olga Gruhzt-Hoyt 1020L, "Children of the Dragon-Selected Tales from Vietnam"-Sherry Garland 1000L.

**Language Arts Connection:** Co-plan with language arts on readings on the Vietnam War era and Counterculture for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the 1960's and 1970's from this unit.

Create an illustrated display of the 60's-70's era with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction;**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader's Notebook



**Fayette County Schools  
Curriculum Map  
20<sup>th</sup> /21<sup>st</sup> Century  
Unit 8: A Changing Society**

**Grade Level: 11**

**Grading Period: 1 week block/2 weeks year long**

**Enduring understanding:** New opportunities, political scandal, and challenges abroad marked American society in the 1970's.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Nixon and Ford</b>	<p>I can describe the election of Nixon and the impact of the 18 year old right to vote.</p> <p>I can analyze Nixon's domestic agenda and foreign policy goals and accomplishments.</p> <p>I can trace the development of Watergate and its impact on the Nixon administration and America.</p> <p>I can evaluate Ford's reasoning for pardoning Nixon.</p>	<p>11.5.02 11.5.09</p>	<p>How do you think history will see the administrations of Nixon and Ford with regard to global challenges, domestic policy and scandals?</p>	<p>Apollo Trip to Moon China Trip John Dean Impeach Executive Privilege Watergate Scandal</p>	<p>Ongoing formative</p> <p>Journal writing</p> <p>Benchmarks</p> <p>Formative assessment using focused feedback.</p> <p>Conferences</p> <p>Portfolio work</p> <p>Rubrics</p> <p>Completed projects</p>	<p>Create a visual presentation highlighting election tactics used by Kennedy, Nixon, Goldwater, Johnson, Humphrey and others. Debate ethics of these tactics and write reflection in student blogs or journals.</p> <p>Research and create a presentation using software such as PowerPoint, Keynote, or Movie Maker to trace the development of voting rights at age 18.</p> <p>Use digital story telling to</p>

<p><b>Carter</b></p>	<p>I can describe the election campaign of Jimmy Carter.</p> <p>I can describe and evaluate Carter's domestic and foreign policies.</p> <p>I can summarize major international events and analyze their importance to the United States of America.</p> <p>I can describe the cultural trends of the era and site examples.</p>	<p>11.1.06 11.5.02 11.5.08 11.5.09 11.5.13</p>	<p>How did the Carter administration come to office and how did his compare to past administrations?</p>	<p>Inflation Embargo Hostages in Iran Interest Rate</p>	<p>Formative assessment with explicit feedback is essential</p>	<p>produce a presentation on the Watergate scandal.</p> <p>Create newspaper "front pages" highlighting major events of the 70's and 80s. Under each headline write a synopsis of the event and how it touched our nation.</p> <p>Using technology tools and multiple media sources collect examples of political satire form this era. Analyze the basis of the satire.</p> <p>Research political ideology. Conduct a survey that identifies conservative and</p>
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<p><b>Reagan and George H. Bush</b></p>	<p>I can describe the discontent with government that led to a conservative shift in American politics.</p> <p>I can summarize and analyze the economic, domestic and foreign policies of Reagan and Bush.</p> <p>I can identify the key events that led to the fall of communism.</p> <p>I can summarize the United States of America role in the Persian Gulf War and assess its importance to the United States of America.</p>	<p>11.03.03 11.03.04 11.05.13 11.05.16</p>	<p>How did the administrations of Reagan and Bush promote a new conservatism?</p>	<p>Conservative, Moral Majority Supply-Side Economics Deficit Contras Urban Rural Yuppie Acquired Immune Deficiencies(AID S) Perestroika Glasnost Fall of Berlin Wall</p>		<p>liberal Viewpoints. Discuss Findings in a narrative.</p> <p>Create a graphic illustrated manuscript on communism and the end of the Cold War.</p>
<p><b>Modern Challenges</b></p>	<p>I can identify and prioritize challenges faced by our world since the 1990's and discuss America's response.</p>	<p>11.1.04 11.1.06 11.5.01 11.5.05 11.5.19 11.5.20 11.5.21</p>	<p>How has America responded to new challenges facing the nation since the 1990's?</p>	<p>Terrorism Energy crisis Financial crisis Global Warming Bill Clinton George H. W. Bush Barack Obama</p>		

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L** CSO 11.6-Work with language arts to assign readings. Example readings: “All the Presidents Men”- Woodward & Bernstein 1010L, “Watergate Scandal in the White House”- Dale Anderson 1030L, “Ronald Reagan”-Michael Benson- 930L, “Jimmy Carter-President and Peacemaker” David Seidman- 1090L, “The World is Flat” Thomas Friedman 1100L.

**Language Arts Connection:** Co-plan with language arts on readings on politics of the 80’s and 90’s for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on Watergate, Iraq and Carter, and Reagonomics from this unit.

Create an illustrated display of challenges of the 21<sup>st</sup> Century (terrorism, energy issues, global warming, financial issues) with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction;**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader’s Notebook